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Webinar ID: 890 7317 3654 Webinar ID: 842 3282 4759

Committee Members

Molly O. McCullough, Chairman
John F. Monfredo, Vice-Chairman
John L. Foley

Administrative Representative

Susan O'Neil, Ph.D.

OFFICE OF THE
CLERK OF THE SCHOOL COMMITTEE
WORCESTER PUBLIC SCHOOLS
20 IRVING STREET
WORCESTER, MA 01609

AGENDA #2

The Standing Committee on TEACHING, LEARNING AND STUDENT SUPPORTS will hold a meeting:

on: Monday, April 26, 2021

at: 5:30 p.m.

virtually in: Room 410, Durkin Administration Building

ORDER OF BUSINESS

I. CALL TO ORDER

II. ROLL CALL

The following items will be discussed:

(Consider gb #9-288, gb #9-416 and gb #0-31 together.)

gb #9-288 - Mr. Comparetto/Mr. Foley/Miss McCullough/Mr. Monfredo (August 28, 2019)

Request the establishment of an inclusive and transparent process for selecting and implementing a comprehensive Sex Education Curriculum that is age-appropriate, evidence-based, medically-accurate and LGBTQ inclusive in the Worcester Public Schools.

gb #9-416 - Miss McCullough/Mr. Foley/Mr. Monfredo (December 4, 2019)

Request that the Administration consider incorporating the campaign entitled "RESPECTfully" when the Sex Ed Curriculum is established.

gb #0-31 - Mayor Petty/Mrs. Clancey/Mr. Foley/Ms. McCullough/Ms. Novick (January 8, 2020)

Request that the Standing Committee on Teaching, Learning and Student Supports recommend a comprehensive, inclusive, evidenced-based sexual and health curriculum and an appropriate level of increased classroom time for health education to the school committee for the FY21 budget.

gb #1-106 - Administration (March 25, 2021)

To consider approval of the following courses:

Introduction to Gender Studies
Freshman Advancement and Success Tools 1-4
Music Production & Engineering
Integrated Theater
Peace Building
Introduction to Materials Science

Computer Science for Innovators and Makers
Latin American Studies
Intro to Dance Non-Magnet
Performing Arts Teaching Assistant
Computer Science for Innovators and Makers
Spanish Language & Literature Level 3

IV. ADJOURNMENT

Helen A. Friel, Ed.D.
Clerk of the School Committee

ITEM: gb #9-288

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Monday, April 26, 2021

ITEM: Mr. Comparetto/Mr. Foley/Miss McCullough/Mr. Monfredo
(August 28, 2019)

ITEM:

Request the establishment of an inclusive and transparent process for selecting and implementing a comprehensive Sex Education Curriculum that is age-appropriate, evidence-based, medically-accurate and LGBTQ inclusive in the Worcester Public Schools.

PRIOR ACