

Subject Specific Task Force Members

East Teaching & Curriculum Committee

Warner School and East

as of 11-10-14

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Programs:	
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Sixth Grade	
Ninth Grade Academy	
CTE	<i>Separate committee, chaired by Mike Doughty, Monroe-Orleans BOCES1 & Warner School Michael_Doughty@boces.monroe.edu;</i>
	<i>Admin: Ben Rhodes</i>
Students:	(24) Hanzell Carrillo , Goitom Alay, Anthony Blanco, Juliany Canales, Danielle Colon Rodriguez, Alexis Griffin, Brielle McMillon, Autumn Moore, Calista Pacheco, Shirley Smith, Taylor Suong-Phouk, Yamila Torres, Raquieh Siplin, Ketsha Berrios, Eddie Casado, Jonasia Matthews, Maliek Marshall, Donivin Yawn, Melissa Caso, Jovanni Igartua, Shawn Harkness, Giacchino Barcelona , Chandra Ruffin, Raven Florence

Teaching and Learning Committee

Updated Charge

Sept 8, 2014

Givens:

- I. The mission of East High School will be to prepare all its students for successful transitions into adulthood in our democratic society
- II. All decisions will be consonant with the EPO application and its additions and amendments
- III. The curriculum and instructional models will be based on current research regarding how people learn. (Learning Principles). The model for a coherent curriculum, as defined by Grant Wiggins and Jay McTighe, will form the basis for our curriculum development process. The unit format will be *Understanding by Design*. Instructional models will vary.
- IV. Curriculum development will be a multi-year process. It will begin with curricula that:
 - A. are currently in use
 - B. address the Common Core Learning Standards
 - C. may feasibly be modified over time to become ever more consistent with:
 1. the needs and interests of the East Community
 2. current, content specific theory and research
- V. The Committee has been charged by the EPO Leadership Team to make its recommendations using an 80% consensus model (80% can support publicly and privately)

Curriculum Tasks

- I. Design processes for familiarizing faculty with current research conclusions regarding how people learn (Learning Principles Include in packet for Committee)
- II. Make preliminary curriculum recommendations to the EPO Leadership Team
 - A. Process 1, to be completed by Oct 22
 1. Coordinate/ Facilitate subject specific task forces, consisting of RCSD teachers
 - a. Who will Utilize Curriculum Evaluation Chart (enclosed) to assess and advise Teaching and Learning Committee Curriculum that meet the following criteria:
 - (1) Is currently developed (existing curriculum, currently used somewhere)
 - (2) Has research support for results
 - (3) Addresses the CCLS
 - (4) Sequentially builds learning over time and across years
 - (5) Faithfully aligns to the learning principles (see attached) including guaranteeing rigorous, content-specific knowledge
 - (6) Is highly engaging
 - (7) Fosters student agency (empowerment, ownership, choice) [learner-centered principles]
 - (8) Is culturally relevant and responsive, including issues of social justice
 - (9) Prepares students for participation in a democracy (skills and/or content)
 - (10) Teaches thinking skills
 - (11) Prepares students for the global workforce

- B. Process 2, to be completed by Nov. 15
 - 1. Utilize input and our own research to make recommendations to the Leadership Team re: Curriculum and 6-12 courses of study by November 22
 - 2. Recommend to the EPO Leadership Team decision points and processes for Acceleration/advanced placement, college and career readiness options
- C. Process 3, to be completed by November 14
 - 1. design and articulate the conceptual framework for 6th grade program
 - 2. Define multi-tiered system of support (academic side)

III. Next Phases of Planning- January – June 2015

- A. Plan the processes for ongoing professional learning
 - 1. Scheduled daily collaborative periods
 - a. Define a cycle for Subject specific (department/course) collaboration in the use of data to inform instruction
 - b. Cross subject (team) collaboration
 - (1) Recommended agenda to be defined
 - 2. Professional Learning cycle
 - a. Differentiated for new teachers versus veterans
 - b. Across course of year via meetings as PD sessions
- B. Identify outcomes for Summer professional learning academy
- C. develop multi-year curriculum development calendar

IV. Next Phases of Planning- Summer 2015

- A. Identify opportunities for interdisciplinary units

- I. A Coherent Curriculum is a “plan by which everyone can envision the end results and develop coherent and logical work plans derived from and in support of the common long term goal.” (Wiggins and McTigh)
- A. Components of the school’s curriculum that will be aligned with the East High’s mission to graduate college and career ready youth
 1. Mission Related Accomplishments
 - a. Our school community, teachers, parents, students will be involved in specifying what our students need to be like and know how to do (beyond the CCLS) in order for them to become college and career ready
 - b. SCANS and community/business input will be used to inform the habits of mind that we will foster
 2. Curriculum Philosophy and Learning Principles
 - a. Inquiry will be at the center of our curriculum practice
 - b. Strong conceptual bases will be the focus of grades 6 and 7 in all subject areas and thus students will be able to confidently enter into more complex bodies of knowledge with confidence and success
 - c. Because literacies are the gateways to on-going learning, students will have both integrated literacy instruction, e.g. reading in the content areas, and concentrated reading instruction through at least grade 8.
 - d. Research based beliefs about how people learn will guide all classroom practice. (Branford, Hattie and Marzano) (See Appendix A)
 3. Curriculum Specifics
 - a. Students will be systematically educated about career options through the middle years and grade 9 through dedicated period (Exploratory grades 6-8 and Academy, grade 9) including visitors, field trips, virtual trips and research.
 - b. Systematic behavior and habits of mind will be integrated into classroom instruction (e.g. collaboration, negotiation). Explicit instruction in how the human brain functions will be utilized as a component of PBIS program
 - c. Curriculum materials that have been externally validate by research or rigorous field testing whenever possible (e.g. Perpetually Contested Questions- a University of Washington government program)
 - d. Interdisciplinary planning and implementation of units will be utilized to support motivation and student interest/motivation (e.g. Integrated Arts in the Middle School)
 4. Content standards
 - a. The CCLS will be used with regard to content and thinking standards for the extant disciplines
 - b. Recurring big ideas and questions will conceptually anchor the standards to content
 5. 6-12 Curriculum Maps

- a. Will integrate the habits of mind and big ideas that spiral through the curriculum
 - b. Assessments will be aligned across grade levels to assure rigor
- 6. Cornerstone Assessments
 - a. Specific authentic tasks reflective of the key accomplishments and challenges in the disciplines
 - b. Given every 2-3 years to assess student progress toward standards that are not addressed in standardized assessments, e.g. perseverance
- 7. Analytic and Longitudinal Assessments
 - a. Common rubrics for providing feedback toward standards and collecting evidence for program improvement
 - b. The team based data system will be monitored by a schoolwide Data Committee [EHS Collegial circle recommends a Data Exchange Committee] to meet across the year and respond to grade level team data and report to School Improvement Team. The grade level teams are responsible for recording the data via standards-based reporting to show progress over time.
 - c. Tri-State rubric will be used to query alignment with CCLS
- 8. Anchors
 - a. Tangible examples of student work with commentary to illustrate specific performance levels
- 9. Diagnostic and Formative Assessments
 - a. Pre-assessments and ongoing checks to assure the appropriate level of challenge for students and to provide feedback
- 10. Suggestions for Differentiation
 - a. specific suggestions for responding to individual student's misconceptions and learning profiles
- 11. Trouble Shooting Guide
 - a. Advice and tips for addressing predictable learning-related problems

II. Time and structure are invaluable resources in the design of a school's curriculum

A. Our Givens

- 1. A form of block schedule that enables deep engagement and deliberate practice
- 2. Double block or block and a half or ELA and Mathematics in the middle grades
- 3. An internal collaboration schedule to occur during departmental common planning time daily --emphasizing data cycles, i.e. creation of common assessments, examining of student work, recording student data, determining student strengths and weaknesses and planning instructional direction based on data about student , learning from teacher created assessments, and facilitated by instructional coaches. This will result in a self-developed formative assessment cycle for monitoring student progress.

- a. This team based data system will be supported and monitored for progress by a school-wide Data Committee who will study grade level data and compose summary reports to the School Improvement Team.
- 4. Interdisciplinary segments for relevance and motivation
- 5. Thinking and reasoning skills will be integrated into all course content (e.g. claim making, evidence provision, determining valid evidence; source analysis; sequential reasoning for argument, reportage, and narrative)

Recommendation: English Language Arts, Grades 6-8: the New York State/Expeditionary Learning Modules

Rationale	Rochester City School District uses the modules and most teachers have experience with them for the last three years; they report steady student progress which they attribute to consistency of practice and sequencing of key skills across years.
2 nd Period of ELA: "Literacy"	Reading and Writing workshop, using Nancie Atwell's work (<i>In the Middle</i>). Planned in collaboration with a Reading Certified Teacher and supplemented by resources from Scholastic's <i>Code X</i> , books by Alfred Tatum, lessons from Carol Jago, and units from <i>Rethinking Schools</i> .
Student Groups	Heterogeneously grouped for their initial period of English language arts instruction with no additional honors sections in the middle school. For the additional daily period of ELA instruction, students will be grouped by reading readiness as determined by their Lexile reading scores
Summer School	NYS Module "Researching to Deepen Understanding" for 7 th and 8 th grade, which is focused on non-fiction texts and which is not used during the regular school year.

Recommendation: English Language Arts, Grade 9-12

Rationale	Teachers at East and across RCSD have utilized the units previously and believe they form a strong curriculum foundation
2 nd Period of ELA: "Literacy"	The second period of English for students below grade level, planned with and supplemented by a Reading Certified Teacher, consists of the Readers and Writers Workshop with a strong emphasis on cooperative learning. Strategies and skills used in the workshop model are schoolwide to ensure both transfer and longevity of effects
Student Groups	Groups at grade level and above grade level will also work in reading and writing workshop but will also work with study skills strategies (see for example, AVID strategies) with the explicit intention to prepare students for Pre-Advanced Placement and Advanced Placement coursework in high school. Groups below grade level will work on intensive literacy skills in the reading and writing workshop. Groups far below grade level will be provided additional support by literacy specialists, special educators and ESOL teachers as appropriate.
Honors	Equitable access is a guiding principle for Honors programs as we make every effort to ensure that these classes reflect the racial, ethnic and socioeconomic diversity of our student body
	Students in Honors classes will also use the modules on engageny.org but the units will be supplemented with work that increases the rigor and depth of the units while continuing to emphasize relevant skills and content.
Summer School	Summer school for students who fail English during the regular school year utilizes a diagnostic/prescriptive approach to address students' needs and prepare them to benefit from regular classroom instruction in the fall. Those who do not succeed in summer school are scheduled into over-age, under-credit (OA-UC) alternate programs as per ninth grade options, depending on the number of credits they have earned to date.
Electives	Interest has been gathered from families and students for electives across the spectrum of disciplines

Recommendation, Math Grades 6-8: Connected Math Project

Rationale	Development funded by NSF; Problem centered approach that promotes inquiry based learning; Aligned CCLS
2 nd period of Math: “Math Extensions”:	Supports classroom success by helping students solidify the underlying concepts contained within current classroom units. E.G. a unit on proportional reasoning requires students to use fractions, equivalence, multiplication, scaling, part-to-part, part-to-whole, etc. These prerequisite concepts and skills would be addressed within a problem context
	Additionally, interdisciplinary inquiries will be explored that emphasize the relevance of mathematics in students’ lives.
Student Groups- initial instruction	Heterogeneous groups with the exception of accelerated sections beginning in grade 8.
Student Groups- Math Extensions	Flexibly grouped by readiness as determined by unit pre-assessments and/or their NYS Mathematics Exam scores.

Recommendation, Math Grades 9-12: Meaningful Math

Rationale	A derivative of IMP, is one of three comprehensive high-school mathematics curricula identified as “Exemplary” by the U.S. Department of Education for providing convincing evidence of its effectiveness in multiple schools with diverse populations..
2 nd period of Math for grade 9: “Math Extensions”	preteaching/reteaching of the core content from the Meaningful Math curriculum.
Student Groups- Math Extensions	Students are regrouped by readiness and receive differentiated levels of support including enrichment and extension work

Recommendation, Science, Grades 6-8:

Grade 6: The Full Option Science System (FOSS)	Rationale: Aligned with Next Generation Science Standards (NGSS) and incorporates engineering (design) practices with science practices. Each FOSS investigation follows a similar design to provide multiple exposures to science concepts.
Grade 7: Science & Global Issues (SGI)	Rationale: Standards-based, issue-oriented two-year high school integrated science program. SGI focuses on the role of science in addressing the needs of modern society and the use of technology in advancing scientific knowledge. SGI includes a year of high school biology and a year of physical science. Modules will be organized into a coherent course of study that integrates the biological, chemical and environmental science components based on NYS standards that must be met in preparation for the 8th grade assessment.
Grade 8: “It’s About Time’s” Active Physics	Rationale: This conceptual physics curriculum focuses on examining common phenomena (a bird in flight, a magnet sticking to a refrigerator, chewing bubble gum) to introduce and explore fundamental laws of nature. There is an emphasis on observation, problem-solving, data analysis, and communicating ideas clearly. Students are challenged to develop a strong conceptual foundation in physics as a result of the exploration of familiar events and invention

Recommendations Science, Grade 9-12:

Grade	Curriculum Resources	Rationale	Additional Curriculum Resources	Elective(s)

9	Living Environment - Biological Sciences Curriculum Study (BSCS) - A Human Approach	<p>The 5E instructional model matches and complements Next Generation Science Framework as it also proposes Driving Questions and Big Ideas.</p> <p>BSCS uses the 5E Instructional Model extensively in professional development experiences.</p> <p>Regents Living Environment Exam</p>	Project Lead the Way (PLTW)- Introduction to Engineering Design (IED)	•IT
10	Chemistry (R) - "It's About Time" - Active Chemistry General Chemistry - "It's About Time" - Active Chemistry and ChemCom (as warranted)	<p>Provides a strong foundation for active learning as the students always have a common lab experience upon which to base their understanding of a concept.</p> <p>Regents Chemistry Exam</p>	Project Lead the Way (PLTW) - Principles of Engineering (POE)	<ul style="list-style-type: none"> •Anatomy & Physiology •IT •Precision Optics •Vision Care •Med-Tech
11	Earth Science (R) - Earth Comm: It's About Time Or Education Development Center (EDC) - Earth Science (Lab-Aids)	The problem-based nature of the curriculum supports relevance to students and student-centric thinking by fostering creative problem solving and making student thinking explicit.	Project Lead the Way (PLTW) - Principles of Engineering (POE)	<ul style="list-style-type: none"> •AP Biology •AP Environmental Science •IT •Precision Optics •Vision Care •Med-Tech
12	Physics (R) - <i>"It's About Time" - Active Physics</i>	An ideal complement to the 8th grade conceptual physics and includes opportunities for in-depth foundational understandings with mathematical modeling.	<p>AP Physics - Ends in NYS Regents Exam</p> <p>PLTW - Senior Capstone</p>	Physics (R) - <i>"It's About Time" - Active Physics</i>

Recommendations, Social Studies, Grades 6-12

The Task Force recommends the creation of an original curriculum conforming to the coherent curriculum model and, in addition, using the following guidelines:

- (1) organized around compelling questions, well-structured inquiries, and disciplinary practices, as articulated in the National Council for the Social Studies' (NCSS's) College, Career, and Civic Life (C3) Framework;
- (2) constructed collaboratively by teachers and curriculum and instruction experts from the Warner School to include tools and procedures from existing programs that are deemed effective via credible research;
- (3) include authentic assessments that require students to act upon their knowledge and skills in ways that are valid and meaningful inside the classroom and beyond it.

The proposed social studies curriculum and the C3 Framework will link to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies. Further, the Task Force will draw from the recently initiated New York State Social Studies Resource Toolkit as a scaffold for designing curriculum.

Students will be grouped heterogeneously for social studies instruction.

Elective possibilities within this framework include courses in psychology, sociology, and anthropology, each of which could be taught as a dual-credit course. This would provide students with opportunities beyond Advanced Placement courses to obtain college credits during high school.

Initial Recommendations, World Languages, Art, Music, Technology

World Languages 7-12	Exploring <i>Avancemos!</i> curriculum	Spanish curriculum levels 1-3.	Instruction is contextualized and authentic, allowing students to use language in real life situations and for real purposes whenever possible. The school-wide focus on engagement and authenticity extends to world language. Curriculum is written to the ACTFL standards.
	American Sign Language :Exploring Master ASL		
Art	e.g. Ann Arbor Arts Curriculum, modified. Goal: a possible sequence of	An investigation into this curriculum needs to be led; courses need to be defined and a 6-12 approach	

	five art credits	identified	
General Music	Curriculum exploration needed		
Performing Music	Curriculum exploration needed		
Technology MS	Project Lead the Way: <i>being investigated</i>	Feasibility of PLTW grade 8; needs to be integrated with career pathways recommendation	

Curriculum Evaluation Chart

East Teaching & Curriculum Subject-Specific Task Force for ELA 9, 10-12

Name and email of task force facilitator: Pam Kissel <pamwkissel@gmail.com>

Date of last changes on chart: September 22, 2014
After each meeting, send the latest version of this chart to Sue Meier smeier@warner.rochester.edu and Mary Rapp mrapp@warner.rochester.edu via email.

Submitted by: James Fitta, Mariellen Schiano (EHS)

Curriculum Name: SpringBoard

Being taught where: Everywhere...

Research support: Yes/ CollegeBoard's official Pre-AP program for grades 6-12

Addresses the CCLs: "Integrates a rigorous curriculum with formative assessments and professional development."

(Be sure to include grade levels this curricula encompasses).	Grade 6	Grades 7-8	Grade 9	Grade 10-12	Acceleration/ AP/IB /dual credit?
How does this curriculum spiral skills and content over time?			Thematic -Increasingly Complex Content	Thematic -Increasingly Complex Content	Pre-AP
In what ways does this curriculum address the learning principles?			-CCS are written in the form of learning targets. -Scaffolded instruction.	-CCS are written in the form of learning targets. -Scaffolded instruction.	
What are the ways this curriculum guarantees rigorous, content-specific knowledge?			-Official CollegeBoard Pre-AP Program	-Official CollegeBoard Pre-AP Program	
In what ways is this curriculum highly engaging?			-Wide variety of authors/genres/themes -Appeals to multiple learning styles. -Broad range of Lexile level.	-Wide variety of authors/genres/themes -Appeals to multiple learning styles. -Broad range of Lexile level.	
What are ways this curriculum empowers			-Scaffolding encourages	-Scaffolding encourages	

student voice and show a bias for student agency in learner-centered classrooms?			independent learning. -Includes Socratic Seminars and literature circles, debates, and discussion groups.	independent learning. -Includes Socratic Seminars and literature circles, debates, and discussion groups.
What are the ways this curriculum is culturally relevant and responsive and addresses issues of social justice?			-Themes encourage social justice through global awareness.	-Themes encourage social justice through global awareness.
What are the ways this curriculum prepares students for participation in our democracy?			-Includes Socratic Seminars and literature circles, debates and discussion groups. -Uses primary source documents.	-Includes Socratic Seminars and literature circles, debates, and discussion groups. -Uses primary source documents.
What thinking skills are integrated into this curriculum?			-Question types from all 4 quadrants.	-Question types from all 4 quadrants.
What do you see as the sequence of courses within your program for the following grade level configurations?			6-12 ELA	6-12 ELA
Can credit be earned in middle school in this curriculum? [it is a goal to get at least four credits for students in middle school]			No	No
At what point would you recommend (if at all) branching into different options such as acceleration, honors, AP/IB, other?			After Level VI students may transition.	After Level VI students may transition.
What opportunities do you see in your program for interdisciplinary instruction and with which other programs?			Some Units may be easily aligned, but not the entire program. It is very structured within itself.	Some Units may be easily aligned, but not the entire program. It is very structured within itself.

Advice to Teaching Committee

What professional learning is required of teachers relative to instruction or pedagogy to implement this curriculum successfully?	-Standard preparation and professional development required to implement the program is similar that of any other program.
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Additional considerations that must have decisions in order to conduct an effective _____ program		
Considerations: (e.g music lessons will be given when/how? Art courses will have x pre requisites?) Etc.	Current practice	Recommendation of the SSTF

Curriculum Evaluation Chart

East Teaching & Curriculum Subject-Specific Task Force for ELA 9, 10-12

Name and email of task force facilitator: Pam Kissel <pamwkissel@gmail.com>

Date of last changes on chart: September 22, 2014

After each meeting, send the latest version of this chart to Sue Meier smeier@warner.rochester.edu and Mary Rapp mrapp@warner.rochester.edu via email.

Submitted by: James Fitta, Mariellen Schiano (EHS)

Curriculum Name: New York State Modules

Being taught where: New York

Research support: Yes

Addresses the CCLS: Yes

(Be sure to include grade levels this curricula encompasses).	Grade 6	Grades 7-8	Grade 9	Grade 10-12	Acceleration/ AP/IB /dual credit?
How does this curriculum spiral skills and content over time?			-Increasingly complex content.	-Increasingly complex content.	Pre-AP
In what ways does this curriculum address the learning principles?			-CCS are written in the form of learning targets. -Addresses the Literacy Shifts -Scaffolded instruction.	-CCS are written in the form of learning targets. -Addresses the Literacy Shifts. -Scaffolded instruction.	
What are the ways this curriculum guarantees rigorous, content-specific knowledge?			-Prepares students for Common Core ELA Exam. -College Ready.	-Prepares students for Common Core ELA Exam. -College Ready.	
In what ways is this curriculum highly engaging?			-Wide variety of authors/genres/themes -Appeals to multiple learning styles. -High Lexile/rigorous texts.	-Wide variety of authors/genres/themes -Appeals to multiple learning styles. -High Lexile/rigorous texts.	

What are ways this curriculum empowers student voice and show a bias for student agency in learner-centered classrooms?				-AIR component encourages independent learning. -Includes literature circles, debates, and discussion groups. -incorporates non-fiction texts.	-AIR component encourages independent learning. -Includes literature circles, debates, and discussion groups. -incorporates non-fiction texts.
What are the ways this curriculum is culturally relevant and responsive and addresses issues of social justice?				-Weakness that needs to be addressed.	-Weakness that needs to be addressed.
What are the ways this curriculum prepares students for participation in our democracy?				-Includes literature circles, debates and discussion groups. -Uses primary source documents.	-Includes literature circles, debates, and discussion groups. -Uses primary source documents.
What thinking skills are integrated into this curriculum?				-Question types from all 4 quadrants. -Evidence based writing is essential. -Builds knowledge through non-fiction texts.	-Question types from all 4 quadrants. -Evidence based writing is essential. -Builds knowledge through non-fiction texts.
What do you see as the sequence of courses within your program for the following grade level configurations?				6-12 ELA -Adaptable for accelerated program. -Opportunities for enrichment.	6-12 ELA -Adaptable for accelerated program. -Opportunities for enrichment.
Can credit be earned in middle school in this curriculum? [it is a goal to get at least four credits for students in middle school]				No	No
At what point would you recommend (if at all) branching into different options such as acceleration, honors, AP/IB, other?				At any level	At any level
What opportunities do you see in your program for interdisciplinary instruction and with which other programs?				Some Units may be easily aligned, but not the entire program. It is	Some Units may be easily aligned, but not the entire program. It is very

[illegible]

Advice to Teaching Committee

What professional learning is required of teachers relative to instruction or pedagogy to implement this curriculum successfully?	-Standard preparation and professional development required to implement the program is similar that of any other program.
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Additional considerations that must have decisions in order to conduct an effective _____ program _____

Considerations: (e.g music lessons will be given when/how? Art courses will have x pre requisites?)	Current practice	Recommendation of the SSTF
Etc.		

Curriculum Evaluation Chart

East Teaching & Curriculum Subject-Specific Task Force for *English Language Arts (6-8)*

Name and email of task force facilitator: Margaret Donlon, David Ames, Paul Jonasse Date of last changes on chart: October 7, 2014
 After each meeting, send the latest version of this chart to Sue Meier smeier@warner.rochester.edu and Mary Rapp mrapp@warner.rochester.edu via email.

Meetings dates, times, location: September 15 (2:30 – 4:30), September 17 (2:15 – 4:00), September 22 (2:15 – 3:00), October 7, 2014

Curriculum Name: *Reading Apprenticeship Academic Literacy*

Being taught where: English Language Arts classes, grades 6 – 8 at East High School Foundation Academy

Research support: There is a ton of ACTUAL research, see reports on website:

Addresses the CCLS:

(Be sure to include grade levels this curricula encompasses).	Grades 6-7-8-9	Grade 10-12	Acceleration/AP/IB /dual credit?
How does this curriculum spiral skills and content over time?	<p>RAISE</p> <p>Reading Apprenticeship Improving Secondary Education</p> <p>RAISE was awarded a top rating and five years' funding in the U.S. Department of Education i3 competition, based in part on findings from three previous randomized controlled studies of Reading Apprenticeship. In those studies, high school students who experienced Reading Apprenticeship in a single course — biology, U.S. history, or grade 9 academic literacy — made significant literacy and content knowledge gains, as well as gains related to motivation and academic identity.</p> <p>RAISE is both a larger and more intensive version of the Reading Apprenticeship interventions already studied. It is designed to amplify a student's experience with Reading</p>		

		<p>Apprenticeship through a school-based model. At each site, teachers in multiple disciplines integrate Reading Apprenticeship practices into their teaching. Students, therefore, experience Reading Apprenticeship in up to three successive years: English language arts in grade 9, biology in grade 10, and U.S. history in grade 11.</p> <p>In a subset of the 300+ participating schools, a randomized controlled study will assess the impact of this “increased dosage” on students’ engagement and academic achievement. Research on implementation is included as part of this study.</p> <p>A second focus of the research is a “scale-up” study, designed to illuminate issues of fidelity and capacity building when a complex professional development-based intervention is implemented on a large scale. For this study, evaluators will gather data from the large group of teachers in the 260+ schools that are not part of the study. In addition, evaluators will conduct case studies in a subset of these schools.</p> <p>The scale-up effort is a partnership between WestEd’s Strategic Literacy Initiative (developer of Reading Apprenticeship) and four local education agencies — one each in the states of Indiana, Michigan, Pennsylvania, and Utah plus several school districts in California — that will collaborate with SLI to support, sustain, and further disseminate Reading Apprenticeship during the grant period.</p> <p>Research Questions</p> <p>Researchers from Empirical Education and IMPAQ will address the following questions in the randomized controlled study:</p> <ul style="list-style-type: none"> • What is the impact of Reading Apprenticeship on teachers’ ability to integrate disciplinary literacy practices 	
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		<p>and explicit literacy instruction into high school biology, U.S. history, and English language arts classes?</p> <ul style="list-style-type: none"> • What is the impact of Reading Apprenticeship on students' reading behaviors, attitudes, and strategies, including reading persistence and the ability to implement problem-solving and comprehension strategies? • What is the impact of Reading Apprenticeship on students' academic achievement in English language arts, biology, and U.S. history? • What is the impact of Reading Apprenticeship on students' academic attainment, course performance, and retention in high school? <p>Methodology</p> <p>Intervention: The intervention for the randomized controlled study and the scale-up study is the same: 10 days of discipline-specific Reading Apprenticeship teacher professional development (grade 9 English Language Arts, high school biology, and high school U.S. history), monthly on-site meetings, and online resources. Reading Apprenticeship-trained facilitators in collaboration with local education agencies will deliver the professional development. Leadership development for supporting the on-site monthly teacher meetings is explicitly designed into the model.</p> <p>Design and Sample: The study will use a group randomized experimental design in 40-44 schools that serve a high proportion of high-needs students (students eligible for free and reduced-price lunch, African American and Latino students, students with low prior academic achievement, particularly in ELA, and English language learners). Half the schools will be randomly assigned to the experimental</p>	
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		group and half to a wait-listed control group. In each school six to nine teachers, two to three teachers of each target course, will be followed, along with their students. Measures of school participation and implementation of Reading Apprenticeship in the professional development and classroom teaching are being developed, as are measures of the impact of this implementation on student learning experiences, engagement, and achievement. In addition, evaluators will document the scale-up of the intervention in five states to identify important features of the school and district contexts that may influence the success of the intervention.		
In what ways does this curriculum address the learning principles?		<p>How does Reading Apprenticeship support the Common Core State Standards?</p> <p>The Common Core standards require more than a “shift” in teaching and learning. To be effective, these new standards demand deep change—in what we expect from students and in how teachers organize instruction. Classroom culture must change: from teacher-dependent to student-centered, from rote compliance to deeply engaged learning, and from text avoidance to text-based inquiry, in every discipline. Reading Apprenticeship professional development actively engages teachers in making these fundamental changes. Our professional development is designed to help teachers integrate literacy and subject area instruction—within a classroom culture that promotes student engagement and persistence. Students build academic knowledge along with positive learner identities and effective problem solving and collaboration skills. They develop an inquiry stance toward learning and the independence to succeed in college and careers. These are not</p>		

		<p>small things. To accomplish them, Reading Apprenticeship professional development is itself demanding—in ways that engage teachers with their own subject area expertise. Read <u>more</u> about Reading Apprenticeship and the Common Core.</p>		
<p>What are the ways this curriculum guarantees rigorous, content-specific knowledge?</p>	<p>Reading Apprenticeship instructional routines and approaches are based on a framework that describes the classroom in terms of four interacting dimensions that support learning: Social, Personal, Cognitive, and Knowledge-Building.</p> <p>So, for example, teachers work with students to create classrooms where students feel safe to share reading processes, problems, and solutions. Students develop sturdy reader identities. They learn how to monitor their comprehension and how to restore it when it breaks down. And they use schema they have as they build new knowledge.</p> <p>These four dimensions are woven into subject area teaching through Metacognitive Conversation — conversations about the thinking processes students and teachers engage in as they read. The context in which this all takes place is Extensive Reading — increased in-class opportunities for students to practice reading in more skillful ways.</p>			
<p>In what ways is this curriculum highly engaging?</p>		<p>It is engaging and student-centered.</p>		
<p>What are ways this curriculum empowers student voice and show a bias for student agency in learner-centered classrooms?</p>		<p>Students who are English learners encounter the English language from a problem-solving stance <i>by necessity</i>. Reading Apprenticeship also approaches the English language from a problem-solving stance, but <i>by design</i>. You could say that English learners get exactly the kind of literacy support they need most. For example, in two randomized</p>		

		<p>controlled studies of Reading Apprenticeship, English learners or students who speak languages other than English at home had robust, statistically significant gains on standardized achievement tests in reading comprehension, English language arts, and biology.</p> <p>English learners make these kinds of gains because Reading Apprenticeship addresses learner dispositions as well as literacy. Teachers are primed to build from students' strengths, to encourage collaboration and community, and to "normalize" the struggle that comes with effortful reading—for all students.</p> <p>Academically, students undertake a literacy apprenticeship in which metacognitive conversation is the key. Teachers model thinking about their thinking as they read, and students learn likewise to make their thinking visible to themselves and others. Language is at the heart of this kind of learning. For all students and particularly for English learners, talking with others is a powerful way to work out one's thinking.</p>		
What are the ways this curriculum is culturally relevant and responsive and addresses issues of social justice?		http://readingapprenticeship.org/research-impact/current-projects/		
What are the ways this curriculum prepares students for participation in our democracy?		<p>When literacy instruction and subject area instruction are integrated, middle school, high school, and community college students all benefit from the synergy. New standards for K–12 schooling—the Common Core State Standards and Next Generation Science Standards—underscore the importance of this fundamental Reading Apprenticeship approach. At the community college level, faculty report that integrated instruction increases student engagement, persistence, and success.</p>		

		Learning accelerates. When college-level literacy learning is contextualized in subject area instruction, students engage as readers in authentic, discipline-specific problem solving, and gain confidence in their ability to do so. They take up the kind of independent learning that transfers across academic contexts and into the workplace and beyond. Since 2008, faculty at 200+ colleges in 25 states have experienced Reading Apprenticeship through small seminars, online courses, faculty inquiry groups, and designated communities of practice. The numbers are growing as word gets around.		
What are thinking skills integrated into this curriculum?		Metacognitive Conversation. See website for illustration.		
What do you see as the sequence of courses within your program for the following grade level configurations?		Inquired with Margot from WestEd.		
Can credit be earned in middle school in this curriculum? [it is a goal to get at least four credits for students in middle school]		N/A		
At what point would you recommend (if at all) branching into different options such as acceleration, honors, AP/IB, other?				
What opportunities do you see in your program for interdisciplinary instruction and with which other programs?		This framework is set-up to be a cluster model curriculum. Academic Literacy course is the elective to the Reading Apprenticeship model way of teaching the other content area subjects.		

Advice to Teaching Committee

What professional learning is required of teachers relative to instruction or pedagogy	What is the most effective form of Reading Apprenticeship professional development? Secondary. In middle school and high school, schoolwide professional development means students have
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to implement this curriculum successfully?	<p>continuous, class-to-class support for the Reading Apprenticeship routines that build a problem-solving approach to literacy and learning. Expectations that students will spend in-class time reading, writing, and investigating their thinking are reinforced across the school site. In this kind of mutually reinforcing community effort, teachers and students can all accomplish more.</p> <p>When schoolwide professional development is not possible, teacher leaders or department members often choose to attend open-enrollment institutes, where they participate in cross-curricular and subject-area teams. Community College. <u>Reading Apprenticeship 101</u>, the six-week online introduction for community college faculty, is very popular. It is a pragmatic way for individuals and campus teams to learn about Reading Apprenticeship, try it out week by week, and get timely feedback from classmates and instructors about these first-hand experiences.</p> <p>At the same time, a number of 101 participants describe the value of complementing or following up the online course with FIGs or other regular in-person ways to support their Reading Apprenticeship practice.</p> <p>Two advanced Reading Apprenticeship courses for college faculty help them become campus <u>coaches</u> or take a <u>leadership role</u> in spreading Reading Apprenticeship on their campus.</p>
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Additional considerations that must have decisions in order to conduct an effective _____ program		
Considerations: (e.g. music lessons will be given when/how? Art courses will have x pre requisites?) Etc.	Current practice	Recommendation of the SSTF

Curriculum Evaluation Chart

East Teaching & Curriculum Subject-Specific Task Force for English Language Arts (6-8)

Name and email of task force facilitator: _____

Date of last changes on chart: _____

After each meeting, send the latest version of this chart to Sue Meier smeier@warner.rochester.edu and Mary Rapp mrapp@warner.rochester.edu via email.

Meetings dates, times, location: September 15 (2:30 – 4:30), September 17 (2:15 – 4:00), September 22 (2:15 – 3:00)

Curriculum Name: *EL Modules/NYS Common Core Curriculum*

Being taught where: English Language Arts classes, grades 6 – 8 at East High School Foundation Academy

Research support: _____

Addresses the CCLS: _____

(Be sure to include grade levels this curricula encompasses).	Grades 6-7-8	Grade 9	Grade 10-12	Acceleration/AP/IB /dual credit?
How does this curriculum spiral skills and content over time?	Looking at 7th grade to 8th grade, many learning standards/skills moves up in complexity with increasing grade level. Students are pushed a little further at each grade level. The curriculum is based on the CCLS and moves up in complexity.			
In what ways does this curriculum address the learning principles?	All modules are clearly ELA content specific and incorporate many non-fiction texts. The modules have sparse coverage of literary devices. There needs to be more time on literary terms. Grammatical elements are thrown in randomly and skills do not stick with kids. For example, tone is discussed a few times and it is expected to be understood. Some of these, such as tone, needs to be taught with regularity and repetitiously. Some of the texts are excellent. Ex. Long Walk to Water (refugee experience is impt and relevant to			
In what ways is this curriculum highly engaging?				

	our kids); To Kill a Mockingbird (issues of race, justice are very relevant to our kids). Some things are NOT engaging. For example, the module takes the book such as Unbroken, kids get engaged and then you get pulled away from it. Most of the book is meant to be read at home and this is just not always possible for our kids. For these modules, you cannot modify the text. For example, The Life of Fredrick Douglass is a very complex text and is inappropriate at the 7th grade level.			
What are ways this curriculum empowers student voice and show a bias for student agency in learner-centered classrooms?	There is a lot of emphasis for students to work collaboratively to arrive at meaning. There is a lot of group work. This possibility of group work may not work for some groups, some groups may need an extra adult to facilitate the groups. Some of the "take a position" activities are too structured. Many students are allowed to have a voice but are often, through 7th and 8th grade, pushed in a particular direction by the curriculum guide			
What are the ways this curriculum is culturally relevant and responsive and addresses issues of social justice?	See answer to number 4.			
What are the ways this curriculum prepares students for participation in our democracy?	The curriculum makes them aware of the diversity within the country. TKAM sets the example that it is very wrong to be treated differently. Helps kids become more accepting of other people. The students learn compassion for others through these texts and characters within the texts. TKAM speaks to justice, and to speak to justice, you have to speak to injustice			
What are thinking skills integrated into this curriculum?	There is a lot of points in which students have to make claims and support those claims with evidence. Students must answer questions based on the text, not on opinion.			
What do you see as the sequence of courses within your program for the following grade level configurations?	The skills from each year in RCSD build on the next. We would like to take advantage of this stability and continuity. RCSD students start with			

	the NYS CC in third grade with many starting in kindergarten. This groundwork laid is a great advantage.			
<i>Can credit be earned in middle school in this curriculum? [it is a goal to get at least four credits for students in middle school]</i>	N/A			
<i>At what point would you recommend (if at all) branching into different options such as acceleration, honors, AP/IB, other?</i>	These modules and the work is very rigorous as it is and students should not be moved into these levels until high school.			
<i>What opportunities do you see in your program for interdisciplinary instruction and with which other programs?</i>	We think we could develop our own Social Studies curriculum. There is no exit exam, benchmark NYS exam for SS, so we have no idea why we don't do that already.			

Advice to Teaching Committee

What professional learning is required of teachers relative to instruction or pedagogy to implement this curriculum successfully?	All of our teachers have multiple years of experience with teaching these modules at grades 7-8. There are so many resources available and many teachers already have developed ways to improve the curriculum.
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Additional considerations that must have decisions in order to conduct an effective _____ program

Considerations: (e.g music lessons will be given when/how? Art courses will have x pre requisites?)	Current practice	Recommendation of the SSTF
Etc.		

Curriculum Evaluation Chart

East Teaching & Curriculum Subject-Specific Task Force for ELA 9, 10-12

Name and email of task force facilitator: Pam Kissel <pamwkissel@gmail.com>

Date of last changes on chart: September 22, 2014
After each meeting, send the latest version of this chart to Sue Meier smeier@warner.rochester.edu and Mary Rapp mrapp@warner.rochester.edu via email.

Submitted by: James Fitta, Mariellen Schiano (EHS)

Curriculum Name: Carol Jago's "Lesson for High School Writers"

Being taught where: New York

Research support: Yes

Addresses the CCLS: Yes

(Be sure to include grade levels this curricula encompasses).	Grade 6	Grades 7-8	Grade 9	Grade 10-12	Acceleration/ AP/IB /dual credit?
How does this curriculum spiral skills and content over time?			-It doesn't. It appears to be targeted to one grade level.		
In what ways does this curriculum address the learning principles?			-It addresses the various types of writing in response to short readings.		
What are the ways this curriculum guarantees rigorous, content-specific knowledge?			-Not at all related to Common Core writing prompts.		
In what ways is this curriculum highly engaging?			-Good, contemporary readings and a variety of writing approaches.		
What are ways this curriculum empowers student voice and show a bias for student agency in learner-centered classrooms?			-Could include literature circles, debates and discussion		

				groups. -incorporates non-fiction texts. -Not evident.		
What are the ways this curriculum is culturally relevant and responsive and addresses issues of social justice?				-Not evident.		
What are the ways this curriculum prepares students for participation in our democracy?				-Evidence based writing is essential. -Builds knowledge through fiction and non-fiction texts.		
What thinking skills are integrated into this curriculum?				No sequence. Good for ninth grade review.		
What do you see as the sequence of courses within your program for the following grade level configurations?				No		
Can credit be earned in middle school in this curriculum? [it is a goal to get at least four credits for students in middle school]				N/A		
At what point would you recommend (if at all) branching into different options such as acceleration, honors, AP/IB, other?				Not Evident		
What opportunities do you see in your program for interdisciplinary instruction and with which other programs?						

Advice to Teaching Committee

What professional learning is required of teachers relative to instruction or pedagogy to implement this curriculum successfully?	-None needed, self-explanatory. Comes with a CD Instruction guide.
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Additional considerations that must have decisions in order to conduct an effective _____ program

Considerations: (e.g music lessons will be given when/how? Art courses will have x pre requisites?)	Current practice	Recommendation of the SSTF
Etc.	Santa Monica High School.	

Curriculum Evaluation Chart

East Teaching & Curriculum Subject-Specific Task Force for *English Language Arts (6-8)*

Name and email of task force facilitator: Paul Jonasse, David Ames, Margaret Donlon Date of last changes on chart: October 6, 2014
After each meeting, send the latest version of this chart to Sue Meier warner.rochester.edu and Mary Rapp mrapp@warner.rochester.edu via email.

Meetings dates, times, location: September 15 (2:30 – 4:30), September 17 (2:15 – 4:00), September 22 (2:15 – 3:00), September 24 (2:30 – 4:00), October 6 (2:15 – 3:15)

Curriculum Name: *Code X by Scholastic (grades 6-8 only)*

Being taught where: English Language Arts classes, grades 6 – 8 at East High School Foundation Academy

Research support: Research based on Scholastic Programs in general. No research available online for this specific program.

Addresses the CCLS: Yes, this would perhaps be a curriculum for humanities. This has a social studies connection more so than the modules.

(Be sure to include grade levels this curricula encompasses).	Grades 6 – 7 – 8	Grade 9	Grade 10-12	Acceleration/AP/IB /dual credit?
How does this curriculum spiral skills and content over time?	This spirals from 6 - 8 using CCLS as the basis of study.			
In what ways does this curriculum address the learning principles?	CCLS aligned according to the website.			
What are the ways this curriculum guarantees rigorous, content-specific knowledge?	Texts for curriculum seem to be lower level than modules.			
In what ways is this curriculum highly engaging?	Student-centered, high interest fiction and non-fiction texts.			
What are ways this curriculum empowers student voice and show a bias for student agency in learner-centered classrooms?	Many student-centered activities.			
What are the ways this curriculum is	Most of the texts			

culturally relevant and responsive and addresses issues of social justice?	for the curriculum are fiction. There are lower level texts.			
What are the ways this curriculum prepares students for participation in our democracy?	Texts aligned with social justice issues in history.			
What are thinking skills integrated into this curriculum?				
What do you see as the sequence of courses within your program for the following grade level configurations?	6-8 only			
Can credit be earned in middle school in this curriculum? [it is a goal to get at least four credits for students in middle school]	No credits			
At what point would you recommend (if at all) branching into different options such as acceleration, honors, AP/IB, other?	This is mainly remedial.			
What opportunities do you see in your program for interdisciplinary instruction and with which other programs?	Some alignment with social studies.			

Advice to Teaching Committee

What professional learning is required of teachers relative to instruction or pedagogy to implement this curriculum successfully?	Training in-person, ongoing coaching, online support.
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Additional considerations that must have decisions in order to conduct an effective _____ program

Considerations: (e.g music lessons will be given when/how? Art courses will have x pre requisites?)	Current practice	Recommendation of the SSTF
Etc.		

What I like about Code X: more accessible young adult titles: grade 6: Tuck Everlasting; Dear America: the Diary of Patsy, a Freed Girl; grade 7: Monster; Inkheart; grade 8: Make Lemonade; Endangered. Scholastic KNOWS what appeals to young adults and it looks as though the articles in the various units are formatted with the "magazine appeal factor" that was lacking in SpringBoard (and that we don't have with EngageNY). I really like that they have daily writing. Units are only about a month in length, and the articles that they list seem like they would be high in holding student interest.

The planning and pacing guide and the common core standards maps make it look as though it is common core aligned. It looks, too, that it has material for ELLs and students with disabilities, as well as modifications for advanced students. (Under About Code X: Support for ALL Learners).

Topics seem to be relevant to democracy and social consciousness (Grade 6: Coming to America and The Big Give; Grade 7: America Speaks and A Better World; Grade 8: Children of War and Do the Right Thing.). Considering the challenge of teamwork, I really like the look of the 8th grade unit "Design the Future." One thing I will say, though. It doesn't look like there is a unifying concept to hold the units together within a grade level. They jump around. EngageNY doesn't have that consistency, either. SpringBoard did. I don't feel that not having it is a huge sacrifice, however. With middle school kids, I think sometimes you want to be moving on to the next idea and not spending too much time on that horse whose pulse is tenuous.

Not that this is data, but "*Common Core Code X* was selected by the New York City Board of Education for use in middle schools throughout the district due to its high-quality, Common Core-aligned curriculum."

Curriculum Evaluation Chart

East Teaching & Curriculum Subject-Specific Task Force for English Language Arts (6-8)

Name and email of task force facilitator: _____ Date of last changes on chart: _____
 After each meeting, send the latest version of this chart to Sue Meier smeier@warner.rochester.edu and Mary Rapp mrapp@warner.rochester.edu via email.

Meetings dates, times, location: September 15 (2:30 – 4:30), September 17 (2:15 – 4:00), September 22 (2:15 – 3:00)

Curriculum Name: *EL Modules/NYS Common Core Curriculum*

Being taught where: English Language Arts classes, grades 6 – 8 at East High School Foundation Academy

Research support: _____

Addresses the CCLS: _____

	Grades 6-7-8	Grade 9	Grade 10-12	Acceleration/AP/IB /dual credit?
(Be sure to include grade levels this curricula encompasses).				
How does this curriculum spiral skills and content over time?	Looking at 7th grade to 8th grade, many learning standards/skills moves up in complexity with increasing grade level. Students are pushed a little further at each grade level. The curriculum is based on the CCLS and moves up in complexity.			
In what ways does this curriculum address the learning principles?	All modules are clearly ELA content specific and incorporate many non-fiction texts. The modules have sparse coverage of literary devices. There needs to be more time on literary terms. Grammatical elements are thrown in randomly and skills do not stick with kids. For example, tone is discussed a few times and it is expected to be understood. Some of these, such as tone, needs to be taught with regularity and repetitiously. Some of the texts are excellent. Ex. Long Walk to Water (refugee experience is impt and relevant to			
What are the ways this curriculum guarantees rigorous, content-specific knowledge?				
In what ways is this curriculum highly engaging?				

	our kids); To Kill a Mockingbird (issues of race, justice are very relevant to our kids). Some things are NOT engaging. For example, the module takes the book such as Unbroken, kids get engaged and then you get pulled away from it. Most of the book is meant to be read at home and this is just not always possible for our kids. For these modules, you cannot modify the text. For example, The Life of Fredrick Douglass is a very complex text and is inappropriate at the 7th grade level.			
What are ways this curriculum empowers student voice and show a bias for student agency in learner-centered classrooms?	There is a lot of emphasis for students to work collaboratively to arrive at meaning. There is a lot of group work. This possibility of group work may not work for some groups, some groups may need an extra adult to facilitate the groups. Some of the "take a position" activities are too structured. Many students are allowed to have a voice but are often, through 7th and 8th grade, pushed in a particular direction by the curriculum guide			
What are the ways this curriculum is culturally relevant and responsive and addresses issues of social justice?	See answer to number 4.			
What are the ways this curriculum prepares students for participation in our democracy?	The curriculum makes them aware of the diversity within the country. TKAM sets the example that it is very wrong to be treated differently. Helps kids become more accepting of other people. The students learn compassion for others through these texts and characters within the texts. TKAM speaks to justice, and to speak to justice, you have to speak to injustice			
What are thinking skills integrated into this curriculum?	There is a lot of points in which students have to make claims and support those claims with evidence. Students must answer questions based on the text, not on opinion.			
What do you see as the sequence of courses within your program for the following grade level configurations?	The skills from each year in RCSD build on the next. We would like to take advantage of this stability and continuity. RCSD students start with			

	the NYS CC in third grade with many starting in kindergarten. This groundwork laid is a great advantage.			
<i>Can credit be earned in middle school in this curriculum? [it is a goal to get at least four credits for students in middle school]</i>	N/A			
<i>At what point would you recommend (if at all) branching into different options such as acceleration, honors, AP/IB, other?</i>	These modules and the work is very rigorous as it is and students should not be moved into these levels until high school.			
<i>What opportunities do you see in your program for interdisciplinary instruction and with which other programs?</i>	We think we could develop our own Social Studies curriculum. There is no exit exam, benchmark NYS exam for SS, so we have no idea why we don't do that already.			

Advice to Teaching Committee

What professional learning is required of teachers relative to instruction or pedagogy to implement this curriculum successfully?	All of our teachers have multiple years of experience with teaching these modules at grades 7-8. There are so many resources available and many teachers already have developed ways to improve the curriculum.
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Additional considerations that must have decisions in order to conduct an effective _____ program

Considerations: (e.g music lessons will be given when/how? Art courses will have x pre requisites?)	Current practice	Recommendation of the SSTF
Etc.		

Curriculum Evaluation Chart

East Teaching & Curriculum Subject-Specific Task Force for *English Language Arts (6-8)*

Name and email of task force facilitator: _____ Date of last changes on chart: _____
After each meeting, send the latest version of this chart to Sue Meier smeier@warner.rochester.edu and Mary Rapp mrapp@warner.rochester.edu via email.

Meetings dates, times, location: September 15 (2:30 – 4:30), September 17 (2:15 – 4:00), September 22 (2:15 – 3:00)

Curriculum Name: *College Board SpringBoard Curriculum*

Being taught where: English Language Arts classes, grades 6 – 8 at East High School Foundation Academy

Research support: _____

Addresses the CCLS: _____

(Be sure to include grade levels this curricula encompasses).	Grades 6-7-8	Grade 9	Grade 10-12	Acceleration/AP/IB /dual credit?
How does this curriculum spiral skills and content over time?	Yes. Springboard starts in 6 th grade. There is no foundation at the early years.			
In what ways does this curriculum address the learning principles?	Aligned to ELA Common Core Standards			
What are the ways this curriculum guarantees rigorous, content-specific knowledge?	Complex literary and nonfiction text. Guided, text-dependent questions. Use of non-print texts. Vocabulary, grammar and conventions, sentence variety, punctuation.			
In what ways is this curriculum highly engaging?	The texts are engaging, but all teachers do NOT feel that it's highly engaging for our EHS students.			
What are ways this curriculum empowers student voice and show a bias for student agency in learner-centered classrooms?	Area of weakness.			

What are the ways this curriculum is culturally relevant and responsive and addresses issues of social justice?	This is not highly engaging or culturally responsive for our EHS students.		
What are the ways this curriculum prepares students for participation in our democracy?	N/A		
What are thinking skills integrated into this curriculum?	All CCLS are integrated into the curriculum.		
What do you see as the sequence of courses within your program for the following grade level configurations?	6-12		
Can credit be earned in middle school in this curriculum? [it is a goal to get at least four credits for students in middle school]	N/A		
At what point would you recommend (if at all) branching into different options such as acceleration, honors, AP/IB, other?	There is no curriculum in Springboard that supports this transformation.		
What opportunities do you see in your program for interdisciplinary instruction and with which other programs?	We have used it as a building. We like some of it, but not most of it.		

Advice to Teaching Committee

What professional learning is required of teachers relative to instruction or pedagogy to implement this curriculum successfully?	All of our teachers have multiple years of experience with Springboard Curriculum. Most teachers at the Foundation level do not think it adds up to the NYS/EL Modules. Teachers may want to use some of the texts and the pairings of stuff.		
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Additional considerations that must have decisions in order to conduct an effective _____ program

Considerations: (e.g music lessons will be given when/how? Art courses will have x pre requisites?) Etc.	Current practice	Recommendation of the SSTF

English task force curriculum recommendations

Summary Recommendations:

Grade	Primary Curriculum	2nd Literacy period	Honors / Acceleration
6th	EL modules	yes - for all	honors
7th	EL modules	yes - for all	honors
8th	EL modules	yes - for all	honors
9th	PCG modules	yes - for all	honors
10th	PCG modules		honors
11th	PCG modules		honors; AP; Electives**; dual-credit?
12th	Electives PCG modules*		AP; dual-credit?

* only for those enrolled in English IV, recommended for those who did not pass ELA Regents exam in 11th grade

** as an additional English class for 11th graders on track to graduate

Detailed Recommendations:

6th - 8th grade English

Primary period curriculum:

The committee recommends the use of the *Expeditionary Learning* modules available on EngageNY.org as the starting point for the core English curriculum for the middle grades. The curriculum is based on the CCLS and the learning standards/skills increase in complexity in subsequent grade levels. Students are pushed a little further and/or with greater independence at each grade level. The curriculum is highly engaging and some of the texts are excellent. For example, both A Long Walk to Water in grade 7 and Inside Out and Back Again in grade 8 deal with the refugee experience, which is both important and relevant to our kids; and To Kill a Mockingbird, touches on issues of race, and justice, both of which are very relevant to our kids. Reading diverse texts such as these is extremely important developmentally and helps our students to develop compassion and understanding, while being both culturally relevant and addressing social justice issues.

The curriculum makes students aware of the diversity within our country. To Kill A Mockingbird sets the example that it is very wrong to be treated differently. It helps kids to see the importance of becoming more accepting of other people and their differences. The students learn compassion for others through these texts and characters within the texts. To Kill A Mockingbird speaks to justice, and to speak to justice, you have to speak to injustice.

Within the modules there is a great deal of emphasis on student collaboration to arrive at meaning. While at this time there may be some difficulty in facilitating the amount of group work that is called for, over time, students' ability to engage more fully in collaboration should be realized. Many students are allowed to have a voice, but are often, through the 7th and 8th grade modules, pushed in a particular direction by the curriculum guide. With some forethought and planning, this may be easily remedied. As for the incorporation of thinking skills, there are numerous points in which students have to make claims and support those claims with evidence. There is a strong emphasis on answering questions based on the text, not on opinion, or conjecture. RCSD students start with the NYS CCLS in third grade, with many starting to some degree in kindergarten. The skills from each year in RCSD build on the next. This groundwork laid is a great advantage, and we would like to take advantage of this stability and continuity, as, over time, we should continue to receive students who are better prepared to more fully engage and be successful with this curriculum.

Caveats:

Teachers must have the ability to switch out texts, both primary and secondary, to best meet the students' needs and interests, replacing less engaging texts in the modules. That said, ensuring continuity of experience for the students within and between grades is also important.

Therefore, we recommend that time must be afforded to create a grade leveled text-bank with recommended options for alternative texts for each unit, before the start of the 2015 school year. Grade-level teams of teachers should then collaborate on making decisions about the primary texts for each unit, so that students have a common experience, while making certain that texts don't get duplicated across grade levels. Then time needs to be allowed for road testing substitute texts. We also recommend scheduling time during the year for on-going common planning time for grade-level groups to compare experiences and discuss issues of pacing, share best practices, and to decide what is essential within the module lessons and what else needs to be added to support the students' learning (for example, more attention may be needed on grammar/writing). Teachers should also work together to adapt assessments within the curriculum to fit the needs of their students.

We would like to see the development of a Social Studies curriculum that takes advantage of the strong linkages to history and social justice that are embedded in the middle grades ELA curriculum, and would like to see opportunities for these two groups of teachers to collaborate and plan.

Considerations for honors/acceleration:

We recommend having honors sections of 6-8 English classes, and would like students to be scheduled in these classes based on their scores on the English state assessment and/or teacher recommendation. Students in these classes should have 90%+ attendance. The curriculum for honors classes should be the *Expeditionary Learning* modules, supplemented by the teachers with enrichment materials, greater demands, such as additional readings and more rigorous writing requirements, moving through the modules at a faster past, based on students'

abilities, and a higher level of independence. These students should know that they will be expected to complete readings and assignments independently and outside of class time.

What happens if a student fails their primary English course in grades 6-8?

If students fail one or two core classes during the school year, they should be allowed to make them up in summer school. However, if a student fails more than two core classes, he or she should be required to repeat the grade level.

For the summer school curriculum, we recommend that teachers work with one module over the summer school session (4-6 weeks). We recommend using the 3B for 7th and 8th grade.

These are both centered around non-fiction texts and these modules are not used during the regular school year. The grade level teachers could adapt this module for use in summer school, as the existing module would most likely take longer than a summer school session.

For students repeating the grade level, we recommend the 3B modules for both 7th and 8th grade also for all the reasons above.

6th-9th grade Literacy (second period recommendations)

Goals for this course:

We view this second period of "Literacy" as an opportunity to encourage and support students' literacy development, in a manner that fosters motivation and an appreciation for reading and writing for their own purposes. As such, we would like the course to be as much student interest-driven as possible, tapping into their own knowledge, expertise, and curiosity about a range of potential topics by exploring "texts" (broadly defined - print-based, multimedia, electronic, fictional, informational, etc.) and producing "texts." Through a project-based, literacy-rich curriculum, we aim to also develop students' academic literacy practices in a way that sets them up for continued success throughout their high school years and beyond.

We do not see a goal of this course being remediation or solely skills-building, nor should it be viewed as extra time to work on the primary English curriculum.

Course scheduling recommendation:

For students to get the greatest benefit from this course, we recommend the class be held daily for a full period. We are open to having the course taught by a teacher certified in Literacy 5-12, someone who is not also the student's English teacher. However, we also see the following potential benefits to having the Literacy course taught by the student's English teacher:

- With a schedule made up of some English and some Literacy classes, with the same students, teachers would be seeing fewer students, but more often throughout the day, allowing stronger relationships to be built between teacher and student;
- Students would have fewer teachers to learn the expectations of;

- Student learning outcomes could benefit from having the English teacher who knows the student and his/her work in English inform the direction and support provided in the Literacy course.

To ensure that the course does not simply become extended time to work on English modules, we do not recommend that students be scheduled for this class as a back-to-back period with English, if at all possible.

The committee briefly discussed the benefits and pitfalls of “tracking” students into their Literacy course based on ELA assessment data (i.e. students with lower scores grouped in smaller Literacy classes, students with higher scores in a Literacy class together) versus having heterogeneous grouping in the Literacy class (i.e. students with a range of scores in the same Literacy class). We have no consensus opinion, and thus no recommendation to make with regard to this aspect of scheduling.

Curriculum recommendation:

This committee reviewed a number of curricula (e.g. *Reading Apprenticeship Academic Literacy*; Nancie Atwell’s workshop model; Scholastic’s *Code X*) and other professional resources (e.g. books by Alfred Tatum; writing lessons from Carol Jago) when considering the curriculum for this course. We did not find a single, complete curriculum that met our goal for the course, across the four grades, but we do see possibilities to draw from the range of resources to construct an engaging and supportive literacy course for students in the early years of their East High experience.

Based on our review of resources, we see the potential for a reading/writing workshop curriculum (see Atwell’s work from Heinemann - 3rd edition to her book to be released in November 2014) to meet the goals of the Literacy course; however, there are some concerns that this may not provide enough structure to the students or teachers to be successful in meeting our goals. Additionally, we recognize the importance of culturally responsive literacy instruction that meets the students where they are, hooks them with engaging and relevant materials, and encourages their continued growth in literacy learning. Resources from Tatum, Jago, and Rethinking Schools may be particularly helpful with this aspect of the curriculum. Finally, the *Reading Apprenticeship Academic Literacy* program provides a framework for supporting students’ academic literacy development, and thus should also be considered when designing the curriculum for the Literacy class.

To facilitate the development of an exploratory, project-based Literacy curriculum based on students’ choice, we recommend the following process:

- During spring 2015, assemble a small team of English teachers/coaches and Literacy certified teachers from the East High community with at least one member of the EPO community with literacy expertise;
- Task that team with reviewing the resources recommended by this committee to begin building the organizing framework for the Literacy courses for grades 6-9;

- During summer 2015, or once staff are selected/assigned to the Literacy courses, begin working with those teachers to expand the developed framework into the curriculum for these courses;
 - Provide continued professional learning opportunities in adolescent literacy for teachers of Literacy classes throughout the academic year and build time in the schedule for common planning for Literacy teachers to reflect on and modify the framework and/or curriculum for Literacy classes on an on-going basis.
-

9th & 10th grade English

Contextualizing our English I & II recommendations:

English teachers are working with the *PCG* modules for the first time this year, and some of the modules have yet to be released. Thus, our recommendations only pertain to a close inspection, through practice, of Module I and review of Module II. Future modules will need to be practiced (and discussed in common planning times), and time and support should be granted to allow teachers to make more modifications to this curriculum, including addressing issues related to vocabulary, supporting students' writing development, pacing, etc.

English I (primary period) and English II curriculum:

The committee recommends the use of the *Public Consulting Group (PCG)*'s Modules available on EngageNY.org as the starting point for the core English curriculum for 9th and 10th grade.

Caveats:

Teachers must have the ability to switch out texts, both primary and secondary. Time must be afforded to create a grade leveled text-bank, time for road testing substitute texts, and on-going common planning time for grade-level groups to compare experiences and discuss issues of pacing, share best practices, and deciding what is essential within the module.

For example, in Grade 9 - Module I, Unit 2, though the unit itself is well-crafted, the David Mitchell excerpt "Solarium" from Black Swan Green is very difficult for East High 9th grade students to understand. However, Mitchell's excerpt "Hangman" and the ascribed Rilke Letter, though complex, are much more attainable.

For English II, texts that have been implemented successfully in the past [Of Mice and Men, The Lord of the Flies, Fences, Short stories ("A&P", "Gilded Six-Bits," "Sweat," "Spunk"), speeches by MLK, Malcolm X] are no longer part of the curriculum, and should be considered as substitutes and/or additions to the those in the modules.

Regarding partial texts and excerpts: Reading excerpts is a major component of the *PCG* modules. It is also the real source of difficulty with ascribing Mitchell's "Solarium" to our Freshmen students. Its unanswered references and partial character and thematic development, coupled with high level vocabulary, become insurmountable barriers to our novice readers. As complex as it is, we would still fare better if we approached Mitchell's entire text.

We should also read the entire Romeo and Juliet play, in English I. The *PCG* module offers cinematic substitution for several scenes in the play - possibly to accelerate pace and focus on various theatrical/cinematic elements of the tragedy. However, the cost is too great. Students begin reading Shakespeare with difficulty, yet improve only through daily practice and involvement with the text itself. Removing this exercise eliminates crucial opportunities for students to fall in love with the rhythm and rhyme of Shakespeare. We are also sending the message that a movie is an easy substitute for the greatest playwright (and poet?) of all time.

Considerations for honors:

English I Honors class should be comprised of students who have excelled in 8th grade English (it presently consists of students who have excelled in 8th grade Math). Students should be accepted into the program through teacher recommendation, based on state and local assessments, grades in English, and attendance. Once accepted, students must also maintain the necessary expectations of the coursework to stay in the Honors sections. Similarly, **English II Honors** should be comprised of students who successfully completed English I Honors, and any additional students, based on teacher recommendation.

The curriculum for Honors classes should be the *PCG* modules, supplemented by the teachers with enrichment materials, greater demands in terms of assessments, levels of questions, and homework expectations (These students should know that they will be expected to complete readings and assignments independently and outside of class time). Other texts could also be supplemented in between modules if the class is moving quickly.

11th grade English

Contextualizing our English III recommendations:

In English Language Arts, NYS is currently transitioning from the Comprehensive English Exam to the Common Core Regents Examinations. The original NYS document outlining the changes was issued in March of 2013. A second update was issued in November of 2013 and a third was issued in May in 2014. It is important to note recommendations for English III courses are based on the May 2014 document and may need to be modified should another update be released in the future.

For the January 2014, June 2014 and August 2014 administrations students enrolled in Common Core English courses were permitted to take the Regents Comprehensive Exam in English **in addition to** the new Common Core Regents Exam in ELA. However, in January of 2015, both exams will be offered on the same day, effectively negating this option. The last administration of the Comprehensive English Exam will be **June 2016**.

The exams are fundamentally different. The English III courses should be fundamentally different, as well. Currently, substantial instructional time is lost trying to prepare students for two different exams. The ELA Regents Comprehensive Exam (LS 2005) was designed to be a

comprehensive exam; the new Regents Common Core ELA Exam is not. It tests specific CCLS. Given all of this, recommend the following course offerings for English III, based on when students entered high school.

Recommended course offerings for students who first entered Grade 9 prior to 2013-14:

- **English III (CCLS)***
- **English III (LS 2005)*** - (last offering of this class would be June 2016)
- **English III Review** (Required for those who took, but have not passed, the ELA Regents Exam)

These students should have the option of being enrolled in either a Common Core **English III (CCLS)** course, which ends with students passing the new Regents Exam in ELA (Common Core) **AND** simultaneously enrolled in an **English III Review** course.**

OR

Students should have the option of being in **English III (LS 2005)** courses aligned to the 2005 Learning Standards and passing the Regents Comprehensive Exam in English (2005 Learning Standards), while that exam is still being offered (ends June 2016). It is anticipated that the majority of students would be enrolled in this course **AND** simultaneously in **English III Review**.

*English/ELL/Sp/ed teachers should make the recommendation between **English III (CCLS)** and **English III (LS 2005)**. The Common Core English test may be a more appropriate fit for students who have not read enough literature to successfully respond to the critical lens question and/or or who have listening skill deficiencies that will severely limit their ability to respond to listening task required on the Regents Comprehensive Exam.

Students who passed English III but **did not pass** either the Regents Comprehensive Exam in English (2005 Learning Standards) or the Common Core English Exam should be required to take **English III Review**.

****English III Review** – is a course that should be taught using a workshop approach. The number of students enrolled in the course should be limited to 15 and instruction should be based on students' individual needs. The course should be required for students who have failed either the Regents Common Core English Exam (CCLS) or the Regents Comprehensive English exam (LS 2005), and students should be put into, or taken out of, a English III Review as soon as exam results are known (i.e. once January results are available, students who now pass could be removed from English III Review and placed into a half-year Elective of their choice).

Recommended course offerings for students who first entered Grade 9 in the 2013-14 or thereafter:

- **English III (CCLS)**
- **English III (CCLS) Honors**
- **Advanced Placement Literature and Composition**
- **Advanced Placement Language and Composition**

- **English III Review** (Required for select students – see below)
- **Electives** (Described below in the 12th grade section) – for 11th Graders on track for graduation and interested in additional English coursework

All students should be enrolled in an **English III (CCLS)/English III (CCLS) Honors** course of study aligned to the CCLS or an **Advanced Placement English** and pass the new Common Core Regents Exam in ELA, which is designed to be administered at the end of Grade 11, to meet graduation requirements.

English III curriculum:

The committee recommends the use of the *Public Consulting Group's* modules available on EngageNY.org as the starting point for the core English curriculum for 11th grade.

Caveats:

It's important to note that, at the 11th grade level, the first *PCG* module was not released until the spring of 2014 and the next two were not released until September of 2014. There is at least one more module, possibly more, that haven't yet been released. So, teachers (and this committee) have limited time and experience with the modules. In the future, teams of teachers may decide to focus on specific units within the modules and substitute or revise other units based on student skill needs and interests. The strength of the modules is the spiraling of skills, which needs to be maintained. However, the density of the units permits little room for teachers to capitalize on the students' interests and needs, the "teachable moment," and to expose students to discussions about full-length works of literature. In the future, teams of teachers should be charged with the task of developing supplemental units that can be used in place of *PCG* modules, as needed, while retaining the rigor and skills in the modules.

If a student fails English Common Core Regents Exam and/or English III, then...

We recommend creating an **English III Review** course, taught using a workshop approach. The number of students enrolled in the course should be limited to 15 and instruction should be based on students' individual needs. This course should address the following situations:

- Students who are repeating **English III (CCLS)** AND **did not pass** the CC Regents ELA Examination should be required to take **English III Review**.
- Students who passed **English III (CCLS)** BUT **did not pass** the Common Core Regents English Exam should be required to take **English III Review**.
- Students who failed English III but passed the Common Core Regents English should NOT be required to take the **English III Review** course. *[A question for leadership to consider is whether will we grant course credit if a student has passed the exam and met the state attendance requirements, but not passed the course.]*

Considerations for honors/acceleration -

This committee recommends offering both an Honors version of English III, and AP Language & Composition and AP Literature & Composition.

English III Honors: This committee recommends offering an Honors version of English III, with a curriculum based on the *PCG* modules, supplemented by the teachers with enrichment materials, greater demands, such as additional readings and more rigorous writing

requirements, moving through the modules at a faster pace, based on students' abilities, and a higher level of independence. These students should know that they will be expected to complete readings and assignments independently and outside of class time.

Enrollment in **English III H** course should be based on submission of a student application, required English teacher recommendation, scores of 75+ on state and/or local exams, a 90% school attendance average and satisfactory completion of required summer reading. (???)

AP English: This committee recommends offering both AP Language and Composition and AP Literature and Composition to qualified 11th and 12th grade students.

Enrollment in **AP English courses** should be based on submission of a student application, required teacher recommendation, scores of 85+ on state and/or local exams, a 95% school attendance average and satisfactory completion of required summer reading. (???) Once accepted, students must also maintain the necessary expectations of the coursework to stay in the program. There needs to be an understanding/commitment that the school will offer the opportunity to enroll in AP courses to interested and qualified students, exclusively, understanding that the course, at first, may be under-enrolled. Previous practice of "filling" enrollment with under-qualified students has not resulted in an optimal learning environment for the students, nor has it netted optimum scores on the tests.

Additional recommendation for 11th/12th grade:

The committee also recommends exploring the possibility of a dual-credit course with MCC for advanced 11th and 12th graders.

12th grade English

English IV curriculum:

For students who have not yet successfully passed the ELA Regents Exam, we recommend offering **English IV**, using the *Public Consulting Group's* modules available on EngageNY.org as the starting point for the core English curriculum for 12th grade. These students would also be enrolled in **English III Review** (described above).

Additional 12th grade ELA curriculum - Electives:

For students who have successfully passed the ELA Regents Exam, but still need a fourth credit of English for graduation, we recommend offering elective courses (either full-year or semester-long) from which students (who are not enrolling in AP English) can choose.

These courses could be in areas such as: African American Literature; Latina/o Literature; Women's Literature; Creative Writing; Dramatic Literature; Public Speaking; Shakespeare; Post-Colonial Authors; Contemporary Literature; Drama/Theatre; Poetry; Contemporary Issues (primarily informational texts); College Composition, and Film Studies.

Caveats for Electives:

Students should be enrolled in available Electives based upon student request as well as teacher recommendation. Too many students are currently placed in electives that did not request them and it affects the quality of the class. Students should absolutely NOT be placed in elective courses to "fill them up," they should only be placed if they have a desire to explore the course topic.

Electives curriculum should be designed by the elective teacher with modifications made after discussions with department leader. Established course descriptions and curriculums are available for some of these electives (at the district level); they could be referred to for ideas for materials and pacing. The department and the school leadership should collaboratively establish a process for determining which Electives will be offered (whether on a fixed or rotating basis, and considering student interest, instructor desire/preparation for teaching the material, and other relevant factors), and could also establish a process by which interested teachers can propose new Electives by submitting syllabi/course descriptions for review and approval.

Curriculum Evaluation Chart

East Teaching & Curriculum Subject-Specific Task Force

for

Mathematics (6-8)

Name and email of task force facilitator: Jane LaVoie, jlaVoie@warner.rochester.edu

Meetings dates, times, location: September 18, 2:30 – 4:00
 October 2, 2:15 pm – 3:45 pm
 October 15, 2:15 pm – 4:30 pm
 October 21, 2:30 pm – 3:30 pm

Curriculum Name: Connected Mathematics Project

Form completed by: Elizabeth Phillips, CMP author + Yvonne Grant, CMP pilot teacher and professional development provider

Being taught where: NYC, Brighton, Hilton, West Genesee, thousands of school districts nationwide, including the state of Delaware

Research support: The *Connected Mathematics Project* curriculum project was initially funded by the National Science Foundation to develop a comprehensive mathematics curriculum for the middle grades.

Jin Fa Cai and John Moyer did a large longitudinal study on cmp and non cmp students following them through high school. Algebra 1 was a major focus. The students were from a large urban inner city school. See cmp website for reference to this study and others: <http://connectedmath.msu.edu/research-evaluation/evaluation-studies/>

See also the Pearson Efficacy studies and validation studies on the same page.

See also: http://en.wikipedia.org/wiki/Connected_Mathematics

Addresses the CCLS: Yes; CMP3 completed aligned revisions in Fall 2013; See <http://connectedmath.msu.edu/the-math/ccss-unit/>

	Grades 6-8	Acceleration/AP/IB /dual credit?
How does this curriculum spiral skills and content over time?	See Depth vs Spiraling http://connectedmath.msu.edu/about/philosophy/depth-spiraling/	
In what ways does this curriculum address the learning principles?	See Guiding Principles for CMP: http://connectedmath.msu.edu/about/philosophy/guiding-principles/	
What are the ways this curriculum guarantees rigorous, content-specific knowledge?	See Overview of the Development of the Math Strands: http://connectedmath.msu.edu/the-math/development/ See also Math Goals by Unit: http://connectedmath.msu.edu/the-math/math-goals-by-	

	<p><u>unit/</u></p> <p>See also: CCSS and Units: http://connectedmath.msu.edu/the-math/ccss-unit/</p> <p>See Standards: http://connectedmath.msu.edu/about/development/standards/</p>	
In what ways is this curriculum highly engaging?	<p>See A Problem Centered Curriculum: http://connectedmath.msu.edu/about/philosophy/a-problem-centered-curriculum/</p> <p>See Standards: http://connectedmath.msu.edu/about/development/standards/</p> <p>See Student Centered Classroom: http://connectedmath.msu.edu/classroom/student-centered-classroom/</p>	
What are ways this curriculum empowers student voice and show a bias for student agency in learner-centered classrooms?	<p>See: An Instructional Model: http://connectedmath.msu.edu/about/philosophy/instructional-model/</p> <p>See Standards: http://connectedmath.msu.edu/about/development/standards/</p> <p>See Student Centered Classroom: http://connectedmath.msu.edu/classroom/student-centered-classroom/</p>	
What are the ways this curriculum is culturally relevant and responsive and addresses issues of social justice?	<p>See Co-Developed with Teachers and Students: http://connectedmath.msu.edu/about/development/co-developed-with-teachers-and-students/</p>	
What are the ways this curriculum prepares students for participation in our democracy?	<p>See Goals: http://connectedmath.msu.edu/about/goals/</p>	
What are thinking skills integrated into this curriculum?	<p>See Goals: http://connectedmath.msu.edu/about/goals/</p> <p>See Criteria for Mathematical Tasks: http://connectedmath.msu.edu/about/philosophy/criteria-for-mathematical-tasks/</p> <p>See Standards: http://connectedmath.msu.edu/about/development/standards/</p>	

<i>What do you see as the sequence of courses within your program for the following grade level configurations?</i>		
<i>Can credit be earned in middle school in this curriculum? [it is a goal to get at least four credits for students in middle school]</i>		
<i>At what point would you recommend (if at all) branching into different options such as acceleration, honors, AP/IB, other?</i>	<p>Appendix A of the Common Core State Standards for Mathematics (CCSSM) and the PARCC Model Content Framework for Mathematics both suggest required standards that an Algebra I course would comprise. Connected Mathematics 3 (CMP3) is aligned with both sets of recommendations and is also a good fit for Algebra 1 courses designed by local school districts. Therefore, CMP3 students completing all 23 units in Grades 6, 7, and 8 will be prepared to take college-level courses, including calculus, by their senior year of high school. CMP3 offers two paths through Grade 8: <i>Grade 8</i> and <i>Grade 8 and Algebra I</i>.</p> <p>See The Math; Correlations CCSS&Unit: http://connectedmath.msu.edu/the-math/ccss-unit/</p> <p>See Math Content by Unit: http://connectedmath.msu.edu/the-math/math-by-unit/</p>	
<i>What opportunities do you see in your program for interdisciplinary instruction and with which other programs?</i>	The context-based problems provide opportunity to connect to other disciplines.	

Advice to Teaching Committee

What professional learning is required of teachers relative to instruction or pedagogy to implement this curriculum successfully?	<p>Teachers need support for the instructional model and mathematics.</p> <p>See Professional Development: http://connectedmath.msu.edu/professional-development/</p> <p>See Classroom: http://connectedmath.msu.edu/classroom/</p>
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Additional considerations that must have decisions in order to conduct an effective _____ program

Considerations: (e.g music lessons will be given when/how? Art courses will have x pre requisites?)	Current practice	Recommendation of the SSTF

Etc.		CMP requires sufficient time to allow student to engage deeply with the mathematics. See Pacing: http://connectedmath.msu.edu/classroom/getting-organized/pacing/
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Curriculum Evaluation Chart

East Teaching & Curriculum Subject-Specific Task Force

for

Mathematics (9-12)

Name and email of task force facilitator: Jane LaVoie, jlavoie@warner.rochester.edu

Meetings dates, times, location: September 18, 2:30 – 4:00
 October 2, 2:15 pm – 3:45 pm
 October 15, 2:15 pm – 4:30 pm
 October 21, 2:30 pm – 3:30 pm

Curriculum Name: Meaningful Math

Form completed by: Sherry Fraser, program author

Being taught where: New York City, Pennsylvania, Massachusetts, New Hampshire, Delaware, and in most other states across the country; Korea, South Africa, China, Japan, Argentina, Canada. The full curriculum has been translated into Spanish, French, Japanese, Chinese, Korean, and Braille.

Research support: NSF-funded Curriculum (research report examples attached?)

Addresses the CCLS: Was re-aligned to CCLS this summer; added additional unit for Geometry; resorted the units into Algebra, Geometry, Algebra 2; every unit is built around the Standards, both content and practices.

	Grades 9-12	Acceleration/AP/IB /dual credit?
How does this curriculum spiral skills and content over time?	After an important mathematical skill or concept is introduced and learned in a particular unit, the Meaningful Math curriculum is designed so the units that follow include tasks that require students to revisit and extend the concept. Each unit includes specific problems that refer back to prior ideas.	
In what ways does this curriculum address the learning principles?	The Common Core principles of focus and coherence tie the units together. Each unit focuses on particular mathematical ideas such as variables and linear functions. Also In each unit, a specific theme or context is used to anchor abstractions. Coherence and connections are maintained by revisiting the same theme or context throughout the unit as the mathematical ideas are developed and reinforced.	
What are the ways this curriculum guarantees rigorous, content-specific knowledge?	Every grade-level mathematics standard and all process standards are deeply embedded within the curriculum. The first time a mathematical term is used it is written in bold type. Each term in bold is defined and examples are given in the glossary. In addition, there is an index of mathematical ideas in the back of the book that helps students and teachers locate the places in the textbook where each mathematical idea is introduced and developed.	

In what ways is this curriculum highly engaging?	Each year of the program is divided into four or five units. Each unit starts with a realistic central problem or theme. Students explore and solve that problem over the course of the unit. Rather than giving students pre-packaged methods to solve problems, the assignments encourage students to make sense of the mathematics and develop procedures that evolve from their thinking. The student ends up owning the mathematics, which ends up being much more engaging. Plus, each unit's theme has been chosen so that students see the usefulness of the mathematics they are learning within the contexts of games, history, literature, business, and/or social science.	
What are ways this curriculum empowers student voice and show a bias for student agency in learner-centered classrooms?	The Meaningful Math curriculum puts students in an active role in their learning. They work on complex and realistic situations, rather than following a rigid format. They construct new ideas by moving from specific examples to general principles. They are required to present their methods of solution and to actively listen to other students' methods of solution.	
What are the ways this curriculum is culturally relevant and responsive and addresses issues of social justice?	As students are learning the mathematics, they are encouraged to provide their own contexts in which to use ideas. For example, after students learn about systems of equations and linear programming they invent and create programming problems in contexts of their own choosing. Many students select topics of concern to themselves, their families, their school, or their community.	
What are the ways this curriculum prepares students for participation in our democracy?	Meaningful Math teaches students to think critically and express ideas clearly. They use many areas of mathematics, including statistics, to help make decisions in real-life situations. They are given a safe place to express their thoughts and reflect on other students thinking.	
What are thinking skills integrated into this curriculum?	The eight mathematical practices of the Common Core are the cornerstones of the curriculum. First, and foremost, students learn to think and reason mathematically. They learn to compare, contrast, generalize, prove, and explain their thinking on a daily basis.	
<i>What do you see as the sequence of courses within your program for the following grade level configurations?</i>	Meaningful Math-Algebra 1, 9 th grade Meaningful Math- Geometry, 10 th grade Meaningful Math- Algebra 2, 11 th grade Meaningful Math Year 4, AP Calculus, AP Statistics, 12 grade	
<i>Can credit be earned in middle school in this curriculum? [it is a goal to get at least four credits for students in middle school]</i>	The Meaningful Math courses are a high school series. If a student takes Meaningful Math-Algebra 1 in middle school, he or she should receive high school credit for it.	
<i>At what point would you recommend (if at all) branching into different options such as acceleration, honors, AP/IB, other?</i>	All students take the same three courses, through Algebra 2, with an honors option offered within the class. After Algebra 2, some students may choose to go directly to AP or IB courses, or double up and take Year 4 along with an AP course. They do not need a special pre-calculus course. All pre-calculus concepts are covered during the first three years of study.	
<i>What opportunities do you see in your program for</i>	There are opportunities to work with the science department, the history department, the language arts	

<i>interdisciplinary instruction and with which other programs?</i>	department, and the art department depending on which unit the students are studying.	
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Advice to Teaching Committee

What professional learning is required of teachers relative to instruction or pedagogy to implement this curriculum successfully?	<p>Professional development is required to be an effective teacher. For some teachers, active learning and a student-centered classroom will be a new instructional model. All teachers will benefit from experiencing the curriculum as learners before teaching it to students. The Meaningful Math program also has “just-in-time” cyberlearning modules available to teachers. This allows teachers to preview the activities by watching short videos at any time. The videos show experienced teachers and their students doing and discussing specific activities and putting the activity into the context of the mathematical unit.</p> <p>Sherry Fraser, Meaningful Math author and professional development provider is available to support this implementation.</p> <p>fraser@meaningfulmath.com</p>
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Additional considerations that must have decisions in order to conduct an effective _____ program

Considerations: (e.g music lessons will be given when/how? Art courses will have x pre requisites?)	Current practice	Recommendation of the SSTF
Etc.		

East Teaching & Curriculum Subject-Specific Task Force for Science

Meetings dates, times,
location: _____

Curriculum Name:

POGAL Biology Curriculum

<http://www.flinnsci.com/store/Scripts/prodView.asp?idproduct=22348>

See also:

<http://serc.carleton.edu/sp/library/pogil//index.html>

Being taught where:

Research support:

Addresses the CCLS:

(Be sure to include grade levels this curricula encompasses).		Grade 9		
How does this curriculum spiral skills and content over time?		Unknown...		
In what ways does this curriculum address the learning		Student-centered Guided Inquiry Process-Oriented Guided Inquiry		

principles?					
What are the ways this curriculum guarantees rigorous, content-specific knowledge?			Very specific content Strong quantitative science elements Consistent format		
In what ways is this curriculum highly engaging?			Consistent use of Cooperative learning Student reflections Inquiry learning/guided inquiry Creation of "Buy-In"		
What are ways this curriculum empowers student voice and show a bias for student agency in learner-centered classrooms?			Student centered focus		
What are the ways this curriculum is culturally relevant and responsive and addresses issues of social justice?			N/A		
What are the ways this			Cooperative nature Teacher as facilitator shifting the role to		

curriculum prepares students for participation in our democracy?			learner centered		
What are thinking skills integrated into this curriculum?			Process skill development Reporting out to class Self-evaluations Interpersonal effectiveness skills/evaluating group effectiveness		
<i>What do you see as the sequence of courses within your program for the following grade level configurations?</i>					
<i>Can credit be earned in middle school in this curriculum? [it is a goal to get at least four credits for students in middle school]</i>					
<i>At what point would you recommend (if at all) branching into different options such as acceleration, honors, AP/IB,</i>			After this class, AP or Dual credit		

other?					
<i>What opportunities do you see in your program for interdisciplinary instruction and with which other programs?</i>					

What professional learning is required of teachers relative to instruction or pedagogy to implement this curriculum successfully?

POGIL workshops provided around the country and regions
Many opportunities of various PD

Considerations: (e.g music lessons will be given when/how? Art courses will have x pre requisites?)	Current practice	Recommendation of the SSTF
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East Teaching & Curriculum Subject-Specific Task Force for Science

Meetings dates, times,
location: _____

Curriculum Name: _____ Active Chemistry _____

<http://www.iat.com/courses/high-school-science/active-chemistry/?type=introduction>

Being taught where:

Overview:

Active Chemistry® students develop communication and collaboration skills. In Active Chemistry®, students develop a community of practice and a culture of collaboration and communication. The presentations of the Chapter Challenges provide students with opportunities to engage in scientific arguments using evidence and science knowledge, and promote a deeper understanding through public practice. - See more at:

<http://www.iat.com/courses/high-school-science/active-chemistry/?type=introduction#sthash.eNJE3y0A.dpuf>

Research support: Active Chemistry® is research based. Active Chemistry® was supported through National Science Foundation funding and consequently produced through rigorous, iterative, research-based development cycles. It is based on the latest research from the cognitive sciences on how students learn. - See more at:

<http://www.iat.com/courses/high-school-science/active-chemistry/?type=introduction#sthash.eNJE3y0A.dpuf>

Addresses the CCLS:

(Be sure to include grade levels this curricula encompasses).	Grade 6	Grade s 7-8	Grade 9	Grade 10-12	Acceleration/AP/IB /dual credit?
How does this curriculum spiral					

skills and content over time?					
In what ways does this curriculum address the learning principles?					
What are the ways this curriculum guarantees rigorous, content-specific knowledge?					
In what ways is this curriculum highly engaging?					
What are ways this curriculum empowers student voice and show a bias for student agency in learner-centered classrooms?					
What are the ways this curriculum is culturally relevant and responsive and addresses issues of social justice?					
What are the ways this curriculum prepares students for participation in our democracy?					

What are thinking skills integrated into this curriculum?					
<i>What do you see as the sequence of courses within your program for the following grade level configurations?</i>					
<i>Can credit be earned in middle school in this curriculum? [it is a goal to get at least four credits for students in middle school]</i>					
<i>At what point would you recommend (if at all) branching into different options such as acceleration, honors, AP/IB, other?</i>					
<i>What opportunities do you see in your program for interdisciplinary instruction and with which other programs?</i>					

What professional learning is required of teachers relative to instruction or pedagogy to implement this curriculum successfully?

Considerations: <i>(e.g music lessons will be given when/how? Art courses will have x pre requisites?)</i>	Current practice	Recommendation of the SSTF
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East Teaching & Curriculum Subject-Specific Task Force for Science

Meetings dates, times,
location: _____

Curriculum Name: _____ Chemistry in the Community _____

Being taught where: Groton High School, Groton Connecticut

Research support: Yes, on context-based chemistry curricula

Addresses the CCLS: _____ Does not Specifically address CCLS Standards.

(Be sure to include grade levels this curricula encompasses).	Grade 6	Grades 7-8	Grade 9	Grade 10-12	Acceleration /AP/IB /dual credit?
How does this curriculum spiral skills and content over time?				Includes content from other sciences depending on the theme.	
In what ways does this curriculum address the learning principles?				Inquiry based,	
What are the ways this curriculum guarantees rigorous, content-specific knowledge?				Outlines specific themes and identifies content standards, also includes standards from other sciences.	

In what ways is this curriculum highly engaging?				Context-based. Uses big ideas, and themes more relevant to students' lives.	
What are ways this curriculum empowers student voice and show a bias for student agency in learner-centered classrooms?				This curriculum is inquiry based	
What are the ways this curriculum is culturally relevant and responsive and addresses issues of social justice?					
What are the ways this curriculum prepares students for participation in our democracy?				Students work in groups, and work together to explore, problem solve and ultimately students must agree on how to proceed.	
What are thinking skills integrated into this curriculum?				Critical thinking, problem solving.	
<i>What do you see as the sequence of courses within your program for the following grade level</i>					

<i>configurations?</i>					
<i>Can credit be earned in middle school in this curriculum? [it is a goal to get at least four credits for students in middle school]</i>					
<i>At what point would you recommend (if at all) branching into different options such as acceleration, honors, AP/IB, other?</i>					
<i>What opportunities do you see in your program for interdisciplinary instruction and with which other programs?</i>					

What professional learning is required of teachers relative to instruction or pedagogy to implement this curriculum successfully?

Considerations: <i>(e.g music lessons will be given when/how?</i> <i>Art courses will have x pre</i>	Current practice	Recommendation of the SSTF
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<i>requisites?)</i>		
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East Teaching & Curriculum Subject-Specific Task Force for Science

Meetings dates, times,
location: _____

Curriculum Name: **BSCS: A Human Approach**

<http://www.bsos.org/bsos-biology-human-approach>

Being taught where: _____

Research support:

The **BSCS 5E Instructional Model** has its origins with the work of earlier science educators, with their learning cycle developed for the Science Curriculum Improvement Study (SCIS). The findings reported in the National Research Council research summary *How People Learn* supports the design and sequence of the BSCS 5E Instructional Model. Since the late 1980s, BSCS has used the 5E Instructional Model extensively in the development of new curriculum materials and professional development experiences. The BSCS 5E Instructional Model also enjoys widespread use beyond BSCS: at least three states strongly endorse using the BSCS 5E Instructional Model, including the use of the model for curriculum frameworks, assessment guidelines, or course outlines; curriculum materials; and teacher professional development. To see more: http://bsos.org/sites/default/files/_legacy/BSCS_5E_Instructional_Model-Full_Report.pdf

Addresses the CCLS: _____

(Be sure to include grade levels this curricula encompasses).			Grade 9		
How does this curriculum spiral skills and content over time?			Specific skills are addressed in it appendix that appear to be used throughout the curriculum. Content largely addressed thought activities and assays throughout.		

<p>In what ways does this curriculum address the learning principles?</p>		<p>The 5E approach is used as the principal method (Engage, explore, explain, elaborate, evaluate).</p> <p>ENGAGE: The teacher or a curriculum task accesses the learners' prior knowledge and helps them become engaged in a new concept through the use of short activities that promote curiosity and elicit prior knowledge. The activity should make connections between past and present learning experiences, expose prior conceptions, and organize students' thinking toward the learning outcomes of current activities.</p> <p>EXPLORATION: Exploration experiences provide students with a common base of activities within which current concepts (i.e., misconceptions), processes, and skills are identified and conceptual change is facilitated. Learners may complete lab activities that help them use prior knowledge to generate new ideas, explore questions and possibilities, and design and conduct a preliminary investigation.</p> <p>EXPLANATION: The explanation phase focuses students' attention on a particular aspect of their engagement and exploration experiences and provides opportunities to demonstrate their conceptual understanding, process skills, or behaviors. This phase also provides opportunities for teachers to directly introduce a concept, process, or skill. Learners explain their understanding of the concept. An explanation from the teacher or the curriculum may guide them toward a deeper understanding, which is a critical part of this phase.</p> <p>ELABORATION: Teachers challenge and extend students' conceptual understanding and skills.</p> <p>Through new experiences, the students develop deeper and broader understanding, more information, and adequate skills. Students apply their understanding of the concept by conducting additional activities.</p> <p>EVALUATION: The evaluation phase</p>	
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			encourages students to assess their understanding and abilities and provides opportunities for teachers to evaluate student progress toward achieving the educational objectives.		
What are the ways this curriculum guarantees rigorous, content-specific knowledge?			Essays that provide learning context are used throughout that relate to the 5 E model. Cooperative learning and product creation is stressed.		
In what ways is this curriculum highly engaging?			Laboratory experiences provide opportunities for students to interact directly with the material world (or with data drawn from the material world), using tools, data collection techniques, models, and theories of science.		
What are ways this curriculum empowers student voice and show a bias for student agency in learner-centered classrooms?			It appears to expose students to problem situations (i.e., engage their thinking) and then provides opportunities to explore, explain, extend, and evaluate their learning.		
What are the ways this curriculum is culturally relevant and responsive and addresses issues of social justice?			N/A		
What are the ways this curriculum prepares students for participation in our democracy?			Cooperative learning, critical thinking and argumentation are stressed.		

What are thinking skills integrated into this curriculum?			Integrated instructional units interweave laboratory experiences with other types of science learning activities, including lectures, reading, and discussion. Students are engaged in forming research questions, designing and executing experiments, gathering and analyzing data, and constructing arguments and conclusions as they carry out investigations. Diagnostic, formative assessments are embedded into the instructional sequence and can be used to gauge the students' developing understanding and to promote their self-reflection on their thinking		
<i>What do you see as the sequence of courses within your program for the following grade level configurations?</i>			?		
<i>Can credit be earned in middle school in this curriculum? [it is a goal to get at least four credits for students in middle school]</i>			This can be used in support of the Living Environment Core Curriculum framework fomr NYS		
<i>At what point would you recommend (if at all) branching into different options such as acceleration, honors, AP/IB, other?</i>			This can be used for accelerated /honors course in Biology.		
<i>What opportunities</i>			Due to the problem-based / holistic context of		

do you see in your program for interdisciplinary instruction and with which other programs?			the curriculum, there appears to be ample opportunity to hybridize with other disciplines.		
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What professional learning is required of teachers relative to instruction or pedagogy to implement this curriculum successfully?

BSCS provides relatively elaborate professional development in 3 strands:

Inquiry and the Practices of Science / Next Generation Science Standards
 Science Curriculum and Implementation
 STEM Leadership

The organization also provides customized PD programs

Considerations: (e.g music lessons will be given when/how? Art courses will have x pre requisites?)	Current practice	Recommendation of the SSTF

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East Teaching & Curriculum Subject-Specific Task Force for Science

<http://www.fossweb.com/introduction>

Meetings dates, times,
location: _____

Curriculum Name: Full Option Science System® (FOSS)

Being taught where: Lawrence Hall of Science, University of California, Berkeley

Research support: The FOSS Research Database includes research about FOSS, Assessing Science Knowledge (ASK), hands-on science, inquiry, kit-based learning, and science notebooks. The website is always being updated with new references. You can do a search for references in the database using the search tools provided here. If you have comments or questions about the FOSS research database, please contact us at fooss@lawrencehall.org. To search for research about FOSS, please visit the [LHS FOSS research database](http://www.fossweb.com/research).

Addresses the CCLS: Each FOSS investigation follows a similar design to provide multiple exposures to science concepts. The design includes these pedagogies.

- Active investigation, including outdoor experiences
- Recording in science notebooks to answer focus questions
- Reading in *FOSS Science Resources*
- Assessment to monitor progress and motivate student reflection on learning

In practice, these components are seamlessly integrated into a continuum designed to maximize every student's opportunity to learn. An instructional sequence may move from one pedagogy to another and back again to ensure adequate coverage of a concept.

(Be sure to include grade	Grade 6-8	Acceleration/AP
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levels this curricula encompasses).		/IB /dual credit?
How does this curriculum spiral skills and content over time?	http://www.fossweb.com/foss-program	
In what ways does this curriculum address the learning principles?		
What are the ways this curriculum guarantees rigorous, content-specific knowledge?	http://www.fossweb.com/delegate/ssi-foss-ucm/ucm?dDocName=D2691958	
In what ways is this curriculum highly engaging?	The best way for students to appreciate the scientific enterprise, learn important scientific and engineering concepts, and develop the ability to think well is to actively participate in scientific practices through their own investigations and analyses. The FOSS Program was created specifically to provide students and teachers with meaningful experiences through engaging with this active participation in scientific practices.	
What are ways this curriculum empowers student voice and show a bias for student agency in learner-centered classrooms?	Engineering Connections http://www.fossweb.com/delegate/ssi-foss-ucm/ucm?dDocName=D2753538	
What are the ways this curriculum is culturally relevant and responsive and		

addresses issues of social justice?		
What are the ways this curriculum prepares students for participation in our democracy?		
What are thinking skills integrated into this curriculum?	Problem solving	
<i>What do you see as the sequence of courses within your program for the following grade level configurations?</i>	These modules can be rearranged to meet the needs of students http://www.fossweb.com/foss-modules	
<i>Can credit be earned in middle school in this curriculum? [it is a goal to get at least four credits for students in middle school]</i>	Yes.. <ul style="list-style-type: none"> • Life sciences can be taught as a Living Environment course • Earth and Space Sciences can be taught as an Earth Science course 	
<i>At what point would you recommend (if at all) branching into different options such as acceleration, honors, AP/IB, other?</i>	7th and or 8th grade can be taught as Regents level courses (LE and Earth)	
<i>What opportunities</i>	Integration of all content areas through engineering problem	

do you see in your program for interdisciplinary instruction and with which other programs?	solving	
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What professional learning is required of teachers relative to instruction or pedagogy to implement this curriculum successfully?

PD's on program implementation would be required

Considerations: (e.g music lessons will be given when/how? Art courses will have x pre requisites?)	Current practice	Recommendation of the SSTF

East Teaching & Curriculum Subject-Specific Task Force for Science

Meetings dates, times, location: _____

Curriculum Name: SEPUP <http://sepuplhs.org/middle.html>

Science Education for Public Understanding Program -

Science and Sustainability (a one year course with associated modules) and Science & Global Issues (SGS is a two year sequence of Biology and Physical Science)

Being taught where:

Research support:

See this Annotated Bibliography:

http://sepuplhs.org/pdfs/sepup_bibliography_2011.pdf

Summary of Findings:

http://sepuplhs.org/pdfs/sepup_research_summary_2013.pdf

Addresses the CCLS:

Overview:

Science and Sustainability (S&S) is a full-year, integrated high school science course with a strong emphasis on hands-on investigations. The program is presented in four thematic units and includes an array of concepts and topics including physics, chemistry, biology and earth science. Each unit presents basic science content involving local and global issues related to sustainability. The complete program includes 32 hardcover student books, 16 *Material World* books, a Teacher's Guide and a complete materials package. *Science and Sustainability* is intended for use in heterogeneously grouped classes, with many lab experiences designed to challenge higher-performing students.

Part 1: Living on Earth

This section establishes a foundation for the rest of the course as students explore the relationship between science and sustainable development. Major topics include population growth, thermodynamics, and energy. Activities include measuring energy transfer, growing a population of fruit flies, and analyzing Landsat imagery.

Science & Global Issues (SGI) is SEPUP's latest standards-based, issue-oriented two-year high school integrated science program. SGI focuses on the role of science in addressing the

needs of modern society and the use of technology in advancing scientific knowledge. This program was recently field tested at a variety of national sites.

SGL includes a year of high school biology and a year of physical science. The one-year biology sequence, titled *Science & Global Issues: Biology*, was published in early 2011 and is now available from Lab-Aids, Inc.

This material is based upon work supported by the National Science Foundation under Grant No. 0352453. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.

One of the most critical global issues of our time is how to live in ways that will sustain our planet's systems and resources. In this introductory unit to Science and Global Issues, you will investigate what it means to live in a sustainable world. You may be familiar with the term "sustainability" and perhaps have heard it used in different contexts. As you will discover in this unit, investigating sustainability often raises more questions than it can answer. Most sustainability problems are a result of people's overuse and misuse of the earth's resources. The environmental, economic, and social consequences of unsustainable practice affect us on all levels—individually, locally, and globally. In this unit, you will identify sustainability challenges in towns, countries, and larger regions around the world. You will learn about communities that have applied scientific knowledge and technology to address their local resource challenges. You will estimate the impact of your own lifestyle on the ecological sustainability of the planet. Finally, you will apply the fundamentals of scientific inquiry to investigate a city facing a sustainability dilemma. The evidence gathered will then be used to suggest a course of action for the community.

(Be sure to include grade levels this curricula encompasses).	Grade 6	Grades 7-8	Grade 9	Grade 10-12	Acceleration/AP/IB/dual credit?
How does this curriculum spiral skills and content over time?					
In what ways does this curriculum address the learning principles?					

What are the ways this curriculum guarantees rigorous, content-specific knowledge?					
In what ways is this curriculum highly engaging?					
What are ways this curriculum empowers student voice and show a bias for student agency in learner-centered classrooms?					
What are the ways this curriculum is culturally relevant and responsive and addresses issues of social justice?					
What are the ways this curriculum prepares students for participation in our democracy?					
What are thinking skills integrated into this curriculum?					
<i>What do you see as the sequence of</i>					

<i>courses within your program for the following grade level configurations?</i>					
<i>Can credit be earned in middle school in this curriculum? [it is a goal to get at least four credits for students in middle school]</i>					
<i>At what point would you recommend (if at all) branching into different options such as acceleration, honors, AP/IB, other?</i>					
<i>What opportunities do you see in your program for interdisciplinary instruction and with which other programs?</i>				This course will vertically be aligned with Living environment, physics and chemistry as each is a component of this multi-year course of study that is module based (16 modules	

What professional learning is required of teachers relative to instruction or pedagogy to implement this curriculum successfully?

Considerations: <i>(e.g music lessons will be given when/how?</i> <i>Art courses will have x pre requisites?)</i>	Current practice	Recommendation of the SSTF
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East Teaching & Curriculum Subject-Specific Task Force for Science

Meetings dates, times,
location: _____

Curriculum Name: <http://www.carolinacurriculum.com/stc/middle+school/index.asp>

Being taught where:

Research support:

<http://www.carolinacurriculum.com/STC/STC+Educational+Effectiveness.asp>

Addresses the CCLS: <http://www.carolinacurriculum.com/STC/common-core-state-standards.asp>

(Be sure to include grade levels this curricula encompasses).	Grade 6-8
How does this curriculum spiral skills and content over time?	http://www.carolinacurriculum.com/STC/About+STC.asp scroll to bottom of page
In what ways does this curriculum address the learning principles?	
What are the ways this curriculum guarantees rigorous, content-specific knowledge?	Science and Technology Concepts Program–Secondary™ (STC Secondary™) is a 16-unit, inquiry-centered middle school science curriculum developed by the Smithsonian Science Education Center (SSEC), an organization of the Smithsonian Institution. Each STC Secondary unit provides opportunities for students to experience

	<p>scientific phenomena firsthand. A comprehensive, research-based curriculum, STC Secondary™ is aligned with the National Science Education Standards (NSES) of the National Research Council (NRC).</p> <p>STC Secondary™ program builds on the skills and knowledge developed in the STC Elementary™ curriculum, with content balanced among the life sciences, earth sciences, physical sciences, and technology. Each module is developed by teachers, scientists, and evaluators and is field-tested in urban, suburban, and rural classrooms nationwide. The materials are professionally evaluated and reviewed by an advisory panel of teachers, scientists, and science educators before publication.</p>
In what ways is this curriculum highly engaging?	<p>First, students focus on what they already know about a topic.</p> <p>Next, students explore a scientific phenomenon or concept, following a well-structured sequence of classroom investigations.</p> <p>Third, students reflect on their observations, record them in journals, draw conclusions, and share their findings with others.</p> <p>Finally, students apply their learning to real-life situations and to other areas of the curriculum.</p>

What are ways this curriculum empowers student voice and show a bias for student agency in learner-centered classrooms?	<p>First, students focus on what they already know about a topic.</p> <p>Next, students explore a scientific phenomenon or concept, following a well-structured sequence of classroom investigations.</p> <p>Third, students reflect on their observations, record them in journals, draw conclusions, and share their findings with others.</p> <p>Finally, students apply their learning to real-life situations and to other areas of the curriculum.</p>
What are the ways this curriculum prepares students for participation in our democracy?	
What are thinking skills integrated into this curriculum?	students apply their learning through inquiry-based activities to real-life situations and to other areas of the curriculum.
<i>What do you see as the sequence of courses within your program for the following grade level</i>	

<i>configurations?</i>	
<i>Can credit be earned in middle school in this curriculum? [it is a goal to get at least four credits for students in middle school]</i>	
<i>At what point would you recommend (if at all) branching into different options such as acceleration, honors, AP/IB, other?</i>	
<i>What opportunities do you see in your program for interdisciplinary instruction and with which other programs?</i>	

What professional learning is required of teachers relative to instruction or pedagogy to implement this curriculum successfully?

Considerations: <i>(e.g music lessons will be given when/how? Art courses will have x pre</i>	Current practice	Recommendation of the SSTF
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<i>requisites?)</i>		
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East Teaching & Curriculum Subject-Specific Task Force for Science

Curriculum Name: Earth Comm (It's About Time) <http://www.iat.com/courses/high-school-science/earthcomm/?type=introduction>

Being taught where:

Research support:

Approach

EarthComm® was developed by the American Geosciences Institute and funded through the National Science Foundation. *EarthComm®* relies on the research in pedagogy and learning theory as well as the strict criteria and standards of the NSF development process. The curriculum has undergone an iterative process of writing, classroom testing, and evaluation as well as review by expert panels at each stage of the process.

- See more at: <http://www.iat.com/courses/high-school-science/earthcomm/?type=approach#sthash.KrOakH0o.dpuf>

Addresses the CCLS:

Overview:

Introduction

EarthComm® is a comprehensive, project-based, secondary level Earth and space sciences program. It includes student learning materials, teacher resources, teacher-support networks, and assessment tools. *EarthComm* also features a robust Web site filled with student and teacher resources regularly updated by AGI.

EarthComm® promotes systems thinking.

In *EarthComm®*, students learn about the interactions among the various parts of the Earth system by reflecting on the ways in which matter and energy flow through the Earth system, and the different ways in which Earth's processes occur over time and space.

EarthComm® fosters Earth stewardship.

With *EarthComm®*, students discover the wonder and importance of Earth and space science by studying it where it counts—in their community. *EarthComm®* utilizes local and regional

issues and concerns to stimulate problem-solving activities, and to foster a sense of Earth stewardship by students in their communities.

EarthComm® fits your standards.

EarthComm® reflects the full scope of Earth and space science content standards for high school—those identified as the Disciplinary Core Ideas in *A Framework for K-12 Science Education* and those of individual states and districts.

- See more at: <http://www.iat.com/courses/high-school-science/earthcomm/?type=introduction#sthash.XZJ5jeYu.dpuf>

(Be sure to include grade levels this curricula encompasses).	Grade 6	Grades 7-8	Grade 9	Grade 10-12	Acceleration/AP/IB/dual credit?
How does this curriculum spiral skills and content over time?				Need to look at some materials to assess this, it is not evident from the preliminary materials.	
In what ways does this curriculum address the learning principles?				It is problem based with a global approach. Ties in natural phenomena with human impact and interactions. PBL allows autonomy and student choices for how to tackle problems creatively and with a team/group approach.	
What are the ways this curriculum guarantees rigorous, content-specific knowledge?				Each section in an EarthComm® chapter involves active, collaborative learning of some form. In some sections, students must design an experiment to explore a concept. In other sections, they will analyze data or develop and use models, just like real geoscientists and engineers.	

			<p>Students are also regularly asked to answer questions about what they think and what they do, as well as to support their statements with concrete data. "Activity Before Concept" provides a strong foundation for active learning as the students always have a common lab experience upon which to base their understanding of a concept. - See more at: http://www.iat.com/courses/high-school-science/earthcomm/?type=approach#sthash.4yf8YVnd.dpuf</p>	
In what ways is this curriculum highly engaging?			<p>Project-Based Learning Meaningful learning for ALL students</p> <p>Research shows that the project-based approach promotes excitement as well as a deep and meaningful learning for ALL students. Students using our curricula take part in learning experiences framed around answering questions, addressing challenges, or solving problems. Our curricula differ from traditional programs, in that they contain all the science, technology, engineering, and mathematics concepts that need to be taught, but they are presented in an exciting, innovative, and relevant way. The content is always placed in a larger context that emphasizes using science and engineering practices, and mathematical</p>	

			<p>reasoning while motivating students through a project/problem-based learning approach.</p> <p>- See more at: http://www.iat.com/our-approach/#sthash.KW5pPXLk.dpuf</p>	
What are ways this curriculum empowers student voice and show a bias for student agency in learner-centered classrooms?			See above. PBL	
What are the ways this curriculum is culturally relevant and responsive and addresses issues of social justice?			<p>Many modules have components that focus on ethics of decision making. Uses local issues at core of problems to solve: Each EarthComm® chapter is built around a project, or Chapter Challenge, that utilizes local and regional issues and concerns to stimulate problem-solving activities, and to foster a sense of Earth stewardship by students in their communities. The Chapter Challenges set the stage and provide the rationale for the learning of the Earth science content and science and engineering skills that follow. By engaging in solving these “real-world” problems and challenges, students are motivated to learn, and they achieve and retain a deeper knowledge of the subject matter</p>	

				and skills. - See more at: http://www.iat.com/courses/high-school-science/earthcomm/?type=approach#sthash.4yf8YVnd.dpuf	
What are the ways this curriculum prepares students for participation in our democracy?				Many modules have components that focus on ethics of decision making and have to learn enough to make informed, well thought out decisions.	
What are thinking skills integrated into this curriculum?				creative problem solving, metacognition on how humans solve problems,	
<i>What do you see as the sequence of courses within your program for the following grade level configurations?</i>					
<i>Can credit be earned in middle school in this curriculum? [it is a goal to get at least four credits for students in middle school]</i>				Perhaps if integrated into the middle school program	
<i>At what point would you recommend (if at all) branching into different options such as acceleration, honors, AP/IB, other?</i>				This seems to be a curriculum that can be used as a basis for honors courses as well as NYS Regents Earth Science	

<i>What opportunities do you see in your program for interdisciplinary instruction and with which other programs?</i>				The problem based approach would allow for multiple disciplines to tackle the problems put forth.	

What professional learning is required of teachers relative to instruction or pedagogy to implement this curriculum successfully?

Considerations: <i>(e.g music lessons will be given when/how? Art courses will have x pre requisites?)</i>	Current practice	Recommendation of the SSTF
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East Teaching & Curriculum Subject-Specific Task Force for Science

Meetings dates, times,
location: _____

Curriculum Name:
NIH Life Science Curriculum
<https://science.education.nih.gov/customers.nsf/highschool.htm>

Being taught where:
Research support:

Addresses the CCLS: _____

(Be sure to include grade levels this curricula encompasses).		Grade 9		
How does this curriculum spiral skills and content over time?		Follows a consistent 5E format		
In what ways does this curriculum address the learning principles?		Contextual: Each unit is themed to provide modern problems in biology as the context for learning.		

What are the ways this curriculum guarantees rigorous, content-specific knowledge?			Labs, problem-based scenarios, web-based scenarios and very specific content that appears rigorous and deeper than Living Environment content from NY state.		
In what ways is this curriculum highly engaging?			Follows a 5 Format Engage: Capture student interest Explore/explain: students develop their own understanding and articulate it with one another Elaborate/Evaluate: Students explore and extend concepts that are relevant to their lives,		
What are ways this curriculum empowers student voice and show a bias for student agency in learner-centered classrooms?			Student-centered, decision making and expressing through arguments, debate		
What are the ways this curriculum is culturally relevant and responsive and addresses issues			Social issues such as disease and genetics and how they impact society at large.		

of social justice?					
What are the ways this curriculum prepares students for participation in our democracy?			Argumentations and debating, problems solving, cooperative approach to learning, articulating ideas and concepts.		
What are thinking skills integrated into this curriculum?			High level blooms it appears to use,		
<i>What do you see as the sequence of courses within your program for the following grade level configurations?</i>			Follow on to AP Biology/Dual Credit program		
<i>Can credit be earned in middle school in this curriculum? [it is a goal to get at least four credits for students in middle school]</i>			8 th grade perhaps		
<i>At what point would you recommend (if at all) branching into different options such as</i>			After this class, AP or Dual credit		

<i>acceleration, honors, AP/IB, other?</i>					
<i>What opportunities do you see in your program for interdisciplinary instruction and with which other programs?</i>			Units appear to include ELA, ethics, mathematics, social problems and issues.		

What professional learning is required of teachers relative to instruction or pedagogy to implement this curriculum successfully?

NSAT provides a whole host of PD opportunities. On this specific curriculum unknown

Considerations: (e.g music lessons will be given when/how? Art courses will have x pre requisites?)	Current practice	Recommendation of the SSTF
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Science Curriculum Task Force - Final Recommendations for Science Curriculum at East High School

Grade	1 ^o Curriculum	2 ^o Curriculum	Elective(s)
6	Integrated Physical Science Foundations course - <i>Full Option Science System (FOSS)</i> <i>IQWST</i> (needs to be researched by committee)		
7	Integrated Chemistry and Life Science Course - <i>Science and Global Issues (SGI) and FOSS</i> <i>IQWST</i> (needs to be researched by committee)		
8	Conceptual Physics - <i>"It's About Time" - Active Physics and Conceptual Physics (P. Hewitt)</i> <i>IQWST</i> (needs to be researched by committee)	Project Lead the Way (PLTW) - GTT (Art or Tech Credit)	
9	Living Environment - <i>Biological Sciences Curriculum Study (BSCS) - A Human Approach</i>	Project Lead the Way (PLTW)- Introduction to Engineering Design (IED)	•IT
10	Chemistry (R) - <i>"It's About Time" - Active Chemistry</i> General Chemistry - <i>"It's About Time" - Active Chemistry and ChemCom (as warranted)</i>	Project Lead the Way (PLTW) - Principles of Engineering (POE)	•Anatomy & Physiology •IT •Precision Optics •Vision Care •Med-Tech
11	Earth Science (R) - <i>Earth Comm: It's About Time</i> <u>Or</u> <i>Education Development Center (EDC) - Earth Science (Lab-Aids)</i>	Project Lead the Way (PLTW) - Principles of Engineering (POE)	•AP Biology •AP Environmental Science •IT •Precision Optics •Vision Care •Med-Tech
12	Physics (R) - <i>"It's About Time" - Active Physics</i>		AP Physics - Ends in NYS Regents Exam PLTW - Senior Capstone

We realize the complexities of creating an application to become an EPO and the short time frame that has been allotted. With this in mind we endorse and recommend the following curricula with the caveat that we believe that we have begun our work, not completed it. In this spirit, this task force would like to maintain the option of recommending for adoption, alternative curriculum to what is mentioned below, so long as it is the case that the alternative curriculum is a better fit as outlined by the tenet 3/4 committee "East Teaching & Curriculum Subject-Specific Task Force for _____," which has set the guidelines for recommendations below.

Recommendations Explained

Grades 6-8 (Lower School)

6th Grade:

The *Full Option Science System* (FOSS) is a curriculum that has been around for many years and is in its 3rd iteration designed to align with NGSS and incorporate engineering (design) practices in concert with science practices.

Each FOSS investigation follows a similar design to provide multiple exposures to science concepts. The design includes these pedagogies.

- Active investigation, including outdoor experiences
- Recording in science notebooks to answer focus questions
- Reading in FOSS Science Resources
- Assessment to monitor progress and motivate student reflection on learning

The system allows for students to experience science and design by incorporating hands-on activities that are coherently scaffolded and sequenced to provide an inquiry-based approach learning science. In practice, these components are seamlessly integrated into a continuum designed to maximize every student's opportunity to learn. An instructional sequence may move from one pedagogy to another and back again to ensure adequate understanding of a concept.

Similar to FOSS is *Investigating and Questioning our World through Science and Technology* (IQWST) which is organized around Big Ideas and Driving Questions. It is in its second iteration and has been developed by senior science educators. It is in use in Denver Public Schools.

7th Grade:

Course: Investigating Biological and Chemical Principles

Science & Global Issues (SGI) is *Science Education for Public Understanding* (SEPUP)'s (as published by Lab-Aids) latest standards-based, issue-oriented two-year high school integrated science program. SGI focuses on the role of science in addressing the needs of modern society and the use of technology in advancing scientific knowledge. SGI includes a year of high school biology and a year of physical science. The one-year biology sequence, titled Science & Global Issues: Biology, was published in early 2011. We would pick and choose from these modules to put together a coherent course of study that integrates the biological, chemical and environmental science components based on NYS standards that must be met in preparation for the 8th grade assessment.

An example of a Unit Overview that highlights the Problem Based Learning and Issues Driven Focus follows: "One of the most critical global issues of our time is how to live in ways that will sustain our planet's systems and resources. In this introductory unit to Science and Global Issues, students will investigate what it means to live in a sustainable world. The environmental, economic, and social consequences of unsustainable practice affect us on all levels—individually, locally, and globally. In this unit, you will identify sustainability challenges in towns, countries, and larger regions around the world. You will learn about communities that have applied scientific knowledge and technology to address their local resource challenges. You will estimate the impact of your own lifestyle on the ecological sustainability of the planet. Finally, you will apply the fundamentals of scientific inquiry to investigate a city facing a sustainability dilemma. The evidence gathered will then be used to suggest a course of action for the community."

This material is based upon work supported by the National Science Foundation under Grant No. 0352453.

Again, *Investigating and Questioning our World through Science and Technology* (IQWST) which is organized around Big Ideas and Driving Questions. Is also a curriculum for consideration as it has modules that would similarly address issues of science, technology and design.

8th Grade:

Conceptual Physics

Conceptual physics is a nationally-known qualitative approach to physics that has been used across the country since the 1980's. Students are challenged to develop a strong conceptual foundation in physics – based on exploration of familiar events and invention – with the expectation that students will achieve more in subsequent science courses that would include equations and formulas. Paul G. Hewitt popularized this approach with his textbook *Conceptual Physics: A New Introduction to your Environment* in 1971. The approach includes equations and mathematics, but it does not overwhelm students with formulas the way that many first year physics courses can. Using such an approach to Conceptual physics is recommended and *"It's About Time's" Active Physics* is strongly suited to providing scaffolded opportunities to explore everyday physics.

Conceptual physics focuses on examining common phenomena (a bird in flight, a magnet sticking to a refrigerator, chewing bubble gum) to introduce and explore fundamental laws of nature. There is an emphasis on observation, problem-solving, data analysis, and communicating ideas clearly.

All students in 8th grade can earn a high school science credit with Conceptual Physics. We would choose curricular components based on NYS standards that must be met in preparation for the 8th grade assessment.

Again, *Investigating and Questioning our World through Science and Technology* (IQWST) which is organized around Big Ideas and Driving Questions. Is also a curriculum for consideration as it has modules that would similarly address issues of everyday physics.

9th Grade Academy

9th Grade:

Course: Living Environment

BSCS - A Human Approach

The BSCS 5E Instructional Model has its origins with the work of earlier science educators, with their learning cycle developed for the Science Curriculum Improvement Study. The findings reported in the National Research Council research summary *How People Learn* supports the design and sequence of the BSCS 5E Instructional Model. Since the late 1980s, BSCS has used the 5E Instructional Model extensively in the development of new curriculum materials and professional development experiences. The BSCS 5E Instructional Model also enjoys widespread use beyond BSCS: at least three states strongly endorse using the BSCS 5E Instructional Model, including the use of the model for curriculum frameworks, assessment guidelines, or course outlines; curriculum materials; and teacher professional development.

The 5E instructional model matches and complements Next Generation Science Framework as it also proposes Driving Questions and Big Ideas.

Grades 10-12 (Upper School)

Grade 10 (for many students) - General Chemistry or Physical Setting: Chemistry (R)

"It's About Time" Active Chemistry: Provides a full-year, project based chemistry course for ALL chemistry students.

All the six to ten sections in each chapter of Active Chemistry® routinely involve active, collaborative learning at some level. In some sections, students must design an experiment to explore a concept. At other times, they will collect and interpret data to formulate a new concept, or develop and use models, just like real scientists and

engineers. Students are also regularly asked to answer questions about what they think and what they do, as well as to support their statements with concrete data. "Activity Before Concept" provides a strong foundation for active learning as the students always have a common lab experience upon which to base their understanding of a concept. Note: "*It's About Time*" *Active Chemistry* provides all the necessary units of study to meet the NYS standards for **Chemistry (R)**.

General Chemistry

To supplement or replace certain units from "*It's About Time*" *Active Chemistry*, in this non-regents course, we propose additionally using "*Chemistry in the Community*" (ChemCom). A curriculum developed by the American Chemical Society as a first-year high school chemistry textbook ChemCom covers concepts in the context of societal issues. Seven study units emphasize organic chemistry, biochemistry, environmental chemistry, and industrial chemistry. Students learn concepts on a need-to-know basis, evaluate data, and make decisions based on their knowledge and observations. The lab-based course features activities that give students practice in applying their knowledge of chemistry.

Groton Public Schools in Connecticut have adopted ChemCom as a basis for their 11th grade chemistry course. An excerpt from their curriculum guide describes "Chemistry in the Community (ChemCom) is an introductory chemistry course that will allow students to realize the important role of chemistry in their everyday lives.

ChemCom creates a need-to-know in the minds of students through utilization of science and technology issues. Students will develop and use knowledge of matter and its chemical properties to make informed decisions about the application of science and technology to enhance the quality of their lives.

Grade 11 (for many students) or 12 - Physical Setting: Earth Science (R)

"*It's About Time*" *Earth Comm* is a secondary level Earth and Space science curriculum. The curriculum package includes student learning materials, teacher resources and support, as well as assessment tools. The problem-based nature of the curriculum supports relevance to students and student-centric thinking by fostering creative problem solving and making student thinking explicit. Relevance is further established due to community based environmental issues that are foregrounded in the learning activities. Higher order thinking is promoted through a systems approach reflecting on the ways in which matter and energy flow through the Earth and solar systems, and the different ways in which earth processes occur over time and space.

A second, curriculum for recommendation includes *Education Development Center (EDC) - Earth Science Earth Science (published by Lab-Aids)* curriculum which is a full-year issues driven curriculum aligned with the Next Generation Science Framework (NSF funded) and has opportunity for "active, inquiry-oriented learning." The interdisciplinary nature of the course is typified by the statements: "It is not a course about rocks," rather a course about "rocks and air and water and life." A focus is for students to drive learning in a supportive environment, and to weave world issues and explorations into the course. It is newer and therefore field tested but not implemented.

Grade 12 (for some students) or 11 - Physics

"*It's About Time's*" *Active Physics* would be an ideal complement to the 8th grade conceptual physics that students took and would include opportunities for going into depth in foundational understandings with mathematical modeling. Curricular modules that were not a part of the 8th grade course or that were supplanted by *Conceptual Physics (Hewitt)* would be included in this higher level physics course. This course will be structured to afford students the option to take the Physics Regents exam.

Project Lead the Way (PLTW) – Gateway & Principles of Engineering

For 8th-10th grade students

Project Lead the Way is a well-developed sequence of courses that approaches science and technology through the lens of an engineer. This curriculum (used in 6000+ schools nationwide) emphasizes design skills with a focus on

manufacturing. PLTW programs give students hands-on, project-based experiences that link math and science concepts to real-world problem solving. There are elements of computer programming, drafting, design, and physics in each course. Technology is studied and utilized throughout.

The first two PLTW courses complement the STEM career pathways (IT, Precision Optics, Vision Care) because they provide students with a skill set that prepares them for success in the upper-level pathway courses. The courses can be considered technology credits or physical science credits – depending on the school's emphasis.

The curriculum requires specific computer program licenses and teacher training. The school has 24 program licenses and there is a teacher at East High (Larry Neal) who has completed the training to teach the Introduction to Engineering Design (IED) and Principles of Engineering (POE) course.

This recommendation was the consensus of the task force as of November 13, 2014

Including: Alicia Cheng, Paul Conrow, April Luehmann, Larry Neal, and Michael Occhino

Submitted on behalf of the Science Curriculum Task Force by Michael Occhino

EAST TEACHING & CURRICULUM – SOCIAL STUDIES TASK FORCE

Criteria Checklist – what we're looking for in a curriculum:

- ✓ Is currently developed (an existing curriculum, currently used somewhere)
- ✓ Has research support for results
- ✓ Addresses the Common Core Learning Standards
- ✓ Sequentially builds learning over time and across years
- ✓ Faithfully aligns to the learning principles (see attached)
- ✓ Is highly engaging
- ✓ Fosters student agency (empowerment, ownership, choice, learner-centered principles)
- ✓ Is culturally relevant and responsive, including issues of social justice
- ✓ Prepares students for participation in a democracy (skills and/or content)
- ✓ Teaches thinking skills
- ✓ Prepares students for the global workforce

Curriculum Name: SHEG Reading Like A Historian
Grade Level: GHI and GHII
What are the ways this curriculum will guarantee character skills will be woven in? What skills?
This curriculum encourages students to be responsible for their learning and education by having students take on active roles in the learning process.
What are the ways this curriculum will guarantee rigorous, content-specific knowledge?
This curriculum, while not complete, focuses on knowledge of important information as well as analysis, synthesis and hypothesis. These fundamental knowledge and higher level critical thinking skills ensure rigor.
What are the ways this curriculum will guarantee cultural relevance and social justice?
This curriculum is largely Eurocentric, it does, however, do a nice job of allowing students to learn history from a different point of view. Students are encouraged to look closely at sources and the evidence provided and then weigh in about what actually happened and why.
What are the ways this curriculum will prepare students for preparation in a democracy?
At best, students will learn the importance of considering the source(s) and looking at all of the available information before they take or defend a position, an issue or candidate.

What are the ways this curriculum empowers student voice and shows a bias for student agency and learner-centered classrooms?
Students are the center of this curriculum. Students are required to carefully analyze different texts, compare and contrast texts and draw conclusions based on analysis.
What opportunities do you see in your program for interdisciplinary instruction and with other programs?
There is great opportunity for interdisciplinary instruction throughout the year.
What do you see as the sequence of courses within your program for the different grade levels?
NYS only allows students to take the Regents in GH after taking both courses. This practice is detrimental to many students. NYS needs to rethink what it does and why.
Can credit be earned in middle school in this curriculum?
GHI and GHII are challenging courses. It would not be developmentally appropriate for the average 7 th or 8 th graders. Students who are eager to learn about World History who possess strong social studies skills and study habits could experience success.

EAST TEACHING & CURRICULUM – SOCIAL STUDIES TASK FORCE

Criteria Checklist – What we're looking for in a curriculum:

- Is currently developed (an existing curriculum, currently used somewhere)
- Has research support for results
- Addresses the Common Core Learning Standards
- Sequentially builds learning over time and across years
- Faithfully aligns to the learning principles (see attached)
- Is highly engaging
- Fosters student agency (empowerment, ownership, choice, learner-centered principles)
- Is culturally relevant and responsive, including issues of social justice
- Prepares students for participation in a democracy (skills and/or content)
- Teaches thinking skills
- Prepares students for the work force

Curriculum Name: AP U.S. History & Government
Grade Level: 11
What are the ways this curriculum will guarantee character skills being woven in? What skills?
<p>There is no character development written as part of the AP curriculum. There is the assumption with College Board courses that the students who are most driven to take rigorous curriculum and achieve high scores will naturally be our political, social and business leaders. Regrettably, none of the requisite characteristics inherent in responsible leadership are part of this course. In fact, because of the competitive nature of the course, and the high pressure to do well in order to save thousands of dollars, it can be argued that the course actually promotes character traits that hurt a democratic, cooperative community. If skills are to be part of the course, it will be done so by the specific inclusion of a responsible educator.</p>
What are the ways this curriculum will guarantee rigorous, content specific knowledge?
<p>The college board prides itself on designing rigorous, content specific courses. This course in particular will get a college freshman out of taking History 101 and 102, saving a family, potentially thousands of dollars at college (\$5,000-\$7,000 at a private university). It has come under some criticism for being too superficial in its approach, and has recently begun a redesign to address this and other issues.</p>
What are the ways this curriculum will guarantee cultural relevance and social justice?
<p>The AP US curriculum was just redesigned in 2014 to be more inclusive of the nation's cultural diversity and to address issues of social justice. But it will require a master teacher to truly bridge the issues of cultural diversity and social justice in such a way that is inclusive of all students in class.</p>

What are the ways this curriculum will prepare students for preparation in a democracy?
<p>The AP US curriculum is ironic in that it focuses heavily on the evolution of the nation's democratic practices in a republic, and yet requires no democratic practices of its students or the teacher. Again, it will require a master teacher to insure that this course does not function merely as test prep and instead finds a myriad of ways engage current, relevant social justice issues in the community relative to the curriculum.</p>
What are ways this curriculum empowers student voice and shows a bias for student agency and learner centered classrooms?
<p>The traditionally functions as a teacher centered course, but we can function easily in the Socratic seminar format. Student research projects should also be an essential piece of this course. But it requires individual student responsibility and self-discipline. The teacher also needs to be adept at teaching research practices and different forms of presentation.</p>
What opportunities do you see in your program for interdisciplinary instruction and with which other programs?
<p>This course can work well with English / ELA, but only if Social Studies is taking the lead. Regrettably, the English curriculum must follow in its wake. Not a problem, if the teachers selected have previous experience working together and are flexible.</p>
What do you see as the sequence of courses within your program for the different grade levels?
<p>This course will be taken in the 11th grade year, and taken in place of the Regents U.S. History class. Traditionally, it requires teacher recommendations in order to take the class.</p>
Can credit be earned in middle school in this curriculum?
<p>No.</p>

EAST TEACHING & CURRICULUM – SOCIAL STUDIES TASK FORCE

Criteria Checklist – What we’re looking for in a curriculum:

- Is currently developed (an existing curriculum, currently used somewhere)
- Has research support for results
- Addresses the Common Core Learning Standards
- Sequentially builds learning over time and across years
- Faithfully aligns to the learning principles (see attached)
- Is highly engaging
- Fosters student agency (empowerment, ownership, choice, learner-centered principles)
- Is culturally relevant and responsive, including issues of social justice
- Prepares students for participation in a democracy (skills and/or content)
- Teaches thinking skills
- Prepares students for the work force

Curriculum Name: World History For All Of Us
Grade Level: Middle and High School
What are the ways this curriculum will guarantee character skills being woven in? What skills?
There is no evidence that this curriculum teaches character skills.
What are the ways this curriculum will guarantee rigorous, content specific knowledge?
This curriculum World History for Us All offers a model for teachers to consider, select from, or adopt. I see this curriculum as a supplemental resource for teachers at best.
What are the ways this curriculum will guarantee cultural relevance and social justice?
There is no evidence that this curriculum will guarantee cultural relevance and social justice.
What are the ways this curriculum will prepare students for preparation in a democracy?
I didn't see any evidence that this curriculum will prepare students for preparation in a democracy.
What are ways this curriculum empowers student voice and shows a bias for student agency and learner

centered classrooms?
????
What opportunities do you see in your program for interdisciplinary instruction and with which other programs?
Because World History for Us All is Internet-based, it is available (with no fees or subscriptions) to teachers, parents, students, curriculum specialists, and public interest groups worldwide. It is also infinitely expandable and can be continually improved and enriched.
What do you see as the sequence of courses within your program for the different grade levels?
Based on New York State Regents requirements, I see this as a possibility for 9 th and 10 th grades
Can credit be earned in middle school in this curriculum?
World History for Us All is a national collaboration of K-12 teachers, collegiate instructors, and educational technology specialists. It is a project of San Diego State University in cooperation with the National Center for History in the Schools at UCLA. World History for Us All is a continuing project. Elements under development will appear on the site in the coming months.

EAST TEACHING & CURRICULUM – SOCIAL STUDIES TASK FORCE

Criteria Checklist – what we're looking for in a curriculum:

- ✓ Is currently developed (an existing curriculum, currently used somewhere)
- ✓ Has research support for results
- ✓ Addresses the Common Core Learning Standards
- ✓ Sequentially builds learning over time and across years
- ✓ Faithfully aligns to the learning principles (see attached)
- ✓ Is highly engaging
- ✓ Fosters student agency (empowerment, ownership, choice, learner-centered principles)
- ✓ Is culturally relevant and responsive, including issues of social justice
- ✓ Prepares students for participation in a democracy (skills and/or content)
- ✓ Teaches thinking skills
- ✓ Prepares students for the global workforce

Curriculum Name: Teaching Tolerance/Perspectives for a Diverse America
Grade Level: 6-8, 9-12
What are the ways this curriculum will guarantee character skills will be woven in? What skills?
Promotes positive school climate through character education; lessons include – bullying prevention, religious tolerance, conflict resolution
What are the ways this curriculum will guarantee rigorous, content-specific knowledge?
Critical engagement with material Differentiated lessons Cooperative and collaborative learning
What are the ways this curriculum will guarantee cultural relevance and social justice?
Real-world connections Values-based assessments
What are the ways this curriculum will prepare students for preparation in a democracy?
Focuses on breaking down barriers in socially relevant topics and prepares students for participation in the world around them
What are the ways this curriculum empowers student voice and shows a bias for student

agency and learner-centered classrooms?
Opportunities to explore current social issues in content area classes
What opportunities do you see in your program for interdisciplinary instruction and with other programs?
ELA and writing components Offers creative ways to show learning and assessments
What do you see as the sequence of courses within your program for the different grade levels?
Mostly US History or civics based lessons
Can credit be earned in middle school in this curriculum?
No, not a stand-alone program – lessons available for 6-8 and 9-12 but not enough of a cohesive program to be used as an entire curriculum for a grade level No resources for Global I or Global II

Curriculum Evaluation Chart

East High School Teaching and Curriculum Task Force for Social Studies

Name and email of task force facilitator: Dan Delehanty (Daniel.Delehanty@RCSDK12.ORG) and Amy Lewis (amym.lewis@rcsdk12.org) Date of last changes on chart: October 2, 2014
After each meeting, send the latest version of this chart to Sue Meier smeier@warner.rochester.edu and Mary Rapp mrapp@warner.rochester.edu via email.

Curriculum Name: Stanford History Education Group (SHEG) Reading Like a Historian (curriculum) & Beyond the Bubble (assessment)

Being taught where: Various districts nationwide; see Reisman (2012a) for a study of implementation in an urban California district

Research support: Fogo, B. (2014). Core practices for teaching history: The results of a Delphi Panel survey. *Theory & Research in Social Education* 42(2), 151-196.

Reisman, A. (2012a). Reading Like a Historian: A document-based history curriculum intervention in urban high schools. *Cognition and Instruction*, 33(1), 86-112.

Reisman, A. (2012b). The 'Document-Based Lesson': Bringing disciplinary inquiry into high school history classrooms with adolescent struggling readers. *Journal of Curriculum Studies*, 44(2), 233-264.

Reisman, A., & Wineburg, S. (2012). Ways of knowing and the history classroom: Supporting disciplinary discussion and reasoning about texts. In M. Carretero (Ed.), *History education and the construction of identities* (pp. 171-188). Charlotte, NC: Information Age.

Martin, D., & Wineburg, S. (2008). Seeing historical thinking. *The History Teacher*, 41(3), 1-15.

Wineburg, S., Reisman, A., & Fogo, B. (2007). Historical evidence and evidence for educational claims. *International Journal of Social Education*, 22(1), 146-156.

Addresses the CCLS: Persistently and extensively addresses central skills/practices conveyed in the CCSS for literacy in history/social studies, including analyses of texts' purposes and positionalities (i.e., close, critical reading) and writing evidence-grounded explanations and arguments; also, Beyond the Bubble assessments directly address learning goals articulated in the CCSS; see Breakstone, J., Smith, M., & Wineburg, S. (2013). Beyond the bubble: New history/social studies assessments for the Common Core. *Phi Delta Kappan*, 94(5), 53-57.

(Be sure to include grade levels this curricula encompasses).	Grade 6	Grades 7-8	Grade 9	Grade 10-12	Acceleration/AP/IB /dual credit?
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How does this curriculum spiral skills and content over time?	Grounded in the assumption that factual information, conceptual frameworks, and analytical tools and practices must be learned and utilized in concert; specific tools and practices (e.g., close reading, evidence attribution and corroboration, placing past actions and ideas in context, attending to disciplinary concepts like causality and change over time) are introduced via familiar analogies and metaphors, then used regularly and strengthened across content areas (i.e., world and US history) and grade levels; provides specific scaffolds (e.g., classroom posters) for teachers to use regularly, to assist students with investigations and argument building.			
In what ways does this curriculum address the learning principles?				
What are the ways this curriculum guarantees rigorous, content-specific knowledge?	<p>There are a number of foundational lessons on: (1) what to do when stories/evidence conflicts; (2) how one's own history/experiences affect their interpretations of others; (3) evaluating sources of evidence for relevance and credibility; and (4) how to recognize, create, and back up an argument; these can be simplified/modified for use in middle school grades to support an investigative, interpretive approach to learning history (for research supporting this approach, see VanSledright, B. (2002). <i>In search of America's past: Learning to read history in elementary school</i>. New York: Teachers College Press).</p> <p>For the World History curriculum (grade(s) 9/10), there are several foundational lessons related to the tools and practices of "doing history" (see left) alongside 7 lessons from the ancient period, 11 lessons from the middle period, and 13 lessons from the modern period (note: lessons don't necessarily imply single periods; they can be adapted to multiple periods if the schedule requires it); for the US History curriculum (grade 11, presently), the same foundational lessons apply, as do 71 additional lessons within 11 units of study, from the colonial period through the civil rights era; emphases in the World History curriculum are on the actions of individuals/leaders relative to their societies (e.g., Augustus, Mansa Musa, Martin Luther, Fidel Castro) and major conflicts (e.g., Crusades, conquest in Latin America, Sepoy Rebellion, social inequity in industrial Europe and post-Ottoman Turkey); emphases in the US History curriculum are on political/policy debates, treatment of marginalized groups, slavery and reconstruction, the progressive movement, Cold War disputes, and the civil rights movement; the curriculum is framed around four core lesson structures: (1) opening up the textbook – students explore how original source material challenges or extends textbook accounts; (2) cognitive apprenticeship – teachers model the use of particular cognitive tools for reading and writing, then guide students in using those tools themselves; (3) structured academic controversy – students work in pairs, then teams to understand and debate conflicting arguments about an historical question, then work toward consensus around a particular argument; and (4) guided inquiry – students and teacher settle on an open-ended question, then work through an investigative process to address that question.</p>			

<p>In what ways is this curriculum highly engaging?</p>	<p>See explanation at right; foundational questions that might be used at the middle-school level include: Why might accounts of an event differ, and how can you judge their accuracy? How can someone prove that her/his account of an event is true? Why might one account be more trustworthy than another? Why are some events included in a story and others not? What is the difference between history and the past?</p>	<p>It is grounded in open-ended historical questions and students' capacities to investigate those questions and generate responses to them; it focuses on students' capacities to make judgments about the past and its relationship to the present; it allows for divergent responses to questions, which require students to explain (and in many cases, discuss or debate) their warrants or rationales those responses; these practices – student judgment, different responses to a question, rationalizing those responses – are agentic in nature; foundational questions are indicated at left and can be deepened or expended at more advanced grade levels; questions in the World History curriculum include: How can we figure out who built the pyramids at Giza? How does Hammurabi's Code (law) help us understand social life during its time? How did common people experience and understand the bubonic plague? How does the myth of what happened when Moctezuma met Cortez compare to the historical record? How do we make sense of very different accounts of working conditions in English textile factories? How did the Nazis use propaganda to persuade so many people to follow their lead? How did Castro view the United States, based on his writing? Questions in the US History curriculum include: What does the Salem witch crisis reveal about life in Massachusetts during its time? Why is there such contradiction over slavery in the Constitution? Why did people support Indian removal in the 1830s? How accurate were Jacob Riis's depictions of urban life, and how would we know? Was Booker T. Washington or W.E.B. DuBois a stronger advocate for Black Americans? How important was Rosa Parks to the Montgomery bus boycott?</p>		
<p>What are ways this curriculum empowers student voice and show a bias for student agency in learner-centered classrooms?</p>				
<p>What are the ways this curriculum is culturally relevant and responsive and addresses issues of social justice?</p>	<p>The foundational intellectual tools and social interactions encouraged through the curriculum provide all students with the capacities to question and challenge how particular historical facts and interpretations are associated with concepts like justice/fairness, progress (for whom?), political power dynamics, and various struggles (i.e., social movements) to make society more just/fair; some adaptation will be required to apply these</p>	<table><tr><td><p>The World History curriculum is the weakest in terms of this particular criterion, though it does integrate the foundational tools and interactions mentioned to the left, and its emphases include</p></td><td><p>See left; also, the US History curriculum has strong emphases on analyzing the roles of race, class, and gender in American society and culture and facilitates critical examination of mythologies</p></td></tr></table>	<p>The World History curriculum is the weakest in terms of this particular criterion, though it does integrate the foundational tools and interactions mentioned to the left, and its emphases include</p>	<p>See left; also, the US History curriculum has strong emphases on analyzing the roles of race, class, and gender in American society and culture and facilitates critical examination of mythologies</p>
<p>The World History curriculum is the weakest in terms of this particular criterion, though it does integrate the foundational tools and interactions mentioned to the left, and its emphases include</p>	<p>See left; also, the US History curriculum has strong emphases on analyzing the roles of race, class, and gender in American society and culture and facilitates critical examination of mythologies</p>			

	tools and interactions to questions/issues that are culturally relevant to East High students, but there are vast possibilities using local, regional, and state history and culture.	challenging common mythologies about global exploration and social progress in the Western world.	perpetuated through "master narratives."	
What are the ways this curriculum prepares students for participation in our democracy?				
What are thinking skills integrated into this curriculum?	<p>Descriptions of thinking skills are articulated in other sections of this curriculum evaluation; second-order conceptual thinking – that is, thinking associated with the process of "doing history" – includes the concepts of source identification and attribution, contextualization (or situating acts, ideas, and evidence in time and place), close reading of evidence for subtext (or clues about what its purpose is, and who it speaks to), corroboration across multiple sources of evidence for points of agreement and/or disagreement, historical significance (i.e., how important was this person/place/phenomenon, in general?) and relevance (i.e., how important is this piece of evidence to the question or problem I'm studying?), chronology, and change over time.</p>			
What do you see as the sequence of courses within your program for the following grade level configurations?			World History 9+10 could be combined in a single academic year (9 or 10), using block scheduling, with the Regents exam to follow.	
Can credit be earned in middle school in this curriculum? [it is a goal to get at least four credits for students in middle school]				
At what point would you recommend (if at all) branching into different options such as acceleration, honors, AP/IB, other?				
What opportunities do you see in your program for interdisciplinary instruction and with which other programs?				

Advice to Teaching Committee

What professional learning is required of	Extensive; this curriculum requires a shift in thinking from history as "content" to history as an "act," with
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teachers relative to instruction or pedagogy to implement this curriculum successfully?	teaching and learning representing a more constructive than transmissive process; it also requires teachers to understand and be able to implement the inquiry procedures built into the curriculum, to be willing to invest extensive time in depth of investigation rather than breadth of factual information, and to help students make progress when complex inquiry, analytical, and argumentation processes break down; it is grounded in the kinds of disciplinary discussions that happen in the field of history (e.g., divergent interpretations; support for those interpretations with evidence; discussion about the credibility of that evidence) rather than the more convergent history (i.e., with students all reaching the same conclusions and demonstrating the same learning outcomes) often seen in schools; because this curriculum represents a fundamental shift in how history is done, it will necessitate a significant amount of “unlearning” the memorization/test-preparation imperative that kids coming into high school likely will be used to; SHEG personnel likely will be able to provide some professional development resources (probably at a cost); others will need to be developed in-house, and should meet the following criteria: (1) strong focus on the investigative, interpretive nature of history; (2) specific attention to instructional tools and practices that can advance historical investigation and interpretation; (3) collaboration to share resources, analyze instructional artifacts, address pedagogical dilemmas that arise during teaching, and adapt instructional tools and practices to those dilemmas; and (4) long-term professional development work throughout the school year and over the course of multiple years.
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Additional considerations that must have decisions in order to conduct an effective program

Considerations: (e.g music lessons will be given when/how? Art courses will have x pre requisites?) Etc.	Current practice	Recommendation of the SSTF
		Because this curriculum: (1) is more constructive than transmissive – that is, it is open ended, integrates students’ questions about the subject matter, and involves extensive interaction among students and teachers around the practices of investigation, analysis, and argumentation; and (2) requires extensive written and verbal feedback from teachers around the practices and products of historical inquiry, it is not conducive to large class sizes; we recommend that class sizes be capped at 24 in order to facilitate a classroom climate that is conducive to productive interactions and the aims of the curriculum, and more extensive time for teachers to generate constructive feedback for learners.

EAST TEACHING & CURRICULUM – SOCIAL STUDIES TASK FORCE

Examination of The Choices Program (www.choices.edu)

Criteria Checklist – what we're looking for in a curriculum:

- ✓ Is currently developed (an existing curriculum, currently used somewhere)
 - Currently some Pittsford teachers use parts of the Choices Program
- ✓ Has research support for results
 - 2 studies: (1) 2012; diverse Portland high school; compared the experiences of tenth grade World History classes that used the traditional Choices print units to the experiences of experiences of tenth grade World History classes that worked with the Choices iBooks textbooks. Teachers and students preferred the digital books and found them to be engaging, challenging and relevant.
<http://choices.edu/about/research-lundy.php> (2) 2004-05 and 2006-07; 55 students and their teachers; data collected from students and teachers using resources from the choices program. Some findings include all teachers reporting positive academic outcomes for students and students forming rich conceptions of what it means to be an engaged citizen.
<http://choices.edu/about/research-hess.php>
- ✓ Addresses the Common Core Learning Standards
 - Online document shows how each lesson is aligned to Common Core State Standards <http://choices.edu/about/documents/choices-common-core.pdf>
- ✓ Sequentially builds learning over time and across years
 - first lesson in the units is slightly easier (like analyzing data); by end students create policy; overall the lessons are higher level; teachers would need to scaffold for below grade level students; study guides/graphic organizers are included for reading support
- ✓ Faithfully aligns to the learning principles (see attached)
 - 3-9, 11
- ✓ Is highly engaging
 - Cooperative learning, role-plays, simulations
- ✓ Fosters student agency (empowerment, ownership, choice, learner-centered principles)
 - students work cooperatively; students are producers of knowledge
- ✓ Is culturally relevant and responsive, including issues of social justice
 - students work cooperatively; students are producers of knowledge
- ✓ Prepares students for participation in a democracy (skills and/or content)
 - "Armed with fresh insights from the role play and the deliberation, students articulate original, coherent policy options that reflect their own values and goals. Students' views can be expressed in letters to Congress or the White

House, editorials for the school or community newspaper, persuasive speeches, or visual presentations.

✓ Teaches thinking skills, such as

- Textual analysis and consideration of multiple perspectives.
- Recognize relationships between history and current issues
- Analyze and evaluate multiple perspectives on an issue
- Understand the internal logic of a viewpoint
- Identify and weigh the conflicting values represented by different points of view
- Engage in informed discussion
- Develop and articulate original viewpoints on an issue
- Communicate in written and oral presentations
- Collaborate with peers

✓ Prepares students for the global workforce

- Addresses 21st century skills – critical thinking, creativity and innovation; collaboration; media and technology literacy; global awareness; civic literacy.

Curriculum Name: The Choices Program
Grade Level: Global History II (10 th grade) and US History (11 th grade)
What are the ways this curriculum will guarantee character skills will be woven in? What skills?
What are the ways this curriculum will guarantee rigorous, content-specific knowledge?
✓ Draws from the best scholarship available; uses historical and contemporary primary source documents, including maps, images, and editorial cartoons. There is also a growing library of Scholars Online Videos , aligned with the units and embedded in their iBook Textbooks .
What are the ways this curriculum will guarantee cultural relevance and social justice?
✓ Students consider multiple viewpoints; especially when the typical historical narratives have left out the violence and racism. For example in the unit on Westward Expansion students explore the narratives/perspectives of Indian groups, Mexican Americans, US settlers, and the federal government.

- ✓ Draws from the best scholarship available; uses historical and contemporary primary source documents, including maps, images, and editorial cartoons. There is also a growing library of **Scholars Online Videos**, aligned with the units and embedded in their **iBook Textbooks**.

- ✓ Students consider multiple viewpoints; especially when the typical historical narratives have left out the violence and racism. For example in the unit on Westward Expansion students explore the narratives/perspectives of Indian groups, Mexican Americans, US settlers, and the federal government.

<p>What are the ways this curriculum will prepare students for preparation in a democracy?</p> <ul style="list-style-type: none"> ✓ For example, in the French Revolution Unit students recreate the debate in the National Constituent Assembly and among the people of France; in the Russian Revolution unit students work cooperatively to advocate for one of the four options Russians debated at the time and a fifth group plays fictional undecided citizens, who ask questions of the groups and evaluate the options;
<ul style="list-style-type: none"> ✓ Emphasizes the importance of educating students in their participatory role as citizens
<p>What are the ways this curriculum empowers student voice and shows a bias for student agency and learner-centered classrooms?</p>
<ul style="list-style-type: none"> ✓ Across a variety of units students design and present policy or evaluate existing policies. Students articulate coherent recommendations.
<p>What opportunities do you see in your program for interdisciplinary instruction and with other programs?</p>
<ul style="list-style-type: none"> ✓ Some of the units overlap with environmental science
<p>What do you see as the sequence of courses within your program for the different grade levels?</p>
<p>Can credit be earned in middle school in this curriculum?</p>
<p>Professional development for teachers:</p>
<p>-online professional development through <u>Online Learning Module</u> and face-to-face professional development through <u>Summer Leadership Institutes</u> and <u>Choices & Common Core Training</u>. Teaching Fellows offer <u>face-to-face workshops</u> at many state and national conferences. They are happy to provide</p>

schools and districts with in-service programs for a fee.

Social Studies Curriculum: Grades 6-12

For the social studies curriculum the Social Studies Subject Specific Task Force examined several programs, including Stanford's *Reading like a Historian & Beyond the Bubble*; Brown University's *Choices* program; and the AP US History & Government course. Their recommendation was to create an original curriculum using the guidelines developed by the Subject Specific Task Force. The curriculum organizes content around compelling questions, develops a collaborative research process, and requires authentic assessment that requires students to put their knowledge and skills into action. The source material for this approach can be found in the College, Careers, and Civic Life (C3) Framework, which states, "Now more than ever, students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn. And most importantly, they must possess the capability and commitment to repeat that process as long as is necessary. Young people need strong tools for, and methods of, clear and disciplined thinking in order to traverse successfully the worlds of college, career, and civic life." This approach aligns with our top values of preparation for participation in democracy, inquiry based research and problem solving, and the pursuit of social justice.

The C3 Framework provides guidance and support for the concepts, skills, and disciplinary tools necessary to prepare students for college, career, and civic life. That guidance and support takes form in an Inquiry Arc, which is a set of interlocking and mutually reinforcing procedures and protocols. These procedures and protocols feature the four dimensions of informed inquiry in social studies: 1) Developing questions and planning inquiries; 2) Applying disciplinary concepts and tools; 3) Evaluating sources and using evidence; and 4) Communicating conclusions and taking informed action.

Compelling questions are based on important issues relevant to the lives of students. They guide the inquiry approach and are created collaboratively in a democratic forum by teachers and students. The questions are designed to spark student interest and to be both intellectually rigorous and meaningful to students. Most time is spent in the collaborative research process. Students perform in depth analysis of historical events from different eras, relative to the compelling question, apply critical thinking skills to qualitative and quantitative data, and construct arguments using student research and historical precedent. This work is aligned to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies. Culminating assessments consist of authentic activities where students take action in their community: problem solving local issues, developing entrepreneurial projects, and producing artistic celebrations. Family and community involvement plays an integral role in evaluating student growth.

Students take the Regents for Global History at the end of grade 10 and the Regents in United States History and Government at the end of grade 11. Students will have the opportunity to elect Advanced Placement United States History in grade 11.

Grouping

Students will be grouped heterogeneously for social studies instruction.

Process

A subcommittee of East's social teachers, supported by Warner faculty, will work throughout the spring and summer 2015 to create the initial inquiries as models for grades six through 12 in social studies. Throughout school year 2015-2016 and summer 2016 curriculum writing is a priority for Social Studies.

Electives

Elective possibilities within this framework include psychology, sociology, and anthropology, each of which could be taught as dual credit courses, giving students further opportunity for college credit.

Curriculum Evaluation Chart

Modified 9-18-14

East Teaching & Curriculum Subject-Specific Task Force for LOTE-Spanish

Name and email of task force facilitator: susan.gross@rcsdk12.org Date of last changes on chart: Sunday, October 19, 2014
 After each meeting, send the latest version of this chart to Sue Meier smeier@warner.rochester.edu and Mary Rapp mrapp@warner.rochester.edu via email.

Meetings dates, times, location: D-134 9/15, 9/29, 10/8, 10/14, 10/20

Curriculum Name: **Avancemos**

Web Link(s): http://www.mcdougallittell.com/ml_data/tal/w_lang/avancemos_shared/pdf/Avancemos_Program_Components_1.pdf

Being taught where:

Research support: Avancemos! was developed as a result of extensive research with practicing Spanish teachers from throughout the United States. Based on this research, iAvancemos! (a) integrates culture as a cornerstone for meaningful communication; (b) provides clear goals, careful sequencing, and leveled activities that make practice purposeful; and (c) provides multiple opportunities for language learning that lasts through frequent and regular checkpoints within each lesson, as well as at the end of each lesson and unit. Language retention is further supported with the cumulative review following each unit, and the frequent recycling of previously-learned material, both within and between levels of the program.

Addresses the CCLs:

(Be sure to include grade levels this curricula encompasses).	Grade 6	Grades 7-8	Grade 9	Grade 10-12	Acceleration/AP/IB /dual credit?
How does this curriculum spiral skills and content over time?	Not applicable	Curriculum is broken into Spanish 1, 2 and 3. Each level reviews and builds upon prior levels.			Not applicable
In what ways does this curriculum address the learning principles?	NA	Tips and strategies in each chapter, recuerdas boxes review pre-requisite knowledge.			NA

			Authentic inquiry- chapter level projects and cultural webquests Group communication activities and projects. Cross-cultural references and comparisons Re-world cultural stories and how it affects our country. Rubrics are included for many projects and assignments.			
What are the ways this curriculum guarantees rigorous, content-specific knowledge?	NA				NA	
In what ways is this curriculum highly engaging?	NA		Multi-modal learning. Technology infused. Cultural components.		NA	
What are ways this curriculum empowers student voice and show a bias for student agency in learner-centered classrooms?	NA				NA	
What are the ways this curriculum is culturally relevant and responsive and addresses issues of social justice?	NA		Cultural aspects allow students to be more understanding of the world outside their neighborhood and how to		NA	

[illegible]

		Or Accelerated students take full Spanish 1 course in 1 year. If they take Spanish 1 in 7 th , they will take 2 in 8 th , 3 in 9 th , etc.	Accelerated might be in Spanish 3	Accelerated might be in Spanish 4	11 th grade-Spanish 5 12 th grade-Spanish elective
<i>Can credit be earned in middle school in this curriculum? [it is a goal to get at least four credits for students in middle school]</i>	YES				
<i>At what point would you recommend (if at all) branching into different options such as acceleration, honors, AP/IB, other?</i>	2015-2016. 2014-2015 has 2 sections of Spanish 3. That could facilitate at least one section of Spanish 4.				
<i>In what ways does this program prepare students to join the global workforce?</i>	NA	By helping them to develop proficiency/fluency in Spanish. By developing cross cultural skills/understandings.			NA
<i>What opportunities do you see in your program for interdisciplinary instruction and with which other programs?</i>	NA	Foreign language would be a great partner along with CTE. Spanish for the medical field, Spanish for the culinary field, etc. Within those			NA

		contents, all topics could be covered. For example, In the medical field, students would need to learn about personal identification.		
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Advice to Teaching Committee

What professional learning is required of teachers relative to instruction or pedagogy to implement this curriculum successfully?	Teachers should be able to implement this curriculum with just a basic review of the textbook and extras.
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Additional considerations that must have decisions in order to conduct an effective _____ program			
Considerations: (e.g music lessons will be given when/how? Art courses will have x pre requisites?)	Current practice	Recommendation of the SSTF	
	Currently, students are placed randomly in Spanish sometimes after taking a year of another language. After being placed in Spanish I, they are not retained into Spanish 2 then 3 consistently.	We recommend a 90% Retention Rate through Spanish 1 as college bound students should strive for 3 credits. The 3 levels should be taken sequentially, year after year, with no gaps. We recommend a 50% Retention Rate for Spanish 4(dual credit with MCC) and 25% Retention Rate for Spanish 5 (AP Spanish)	
Etc.			

Curriculum Evaluation Chart

Modified 9-18-14

East Teaching & Curriculum Subject-Specific Task Force for __LOTE – American Sign Language

Name and email of task force facilitator: susan.gross@rcsdk12.org Date of last changes on chart: Sunday, November 02, 2014
 After each meeting, send the latest version of this chart to Sue Meier smeier@warner.rochester.edu and Mary Rapp mrapp@warner.rochester.edu via email.

Meetings dates, times, location: D-134 9/15, 9/29, 10/8, 10/14, 10/20

Curriculum Name: Master - American Sign Language – Level One

Web Link(s): <http://www.masterasl.com/>

Being taught where: National Curriculum – taught in several districts

Research support:

Addresses the CCLS: Master ASL is currently the only American Sign Language curriculum to incorporate the national foreign language standards established by the American Council on the Teaching of Foreign Languages (ACTFL). Master ASL breaks new ground in ASL instruction, raising the quality of materials to the same caliber of spoken language curricula.

(Be sure to include grade levels this curricula encompasses).	Grade 6	Grades 7-8	Grade 9	Grade 10-12	Acceleration/AP/IB /dual credit?
How does this curriculum spiral skills and content over time?	N/A	N/A		The Master ASL textbook spans a full year / two semester / three quarter course of study appropriate for both high school and college-level programs. The authors are working on a Level Two which will focus on expanding student use of ASL in a real-life, practical manner. Following the principles of task-based learning, students are exposed to a wide variety of topics and tasks that challenge them to develop stronger communication skills and a deeper understanding of Deaf culture.	

<p>In what ways does this curriculum address the learning principles?</p>	<p>Master ASL is broken into two main elements : Language & Culture</p> <p>The language component of Master ASL Level One provides learners with vocabulary and conversation topics that closely follow interactive communication between individuals. Learners are encouraged to use the language inside and outside the classroom. <i>Eyes on ASL and ASL Up</i> Close sections promote a strong foundation in ASL structure, as well as analysis of why and how ASL and English structure differ. The final component, prosody (the patterns, rhythm, and accent of a language), encourages native-like signing via</p>			
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	<p>Narrative and Accent Step sections in each unit.</p> <p>The culture component of Master ASL! Level One exposes learners to a wide variety of information about the Deaf World, ranging from videophone technology to d/Deaf doctors to Deaf Native Americans. These topics engage learners and encourage development of a positive appreciation of the Deaf World and their place in it.</p>	
<p>What are the ways this curriculum guarantees rigorous, content-specific knowledge?</p>		<p>Students may have heard from others or believe that ASL is easier to learn than spoken languages. ASL is a unique, visual language that does not simply match a</p>

	sign to an English word instead it has its own grammar, structure, and specific features that pose a challenge to learn, like other spoken languages		
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In what ways is this curriculum highly engaging?	<p>Language & Structure</p> <ul style="list-style-type: none"> • <i>ASL Up Close</i>, highlighting important functions of ASL grammar • <i>Eyes On ASL</i>, presenting the basic rules of signing in ASL • <i>Accent Steps</i>, tips and advice to help hearing students improve their ASL skills • <i>Expression Corner</i>, exposing students to ASL idioms, phrases, and expressions <p>Culture</p> <ul style="list-style-type: none"> • <i>Deaf Culture Notes</i>, featuring relevant aspects of Deaf culture • <i>ASL Focus</i>, a two page section examining an important issue in the Deaf World • <i>Did You Know?</i> sections presenting information about the Deaf World • <i>Deaf Culture Minute</i>, explaining cultural tidbits • <i>I Want to Know</i>, answering common questions about ASL <p>Comparison & Reflection</p> <ul style="list-style-type: none"> • Exposure to Deaf art • Poetry and other writings by Deaf authors • Journal opportunities to analyze and reflect on aspects of ASL, Deaf culture, and the Deaf experience 		
What are ways this curriculum empowers student voice and show a bias for student agency in learner-centered classrooms?	<p>Master ASL! Has a Student Companion that includes:</p> <ul style="list-style-type: none"> • <i>ASL Fingerspelling</i>, including 200 exercises to develop fingerspelling skills • <i>ASL Numbers</i>, with more than 150 exercises provided to develop ASL numerical skills • <i>Glossing instruction and exercises</i>, to assist students to become familiar with the notation system used by many people within the fields of ASL and Deaf studies 		

What are the ways this curriculum is culturally relevant and responsive and addresses issues of social justice?	Today, the Deaf community forms one of many minority cultural groups in the United States and Canada, and interest in learning ASL has surged, bringing with it greater opportunities for mutual benefit. While attitudes are changing, more work remains to be done. Many people view deafness as an obstacle or a pitiable handicap. Deaf individuals are routinely denied employment because companies are uncertain how Deaf employees can communicate with their hearing colleagues and the many contributions the Deaf have made to the larger hearing society are generally unknown and overlooked.	
What are the ways this curriculum prepares students for participation in our democracy?	The curriculum encourages students to consider the rights of those who are different or who face a language barrier at work and out in society.	
What are thinking skills integrated into this curriculum?	Throughout the curriculum students are given opportunities to research the culture and write journal entries in response to variety of questions on the deaf community and the deaf culture	

What do you see as the sequence of courses within your program for the following grade level configurations?	N/A	N/A	ASL 1, 2, 3 with ASL Regents in third year	MCC: ASL 101
Can credit be earned in middle school in this curriculum? [it is a goal to get at least four credits for students in middle school]	No			
At what point would you recommend (if at all) branching into different options such as acceleration, honors, AP/IB, other?	N/A	N/A	N/A	Dual Credit with MCC

In what ways does this program prepare students to join the global workforce?	According to the BLS, translator and interpreter jobs should grow rapidly due to the expansion of video relay service and video remote interpreting technologies. These technologies allow real-time ASL translation through video calling over high-speed Internet connections. Employment opportunities can be found in educational and religious institutions as well as social service, community and arts organizations. More experienced interpreters may establish careers in legal or medical interpretation.	
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What opportunities do you see in your program for interdisciplinary instruction and with which other programs?	It would be good to have students learn more ASL as it applies to Science and Math	

Advice to Teaching Committee

What professional learning is required of teachers relative to instruction or pedagogy to implement this curriculum successfully?		
Considerations: <i>(e.g music lessons will be given when/how?</i> <i>Art courses will have x pre requisites?)</i>	Current practice Currently, students are place randomly in ASL sometimes after taking a year of another language. After being placed in ASL 1, they are not retained into ASL 2 then 3 consistently.	Recommendation of the SSTF We recommend a 90% Retention Rate through ASL 1 as college bound students should strive for 3 credits. The 3 levels should be taken sequentially, year after year, with no gaps.

Additional considerations that must have decisions in order to conduct an effective _ASL_____ program

LOTE - WORLD LANGUAGE RECOMMENDATIONS

Pathways

6th grade-Exploratory Language

1 Marking Period in Spanish/1 Marking Period in ASL

Note: At the end of 6th grade, student should pick a language pathway out of the languages they explored.

7th grade

For all students Full year class, meets every day 1 st half of Language 1	For advanced students Full year class, meets every day Full Language I curriculum with Checkpoint A assessment
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8th grade

For all students who passed 1B Full year class, meets every day 2 nd half of Language 1 with Checkpoint A assessment	For advanced students who passed 1P and the Checkpoint A exam Full year class, meets every day Full Language 2 curriculum
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9th grade

For students who passed 1B + 1C and the Checkpoint A exam Full year class, meets every day Full Language 2 curriculum	For advanced students who passed Language 2 Full year class, meets every day Full Language 3 curriculum with Checkpoint B assessment
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10th grade

For all students who passed Language 2 Full year class, meets every day Full Language 3 curriculum with Checkpoint B assessment	For advanced students who passed Language 3 and Checkpoint B exam Full year class, meets every day Dual Credit Course with MCC
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11th grade

For students who passed Language 3 and Checkpoint B exam Full year class, meets every day Dual Credit Course with MCC	For advanced students who passes Language 4 and the final exam from MCC Full year class, meets every day AP language curriculum
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12th grade

For students who passes Language 4 and the final exam from MCC Full year class, meets every day AP language curriculum	For advanced students who passed Language 5 and the AP exam Full year class, meets every day Curriculum will vary
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Other Recommendations

- A student completing a sequence of Languages 1-3 should be the expectation, not the exception. Currently, the majority of our students stop taking a foreign language after level 1 as that is all they need to graduate.
- Language should be sequential and there should not be breaks between years of language study. Currently, students are told they can't fit Spanish II into their schedule and they should take it the following year.
- Students should not flip back and forth between languages. Some students have a credit in Spanish 1, ASL 1, and French 1, when they could have 3 credits in a single language. Other students failed Spanish 1, switched to French 1 and failed and then switched back to Spanish 1 again. Once they select a pathway, they should stay in it.
- Native speakers should not be placed in Spanish I even though they don't have a credit. A placement exam should be given to native speakers to determine their appropriate placement. Some might be placed in a separate bilingual program with a Spanish Language Arts curriculum, while others may need to skip to a higher level of Foreign Language study, i.e. Level 4 as to earn dual credit.

Curriculum Evaluation Chart

Modified 9-18-14

East Teaching & Curriculum Subject-Specific Task Force for Visual Arts

Name and email of task force facilitator: susan.gross@rcsdk12.org Date of last changes on chart: October 19, 2014
After each meeting, send the latest version of this chart to Sue Meier smeier@warner.rochester.edu and Mary Rapp mrapp@warner.rochester.edu via email.

Meetings dates, times, location: D-134 9/15, 9/29, 10/8, 10/14, 10/20

Curriculum Name: NYS Art Curriculum

Website : <http://www.p12.nysed.gov/ciai/arts/>

Being taught where: Research support: A 2005 report by the Rand Corporation about the visual arts argues that involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skill. Arts learning can also improve motivation, concentration, confidence, and teamwork. Strong arts programming in schools helps close a gap that has left many a child behind: From Mozart for babies to tutus for toddlers to family trips to the museum, the children of affluent, aspiring parents generally get exposed to the arts whether or not public schools provide them. Low-income children, often, do not. "Arts education enables those children from a financially challenged background to have a more level playing field with children who have had those enrichment experiences," says Eric Cooper, president and founder of the National Urban Alliance for Effective Education.

President Barack Obama created an Arts Policy Council made up of artists, cultural leaders, educators and advocates, to advise on policy matters related to the arts. The Platform in Support of the Arts stated:

"Reinvest in Arts Education: To remain competitive in the global economy, America needs to reinvigorate the kind of creativity and innovation that has made this country great. To do so, we must nourish our children's creative skills. In addition to giving our children the science and math skills they need to compete in the new global context, we should also encourage the ability to think creatively that comes from a meaningful arts education. Unfortunately, many school districts are cutting instructional time for art and music education."
http://www.pcah.gov/sites/default/files/photos/PCAH_Reinvesting_4web.pdf

Addresses the CCLS: http://www.a2schools.org/ins.artmusic/files/art_education_program_-_high_school.pdf

(Be sure to include grade levels this curricula encompasses).	Grade 6	Grades 7-8	Grade 9	Grade 10-12	Acceleration/AP/IB /dual credit?
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How does this curriculum spiral skills and content over time?	Yes – skills/ content expand over, become more extensive.
In what ways does this curriculum address the learning principles?	It has the potential to meet the learning standards.
What are the ways this curriculum guarantees rigorous, content-specific knowledge?	It has the potential to be rigorous, but curriculum is vague.
In what ways is this curriculum highly engaging?	Yes, it has the potential to be. It has the opportunity for students to have very broad experiences in the visual arts.
What are ways this curriculum empowers student voice and show a bias for student agency in learner-centered classrooms?	This curriculum strongly empowers student voice by students creating in studio based art classes.
What are the ways this curriculum is culturally relevant and responsive and addresses issues of social justice?	Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society. NYS Learning Standard #4
What are the ways this curriculum prepares students for participation in our democracy?	Working together, helping each other, students responsible for art materials & clean –up. These are all common in a project based art room.
What are thinking skills integrated into this curriculum?	Creating, evaluating, analyzing, applying, understanding, remembering.

<i>What do you see as the sequence of courses within your program for the following grade level configurations?</i>	6 th Grade Art	7 th /8 th Grade Art	9 th Grade Studio In Art	Art electives	Art Electives or AP Portfolio for to continue in college.
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Can credit be earned in middle school in this curriculum? [it is a goal to get at least four credits for students in middle school]	no
At what point would you recommend (if at all) branching into different options such as acceleration, honors, AP/IB, other?	12th grade
In what ways does this program prepare students to join the global workforce?	This program has the potential to prepare a student to be an art major in college. It provides all students the opportunity to improve thinking skills and the ability to create solutions.

What opportunities do you see in your program for interdisciplinary instruction and with which other programs?	I see the visual arts working really well for interdisciplinary instruction, especially in ELA & SS.
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Advice to Teaching Committee

What professional learning is required of teachers relative to instruction or pedagogy to implement this curriculum successfully?	NYS Certification in Art Education
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Additional considerations that must have decisions in order to conduct an effective _____ program

Considerations: (e.g music lessons will be given when/how? Art courses will have x pre requisites?)	Current practice	Recommendation of the SSTF
	½ class for elementary, classes of no more than 24 for secondary. No more than 25 % self-contained SE students per class. Art once a week for ½ of 6 th grade. ½ year of art in 7 th or 8 th grade. Studio in Art prerequisite for HS electives.	Much more art for 6 th grade. Students enter MS with very few art skills or knowledge. A much smaller transition number for MS art . No more than 16 per class. Smaller class sizes in HS would also be helpful. A para or TA trained in helping in an art class is recommended.
Etc.	Many students are not given the opportunity to explore the arts in-depth, as we have in the last few years dropped several additional courses we used to offer in favor of many sections of Studio Art. While Studio Art is important for all students, there needs to	

	be an arts pathway available for those who love art and want to take more courses in hopes of creating a portfolio for art college.	
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Curriculum Evaluation Chart

Modified 9-18-14

East Teaching & Curriculum Subject-Specific Task Force for Visual Arts

Name and email of task force facilitator: susan.gross@rcsdk12.org Date of last changes on chart: October 10, 2014
After each meeting, send the latest version of this chart to Sue Meier smeier@warner.rochester.edu and Mary Rapp mrapp@warner.rochester.edu via email.

Meetings dates, times, location: D-134 9/15, 9/29, 10/8, 10/14

Curriculum Name: Ann Arbor Public Schools Art Curriculum

Being taught where: Research support: A 2005 report by the Rand Corporation about the visual arts argues that involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skill. Arts learning can also improve motivation, concentration, confidence, and teamwork. Strong arts programming in schools helps close a gap that has left many a child behind: From Mozart for babies to tutus for toddlers to family trips to the museum, the children of affluent, aspiring parents generally get exposed to the arts whether or not public schools provide them. Low-income children, often, do not. "Arts education enables those children from a financially challenged background to have a more level playing field with children who have had those enrichment experiences," says Eric Cooper, president and founder of the National Urban Alliance for Effective Education.

President Barack Obama created an Arts Policy Council made up of artists, cultural leaders, educators and advocates, to advise on policy matters related to the arts. The Platform in Support of the Arts stated:

"Reinvest in Arts Education: To remain competitive in the global economy, America needs to reinvigorate the kind of creativity and innovation that has made this country great. To do so, we must nourish our children's creative skills. In addition to giving our children the science and math skills they need to compete in the new global context, we should also encourage the ability to think creatively that comes from a meaningful arts education. Unfortunately, many school districts are cutting instructional time for art and music education."

http://www.pcah.gov/sites/default/files/photos/PCAH_Reinvesting_4web.pdf

Addresses the CCLS: http://www.a2schools.org/ins.artmusic/files/art_education_program_-_high_school.pdf

(Be sure to include grade levels this curricula encompasses).	Grade 6	Grades 7-8	Grade 9	Grade 10-12	Acceleration/AP/IB /dual credit?
How does this curriculum spiral skills and content over time?	One Semester	One semester each 7th and	Courses build on the foundations taught in	Drawing/Painting/Printmaking g Jewelry Design Ceramics &	Curriculum path may end in AP/Advanced Art

	r	8th grade	"Art and Design" (Currently labeled "Studio Art")	Sculpture Advertising Design Production/ Art and Design Photography/ Advanced Photography* Advanced Art Portfolio	Portfolio Art for students on "Career in Art" plan
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In what ways does this curriculum address the learning principles?	<p>Art is a natural fit for Wiggins & McTighe Learning Principles:</p> <p>In Art, learning is an active process in which the learner uses sensory input and constructs meaning (Hands on). Learning consists both of constructing meaning and constructing systems of meaning. Projects are based off of art principles; which gives meaning to those principles. Visualizing an art piece before constructing engages the mind as well as the hands. Learning is a social activity; students work on their art pieces in a group where they can encourage each other and explain their work. This curriculum provides an art pathway into the subject for the learner based on that learner's previous knowledge taking time to learn as most projects require longer periods of preparation.</p>				
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What are the ways this curriculum guarantees rigorous, content-specific knowledge?	<p>Art curriculum offers two separate tracks of learning: A- General Education Plan, B-Career in Art Plan . The Plan B curriculum offers a wide array of art offerings to develop a highly engaging and varied portfolio.</p>				
In what ways is this curriculum highly engaging?	<p>This art curriculum challenges students to become personally involved with art materials and processes, develops their critical and creative abilities at a level which could not be reached at earlier stages of development.</p> <p>The skills developed during a course of study in art will exercise the student's powers of observation, broaden problem-solving abilities and concentrate on creative imaginations. Provides the student with opportunities to find personal forms of expression while exercising problem-solving and critical thinking skills. Art provides the student with developmental skills to grow toward their individual, creative potential.</p>				

What are ways this curriculum empowers student voice and show a bias for student agency in learner-centered classrooms?	As students mature into early adulthood, manual dexterity, eye-hand coordination and visual acuity levels increase. Particularly heightened are skills involving replication and interpretation of what is seen, and the ability to become involved in projects requiring high levels of manual skill and patience. The student begins to truly understand symbolism at a higher level. The unique learning experiences in art offer the student an environment to interact with reason, emotion, logic and inventiveness.	
What are the ways this curriculum is culturally relevant and responsive and addresses issues of social justice?	The Arts & Design – introductory level course points out significant contributions by artists/designers within societies. Identify examples of artwork and products that have influenced students' lives. Examine and discuss contemporary and historical artworks. Explain orally or in writing the significant contributions by artists within societies. Gives examples of varied art forms throughout the world that contribute to culture and society. Allows students to speculate about the different purposes of art, e.g., political, functional, social, philosophical, economical.	
What are the ways this curriculum prepares students for participation in our democracy?	<p>This curriculum includes "ARTISTS IN CULTURE AND SOCIETY" in its curriculum, which includes: giving examples of varied art forms throughout the world that contribute to culture and society; speculate about the different purposes of art, e.g., political, functional, social, philosophical, economical; discuss concepts of art evident in objects, structures and products from all over the world .</p> <p>Art has been used as a means to record history, shape culture, cultivate imagination, and harness individual and social transformation. It can not only be a means to generate awareness, but it can also be a catalyst to engage community members to take action around a social issues</p>	

<p>What are thinking skills integrated into this curriculum?</p>	<p>"CRITICAL ANALYSIS AND AESTHETIC RESPONSE" pieces offered with evaluation tools for all sections: Examples</p> <ul style="list-style-type: none"> - Develop visual literacy and critical analysis skills in discussing artwork. - Identify the media, subject and expressed idea evident when looking at originals or quality reproductions. - Analyze how the elements of design "work together" as a unified composition in finished artwork. - View slides, videos, reproductions and computer generated imagery to increase "storehouse of images". - Participate in group discussions to describe an artwork noting facts about subject, elements and medium. - Apply critical thinking skills in the creation and evaluation of artworks. 				
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	<ul style="list-style-type: none"> - Explain and discuss with others what they intend to do in a work of art, - Express and support ideas about art in written and oral form. - Identify some conditions used to determine that an object is "art" rather than just a well-designed object. 	One Semester	One semester each 7th and 8th grade	Studio Art Prerequisite for all art classes (full year)	2D Media and Design I/II 3D Media/Ceramics I/II/III Photo I/II Drawing and Painting I/II (printmaking, digital art)	AP Studio Art Portfolio Review/Creation AP Art History
What do you see as the sequence of courses within your program for the following grade level configurations?		One Semester				
Can credit be earned in middle school in this curriculum? [it is a goal to get at least four credits for students in middle school]	No					
At what point would you recommend (if at all) branching into different options such as acceleration, honors, AP/IB, other?	N/A			Art curriculum offers two separate tracks of learning A-General		Plan B offers second semester Juniors and Seniors an opportunity to take "Advanced Art Portfolio" to create work for the college application process

				Education Plan, B-Career in Art Plan. Career in Art plan should offer track to at least 3 full elective/art credits		
In what ways does this program prepare students to join the global workforce?	Advertising Design Production Art and Design Photography/Advanced Photography are all courses offered in the Path B – Careers in Art and allow for students to gain marketable, employable art skills					

<i>What opportunities do you see in your program for interdisciplinary instruction and with which other programs?</i>	Analyze events in history, literature and science and point out ways that artists have reflected those events in their work. Discuss the relationship between art and society addressing the role of the artist as communicator. Give examples orally or in writing about the relationship between the artist and events in society.
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Advice to Teaching Committee

What professional learning is required of teachers relative to instruction or pedagogy to implement this curriculum successfully?	Instructors of specific course areas should have aptitude according to subject area within the arts sphere.
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Additional considerations that must have decisions in order to conduct an effective Art program

Considerations:	Current practice	Recommendation to keep the current pre requisite of
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<i>(e.g music lessons will be given when/how? Art courses will have x pre requisites?)</i>	All upper level art classes require the successful completion of Studio in Art	full year Studio Art
Etc.	<p>Many students are not given the opportunity to explore the arts in-depth, as we have in the last few years dropped several additional courses we used to offer in favor of many sections of Studio Art. While Studio Art is important for all students, there needs to be an arts pathway available for those who love art and want to take more courses in hopes of creating a portfolio for art college.</p>	

Curriculum Evaluation Chart

Modified 9-18-14

East Teaching & Curriculum Subject-Specific Task Force for String Orchestra

Name and email of task force facilitator: _____ susan.gross@rcsdk12.org _____ Date of last changes on chart: October 8, 2014

After each meeting, send the latest version of this chart to Sue Meier smeier@warner.rochester.edu and Mary Rapp mrapp@warner.rochester.edu via email.

Meetings dates, times, location: **D-134 9/15, 9/29, 10/8, 10/14**

Curriculum Name: **RCSD Music Orchestra Curriculum (Beginning, Intermediate, Advanced)**

Being taught where: **Rochester City School District**

Research support: A 2005 report by the Rand Corporation about the visual arts argues that involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skill. Arts learning can also improve motivation, concentration, confidence, and teamwork. Strong arts programming in schools helps close a gap that has left many a child behind: From Mozart for babies to tutus for toddlers to family trips to the museum, the children of affluent, aspiring parents generally get exposed to the arts whether or not public schools provide them. Low-income children, often, do not. "Arts education enables those children from a financially challenged background to have a more level playing field with children who have had those enrichment experiences," says Eric Cooper, president and founder of the National Urban Alliance for Effective Education.

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(Be sure to include grade levels this curricula encompasses).	Grade 6	Grades 7-8	Grade 9	Grade 10-12	Acceleration/AP/IB /dual credit?
How does this curriculum spiral skills and content over time?	Material builds upon each other into college level concepts.	Material builds upon each other into college level	Material builds upon each other into college level	Material builds upon each other into college level	

		concepts.	concepts.	concepts.
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In what ways does this curriculum address the learning principles?	<ul style="list-style-type: none"> Students will work collaboratively in a respectful and meaningful manner in order to build one unified musical sound. Building individual students' prior knowledge and experienced as they progress on their individual instrument. Leaners take responsibility for their own learning by setting goals and monitoring progress through individual home practicing. Use critical thinking skills to develop and refine their understanding by listening to professional recordings and going back to basic knowledge current concepts were built upon. 	
What are the ways this curriculum guarantees rigorous, content-specific knowledge?	This curriculum address ensemble music and how it relates to multiple subjects, history, and cultures. Each concept builds on itself as the student progress	
In what ways is this curriculum highly engaging?	Young musicians not only learn how to play their instrument but they learn different genres, cultures, politics, American and world history, team building, goal setting.	
What are ways this curriculum empowers student voice and show a bias for student agency in learner-centered classrooms?	Students develop leadership skills when becoming mentors by auditioning for first chair status and helping train up lower leveled musicians in their section by providing encouragement and musical examples.	
What are the ways this curriculum is culturally relevant and responsive and addresses issues of social justice?	Describe and compare social occurrences and the possible influence on music. Describe and compare the social uses of music in various cultures.	
What are the ways this curriculum prepares students for participation in our democracy?	A musical ensemble teaches team building and a since of community. Follow learning strategies for understanding and skill development.	
What are thinking skills are integrated into this curriculum?	Comparing different approaches. Teaching study skills.	

<i>What do you see as the sequence of courses within your program for the following grade level configurations?</i>	Beginning Orchestra 6	Beginning Orchestra 7/8	Intermediate Orchestra	Advanced Orchestra	
<i>Can credit be earned in middle school in this curriculum? [it is a goal to get at least four credits for students in middle school]</i>	No	No	Yes	Yes	
<i>At what point would you recommend (if at all) branching into different options such as acceleration, honors, AP/IB, other?</i>	No	No	No	AP music theory or history may be taken at this point	

<i>In what ways does this program prepare students to join the global workforce?</i>	Helps students follow instruction. Students learn responsibility of taking care of an instrument. Understand the values of consistently practicing to gain desired skill.				
<i>What opportunities do you see in your program for interdisciplinary instruction and with which other programs?</i>	<ul style="list-style-type: none"> Identify elements of music in common with other subjects (ie., music used to promote national pride, as battle songs, record historical event, degrees of tuning both as science and math, use of fractions). Identify occupations in music. 				

Advice to Teaching Committee

What professional learning is required of teachers relative to instruction or pedagogy to implement this curriculum successfully?	<p>Every curriculum present requires an educated professional musician.</p> <ul style="list-style-type: none"> Strong primary instrument skills Strong secondary instrument skills (At least NYSSMA level 3) Conducting skills, score interpretation, and musicality.
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Additional considerations that must have decisions in order to conduct an effective Music program

Considerations: (e.g music lessons will be given when/how? Art courses will have x pre requisites?)	Current practice	Recommendation of the SSTF
Etc.	<p>Music teachers are often spread throughout the building to teach music instead of teaching in the choir room where ISS is currently being housed.</p> <p>Lessons are not always honored by other staff members.</p>	<ul style="list-style-type: none"> Music lessons are a requirement for the success of the band program. Lessons are a class and must be treated as such, allowing staff members allotted time in schedule for pull-out instruction

	<p>Scheduling conflicts push students out of their four year track in music forcing them to choose between music and academics.</p>	<ul style="list-style-type: none">• Requisite: Student must have prior band experience when entering into advance band class• Students must be retained to continue musical instruction all four years of high school• Dedicated space
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Curriculum Evaluation Chart

Modified 9-18-14

East Teaching & Curriculum Subject-Specific Task Force for Band 6-12

Name and email of task force facilitator: _____ susan.gross@rcsdk12.org _____ Date of last changes on chart: October 8, 2014

After each meeting, send the latest version of this chart to Sue Meier smeier@warner.rochester.edu and Mary Rapp mrapp@warner.rochester.edu via email.

Meetings dates, times, location: D-134 9/15, 9/29, 10/8, 10/14

Curriculum Name: RCSD Music Band Curriculum (Beginning, Intermediate, Advanced)

Being taught where: Rochester City School District

Research support: A 2005 report by the Rand Corporation about the visual arts argues that involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skill. Arts learning can also improve motivation, concentration, confidence, and teamwork. Strong arts programming in schools helps close a gap that has left many a child behind: From Mozart for babies to tutus for toddlers to family trips to the museum, the children of affluent, aspiring parents generally get exposed to the arts whether or not public schools provide them. Low-income children, often, do not. "Arts education enables those children from a financially challenged background to have a more level playing field with children who have had those enrichment experiences," says Eric Cooper, president and founder of the National Urban Alliance for Effective Education.

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Addresses the CCLS: Yes

(Be sure to include grade levels this curricula encompasses).	Grade 6	Grades 7-8	Grade 9	Grade 10-12	Acceleration/AP/IB /dual credit?
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How does this curriculum spiral skills and content over time?	Material builds upon each other into college level concepts.	AP Music Theory or History
In what ways does this curriculum address the learning principles?	<ul style="list-style-type: none"> Students will work collaboratively in a respectful and meaningful manner in order to build one unified musical sound. Building individual students' prior knowledge and experienced as they progress on their individual instrument. Leaners take responsibility for their own learning by setting goals and monitoring through individual home practicing. Use critical thinking skills to develop and refine their understanding by listening to professional recordings and going back to basic knowledge current concepts were built upon. 	
What are the ways this curriculum guarantees rigorous, content-specific knowledge?	This curriculum address ensemble music and how it relates to multiple subjects, history, and cultures. Each concept builds on itself as the student progress.	
In what ways is this curriculum highly engaging?	Young musicians not only learn how to play their instrument but they learn different genres, cultures, politics, American and world history, team building, goal setting.	
What are ways this curriculum empowers student voice and show a bias for student agency in learner-centered classrooms?	Students develop leadership skills when becoming mentors by auditioning for first chair status and helping train up lower leveled musicians in their section by providing encouragement and musical examples.	
What are the ways this curriculum is culturally relevant and responsive and addresses issues of social justice?	<ul style="list-style-type: none"> Describe and compare social occurrences and the possible influence on music Describe and compare the social uses of music in various cultures 	
What are the ways this curriculum prepares students for participation in our democracy?	<ul style="list-style-type: none"> A musical ensemble teaches team building and a since of community. Follow learning strategies for understanding and skill development. 	
What are thinking skills integrated into this curriculum?	<ul style="list-style-type: none"> Comparing different approaches Teaching study skills 	

What do you see as the sequence of courses within your program for the following grade level configurations?	Beginning Band 6	Beginning Band 7/8	Intermediate Band	Advanced Band	
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Can credit be earned in middle school in this curriculum? [it is a goal to get at least four credits for students in middle school]	No	N/A			
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At what point would you recommend (if at all) branching into different options such as acceleration, honors, AP/IB, other?	No	No	No	AP Music Theory or history may be taken at this point	AP Music Theory or history may be taken at this point
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In what ways does this program prepare students to join the global workforce?	Helps students follow instruction. Students learn responsibility of taking care of an instrument. Understand the values of consistently practicing to gain desired skills.				
What opportunities do you see in your program for interdisciplinary instruction and with which other programs?	Identify elements of music in common with other subjects (ie., music used to promote national pride, as battle songs, record historical event, degrees of tuning both as science and math, use of fractions). <ul style="list-style-type: none"> Identify occupations in music 				

Advice to Teaching Committee

What professional learning is required of teachers relative to instruction or pedagogy to implement this curriculum successfully?	This curriculum requires an educated professional musician. <ul style="list-style-type: none"> Strong primary instrument skills Strong secondary instrument skills (At least NYSSMA level 3) Conducting skills, score interpretation, and musicality 				
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	<ul style="list-style-type: none"> Ability to infuse enthusiasm and interest into the student to encourage play and practice
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Additional considerations that must have decisions in order to conduct an effective **Music program**

Considerations: (e.g music lessons will be given when/how? Art courses will have x pre requisites?)	Current practice	Recommendation of the SSTF
Etc.	<p>Music teachers are often spread throughout the building to teach music instead of teaching in the choir room where ISS is currently being housed.</p> <p>Lessons are not always honored by other staff members.</p> <p>Scheduling conflicts push students out of their four year track in music forcing them to choose between music and academics.</p>	<ul style="list-style-type: none"> Music lessons are a requirement for the success of the band program. Lessons are a class and must be treated as such, allowing staff members allotted time in schedule for pull-out instruction Requisite: Student must have prior band experience when entering into advance band class Students must be retained to continue musical instruction all four years of high school Dedicated space

Curriculum Evaluation Chart

Modified 9-18-14

East Teaching & Curriculum Subject-Specific Task Force for CHOIR

Name and email of task force facilitator: susan.gross@rcsdk12.org Date of last changes on chart: 11/3/14
After each meeting, send the latest version of this chart to Sue Meier smeier@warner.rochester.edu and Mary Rapp mrapp@warner.rochester.edu via email.

Meetings dates, times, location: **D-134 9/15, 9/29, 10/8, 10/14**

Curriculum Name: **Freehold Regional HS- Chorus**

Being taught where: **Freehold NJ**

Research support: <http://www.frhds.com/district/>

Research support: A 2005 report by the Rand Corporation about the visual arts argues that involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skill. Arts learning can also improve motivation, concentration, confidence, and teamwork. Strong arts programming in schools helps close a gap that has left many a child behind: From Mozart for babies to tutus for toddlers to family trips to the museum, the children of affluent, aspiring parents generally get exposed to the arts whether or not public schools provide them. Low-income children, often, do not. "Arts education enables those children from a financially challenged background to have a more level playing field with children who have had those enrichment experiences," says Eric Cooper, president and founder of the National Urban Alliance for Effective Education.

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Addresses the CCLs: **Yes**

(Be sure to include grade levels this curricula encompasses).	Grade 6	Grades 7-8	Grade 9	Grade 10-12	Acceleration/AP/IB /dual credit?
How does this curriculum spiral skills and content over time?	Material builds upon each other into college level concepts.				

<p>In what ways does this curriculum address the learning principles?</p>		<ul style="list-style-type: none"> Students will work collaboratively in a respectful and meaningful manner in order to build one unified musical sound. Building individual students' prior knowledge and experienced as they progress on their individual instrument. Leaners take responsibility for their own learning by setting goals and monitoring progress through individual home practicing. <p>Use critical thinking skills to develop and refine their understanding by listening to professional recordings and going back to basic knowledge current concepts were built upon.</p>	
<p>What are the ways this curriculum guarantees rigorous, content-specific knowledge?</p>		<ul style="list-style-type: none"> Demonstrate vocal concepts Display synthesis of technical elements Adjust vocal technique, evaluating, Express verbally and written connections within different pieces 	
<p>In what ways is this curriculum highly engaging?</p>		<p>Young musicians not only learn how to sing but they learn different genres, cultures, politics, American and world history, team building, goal setting.</p>	
<p>What are ways this curriculum empowers student voice and show a bias for student agency in learner-centered classrooms?</p>		<p>Students will critique and analyze personal, peer, and professional performance, written and verbally.</p>	
<p>What are the ways this curriculum is culturally relevant and responsive and addresses issues of social justice?</p>		<p>Perform music from a variety of cultures, languages and societies paying respect to accuracy of language and pronunciation and performance customs.</p>	
<p>What are the ways this curriculum prepares students for participation in our democracy?</p>		<p>A musical ensemble teaches team building and a sense of community.</p>	

			Follow learning strategies for understanding and skill development.	
What are thinking skills integrated into this curriculum?			Comparing different approaches. Teaching study skills.	
What do you see as the sequence of courses within your program for the following grade level configurations?	Chorus 6	Chorus 7-8	HS Chorus	HS Chorus
Can credit be earned in middle school in this curriculum? [it is a goal to get at least four credits for students in middle school]	No	No		
At what point would you recommend (if at all) branching into different options such as acceleration, honors, AP/IB, other?				
In what ways does this program prepare students to join the global workforce?				
What opportunities do you see in your program for interdisciplinary instruction and with which other programs?	<p>Understand the values of consistently practicing to gain desired skill.</p> <ul style="list-style-type: none"> Identify elements of music in common with other subjects (ie., music used to promote national pride, as battle songs, record historical event, degrees of tuning both as science and math, use of fractions). <p>Identify occupations in music.</p>			

Advice to Teaching Committee

What professional learning is required of teachers relative to instruction or pedagogy to implement this curriculum successfully?	<ul style="list-style-type: none"> Strong piano skills Conducting skills, score interpretation, and musicality. Vocal flexibility, arranging, ear training
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Additional considerations that must have decisions in order to conduct an effective _____ program

Considerations: (e.g music lessons will be given when/how? Art courses will have x pre requisites?)	Current practice	Recommendation of the SSTF
	<ul style="list-style-type: none"> Music lesson should be required for vocal 	

Etc.

students just like instrumental students

- Lesson are a class as must be treated as such, allowing staff members allotted time in the schedule for pull-out instruction
- Requirement- Student must have prior choir experience when entering into advanced vocal ensembles.

Curriculum Evaluation Chart

Modified 9-18-14

East Teaching & Curriculum Subject-Specific Task Force for __Business

Education _____

Name and email of task force facilitator: _____susan.gross@rcsdk12.org_____ Date of last changes on chart: Sunday, October 12, 2014
After each meeting, send the latest version of this chart to Sue Meier smeier@warner.rochester.edu and Mary Rapp mrapp@warner.rochester.edu via email.

Meetings dates, times, location: D-134 9/15, 9/29, 10/8, 10/14

Curriculum Name: Personal Finance/Financial Literacy

Web Link(s): <https://www.fdic.gov/consumers/consumer/moneysmart/>

Being taught where: National Curriculum – taught in several districts

Research support: https://www.fdic.gov/bank/analytical/quarterly/2007_vol1_2/site/2007_summer01.html

Addresses the CCLS: Aligned with educational standards for all 50 states, the District of Columbia

(Be sure to include grade levels this curricula encompasses).	Grade 6	Grades 7-8	Grade 9	Grade 10-12	Acceleration/AP/IB /dual credit?
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How does this curriculum spiral skills and content over time?	The FDIC's Money Smart for Young Adults curriculum helps youth ages 12-20 learn the basics of handling their money and finances, including how to create positive relationships with financial institutions. Equipping young people in their formative years with the basics of financial education can give them the knowledge, skills, and confidence they need to manage their finances once they enter the real world.				
In what ways does this curriculum address the learning principles?	Money Smart for Young Adults consists of eight instructor-led modules. Each module includes a fully scripted guide for the teacher and the student. The materials also include an optional computer-based scenario that allows students to complete realistic exercises based on each module, also available are MP3 audio files of the content. For our bi-lingual students, there is a Spanish version available as well.				
What are the ways this curriculum	This curriculum was written by the FDIC and is aligned with all 50 states, the District of				

guarantees rigorous, content-specific knowledge?	Columbia, Guam and the Virgin Islands, as well as JumpStart financial education standards and National Council on Economic Education economic education standards. This young adult version is based on the award-winning Money Smart adult financial education curriculum that can bring proven results in the money management practices and financial confidence of graduates.	
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In what ways is this curriculum highly engaging?	The curriculum is solid but it will be up to the instructor to enhance the activities to make it engaging to the students.	
What are ways this curriculum empowers student voice and show a bias for student agency in learner-centered classrooms?	If the instructor adds the computer based scenarios and MP3 modules to the curriculum, that will allow the students to set the pace for their own learning.	
What are the ways this curriculum is culturally relevant and responsive and addresses issues of social justice?	This curriculum would need to be adjusted to be culturally relevant to our urban students. As for socially justice, that would be covered by discussing fair lending acts and discussions on interest rates based on social stereo types – while not in this curriculum it can be added by the instructor.	
What are the ways this curriculum prepares students for participation in our democracy?	The curriculum encourages savings, investing and giving back to your community. Financial literacy allows students to understand, participate and support grass root causes, individual investing, and philanthropy all bedrocks of a strong democracy Many experts agree that debt both personal and national can crush nations, causing civil unrest and uneven distribution of wealth among its citizens.	
What are thinking skills integrated into this curriculum?	Throughout the curriculum students are given opportunities to research, set goals, and evaluate a variety of financial opportunities. Instructors can add a variety of writing and reading skills to each unit through articles and books.	

<i>What do you see as the sequence of courses within your program for the following grade level configurations?</i>	Infused in Home & Careers : Budgeting /Savings	Infused in Health: Costs of Raising Children	Personal Finance: ½ Credit – opposite gym or Health	Prerequisite for: Banking Course Accounting Course Insurance course	
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<i>Can credit be earned in middle school in this curriculum? [it is a goal to get at least four credits for students in middle school]</i>	No				
<i>At what point would you recommend (if at all) branching into different options such as acceleration, honors, AP/IB, other?</i>	N/A	N/A	N/A	Dual Credit with MCC: Accounting	Dual Credit with MCC: Accounting

<i>In what ways does this program prepare students to join the global workforce?</i>	Financial education benefits the broader economy by making citizens more financially stable. Over the long term, this enhanced financial stability can improve the economic outlook for an entire community and can create new opportunities for businesses, including banks.	
<i>What opportunities do you see in your program for interdisciplinary instruction and with which other programs?</i>	This curriculum is a great fit for interdisciplinary instruction with Mathematics and Social Studies	

Advice to Teaching Committee

<i>What professional learning is required of teachers relative to instruction or pedagogy to implement this curriculum successfully?</i>	<p>Train-the-Trainer Program https://www.fdic.gov/consumers/consumer/moneysmart/trainthetrainer.html</p> <p>Every CD of the instructor-led Money Smart curriculum includes a helpful Guide to Presenting the Money Smart Curriculum. The guide helps instructors learn how to effectively use the training materials, including by highlighting the features that help instructors quickly and easily teach financial education in a classroom setting. The guide also provides training tips and strategies to accommodate participants with disabilities.</p> <p>Train-the-Trainer Videos</p> <p>Money Smart train-the-trainer videos also provide prospective instructors with an overview of the curriculum components. The videos help instructors learn the usefulness of the instructor guide and how to use it effectively, become familiar with the student materials, and understand the importance of advanced preparation. The videos also highlight effective strategies to use the curriculum.</p> <p>The Train-the-Trainer videos can be viewed online. (www.youtube.com)</p>
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Additional considerations that must have decisions in order to conduct an effective _____ program

Considerations: (e.g music lessons will be given when/how? Art courses will have x pre requisites?)	Current practice	Recommendation of the SSTF

<p>Etc.</p>	<p>We have offered ½ a credit of Personal Finance as well as Banking and Credit over the course of a year. The Banking and Credit was supposed to work in conjunction with Advantage FCU branch in the building.</p> <p>This course should be mandated for all students 9-12, but instead has been hit or miss.</p>	<p>Technological and marketplace innovations have changed the types of financial services available. The Internet has increased access to credit. Banking has changed from bank branches to a variety of online services; electronic payments are taking the place of cash and checks. As the ways to access and monitor personal finances continues to become more complex, consumers may find it difficult to navigate. Individuals with little or no experience with traditional banking services – those on social services or living in neighborhoods underserved by banks, are likely to find it even more challenging. In today's environment, financial education for urban students takes on added importance, as it can provide them with the tools to make sound financial decisions. Among other things, financial education gives them knowledge about budgeting, saving and investing, choosing credit products, and protecting themselves against fraud.</p> <p>See results of studies done on program: https://www.fdic.gov/bank/analytical/quarterly/2007_vol1_2/site/2007_summer01.htm</p> <p><u>Recommend a ½ year for ALL 9th graders opposite Health</u></p> <p><u>Skills for the 21st Century</u>: Course that combines essential computer skills (Microsoft Office) for college and work with an introduction to the world of work .</p>
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Curriculum Evaluation Chart

Modified 9-18-14

East Teaching & Curriculum Subject-Specific Task Force for __Business

Education _____

Name and email of task force facilitator: susan.gross@rcsdk12.org _____ Date of last changes on chart: Monday, October 13, 2014
After each meeting, send the latest version of this chart to Sue Meier smeier@warner.rochester.edu and Mary Rapp mrapp@warner.rochester.edu via email.

Meetings dates, times, location: D-134 9/15, 9/29, 10/8, 10/14

Curriculum Name: Hands on Banking

Web Link(s): <http://www.handsonbanking.org/en/>

Being taught where: National Curriculum – taught in several districts

Research support: Currently, only four states -- Missouri, Tennessee, Utah and Virginia -- require that high school students take a stand-alone personal finance course to graduate, according to Jump\$tart Coalition, made up of 150 financial institutions, consumer groups and federal agencies. The Council of Economic Education, which also gets backing from businesses and financial institutions estimates that 17 states require high school students to take courses that include personal finance instruction. Teens are big consumers, as much as \$91 billion in 2013, by one estimate, but few are saving for college or other long-term goals or understand basic financial terms. More than 75 percent of 16- to 18-year-olds say they are financially savvy, but less than 20 percent knew what a 401(k) plan is and only 32 percent knew how credit card interest and fees work.

Addresses the CCLS: Aligned with educational standards for NY State

(Be sure to include grade levels this curricula encompasses).	Grade 6	Grades 7-8	Grade 9	Grade 10-12	Acceleration/AP/IB /dual credit?
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How does this curriculum spiral skills and content over time?	The Hands on Banking program covers all the basics of smart money management. The curriculum is designed for four age groups: Adults, Young Adults (ages 15–21) Teens (grades 6–8) and Kids (grades 4 and 5).				
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<p>In what ways does this curriculum address the learning principles?</p>	<p>The Hands on Banking® program is an interactive financial-literacy curriculum for students grades 4-12. The Hands on Banking program was developed to teach both the basics of good money management and the skills needed to create a brighter financial future. The lessons examine financial concepts and decision-making through illustration, real-life problems, and mathematical computation. The curriculum is relevant to students' lives, and is designed to support their financial success.</p>
<p>What are the ways this curriculum guarantees rigorous, content-specific knowledge?</p>	<p>The lessons for school-aged students are aligned with national and state educational standards for economics, financial literacy, mathematics, and English Language Arts. The segments in this program adhere to the standards:</p> <ul style="list-style-type: none"> • National Council of Economic Education, the National Association of Economics Educators, and the Foundation for Teaching Economics, Voluntary National Content Standards in Economics • JumpStart Coalition for Personal Financial Literacy, National Standards in K-12 Personal Finance Education • National Council of Teachers of Mathematics, Principles and Standards for School Mathematics , Grades 9-12. • The National Council of Teachers of English (NCTE) and International Reading Association (IRA), Standards for the English Language Arts (1996); Grades K-12. • NYS Learning Standards for Mathematics, Social Studies, and CDOS
<p>In what ways is this curriculum highly engaging?</p>	<p>This curriculum is split into two level – teacher lead instruction followed by student lead through interactive online flash animations. These lessons include a number of hands-on participant activities. Use these activities to help simulate real-world scenarios and activities for students.</p>
<p>What are ways this curriculum empowers student voice and show a bias for student agency in learner-centered classrooms?</p>	<p>The entire course is student centered with self-paced modules that go along with the topics taught by a teacher. After working with the teacher to understand terms and concepts, the student then goes onto the module to apply what was learned during the lesson .</p>

What are the ways this curriculum is culturally relevant and responsive and addresses issues of social justice?	This curriculum would need to be adjusted to be culturally relevant to our urban students. As for socially justice, that would be covered by discussing fair lending acts and discussions on interest rates based on social stereo types – while not in this curriculum it can be added by the instructor.	
What are the ways this curriculum prepares students for participation in our democracy?	The curriculum encourages savings, investing and giving back to your community. Financial literacy allows students to understand, participate and support grass root causes, individual investing, and philanthropy all bedrocks of a strong democracy Many experts agree that debt both personal and national can crush nations, causing civil unrest and uneven distribution of wealth among its citizens.	
What are thinking skills integrated into this curriculum?	Throughout the curriculum students are given opportunities to research, set goals, and evaluate a variety of financial opportunities. Instructors can add a variety of writing and reading skills to each unit through articles and books.	

<i>What do you see as the sequence of courses within your program for the following grade level configurations?</i>	Infused in Home & Careers : Budgeting /Savings	Infused in Health: Costs of Raising Children	Personal Finance: ½ Credit – opposite gym or Health	Prerequisite for: Banking Course Accounting Course Insurance course	
<i>Can credit be earned in middle school in this curriculum? [it is a goal to get at least four credits for students in middle school]</i>	No				
<i>At what point would you recommend (if at all) branching into different options such as acceleration, honors, AP/IB, other?</i>	N/A	N/A	N/A	Dual Credit with MCC: Accounting	Dual Credit with MCC: Accounting

<i>In what ways does this program prepare students to join the global workforce?</i>	Financial education benefits the broader economy by making citizens more financially stable. Over the long term, this enhanced financial stability can improve the economic outlook for an entire community and can create new opportunities for businesses, including banks.	
<i>What opportunities do you see in your</i>	This curriculum is a great fit for interdisciplinary instruction with Mathematics and Social	

program for interdisciplinary instruction and with which other programs?	Studies	
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Advice to Teaching Committee

What professional learning is required of teachers relative to instruction or pedagogy to implement this curriculum successfully?	Hands on Banking® is designed for both self-paced, individual learning and classroom use. There is an instructor Guides for the instructor to help them prepare, extend or modify lessons, and assess participant progress.
	There are also Pre- and Post Tests for Adult and Young Adult groups for feedback for the instructor.

Additional considerations that must have decisions in order to conduct an effective _____ program

Considerations: (e.g music lessons will be given when/how? Art courses will have x pre requisites?)	Current practice	Recommendation of the SSTF
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Etc.

We have offered $\frac{1}{2}$ a credit of Personal Finance as well as Banking and Credit or Insurance.

Technological and marketplace innovations have changed the types of financial services available. The Internet has increased access to credit. Banking has changed from bank branches to a variety of online services; electronic payments are taking the place of cash and checks. As the ways to access and monitor personal finances continues to become more complex, consumers may find it difficult to navigate. Individuals with little or no experience with traditional banking services – those on social services or living in neighborhoods underserved by banks, are likely to find it even more challenging. In today's environment, financial education for urban students takes on added importance, as it can provide them with the tools to make sound financial decisions. Among other things, financial education gives them knowledge about budgeting, saving and investing, choosing credit products, and protecting themselves against fraud.

Curriculum Evaluation Chart

Modified 9-18-14

East Teaching & Curriculum Subject-Specific Task Force for _____ Family & Consumer Science _____

Name and email of task force facilitator: _____ Susan Gross _____ Date of last changes on chart:

10/23/2014

After each meeting, send the latest version of this chart to Sue Meier smeier@warner.rochester.edu and Mary Rapp mrapp@warner.rochester.edu via email.

Meetings dates, times, location: _____ Thanks to Erica Nourse – School 42 for taking the time to do this chart for us _____

Curriculum Name: Glencoe Discovery Life Skills 2010

Being taught where: _____ Rochester City School District, Sixth Grade

Research support: All research studies can be accessed at http://www.glencoe.com/glencoe_research/

Every product developed by Macmillan/McGraw-Hill and Glencoe/McGraw-Hill has been designed specifically to meet the needs of today's teachers and students. At each stage of development, research is incorporated into the curriculum:

- Materials are field tested and revised based upon the input from both teachers and students.
- Focus groups and teacher advisory boards are essential in creating materials to meet the ever-changing needs of today's classroom.
- Experts in content areas and special needs (including specialists in such areas as differentiated instruction, cognitive development, and ELL) review and revise lesson manuscript.

And once the curriculum is published, research continues in order to help inform the next revision.

- **Aligned with State and National Standards.**
- **Addresses the CCLS:** Lessons are aligned to CCSS performance indicators for English Language Arts, Math, Science and Social Studies.

(Be sure to include grade levels this curricula encompasses).	Grade 6	Grades 7-8	Grade 9	Grade 10-12	Acceleration/AP/IB /dual credit?
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How does this curriculum spiral skills and content over time?	Discovering Life Skills addresses the four process skills in FACS: Communication, leadership, Management, and thinking. These process skills are taught through 10 content topics: family/parenting, career development,				
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	financial management, human development, interpersonal relationships, nutrition and wellness, community connections, personal environment management, clothing management, and consumer resource management.
In what ways does this curriculum address the learning principles?	Students have multiple opportunities for performance based assessment activities, providing hands on approach to learning concepts, through skills based assessment activities and others: journaling, letters, position papers, editorials, newspaper reporting, biographies, autobiographies, creative stories, poems, songs, research reports. Student assessments will also include oral and visual aspects; simulations, debates, interviews, oral reports, skits and plays, models, museum exhibits. Students monitor and adjust their steps and plans based on their real life applications, peer and teacher feedback. Students actively learn about and apply physical, social, emotional and mental health best practices and learnings.
What are the ways this curriculum guarantees rigorous, content-specific knowledge?	The curriculum is aligned with State and National Standards. <i>Discovering Life Skills</i> is also aligned with the CCSS ELA, Math, Science, and Social Studies.
In what ways is this curriculum highly engaging?	The curriculum focuses on skills and activity based assessments through cooperative learning. The curriculum includes rigor with academic integration, relevance with real-world connections, building relationships through project based learning, and technological skills.
What are ways this curriculum empowers student voice and show a bias for student agency in learner-centered classrooms?	The curriculum is designed to prepare middle level students for a society of constant transition and change, to meet the present and future responsibilities as family and community members, consumers, home managers, and employment. The curriculum is student centered, educating early adolescents to think constructively, solve life problems, and manage resources.
What are the ways this curriculum is culturally relevant and responsive and addresses issues of social justice?	<i>Discovering Life Skills</i> is designed to help students recognize and discuss issues of cultural diversity, through class discussions and class activities. The multicultural student centered approach addresses not only ethnicity but incorporates customs, attitudes, religious beliefs, language backgrounds, and physical capabilities.
What are the ways this curriculum prepares students for participation in our democracy?	<i>Discovering Life Skills</i> provides real world learning, establishing patterns of lifelong learning. Every chapter is filled with opportunities and ways to engage students in experiential learning, and application to their own lives through communication skills, interpersonal skills, conflict resolution skills, decision-making skills, negotiation skills, planning and goal setting and advocacy, and technological skills.
What are thinking skills integrated into this curriculum?	Students read, write, analyze, classify/categorize, compare and contrast, describe, discuss, evaluate, explain, illustrate, infer, justify, predict, state, summarize, trace.

<i>What do you see as the sequence of courses within your program for the following grade level configurations?</i>	Comprehensive 1/3 of curriculum Part 1	Comprehensive 1/3 of curriculum Part 2	Comprehensive 1/3 of curriculum Part 3	
<i>Can credit be earned in middle school in this</i>	Yes, 3/4 unit.			

<i>curriculum? [it is a goal to get at least four credits for students in middle school]</i>					
<i>At what point would you recommend (if at all) branching into different options such as acceleration, honors, AP/IB, other?</i>	After eighth grade, several electives could be offered for further study in nutrition, child development, foods, international food, and financial management.				
<i>In what ways does this program prepare students to join the global workforce?</i>	This is a life skills curriculum, preparing students for many of the 21 st century skills.				
<i>What opportunities do you see in your program for interdisciplinary instruction and with which other programs?</i>	ELA, math, science and social studies integration.				

Advice to Teaching Committee

What professional learning is required of teachers relative to instruction or pedagogy to implement this curriculum successfully?	
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Additional considerations that must have decisions in order to conduct an effective _____ program

Considerations: (e.g music lessons will be given when/how? Art courses will have x pre requisites?) Etc.	Current practice	Recommendation of the SSTF
	Full year course taught in sixth grade	10 week/ semester course taught in 6, 7, and 8

PROPOSED MIDDLE SCHOOL GRADE LEVEL OFFERINGS FOR NON-CORE COURSES

*Non-Core Program Requirements for the Middle Grades (Grades 5 – 8)***Grades 5 and 6:**

All students shall receive instruction that is designed to facilitate their attainment of the State intermediate learning standards in .. Languages other than English (pursuant to section 100.2(d) of Commissioner's Regulations); the arts, including visual arts, music, dance, and theatre; career development and occupational studies; where student need is established, bilingual education and/or English as a second language; health education, physical education and family and consumer sciences with health education pursuant to section 135.3(b) of Commissioner's Regulations and physical education pursuant to section 134.4(c)(2)(i) of Commissioner's Regulations.

Grades 7 and 8:

All students shall be provided instruction designed to enable them to achieve, by the end of grade eight, State intermediate learning standards through:

- Technology education, one unit of study;
- Home and career skills, three-quarters of a unit of study;
- Physical education as required by section 135.4(c)(ii) of Commissioner's Regulations (basically, every other day);
- Health education, one half unit of study as required by section 135.3(c) of Commissioner's Regulations;
- The arts, including one half unit of study in the visual arts, and one half unit of study in music;
- Library and information skills, the equivalent of one period per week in grade seven and eight;
- Languages other than English pursuant to section 100.2(d) of Commissioner's Regulations;
- Career development and occupational studies.

Flexibility Available to All Schools with Middle-Level Grades in Section 100.4 of Commissioner's Regulations (Model A)

- Unit of study (seat time) vs. unit of credit (achievement). Units of study, not units of credit, are applicable to the middle grades (specifically, grades 7 and 8).
 - Unit of study requirements for the middle grades are to be met "by the end of grade 8."
 - The unit of study requirements for technology education and/or home and career skills may be initiated in grade 5, provided that
 - A student may meet the required half unit of study in music by participation in a school's band, chorus, or orchestra, provided that such participation is consistent with the goals and objectives for the school's music program for grades 7 and 8.
 - The half unit of study requirement for health education may be provided in grade 6, provided that such subject shall be taught by teachers certified in health education.
 - Library and information skills instruction provided the equivalent of one period per week in grades 7 and 8.
 - Students in grade 8 shall have the opportunity to take high school courses in mathematics and in at least one of the following areas: English, social studies, languages other than English, art, music, career and technical education subjects, and science courses.
 - A certified teacher of a secondary academic subject may provide instruction only in the academic subject for which he or she is certified in grades five and/or six of a middle or intermediate school.
-

Considerations:

Should be Year-Long	May be Offered Quarterly or Semesters
<ul style="list-style-type: none"> - Band - Chorus - PE - World Language 	<ul style="list-style-type: none"> - Art - FACS - Technology - Health - General Music

Notes:

- Staff prefers only A/B schedule
- Courses need to meet veryday for those 10 weeks to be successful

Liked the schedules and ideas from <http://schoolschedulingassociates.com/handouts/MiddleSchool102408.pdf>

Recommendations: Scheduling

2 Period – Non Core Rotations 6 th Grade				
Sample 1				
2 Daily	10 W Art	10 W Tech	10 W FACS	10 W Health
3 Daily	PE (opposite) B/O/CH/GM			

2 Period – Non Core Rotations 7 th Grade				
Sample 1				
1 Daily	PE (opposite) B/O/CH/GM			
3 Daily	10 W FACS	10 W Health	10 W Art	10 W Technology

3 Period – Non Core Rotations 8 th Grade with Career Exploratory & LOTE			
Sample 1			
1 Daily	Career Exploratory or B/O/CH	10 W FACS	10 W Health
2 Daily	World Language/Art (9 th Grade Courses)		
3 Daily	Technology 8	PE	

Career Exploratory Model						
Junior Achievement	TLI	Information Technology	Culinary	Optics	Health /Vision Care	Junior Achievement
3 Weeks	3 Weeks	3 Weeks	3 Weeks	3 Weeks	3 Weeks	2 Weeks
"Your Future" Career Assessments	<ul style="list-style-type: none"> - Guest Speakers - In-Field Activities - Field Trips Down to HS Programs 					It's My Future Career Research/ Job Hunting

	- In-Field Career Exploratory	
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PROPOSED HIGH SCHOOL OFFERINGS FOR NON-CORE **ART** COURSES

Considerations:

A 2005 report by the Rand Corporation about the visual arts argues that involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skill. Arts learning can also improve motivation, concentration, confidence, and teamwork. Strong arts programming in schools helps close a gap that has left many a child behind; children of affluent, aspiring parents generally get exposed to the arts whether or not public schools provide them. Low-income children, often, do not. "Arts education enables those children from a financially challenged background to have a more level playing field with children who have had those enrichment experiences," says Eric Cooper, president and founder of the National Urban Alliance for Effective Education.

Current Concerns:

Many students are not given the opportunity to explore the arts in-depth, as we have in the last few years dropped several additional courses we used to offer in favor of **many** sections of Studio Art. While Studio Art is important for all students, there needs to be an arts pathway available for those who love art and want to take more courses in hopes of creating a portfolio for college.

Recommendations:

- ☒ The East High School's Art curriculum should challenge students to become personally involved with art materials and processes, develops their critical and creative abilities at a level which could not be reached at earlier stages of their development.
- ☒ East's Art courses should be designed to meet the needs of students with a casual interest in art as well as those who intend to pursue an art related career.
- ☒ Skills that should be developed during the course of study in Art are: *the student's power of observation, broaden problem-solving abilities; concentrate on creative imaginations, opportunities to find personal forms of expression while exercising critical thinking skills; in order to grow toward their individual, creative potential.*
- ☒ The following plans recommend a course sequence that allows students to take art throughout their 9 – 12 educational experience. Plan A is a general plan for students to experience art at least one of their years in high school. Plan B is a comprehensive plan that demonstrates a sequence for students pursuing a career in art or an art related field
- ☒ In order to create a new a fresh focus on Art's at East, the recommendation was to change the name of the introductory level Art course from "Studio Art" to "**Art and Design**"
- ☒ **CTE** at East, CTE requirements include **one** course outside of the CTE track to meet the 5 sequence requirement. We would like to work with CTE pathways to offer Art courses that are specific to a CTE pathway.

GENERAL EDUCATION (PLAN A)	CAREER IN ART (PLAN B)
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Full Year	Full Year
9-10 th Grade:	9 th Grade:
- Art & Design	- Art & Design

10 th Grade: CTE Art Courses		10 th – 11 th Grade: Art Courses	
		First Semester	Second Semester
Art & Design	3D Media/Ceramics (Optics- pre CAD, Vision Care)	3D Media/Ceramics I	3D Media/Ceramics II
Art & Design	2D Media & Design (Advertising Art & Design) (ITA-Digital Media)	Photography I	Photography II
		Drawing and Painting I	Drawing and Painting II
		Printmaking	Advertising Art and Design

12 th Grade – Full Year
AP Studio Art <u>or</u> Portfolio Creation/Review
MCC/Dual Credit: Semester 1: ART 101 - Art Essentials Semester 2: ART 104 - Drawing I: Foundation
**Portfolio Review/Creation

**** Required for all Career Path B students**

PROPOSED HIGH SCHOOL OFFERINGS FOR NON-CORE **MUSIC** COURSES

Considerations:

A 2005 report by the Rand Corporation about the visual arts argues that involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skill. Arts learning can also improve motivation, concentration, confidence, and teamwork. Strong arts programming in schools helps close a gap that has left many a child behind; children of affluent, aspiring parents generally get exposed to the arts whether or not public schools provide them. Low-income children, often, do not. "Arts education enables those children from a financially challenged background to have a more level playing field with children who have had those enrichment experiences," says Eric Cooper, president and founder of the National Urban Alliance for Effective Education.

Research has found that learning music facilitates learning other subjects and enhances skills that children inevitably use in other areas. "A music-rich experience for children of singing, listening and moving is really bringing a very serious benefit to children as they progress into more formal learning," says Mary Luehrisen, executive director of the National Association of Music Merchants (NAMM) Foundation, a not-for-profit association that promotes the benefits of making music.

Improved Test Scores

A study published in 2007 by Christopher Johnson, professor of music education and music therapy at the University of Kansas, revealed that students in elementary schools with superior music education programs scored around 22 percent higher in English and 20 percent higher in math scores on standardized tests, compared to schools with low-quality music programs, regardless of socioeconomic disparities among the schools or school districts. Johnson compares the concentration that music training requires to the focus needed to perform well on a standardized test.

Current Concerns:

Music teachers are often spread throughout the building to teach music instead of teaching in the choir room where ISS is currently being housed. Lessons are not always honored by other staff members and scheduling conflicts push students out of their four year track in music forcing them to choose between music and academics.

Recommendations:

- ☒ Music lessons are a requirement for the success of the band program and must be scheduled properly inside the students schedule
- ☒ Lessons are a class and must be treated as such, allowing staff members allotted time in schedule for pull-out instruction.
- ☒ **Prerequisites:** Student must have prior band experience when entering into Advance Band class.
- ☒ Students must be retained to continue musical instruction all four years of high school

- ☒ Dedicated space must be set aside for the music program with practice rooms, choral and band rehearsal rooms, a music lab/sound recording studio and a piano studio. Suggest A115, A114, and A112.
- ☒ The following plans recommend a course sequence that allows students to take music throughout their 9 – 12 educational experience. Plan A is a general plan for students to experience art at least one of their years in high school. Plan B is a comprehensive plan that demonstrates a sequence for students pursuing a career in music or an music related field. (**Note:** this would require 4 music teachers)
- ☒ In order to create a new a fresh focus on Music at East, the recommendation is to offer a general course “Music in our Lives” which will be a one-year course – two sections: Music Appreciation, Music Theory I

GENERAL EDUCATION (PLAN A)	CAREER IN MUSIC (PLAN B)	
Full Year	Full Year	
9-10 th Grade:	9 th Grade:	
- <i>Music in our Lives (General Music)</i>	- <i>Band/Orchestra/Chorus **</i>	
10 th Grade: CTE Art Courses	10 th – 11 th Grade: Music Courses	
	First Semester	Second Semester

First Semester	Second Semester
Intro to Music Technology I (ITA-Digital Media)	Piano I

Piano I	Piano II
Intro to Music Technology I	Music Theory II
Chorus	
Band/Orchestra	
12 th Grade – Full Year	
AP Music History or MCC Dual Credit: MUS 109 Music Theory I	AP Music Theory
**Audition Tape/Production	

***** Required for all Career Path B students***

PROPOSED HIGH SCHOOL OFFERINGS FOR NON-CORE **BUSINESS** COURSES

Considerations:

*Many people—parents, students, and even educators—operate under the assumption that business courses are only for students who expect to graduate and pursue a career in business. Business education curriculum is not only valuable for all students in today's world, but also is critical for the success of our country. All students need to have a general understanding of how the American economy operates and the role business plays in the economic well-being of this country. Not to mention, the absolute necessity for students to be able to understand and utilize technology in their personal and professional lives. **All students at the completion of secondary school should be able to:***

- *Function as economically literate citizens through the development of personal consumer economic skills.*
- *Develop career awareness and related skills to enable them to make viable career choices and become employable in a variety of business careers.*
- *Select and apply the tools of technology as they relate to personal and business decision making.*
- *Communicate effectively as writers, listeners, and speakers in social and business settings.*
- *Use accounting procedures to make decisions about planning, organizing, and allocating resources at work and at home.*
- *Apply the principles of law in personal and business settings.*
- *Prepare to become entrepreneurs by drawing from their general understanding of all aspects of business, understanding the interrelationships of different areas of business and the impact of one component on another.*
- *Develop the ability to market assets in a consumer goods market.*
- *Manage data from all of the functional areas of business needed to make wise management decisions. Utilize analytical tools needed to understand and make reasoned decisions about economic issues—both personal and societal.*

Current Concerns:

Business courses at East have dwindled in number significantly over the last five years. For years, East had the largest or one of the largest business programs in the district, offering several levels of business courses for students to take as well as the capstone Virtual Enterprise program. Courses have been limited in recent years to Computer Essentials and Intro to Business with those classes being used as a dumping ground for any student who needs 3 electives toward graduation who has not chosen one of the current CTE pathways. Unfortunately, the courses being offered have such overlap, that the student feels like they are taking the same course over and over again.

In today's environment, financial education for urban students takes on added importance, as it can provide them with the tools to make sound financial decisions. Technological and marketplace innovations have changed the types of financial services available. As the ways to access and monitor personal finances continues to become more complex, our students- those on social services or living in neighborhoods underserved by banks, are likely to find it even more challenging.

Recommendations:

- ☒ All 6th graders should take keyboarding as their technology special
- ☒ All 7th graders should take Computer Applications: a mix of Internet Basics/Microsoft Office 101 as their technology special.
- ☒ All 9th graders should take Personal Finance either as a stand-alone or as part of a CTE course.
- ☒ The following plans recommend a course sequence that allows students to take business throughout their 9 – 12 educational experience. Plan A is a general plan for students to experience business at least one of their years in high school. Plan B is a comprehensive plan that demonstrates a sequence for students pursuing a career in business or an business related field
- ☒ CTE at East, CTE requirements include **one** course outside of the CTE track to meet the 5 sequence requirement. We would like to work with CTE pathways to offer business courses that are specific to a CTE pathway.
- ☒ NOTE: CTE requires all graduates of a CTE track to have taken Careers and Financial Management as a standalone or imbedded into a curriculum. Personal Finance meets the standards in CFM.

GENERAL EDUCATION (PLAN A)	CAREER IN BUSINESS (PLAN B)
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Semester (Opposite Health)	Semester 1	Semester 2
9-10 th Grade:	9 th Grade:	
- <i>Personal Finance</i>	<i>Personal Finance</i>	**Employed for Life

10 th Grade: CTE Business Courses	10 th – 11 th Grade: Business Courses	
	First Semester	Second Semester

First Semester	Second Semester	Business Today	Social Media Marketing
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<i>Personal Finance</i>	<i>Customer Service or Business Ethics (Culinary, ITA, Vision Care, Health Sciences, Optics)</i>	Street Law	Business Law
		Business Computer Applications (prerequisite for AC)	Media Design

**** Required for all Career Path B students**

11-12 th Grade – Full Year	
	The Business of Math (Math Elective)
	Advanced Computer Applications MCC Dual Credit: CRC 125 – Microsoft Office
	Accounting 1 MCC Dual Credit: ACC 101 Accounting Principles

PROPOSED HIGH SCHOOL OFFERINGS FOR NON-CORE **HEALTH** COURSES

Considerations:

Recent statistics show that 1 in 5 high school students are current smokers; approximately 80 percent of students do not eat the recommended 5 servings of vegetables and fruits per day; more than 830,000 adolescents become pregnant each year; and approximately 15 million school days are missed due to uncontrolled asthma each year. Overweight and obesity is a crisis among children. The number of overweight children aged 6-11 has tripled over the past three decades. Approximately 17 percent of today's youth are overweight.

Research studies provide evidence that promoting and establishing healthy behaviors for younger people is more effective, and often easier, than efforts to change unhealthy behaviors already established in adults. According to the U.S. Centers for Disease Control and Prevention's (CDC) Healthy Youth initiative and the Carnegie Council on Adolescent Development, schools can play a vital role in establishing healthy behavior patterns among young people that carry over into adulthood.

Health education builds students' knowledge, skills, and positive attitudes about health. Health education teaches about physical, mental, emotional and social health. It motivates students to improve and maintain their health, prevent disease, and reduce risky behaviors. Health education curricula and instruction help students learn skills they will use to make healthy choices throughout their lifetime. Effective curricula result in positive changes in behavior that lower student risks around: alcohol, tobacco, and other drugs, injury prevention, mental and emotional health, nutrition, physical activity, prevention of diseases and sexuality and family life.

The curriculum being recommended is called "HealthSmart". It is a comprehensive K-12 health education program. It gives children and youth the knowledge and skills to make healthy choices and establish life-long healthy behaviors. It is built on research and best practice. This evidence-informed program incorporates the Characteristics of Effective Health Education Curricula from the CD and meets National Standards. "HealthSmart" gives students the functional knowledge and essential skills required to achieve health literacy. It's also been aligned to the National Sexuality Education Standards, as well as many State Standards. "Health Smart is organized to the CDC risk behaviors from the Youth Risk Behavior Survey; units included are Abstinence, Puberty and Personal Health, Nutrition & Physical Activity Emotional Mental Health, HIV, STD & Pregnancy Prevention, ATOD, /Violence and & Injury Prevention for the middle school level. At the high school level units include Abstinence, Personal and Sexual Health, Emotional & Mental Health, HIV, STD & Pregnancy Prevention, Nutrition & Physical Activity, ATOD, Violence & Injury Prevention. "Health Smart" is one of the few curricula that specifically address's emotional and mental health. The nutrition component is also unique, replacing piecemeal curricula from several sources and anecdotal practice.

Current Concerns:

Health is only given in the 7th grade and then again in the 11th grade. This practice does not meet the needs of our students, as our students, as well as their choices change, significantly before 11th grade. In previous years, some schools, including East HS, made the decision to move health to the 9th grade for high school credit. As a result we saw a decrease in teenage pregnancy, STI rates and an increase in

student attendance. Due to centralized scheduling, this practice was eliminated, and HS Health was once again only scheduled in 11th grade.

Recommendations:

- ☑ In the future, we should offer *MS Health* in 6, 7 and 8th (See MS Non-Core Recommendation)
- ☑ **HS Health** in 9th.
- ☑ By 11th grade we should offer an elective called **Global Health** similar to Health and Wellness. This health course should be a college preparatory course. It should address issues such as binge drinking, financial health, nutrition, physical activity, and sexual health, sexual assault, accessing health care, and any other issue that is particularly specific to college freshman and living away from parents for the first time. Students who have room in their schedules can also opt to take a Dual Credit Health course such as:

Dual credit could be from:

MCC	HED 130 Foundations of Personal Health and Wellness 3 Credits
Brockport	HLS 301 Principles of Healthful Living (A)

Note: If there is to be a Health Sciences Pathway, other elective courses that we could offer as dual credit could be First Aid/CPR

HEALTH- HIGH SCHOOL LEVEL	
½ Year	
9 th Grade: <i>Health</i>	
11 th /12 th Grade	
First Semester	Second Semester
Global Health	MCC HED 130 Foundations of Personal Health and Wellness 3 Credits or Brockport HLS 301 Principles of Healthful Living (A)
11 th Grade – CTE	
Global Health	First Aid/CPR

PE Choice Program

The PE Choice Program model works slightly different than a traditional PE Program. Previously this program was utilized for a long time at East. It had been our experience that when students are given the opportunity to choose a program to be involved in for a period of time, they are more likely to value that activity and participate. Along with greater participation, it gives students an opportunity to try many different activities and find ones that they will continue to participate in during adulthood. This model works best for high school students.

The choice program can work in a few different ways. The simplest way to allow choice is to have the teachers that are scheduled for specific period offer different activities. The students will then have the opportunity to choose which activity they would like to do. This would be done for one class period every three weeks. The students would come prepared on the "choice day" and will be given the opportunity to choose their activity first. There is also a limit on the number of kids that are allowed to take each activity. There are also activities that are mandated at some point throughout the year. In this form of choice the students would pick a specific activity for example Basketball. Another option for a choice program would be where the students would choose a group of activities and stay in that group for a longer period of time. A student would choose invasion games and the teacher would teach activities that fit into that group; for example Ultimate Frisbee, Football, or Soccer. This would allow for teachers to have the same group of students for a longer period of time.

The choice program will also allow for students to choose classes that would afford them an opportunity to gain certifications in lifeguarding and CPR/AED and first aid. This could provide students with the necessary certifications to obtain employment as a lifeguard.

Proposed Charge to CTE Subcommittee

The CTE Subcommittee will 1) assess current availability of CTE programming to East High School students both at East and through BOCES; 2) assess current programming at East that could become NYSED certified CTE programming including the necessary investments and changes to meet NYSED requirements; 3) identify a process to expand CTE programming to meet the needs of East students 4) identify academic integration opportunities within the CTE program offerings.

Outcome: The Committee will issue a report to the Tenet 3&4 Committees by November 1, 2014.

Membership: Monroe BOCES 1, 3 East Teachers; 1 East School Leader; RCSD Leadership (Keith Babuszcak) ; other experts as identified committee leadership. Committee Leader: Dr. Michael Doughty. Report received by Rapp and Meier.

MONROE 1 BOARD OF COOPERATIVE EDUCATIONAL SERVICES



Daniel T. White
District Superintendent

Michael J. Doughty, Ed.D.
Deputy Superintendent

November 7, 2014

Professor Stephen Uebbing, Ed.D
Educational Leadership
LeChase Hall 416
Warner School of Education
University of Rochester

Dear Dr. Uebbing,

Please find attached the final report from the Career and Technical Education Committee. If you have any questions, please do not hesitate to contact me.

Sincerely,

Michael J. Doughty, Ed.D.
Deputy Superintendent

xc: Daniel T. White, District Superintendent

East High School Career and Technical Education Committee

Recommendations for the University of Rochester's EPO Application

Committee Charge

It is well-established that students who complete high quality CTE programs are more likely to finish high school, achieve at levels commensurate with other, similar students, and move on to postsecondary education at rates also commensurate with other, similar students. Plus, they leave high school prepared to move into career pathways. We have been charged to recommend a framework for a vibrant and comprehensive Career and Technical Education program to be implemented at East High School for the 2015-2016 school year.

Committee Composition

The committee consisted of the following members:

<i>Committee Member</i>	<i>Affiliation</i>
Keith Babuszcak	Rochester City School District
Jeffrey Christiano	Teacher, Rochester City School District
Peter Clarcq	Teacher, Rochester City School District
Paul Conrow	Teacher, Rochester City School District
Charlie Crumb	Consultant, Successful Practices Network
Joyce Cymber	Director, Monroe #1 BOCES
Laura Delehanty	Teacher, Rochester City School District
Mike Doughty	Deputy Superintendent, Monroe #1 BOCES
James Fitta	Rochester City School District
Susan Gross	Rochester City School District
Bev Gushue	Director, Rochester City School District
Joanne Jones	Coordinator, Monroe #1 BOCES
Kristin LeMoyné	Junior Achievement of Rochester
Logan Newman	Teacher, Rochester City School District
Todd Oldham	Monroe Community College
Gene Petilli	Intrinsix
Suzanne Piotrowski	Physician, Rochester City School District Medical Center
Anthony Plonczynski	University of Rochester David T. Kearns Center
Josh J. Porte	Community-at-Large
Cati Pulver	Junior Achievement of Central Upstate New York
Jill Slavny	Monroe 2 BOCES
Anibal Soler	Principal, Rochester City School District
Michael Weyrauch	CTE Principal, Orleans Niagara BOCES
<i>Ex Officio Members</i>	<i>Affiliation</i>
Mary Rapp	Professor, University of Rochester
Stephen Uebbing	Professor, University of Rochester

Meetings

The Committee met on the following dates at East High School from 2:30 PM until 4:00 PM:

- September 15, 2014
- September 29, 2014
- October 15, 2014
- October 27, 2014
- November 3, 2014

Structure of the Work

At the first meeting on September 15, 2014, the Committee met as a whole group to brainstorm areas for focus and discussion. Following that meeting, themes were identified and the large group was divided into work groups. The work groups consisted of the following:

- CTE Offerings
- Employability Profile and Core Curriculum
- College and Career Counseling/Career Exploration
- Marketing/Branding

Subsequent meetings were devoted to time in work groups preparing recommendations for the larger group. At the October 27, 2014, meeting each group shared their recommendations which were compiled into a single document. A draft of the final recommendations was reviewed and edited at the November 3, 2014, meeting and finalized after that meeting.

Recommendations

The Committee's recommendations are organized based on the original themes identified and the subsequent structure of the work groups.

CTE Offerings

- a) Evaluate current course offerings (i.e., TLI, Precision Optics, Vision Care, Hospitality and Tourism/Culinary, IT, Medical) and other potential programs (e.g., Advanced Manufacturing, Nursing Assistant, Laboratory Technology) according to the following criteria:
 - Industry partnerships; availability of work experiences
 - Infrastructure and resources (start up and maintenance; offsite)
 - Local labor market demand (FLREDC; NYS Department of Labor data)
 - Pipeline with area college(s)
 - Student interest
 - Industry based assessments/certifications
 - District & regional program offerings
- b) Create a structure to include more contact time to allow for high school credit with integrated academics as well as dual (college) credit
 - Consider these scheduling options:
 - Block scheduling for CTE courses in 11th and 12th grade

- Block scheduling for all courses offered in the building
 - BOCES half-day model
 - Massachusetts model (alternating week on/week off)
 - At least six credits are part of the CTE program
- Each CTE program must offer at least one credit of integrated academics. Consider these integrated academic models:
 - Dual-certified teacher/HOUSSE model
 - Consultant model
 - Co-teaching
- Each CTE program must offer work experiences. Identify or hire in-house certified work experience coordinator(s).
- Develop a consistent process to offer CTE opportunities for East High students at BOCES

Employability Skills Core Curriculum and Employability Profile

- a) Identify a core curriculum (e.g., Junior Achievement, Hillside Work Scholarship Connection Youth Employment Training Academy) for all grades to address employability and workplace professionalism.
- b) Create a common employability profile with an agreed upon format to include the current Career Development and Occupational Studies (CDOS) standards Employability Profile with an additional component for each identified career pathway.
- c) Update each student's Profile quarterly to track progress and capture assessment data. The Profile should be electronic and linked to the building's student management system so it will become part of the student's overall educational plan and available for all staff. Consider the Monroe 2-Orleans BOCES model.
- d) Develop a CTE Advisory Council and Consultant Committees:
 - Create an over-arching Advisory Council that meets a minimum of two times each year. Members should include the following: one industry representative from each career pathway, a minimum of two post-secondary representatives, labor representatives, special education/ELL teachers, parents, students from each pathway, and the school's principal
 - Create Consultant Committees for each career pathway with industry partners who will work directly with teachers/staff on industry needs, assessments and potential career placement
 - Sample activities could include the following:
 - Breakfast/coffee hour for all industry and college partners at beginning of the school year
 - Welcome them to the new school year, share changes and updates
 - Have student ambassadors present
 - Use as a launch for recruitment of new partners-suggestions where, postcards, business cards, "friend-raiser"
 - Presentations and networking events for other groups such as: Hillside Work Scholars, Finger Lakes Regional Economic Development Council (NYS Department-Middle Skills Committee), Rochester Works, Chamber of Commerce
 - Recruitment opportunities for new partners (i.e., Iron Chef)

College and Career Counseling/Career Exploration

- a) Create a professional development plan for middle grades and high school counselors as well as building level administrators (Technology Centers That Work College and Career Counseling Initiative).
 - Identify or hire two Career Counselors to work with students through the program of study and core curriculum. This could take place in a push-in and/or pull-out model and must be holistic and flexible. Identify successful models for Career Counselors to emulate.
 - Allocate and assure dedicated and deliberate (common) planning time.
- b) Review and recommend changes for FACS curricula to align with the career counseling and career exploration program.
- c) Identify career counseling and career exploration opportunities for 7th, 8th and 9th graders.
 - Identify, adapt, and use learning style inventories to help deepen students' understandings of their strengths and areas for focus.
 - Identify and implement formal and consistent tools (i.e. Career Cruising, DOL's Career Zone, MCC's Career Coach) to assess students' aptitudes and interests for different jobs or careers.
 - Develop a process for creating career exploration experiences for students in grades 7-9.
 - Track students' experiences in career exploration, perhaps through the use of portfolios.

Marketing/Branding

- a) Create a cohesive overall high school message ("We are EAST")
 - Brand all print materials, videos, website pages with consistent message, color, fonts, etc.
 - Focus on quality and depth of content
 - Create print materials first
 - Tell the success stories
- b) Personnel
 - Create a building-level CTE position that is responsible for
 - Building partnerships (alumni, family, business, post-secondary)
 - "Pushing" all pathways forward (approval, adoption, development, growth, and reconstruction when needed)
 - Marketing for programs
 - Coordinating the development and implementation of CTE curriculum
 - Serving as a liaison to the District and to the State Education Department
 - Working closely with the principal
 - Add a school-to-career coordinator (teacher certification) for the building
 - Build personal relationships with employers; become the "face" of work-based learning

Documents Provided to the Committee

CTE Committee Proposed Work Plan

Rochester City School District CTE Program Approval Status

East High School CTE Course Descriptions (2014-15)

Current Status of Career and Technical Education Programs in the Rochester City School District prepared by
Career and Technical Education Technical Assistance Center of New York

Subcommittee #4: Marketing and Branding CTE

Appendices and Resource Materials

Career/Technical Program Evaluation Tool from the Southern Regional Education Board (attached)

New York State Education Department Career and Technical Education Website:

<http://www.p12.nysed.gov/cte/>

New York State Career and Technical Education: Guidelines for Career and Technical Education Administrators
and Counselors

<http://www.p12.nysed.gov/cte/policy/docs/CTEadminguidancehandbookMarch2005.doc>

New York State Career and Technical Education: Implementation Guide to CTE Program Approval:

<http://www.p12.nysed.gov/cte/ctepolicy/guide.html>

New York State Education Department Work-Based Learning Manual:

<http://www.p12.nysed.gov/cte/wbl/docs/WBLmanualMarch2013.doc>

Pathways to Prosperity Report:

[http://dash.harvard.edu/bitstream/handle/1/4740480/Pathways to Prosperity Feb2011-1.pdf?sequence=1](http://dash.harvard.edu/bitstream/handle/1/4740480/Pathways_to_Prosperty_Feb2011-1.pdf?sequence=1)

Recommendations for Developing College and Career Ready Students (attached)

Career Pathways at East High

STEM			Health & Human Services		
Information Technology* (IT)	Precision Optics (PO)	Vision Care* (VC)	Medical Careers (MC)	Culinary Arts* (CA)	Teaching & Learning Institute (TLI)

East High's Career Preparation Vision – Every student at East High School will have the opportunity to participate in a career-themed course or program of study that gives them an advantage when applying for college or a career.

Pathway Guidelines/Criteria

- Each pathway is a four-year program of study with a target of 20-40 students per pathway per grade level.
- At least 2/3 of East High students (130 students out of 200 per class) will participate in a pathway sequence. All students will be encouraged to participate and capacity will be maintained to support the possibility of 100% student participation in career pathways.
- Each pathway has an internship, job-training, and/or work-based learning experience incorporated into the program.
- Each pathway has a formal association (ex: dual-credit) with a college and at least one formal partnership with industry (see chart below).
- Each pathway will have coordinated instruction/co-planning with at least two core courses in grades 9 and 10 so that instruction is focused on interdisciplinary, problem-based learning grounded in the theme of the pathway (ex. TLI with ELA and Social Studies).
- Four pathways (PO, VC, MC, CA) allow students to have cross-training and 'singleton' opportunities in that pathway introductory course (ex: a TLI junior may take the intro PO or MT course).
- Each pathway will teach students industry-approved skills and competencies.

<u>Program</u>	<u>College Partner(s)</u>	<u>Industry Partner(s)</u>
Culinary Arts	Monroe Community College, Alfred State	Rochester Red Wings, Rochester Riverside Convention Center, Wegmans
Information Technology	Rochester Institute of Technology & Monroe Community College	Bizwonk, Earthlink, Phu Concepts, RCSD
Medical Careers	University of Rochester & Monroe Community College	Strong Hospital
Precision Optics	Monroe Community College, University of Rochester	AGI, Applied Image, Optimax Systems Inc., RRPC, Sydor Optics
Teaching & Learning Institute	Monroe Community College, Nazareth, St. John Fisher, University of Rochester	RCSD
Vision Care	Erie Community College	Rochester Optical

*programs with CTE certification

East High's Career Pathways Summary

East High school has several strong career pathway programs that are tailored to national and local labor demands, created with college and industry partner's input, and focused on preparing students for success beyond high school graduation. The Teaching & Learning Institute (TLI), Information Technology (IT), and Culinary Arts (CA) programs have been around at least since the 2000-2001 school year. These programs have impressive track records of success. The newer programs are Medical Careers (MC), Vision Care (VC), and Precision Optics (PO). These pathways also target jobs that are in demand locally and nationally.

In many schools, one of these pathways might be used as a "showcase" program. At East High, the six career pathway programs run cooperatively and in ways that are designed to provide uncommon opportunities for participating students. Each program provides students with experiences that ensure that they will graduate from East High with skills that are sought after by colleges and/or employers.

Although CTE certification is important (IT, CA, and VC are CTE certified programs), the primary focus of these programs is to give high students opportunities to "try on a career". Students have the chance to use professional equipment, tools, and supplies to learn and master the skills and techniques of one or more industries. Students with enough flexibility in their schedules are encouraged to participate in more than one pathway.

The Career Pathways at East High have been developed during an era when a current trend is taking shape in American secondary education toward *career* preparation programs. In order to fill the "middle skills" gap, high schools are again being expected to teach students specific skills that ensure ready participation in the workforce **and** college readiness. East High provides a compelling model of multiple and complimentary career pathway programs. Each one exists and thrives in harmony with the others in an urban school with challenging economic demographics.

Pathway Needs

Although the programs are robust at East High, there are some things that could be done to improve outcomes and program efficacy.

- At least one workforce coordinator is needed to assist with internships for each career pathway.
- Each pathway can accommodate between 20 and 40 students per grade level (grades 9-12), but there needs to be a concerted recruitment of incoming students to choose a program **and** for the master schedule to accommodate student's requests.
- The pathways at East High can be made ever better with funds to support, update, and replace the technology and materials necessary to give students the hands-on, real world experiences that prepare them for success upon graduation.
- The Career Pathway courses should serve as a springboard for interdisciplinary planning and curriculum development at the high school level.

Typical Sequence of Courses for Career Pathways*

	Information Technology	Precision Optics	Vision Care	Medical Technology	Culinary Arts		Teaching & Learning Institute
9 th Grade	Intro to IT	STEM Math	STEM Math	Intro to Medical Careers I	Delivering Great Customer Service		TLI I
10 th Grade	Computer Hardware & System Support	Precision Fab I (General Elective)	Vision Care I (CTE Elective)	Intro to Medical Careers II	Culinary Skill Development I	Culinary Skill Development I	TLI II
11 th Grade	Computer Programming	Precision Fab II (Science)	Vision Care II (CTE) – Dual Credit	Anatomy & Physiology	Culinary Skill Development II	Culinary Skill Development II	TLI III
12 th Grade	Advanced Computers	Geometric Optics (Dual Credit)	Geometric Optics (Dual Credit)	Skills Certification /Internship	Kitchen & Restaurant Management	Kitchen & Restaurant Management	Senior Internship

*Each pathway may be started by interested 10th graders. Precision Optics, Vision Care, Medical Technology, and Culinary Arts introductory courses may be taken by juniors and seniors as well.

Program Criteria	<u>Information Technology</u>	<u>Precision Optics</u>	<u>Vision Care</u>	<u>Medical Technology</u>	<u>Culinary Arts</u>	<u>Teaching & Learning Institute</u>
Teacher Capacity	4	4	4	2	4	4
Infrastructure & Resources at East High	3	4	4	1	2	2.5
Industry Partnerships & Work Experience	4	2.5	2	2	2.5	4
Partnership (Pipeline) with College	4	3	4	1	4	3
Capacity for Integrated Academics	4	3	2	3	3	3.5
Program Viability - Students Interest	3	4	4	4	4	3
Program Viability - Labor Market Demand	4	3	4	4	4	3
Soft Skills - Employability Profile	4	2	4	2	4	4
Transferable Skills – Cross over to other industries	3	3	3	2	4	4
Cross-Curricular Possibilities	4	4	2	3	3	4

The matrix above inventories each career pathway's current state on a four point scale. 1 is low and 4 is high. The numbers are assessments by each pathway's lead teacher.

Precision Optics

Program Overview: East High is home to a fully-functioning \$500,000 precision optical fabrication and testing lab that gives students experience in advanced manufacturing. In this program, students learn to make precision lenses and flats like those found in telescopes, cameras, and other high end devices. The optics that students manufacture at East High are made to industry standards and tolerances. Equipment, tooling, and machinery are professional grade. Though the program's lead teacher has no professional experience in optical manufacturing, the program has been built with constant input and guidance from local industry experts/partners.

This three course sequence prepares students for careers at any of the region's 40+ precision optical design, manufacturing and engineering companies. The program's existence and genesis is due to the high demand in the Rochester area for employees with experience and expertise making and assembling optics. The program exposes students to the skills and demands of optical technicians, engineers, and research scientists. Students learn by using equipment and tools on par with or better than those found in local colleges and universities.

Precision Optics Courses Offered:

Precision Optical Fabrication I

- ❖ Students learn the basics of advanced manufacturing; this includes reading and making blue prints, handling optics, and fundamentals of manufacturing environments. Students learn to cut, generate, block, grind, and polish optical surfaces. Metrology tools are used to measure and verify finished parts. By the end of the year, each student has had the opportunity to operate machines to manufacture a block of seven spherical lenses, a series of optical flats, beam splitters, and a $\frac{1}{4}$ wave test plate.

Precision Optical Fabrication II (to be rolled out in 2015-2016)

- ❖ Students further develop the fabrication skills introduced in optical fab I. In addition to optical manufacturing, students receive an intense training in interferometry, optical coating, and precision assembly. The training includes in depth theory of the science and math principals behind the technology and techniques as well as practice with industry-grade equipment.

Geometric Optics (dual-credit with MCC's OPT 131)

- ❖ This upper level high school course was first offered in the 2011-2012 school year. It introduces students to the fundamentals of optical theory with a mathematical emphasis on the ray concept of light. Students use analytical and laboratory methods for planning, executing, and evaluating optical arrangements. Students learn to use components such as mirrors, prisms, thin and thick lenses, diffusers, stops, and various types of light sources. Reflection, refraction, dispersion, image formation and aberrations are studied.

Future Plans for Precision Optics

- ❖ Develop curriculum for a robust second year course that teaches students how to coat lenses and assemble multiple lenses and spacers to create finished optical devices.
- ❖ Work with industry partners to establish paid summer internships and senior projects.
- ❖ Create a partnership with the University of Rochester's Department of Optics.
- ❖ Partner with local and national foundations to create a nonprofit "minor league" optics company whose mission is to hire East High grads and un/underemployed city residents. This company would give hires a chance to perfect manufacturing practices before making the jump to existing optics companies in Monroe and surrounding Counties.

Vision Care Program Summary

Overview: East High's Vision Care Program trains students to make prescription glasses and serve as patient care providers for fellow students at East High and across the district. In many cases, the students who receive prescription glasses have never had glasses or do not have a current prescription.

Course Beginnings: This program started with a 2011 grant from NYSED that allowed the school to purchase professional equipment and materials and to develop curriculum for a single course focused on the foundations of opticianry. The first program effort began in the summer of 2011 with eight students who were interested in trying this career pathway. During this summer, students completed an 80 hour opticianry training at East High school. The students were excited to learn the skills of an optician; it was evident that this program could benefit students and be very successful.

In the fall of 2012, the program's foundation course, Vision Care I, was rolled out. With this course, a partnership with Erie Community College (ECC) was established. Any student who successfully completed Vision Care I and who attended the Ophthalmic Dispensing program at ECC would be forgiven their Single Vision fabrication course. In this school year, Logan Newman received his Optician's License from New York State. He is certified to dispense prescription glasses, including those made by students in the program.

Year two of the Vision Care program was started in the 2013-2014 school year. In this course, students get extensive experience making prescription glasses and learning fundamentals of patient care. The third course in the sequence is a geometric optics course that is dual-credit with Monroe Community College.

Program Successes:

- Six students currently enrolled at ECC for Ophthalmic Dispensing.
- Two students working in local industry.
- Partnerships with Rochester Optical, ABVI, Empire Vision, and ECC.
- In 2013-2014, five doctors visited East High, resulting in over 150 student prescriptions.
- In 2013-2014, students at East manufactured over 200 pairs of glasses and repaired close to the same number. Students at East, East Foundation, Schools 52, 42, 17, and 3 received glasses.
- As of October 31st, in the 2014-2015 school year there have been two doctor visits resulting in 60 prescriptions for East High students and kids from schools 17 and 10
- At present, we have manufactured 80 pairs of glasses for district students this school year.
- The school has received significant donations of supplies and equipment from ophthalmic companies as they seek to help kids through the school's Vision Care program.

Future plans:

- Develop the front of E107 into a functioning doctor's office for eye doctor visits
- Recruit more volunteer eye doctors to perform eye exams at East High and district elementary schools.
- Develop more partnerships with local optician businesses (Lenscrafters, etc).
- Establish paid internships and work experiences for students who have completed Vision Care II.

Medical Careers Summary

Program History:

The two existing courses in the Medical Careers pathway expose students to content, skills, and career demands across medical professions. First Aid, CPR, patient movement in a medical setting, and basic patient intake procedures (BP, heart rate, respiratory rate) are taught. Introduction to Medical Careers I and II have been offered at East High for the past five years. Combined, there are typically between 60 and 80 students enrolled in these classes each year.

Year 1: Students participate in a one period course, Introduction to Medical Careers, at East High. Students learn about the world of patient care. Content includes safety in a medical workplace, infection control practices, first aid, CPR, introduction to medical terminology, anatomy, physiology, human growth and development, nutrition, vital signs, legal and ethical responsibilities (HIPPA), employability.

Year 2: All students learn about pharmacology, emergency medical services, nursing, mental health, respiratory care, rehabilitation, sports medicine, alternative medicine, dental care, and animal health care. Depending on student interest year to year, topics covered take on varying degrees of focus. Ideally, students in the second year have opportunities to job shadow, tour facilities, and interview current professionals in a variety of health care fields to better determine a personal focus

Program Future:

In addition to Introduction to Medical Careers I and II, this career pathway should be expanded into a four sequence course that could be completed over three or four years. With the complimentary nature of the courses, it will be easy for students to take the final two courses in one year.

Year 3: (Grade 11 or 12) Students will complete Anatomy/Physiology course (dual-credit?) which counts as a Science credit.

Year 4: Students will either work through a job skill certification course (Phlebotomy, Patient care Tech, Medical Transcriptionist, CAN, ETC.) OR attend a scheduled internship at U of R/Strong with a med career focus. The location of such a certification course could take place at East High if appropriate equipment and certified personnel (and training for existing staff) are procured.

This sequence of courses gives students a chance to see and experience a variety of health careers. As they progress through the sequence, students narrow their focus, culminating in a senior course that narrows into a specific focus or specialty. This focus is designed to prepare students for a skill certification that gives them an advantage when applying for either college or work in health care post-graduation.

Program Needs:

A partnership with Strong Hospital is a logical next step in developing this program. As this program evolves and expands into a four course sequence, it is critical to procure the equipment and materials necessary to make this a hands-on, skill based course that gives students the experiences necessary to make an informed decision about pursuing a health care career. In addition to course materials, curriculum and a certificated instructor for the upper level courses are needed. Facilities and space within the school need to be upgraded in order to achieve the goals of the program.

Culinary Arts

The Culinary Program at East High School has been in existence since the fall of 2000. The program started as an introduction into the restaurant industry and has evolved into an approved CTE Culinary Arts Program. Currently, we have 131 students enrolled across 2 levels of our program. There is a single period introductory course titled Skill Development I and a triple period Skill Development II class. The triple period has students in the second and third year of the program.

Graduates of the program have gone on to graduate from the Culinary Institute of America, Paul Smith, MCC, as well as Johnson and Wales culinary colleges. **In the past two years**, 20 students have enrolled in post-secondary culinary programs.

Current Culinary Classes Offered:

Skill Development I

- ❖ Explore fresh and prepared foods and learn to identify, receive, store, and hold products. An introduction to the identification and use of vegetables, fruits, herbs, prepared goods, dairy products, meats, poultry and seafood. Students learn to evaluate products for taste, texture, smell, appearance, and other quality attributes.

Skill Development II

- ❖ An introduction to food production practices governed by changing federal and state regulations. Topics covered include prevention of food-borne illness through proper handling of potentially hazardous foods, HACCP procedures, legal guidelines, kitchen safety, facility sanitation, and guidelines for safe food preparation, storing, and reheating. Students take the National Restaurant Association ServSafe examination as well as the Pro-Start level one and two certification exams.
- ❖ Students in this course operate the school's in-house restaurant, Metal's Café. This includes food preparation, presentation, and cashiering.
- ❖ A complete sequence of classes is attached to this document.

Future Plans for East High Culinary Program:

- Expand the program by increasing the lab size. Suggested increase would include space for 8 work stations equipped with ranges and ovens. The additional space will also have adequate classroom space for lectures and testing.
- Increase the culinary teaching staff to include 2 additional positions. One of the positions should be a CTE certified chef/teacher and the other could be an ELA/Culinary teacher.
- An ideal growth avenue for the culinary program would be to operate a portion of the student cafeteria. The culinary 3rd year students would run a deli/ prepared foods counter in the student cafeteria.
- Increase our internship opportunities so every incoming junior will have secured a full year internship in the restaurant industry which will fulfill the requirements needed for acceptance into post-secondary culinary education.
- Maintain the program size at 150-200 students

The Teaching & Learning Institute

An Overview

The Teaching and Learning Institute (TLI) at East High School is a four-year magnet program designed to attract students who are interested in careers in education and leadership. The program was developed at East High in the late 1990's as an intensive effort by the Rochester City School District to grow and recruit teachers from our student population. The program aim is to diversify the district's teaching corps by adding homegrown, proactive teachers from our community. TLI accomplishes this by preparing students for success in college, by giving them teaching experience in high school, and offering a rigorous curriculum relevant to their lives and life in Rochester.

Program Details

- The program is a four sequence with a single period course in years one, two, and three. During their senior year, each TLI student participates in an 80 hour paid internship as a teaching assistant at a local elementary or middle school. This double block at the end of the school day is scheduled in the fall semester. In the spring semester, students take PIG and Economics during this block.
- Approximately 80 students are enrolled in the program (20 per grade level) in grades 9-12.
- Students must maintain a minimum of 90% attendance, a 2.5 G.P.A. and have good citizenship.
- 70% of students that start in TLI complete the program.
- Of the students that have completed at least **two years of the TLI program 98% have graduated high school in 4 years.**
- 70% of TLI graduates go on to four year colleges; the other 30% have started at a community college or entered the military.
- Since its first graduating class in 1999, **208 students have successfully completed the Teaching and Learning Institute.** Sixteen graduates are working in the RCSD. At least 25 more TLI graduates are teaching in other parts of the country.
- Other graduates of the program have gone on to law school, pursued careers as social workers, school psychologists, nurses, as well as entered the field of business. These students have commented on the fact that though they did not pursue teaching, the TLI program helped them develop leadership and citizenship skills that are beneficial in any career.

Program Recommendations: Integrated ENL

1. What are the entrance and exit criteria for the program?
 - Criteria for entrance and exit to English as a new language (ENL, formerly ESOL) programs are determined by state cut-off numbers on the NYSITELL or NYSESLAT assessments. Students receive one to three periods of ENL according to their needs and proficiency levels determined by the assessments.
 - Exit Criteria: Proficient level on all four subtests of the NYSESLAT, or advanced or proficient on subtests of the NYSESLAT and a score of 3 or 4 on the 8th grade ELA or a score of 65 on the ELA Regents.
2. Who keeps track of it?
 - ESOL/bilingual team needed to oversee all the ELLs at East including: ESOL/bilingual counselors, social worker, administrator, and program coordinator/instructional coach who are sensitive to the academic, linguistic, social, and emotional needs of ELLs and SIFE.
 - ESOL/bilingual program coordinator at East maintains and updates data on students and programs with assistance from data department at Central Office.
3. What is the role of counselors relative to these programs?
 - Working understand of ELLs and their needs
 - Placement of students in appropriate ENL and integrated ENL sections
 - Guidance of students and parents (bilingual or with assistance of interpreters) toward college and career readiness
 - Participation on grade level teams (including ESOL, bilingual, and content teachers as well as administrator and program coordinator) to guide ELLs toward graduation
4. What is the role of administrators?

An in-building coordinator should be assigned to oversee all the programs for ELLs, not just the bilingual program, as students may move from one type of program to another. The coordinator must have solid understanding of the students and their programs, and should not have teacher evaluation responsibilities.

Responsibilities of the building program coordinator:

- Provide updated student enrollment and data reports
- Serve on grade-level ELL teams
- Secure needed instructional materials for teacher and students and develop relevant PD
- Schedule annual NYSESLAT testing and scoring

5. Given the challenge of finding enough bilingual counselors and administrators, what are creative suggestions for a quality program that perhaps manages these decisions differently (e.g. a single bilingual program coordinator).
 - Use of interpreters: in building and available at least once a week
 - Professional development for administrators and counselors on the social, academic, linguistic, and emotional needs of ELLs (available through CELLS grant and Mid-West RBE-RN)
 - Bilingual/ESOL program coordinator
6. What certifications are required for teachers and what exactly are the challenges in staffing a program adequately (and then, what are the task force's ideas for getting around these challenges?)
 - Students must receive at least one period of integrated ENL (a unit of study in which students receive core content area and English language development simultaneously, delivered either by two teachers—an ESOL teacher and a content teacher—or by a dually-certified content/ESOL teacher.)
7. What are the specific authors, books, sources (e.g. universities) of recommended best practices? Are there any model programs we could observe? (references mentioned in report)

California Department of Education (1993, November). A report on specially designed academic instruction in English (SDAIE). Sacramento, CA: Commission on Teacher Credentialing California Department of Education.

Echevarria, A. & Graves, A. (2007). Sheltered content instruction: Teaching English language learners with diverse abilities. Boston: Allyn and Bacon.

Freeman, D. & Freeman, Y. (1995). SDAIE and ELD in the whole language. *California Association for Bilingual Education Newsletter*, 18, 20-21.

Genzuk, M. (2011). Specially designed academic instruction in English (SDAIE) for language minority students. Center for Multilingual, Multicultural Research Occasional Paper Series: Los Angeles: University of Southern California Press.

New York State Education Department Office of Bilingual Education and Foreign Language Studies. (2014). Blueprint for English language learners (ELLs) success.

Program Recommendations: One-Way Dual Language Bilingual Program

1. What are the entrance and exit criteria for the program?

Entrance criteria:

- Through the NYS Identification Process, identified as an English language learner, and
- Home language is Spanish, and
- Parents choose enrollment in the bilingual program, and
- Not identified as SIFE
- If room, students continuing from HOLA dual language program from No. 12 School

Exit Criteria

- Proficient level on all four subtests of the NYSESLAT, or
- Advanced or proficient on subtests of the NYSESLAT and a score of 3 or 4 on the 8th grade ELA or a score of 65 on the ELA Regents.
- Transitioning bilingual ELLs who test out may still take advantage of selected content courses in Spanish if they show a need for that support

2. Who keeps track of it? (entrance and exit??)

- ESOL/bilingual team needed to oversee all the ELLs at East including: ESOL/bilingual counselors, social worker, administrator, and program coordinator/instructional coach who are sensitive to the academic, linguistic, social, and emotional needs of ELLs and SIFE.
- ESOL/bilingual program coordinator at East maintains and updates data on students and programs with some assistance from data department at Central Office.

3. What is the role of counselors relative to these programs?

- Working understanding of ELLs and their needs, especially bilingual programming
- Placement of students in appropriate bilingual and ENL sections
- Guidance of students and parents (bilingual or with assistance of interpreters) toward college and career readiness
- Participation in grade level teams (including ESOL, bilingual and content teachers as well as administrator and program coordinator) to guide ELL students toward graduation

4. What is the role of administrators?

An in-building ELL coordinator should be assigned to oversee all the programs for ELLs, not just the bilingual program, as students may move from one type of program to another. The coordinator must have solid understanding of the students and their programs, and should not have teacher evaluation responsibilities. This could be a teacher on special assignment position.

Responsibilities of the building ELL program coordinator:

- Provide updated student enrollment and data reports
- Secure needed instructional materials for teacher and students and develop relevant PD
- Schedule annual NYSESLAT testing and scoring
- Serve on grade level ELL teams

5. Given the challenge of finding enough bilingual counselors and administrators, what are creative suggestions for a quality program that perhaps manages these decisions differently (e.g. a single bilingual program coordinator).

- Use of interpreters: in building and available at least once a week
- Professional development for administrators and counselors on the social, academic, linguistic, and emotional needs of ELLs and bilingual education students in particular (available through CELLS grant and Mid-West RBE-RN)
- Bilingual/ESOL program coordinator
- Connections with community agencies such as Ibero

6. What certifications are required for bilingual teachers and what exactly are the challenges in staffing a program adequately (both for bilingual and ESOL?) (then, what are the task force's ideas for getting around these challenges?)

Certifications:

- Bilingual core content: certification in the content area and a bilingual endorsement.
- HLA:
- ESOL: ESOL for the stand-alone, and ESOL and content certification for integrated ENL

The state does not accept waivers for the required certifications. It is the district's responsibility to "grow" the staffing required to provide an equitable education for ELLs. Incentives, building support, appropriate instructional materials will increase the pool for these positions.

Individuals who are interested in bilingual extension can receive that endorsement through the Intensive Teacher Institute (ITI) offered in partnership through Nazareth College and SUNY Brockport. There is no cost to the individual but cost is shared between the state and the school district.

7. What is a dual language program and how does it compare to a bilingual program? What are the pros and cons of each? What is the task force weighing of these pros and cons.

NYS defines a bilingual program (CR 154-2.2b & CR 1542.2h) as:

"a researched-based program comprised of three components:

- 1) language arts component, including home language arts (HLA) and ELA
- 2) English as a new language (ENL)- a research-based program comprised of two components:
 - a. Integrated ENL component = content area (ELA, math, science or social studies) in English
 - b. English language development component
- 3) Bilingual content area instructional component in at least two core content areas (math, science, social studies)"

Bilingual program models

- Transitional bilingual education model: development of literacy & content concepts in home language and development of academic English, with the objective of transitioning to English only.
- Maintenance bilingual education models; development of literacy and content concepts in home language and development of literacy and academic English, with the objective of literacy in both home language and English.
 - One-way dual language (groups of students whose same home language is other than English with literacy and concept development in both home language and English (bi-literacy))
 - Two-way dual language (equal groups of English dominant and Home Language dominant groups of students with same objectives for both groups - biliteracy)

Task force recommends the implementation of a One-Way Dual Language model, based on the research on programs for secondary ELLs, the profile of students attending East, and the failure of the transitional bilingual program models previously implemented in developing academic achievement for ELLs.

8. What are the specific authors, books, sources (e.g. universities) of recommended best practices? Are there any model programs we could observe?

Cloud, N., Genesee, F., & Hamayan E. (2000). *Dual language instruction: A handbook for enriched education*. Boston, MA: Heinle & Heinle.

Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In J. Cummins (Ed.) *Schooling and language minority students: A theoretical framework* (pp. 3-49). Los Angeles, CA: *Evaluation, Dissemination, and Assessment Center, California State University*.

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Gómez, L. (2000). Two-way bilingual education: Promoting educational and social change. *The Journal of the Texas Association for Bilingual Education*, 5 (1), 43-54.

Gómez, R. & Gómez, L. (1999). Supporting dual CALP development among second language learners: The two way model revisited. *Educational Considerations Journal*, 26(2) Spring 1999.

Gómez, L. & Ruiz-Escalante, J. (2005). Achieving equity through enrichment bilingual education. In M. Littleton, A. Pankake, & Schroth (EDs.) *Administration and Supervision of Special Programs*. Dubuque, Iowa: Kendall Hunt.

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Thomas, W. P., & Collier, V. (2002). A national study of school effectiveness for language minority students long term academic achievement. *Center for Research on Education, Diversity & Excellence*, Santa Cruz, CA.

Thomas, W. P., & Collier, V. (1998). School effectiveness for language minority students. Washington, DC: George Washington University, *National Clearinghouse for Bilingual Education (NCBE)-Resource Collection Series*.

Thomas, W. P., & Collier, V. (1997b). Two languages are better than one. *Educational Leadership*, 55(4).

Program Recommendations: SIFE Program

1. What are the entrance and exit criteria for the program?

- Entrance to the program will be based on the student's identification as a SIFE student per the CR 154 definition. Further assessments, to be determined, will help to place students in leveled groups within the program.
- Exit: the program will be limited to one year at which time students will be transitioned to either a bilingual program or an integrated ENL program at East.

2. Who keeps track of it?

- ESOL/bilingual team needed to oversee all the ELLs at East including: ESOL/bilingual counselors, social worker, administrator, and program coordinator/instructional coach who are sensitive to the academic, linguistic, social, and emotional needs of ELLs and SIFE.
- Program coordinator maintains and updates data on students and programs with assistance from data department at Central Office.

3. What is the role of counselors relative to this program?

- Working understanding of ELLs and their needs, especially SIFE
- Placement of students in appropriate ELL programming
- Guidance of students and parents (bilingual or with assistance of interpreters) toward college and career readiness
- Participation in grade level teams (including ESOL, bilingual and content teachers as well as administrator and program coordinator) to guide SIFE students toward graduation

4. What is the role of administrators?

An in-building coordinator should be assigned to oversee all the programs for ELLs, not just the bilingual program, as students may move from one type of program to another. The coordinator must have solid understanding of the students and their programs, and should not have teacher evaluation responsibilities.

Responsibilities of the building program coordinator:

- Provide updated student enrollment and data reports
- Secure needed instructional materials for teacher and students and develop or plan relevant PD

- Schedule annual NYSESLAT testing and scoring
 - Serve on grade level ELL teams
5. Given the challenge of finding enough bilingual counselors and administrators, what are creative suggestions for a quality program that perhaps manages these decisions differently (e.g. a single bilingual program coordinator).
- Use of interpreters: in building and available at least once a week
 - Professional development for administrators and counselors on the social, academic, linguistic, and emotional needs of ELLs and SIFE (available through CELLS grant and Mid-West RBE-RN)
 - Bilingual/ESOL program coordinator
 - Connections with community organizations
6. What certifications are required for teachers and what exactly are the challenges in staffing a program adequately (and then, what are the task force's ideas for getting around these challenges?)
- The program requires both ESOL and content teachers to work together to deliver sheltered instruction to SIFE students. Students will attend SIFE-math, SIFE-science, and SIFE-social studies classes, co-designed and co-taught by both an ESOL and a content specialist. English language development classes will be taught by the ESOL teacher.
 - No extra certification is required for staff working in this program, but content teachers will need training in scaffolding and curriculum for SIFE students. Mid-West RBE-RN and CELLS can assist in training. Substantial support would be available if East adopts the Bridges to Academic Success program through CUNY.
7. What is a dual language program and how does it compare to a bilingual program? What are the pros and cons of each? What is the task force weighing of these pros and cons. N/A
8. What are the specific authors, books, sources (e.g. universities) of recommended best practices? Are there any model programs we could observe?
- Center for Applied Linguistics database of exemplary programs for secondary newcomer/SIFE: www.cal.org/newcomer
 - CUNY Bridges to Academic Success program: <http://bridges.ws.gc.cuny.edu/>
 - Proctor High School in Utica (Bridges program)

ELL Population at RCSD East MS/HS (Spring, 2014)

ELL STATUS

50.6% Newcomers (0-3 yrs ELL)
 29.2% Developing (4-6 yrs ELL)
 20.2% Long term ELL (7+ yrs ELL)
 ? Former ELLs

PROGRAM PARTICIPATION

68% ELLs in non-bilingual program (83 Nepali speakers)
 32% ELLs in Spanish bilingual program (95 Spanish speakers)
 Newcomers: 48 students
 Developing: 40 students
 LTE: 8 students

	Recent Arrivals (0-1 Yr)	Newcomers (0-3 yrs)	Developing (4-6 yrs)	Long Term ELL (7+yr)	Transition 2 yrs after exit
1- Literate in Home Language					
2- Weak literacy in Home Language					
3- Little or no literacy in HL & interrupted or limited formal education					

1-3 ELLs SWD				

SAMPLE Bilingual programs for ELLs & Non-Bilingual programs for ELLs

	Recent Arrivals (0-1 Yr)	Newcomers (0-3 yrs)	Developing (4-6 yrs)	Long Term ELL (7+yr)	Transition years 2 yrs after exit
Literate in Home Language		Bilingual program with 1 period of HLA, at least 2 core content courses in Spanish, and ENL program of 1 period Integrated ENL and 2 periods Stand-Alone ENL	Bilingual program with 1 period of HLA, at least 2 content courses in Spanish and ENL program of 1 period Integrated ENL and 1 period Stand-Alone ENL	Bilingual program with 1 period of HLA, 1 content course in Spanish and accelerated ENL program of 1 period Integrated ENL and 1 period Stand-Alone ENL and 2 core content courses, taught through sheltered instructional strategies	1-2 core content courses taught through sheltered instructional strategies; other courses in mainstream English classes
		Structured English Immersion with 3 periods Integrated ENL and 1 period Stand-Alone ENL and 1 core content course, taught through sheltered instructional strategies	Structured English Immersion with 1-2 periods Integrated ENL and 1 period Stand-Alone ENL and 2 core content course, taught through sheltered instructional strategies	Structured English Immersion with accelerated ENL program of 1 period Integrated ENL and 1 period Stand-Alone ENL and 2 core content course, taught through sheltered instructional strategies	

SAMPLE Bilingual programs for ELLs & Non-Bilingual programs for ELLs

	Recent Arrivals (0-1 Yr)	Newcomers (0-3 yrs)	Developing (4-6 yrs)	Long Term ELL (7+yr)	Transition years 2 yrs after exit
Weak literacy in Home Language	Bilingual program with 2 periods of HLA, 3 core content courses in Spanish with focus on literacy, and ENL program of 1 period Integrated ENL and 2 periods Stand-Alone ENL Structured English Immersion with 3 periods Integrated ENL and 1 periods Stand-Alone ENL	Bilingual program with 1 period of HLA, 2 core content courses in Spanish with focus on literacy, and ENL program of 1 period Integrated ENL and 2 periods Stand-Alone ENL Structured English Immersion with 3 periods Integrated ENL and 1 periods Stand-Alone ENL	Bilingual program with 1 period of HLA, at least 2 content courses in Spanish and ENL program of 1 period Integrated ENL and 1 period Stand-Alone ENL Structured English Immersion with 1-2 periods Integrated ENL and 1 period Stand-Alone ENL and 2 core content course, taught through sheltered instructional strategies	Bilingual program with 1 period of HLA, 1 content course in Spanish and accelerated ENL program of 1 period Integrated ENL and 1 period Stand-Alone ENL and 2 core content courses, taught through sheltered instructional strategies Structured English Immersion with accelerated ENL program of 1 period Integrated ENL and 1 period Stand-Alone ENL and 2 core content course, taught through sheltered instructional strategies	1-3 core content courses taught through sheltered instructional strategies; other courses in mainstream English classes

SAMPLE Bilingual programs for ELLs & Non-Bilingual programs for ELLs

	Recent Arrivals (0-1 Yr)	Newcomers (0-3 yrs)	Developing (4-6 yrs)	Long Term ELL (7+yr)	Transition years 2 yrs after exit
Little or no literacy in HL & interrupted or limited formal education	SIFE program for 1 year: <i>Bridges to Academic Success</i> 3 periods of ENL through content (Integrated ENL) and 2 periods of accelerated HL literacy through content			Bilingual program with 1 period of HLA, 1 content course in Spanish and accelerated ENL program of 1 period Integrated ENL and 1 period Stand-Alone ENL and 2 core content courses, taught through sheltered instructional strategies	
	SIFE Program for 1 year: <i>Bridges to Academic Success</i> 3 periods of ENL through content (Integrated ENL) and 1-2 periods Stand-Alone ENL			Structured English Immersion with accelerated ENL program of 1 period Integrated ENL and 1 period Stand-Alone ENL and 2 core content course, taught through sheltered instructional strategies	

ESOL/Bilingual Task Force Program Recommendations

The ESOL/Bilingual task force has met weekly since the September 15 kick-off. Before determining curriculum, it was necessary for the group to envision the programming to serve the large and diverse population of ELLs at East. After examining the data on East's ELL students and their needs and investigating programs and research, the group is recommending three programs to serve the students. They include:

- A bilingual (Spanish) one-way dual language program
- A SIFE (students with interrupted or inconsistent formal education) program
- An ENL (English as a new language, formerly ESOL) program

In this report, we describe each program. Attached is a separate document, one for each program, answering the eight questions posed to the task force by the UR/East Teaching and Curriculum committee. Although the three programs will serve most of the ELL students at East, there are other ELLs whose needs cannot be met directly by these. The task force feels strongly that their needs must be addressed in some direct way in the district if not at East. Examples include ELLs with IEPs, former SIFE students who are aging out of the program or out of schooling but still do not have enough credits to graduate, and Long-Term ELLs. Alternate pathways must be identified or created for these ELL students. We would like to discuss these students further.

In planning for ELL programs for East, the task force had to take into account new regulations governing their education. In September 2014, the NYS Board of Regents approved amendments to the Commissioner's Regulations CR 154 which mandate district responsibilities for the education of English language learners (ELLs). The CR Part 154 amended regulations must be implemented in September 2015. These mandates direct the design of the ESOL/bilingual programs at East.

1. Recommendations for Spanish Bilingual Program at East for ELLs who are not SIFE

Districts are required to provide bilingual programs for identified ELLs when there are 20 or more ELLs with the same home language in the same grade within the district (CR 154-2.3d2). A bilingual education program is the default program, unless the parent does not want his/her child to be enrolled in the bilingual education program (CR 154-2.3f2); then the ELL must be enrolled in an ENL program.

The regulations define a Bilingual Education program (CR 143-2.2b & CR 154-2.2h) to mean:

A research-based program comprised of three components:

- 1) Language arts component including Home Language Arts (HLA) and ELA

2) English as a new language (ENL) component comprised of:

- a. Integrated ENL component = content area (ELA, math, science or social studies) in English
- b. English language development component

3) Bilingual content area instructional component in at least two core content areas (math, science, and/or social studies)

This task force recommends the implementation of a One-Way Dual Language model, based on the research on programs for secondary ELLs (Gomez & Gomez, 1999; Thomas & Collier, 2002), the linguistic and academic profiles of East students, and the failure of the previously implemented bilingual transitional programs in developing academic achievement for ELLs.

A One-Way Dual Language program is a maintenance bilingual education model. The goals of this program are the development of academic literacy in home language and English and high academic achievement in content areas in English. The goal of biliteracy is reflected in principle #4 of the NYSED Blueprint for ELL Success (2014) which recognizes the assets of bilingualism and biliteracy.

Entrance criteria (154-2.3a/b) for the One-Way Dual Language program:

Identification as an English language learner through the NYS ELL Identification process, and

- Spanish as the home language, and
- Parents agree to enrollment in the bilingual education program, and
- The student has not been identified as SIFE (see SIFE program).

Exit Criteria (154-2.3m) for the One-way Dual Language program

- Proficient level on all four subtests of the NYSESLAT, or
- Advanced or proficient on NYSESLAT subtests and a score of 3 or 4 on the 8th grade ELA or a score of 65 on the ELA Regents.

ELLs will be scheduled for courses in the One-Way Dual Language program based on their Home Language literacy levels. A continuum of stages allows for more intensive HLA instruction if needed at Stage A, with the expectation of progressing to Stage C or D within one or two years. (NYCDOE Office of ELLs)

Student Profiles (determined by established performance levels on Home Language assessment)

Stage A: Home Language assessments indicate a basic to intermediate level of listening, speaking reading, writing, and presentation skills in the Home Language.

Stage B: Home Language assessments indicate an intermediate to advanced listening, speaking reading, writing, and presentation skills in the Home Language.

Stage C: Home Language assessments indicate grade level listening, speaking reading, writing, and presentation skills in the Home Language.

Stage D: Home Language assessments indicate above grade level listening, speaking reading, writing, and presentation skills in the Home Language.

NB – RCSD will be required to develop bilingual programs for the Nepali population in 2016-17 as per CR 154-2.3d2.

A vital component in establishing a One-Way Dual Language Bilingual program at East is professional development for bilingual teachers. Their certification requires expertise in Home Language Arts and for Bilingual core content teachers, certification in the content area and a bilingual endorsement. In addition, teachers serving in the bilingual program need professional development in designing, selecting, and implementing high-quality curriculum that is grade-appropriate, academically rigorous, and aligned with NYS P-12 Common Core Learning Standards as described in principles #3 and #6 of NYSED Blueprint for ELLs Success (2014).

2. Recommendations for SIFE program for ELL students with interrupted or inconsistent formal education

There is a substantial number of students at East who are SIFE. The state defines SIFE students as:

English Language Learners who have attended schools in the United States for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in Math due to inconsistent or interrupted schooling prior to arrival in the United States (CR 154-2.2y).

These students require intense ENL, literacy skills, and content knowledge. The task force recommends a SIFE program to meet these students' needs. The objectives of the program will be to help students learn basic literacy skills in English while also building content-related vocabulary and foundational conceptual knowledge in math, science, social studies, and ELA. The SIFE program will also help acclimate students to the culture and systems of an urban secondary school. In addition to the academic, language, and social components of the program, a mental health component is also necessary. Many SIFE students have suffered trauma in their home countries and others are insecure due to the transiency of their home lives.

Entrance to the program will be based on the student's identification as a SIFE student per the CR 154 definition. Further assessments, to be determined, will help to place students in leveled

groups within the program. The program will be limited to one year at which time students will be transitioned to either a bilingual program or an integrated ENL program at East.

The program requires both ESOL and content teachers to work together to deliver sheltered instruction to SIFE students. Students will attend SIFE-math, SIFE-science, and SIFE-social studies classes, co-designed and co-taught by both an ESOL and a content specialist. English language development classes will be taught by the ESOL teacher. Hispanic students may be offered a home language arts course to maintain and build home language literacy, especially for those Spanish-speaking students planning to enter the bilingual program upon completing the SIFE year. Other staffing needs at East include ESOL/bilingual counselor, social worker, administrator, and program coordinator/instructional coach who are sensitive to the academic, linguistic, social, and emotional needs of ELLs and SIFE. No extra certification is required for staff working in this program, but content teachers will need training in scaffolding and curriculum for SIFE students.

Design and curriculum for SIFE programs exist in many places. The Center for Applied Linguistics maintains a database of exemplary secondary newcomer and SIFE programs (www.cal.org/newcomer). CUNY has created a program called Bridges to Academic Success which RCSD is now piloting (the ELA portion) at both Monroe and East. The task force recommends that the CUNY partnership be expanded and that Bridges be piloted more fully—including the content areas—for the SIFE program at East which will benefit from training, funding, materials, and research provided by CUNY. A more complete version of the Bridges program is running at Proctor High School in Utica.

3. Recommendations for ENL program for non-bilingual, non-SIFE ELL students

In this section, we make recommendations for non-bilingual program ELL students who are not SIFE. ELLs in this category are served according to their scores on the NYSITELL (entrance exam for new students) or NYSELAT (yearly achievement test for ELLs). Criteria for entrance and exit to English as a new language (ENL, formerly ESOL) programs are determined by state cut-off numbers on the assessments. Students receive one to three periods of ENL according to their needs and proficiency levels determined by the assessments. These scores are tabulated and kept in a central state database and sent to districts yearly in early August.

The NYSELAT is an assessment with four subtests. Historically, it has been difficult to test all students at East. If a student misses a subtest, scores and proficiency levels revert to the last year of test completion. Consequently, many students at East are considered to be at a lower proficiency level just because they missed a portion of the test. The ESOL/bilingual team at East will therefore need some leeway in placement of students without complete testing data.

Students who have not yet tested Proficient (Commanding) receive support through English as a new language. ENL shall mean a research-based program comprised of two components:

1. Content area (ELA, math, science, or social studies) instructional component in English (integrated ENL)
2. English language development component (stand-alone or integrated ENL). CR 154-2.2h

Students must receive at least one period of integrated ENL (a unit of study in which students receive core content area and English language development simultaneously, delivered either by two teachers—an ESOL teacher and a content teacher—or by a dually-certified content/ESOL teacher.) In the past, ESOL teachers at East have been pushing-in to support students in ELA classes. Going forward, the task force recommends that integrated ENL support be considered in a different setting than ELA, preferably social studies but math or science as well. Global and US History and Integrated Algebra, for example, are three courses where ELLs in the RCSD often struggle to succeed. Providing required scaffolding in an integrated ENL setting will support the growth of ELLs' academic language and literacy skills in such courses, and will help them earn credits toward graduation in all required subjects. Scaffolded summer school and 9th period content courses with integrated ENL support should also be available to ELLs to help them gain credit for graduation.

It is crucial that the building be in charge of placement and scheduling of its ELLs, for the integrated ENL program as well as the Bilingual and SIFE programs. This job will be accomplished by a team of bilingual and ELL counselors with a working understanding of the needs of this population and an ESOL/ bilingual programs coordinator. That team will use data collected about East's students to ensure that they are properly placed. Since the population of ELLs is significant at East (363 currently enrolled), and the school is used as a repository for international students and state testing of them, it is important that an administrator with a working understanding of the concerns of ELLs be assigned to oversee their programming and to assist as testing liaison.

New state regulations require that all teachers and educators be prepared to work with ELLs and to scaffold their learning using appropriate, research-based approaches and techniques (Blueprint for ELLs Success, 2014). The Mid-West RBE-RN and the federal CELLS professional development grant, awarded to the University of Rochester, have the capacity and experience to help prepare content and ESOL teachers as well as counselors and administrators for this specialized work. Their support will be based on scaffolding techniques and strategies such as the Sheltered Instruction Observation Protocol (SIOP) and Specially Designed Academic Instruction in English (SDAIE). Overviews of these approaches can be found at Echevarria & Graves (2007) for SIOP and Genzuck (2011) for SDAIE.

This integrated program, requiring both stand-alone and integrated ENL classes, necessitates ESOL-certified staff (singly-certified ESOL teachers with content teachers or doubly-certified

ESOL/content teachers). For a student requiring two periods of ENL, for example, an ESOL-certified teacher must be available to the student either for two periods of co-teach content courses or for one period of credit-bearing stand-alone ENL and one period of co-teach content. The ELL students at East must be clustered so that the ESOL team can serve them and so that both subject and ESOL teachers can co-plan for content. It is crucial that ESOL and content teachers in the program maintain assignments and co-teach partnerships to build the integrated ENL model, the ESOL teachers gradually becoming more expert in the content and the subject teachers more expert in scaffolding ELLs.

For at least the last 20 years, the field of second language acquisition has recognized the importance of teaching content to ELLs simultaneous to their English language development (California Department of Education, 1993; Freeman & Freeman, 1995). New York State has been moving toward content-based English language learning, and is now more formally supporting it with the new regulations and the Blueprint for ELL Success (2014) requiring some ENL service in content classrooms.

Because New York State has adopted the Common Core Learning Standards, there has been great focus for all students on informational text, and on specific language discourses in all content areas—the language of math, science, social studies, and ELA. ELLs require intense and skilled support to acquire these discourses alongside their native English peers. Examples of ways to actualize this ELL scaffolding include SIOP and SDAIE. SIOP is used by ESOL and content teachers in many districts and can be observed in action at the Rochester International Academy with SIFE students. An SDAIE model is recommended for students of intermediate English proficiency, the target demographic of this integrated ENL program.

Summary:

The recommendations of the ESOL/Bilingual task force are the product of many hours of work, capitalizing on the talents and knowledge of its members. Most important in our discussions was the expertise of the teachers of East's English language learners. They know their students well, and understand the needs for improving services. We cannot overstate the importance of proper placement of these students in programs which meet their needs. Consequently, scheduling and placement must be handled in the building, by professionals who understand how the programs work and how they benefit ELLs. ELL programs should be led by grade-level (or across two grade levels) teams. These teams will consist of a bilingual teacher, and ESOL teacher, a content teacher, a counselor who is knowledgeable about ELLs, and the ESOL/bilingual program coordinator. We believe that appropriate placement of students by experienced professionals the and use of these three programs, with fidelity to their objectives, will lead to ELL student success—graduation for more ELLs from East. Thank you for giving us the charge to envision a new future for ELL programming. We are optimistic about the outcomes.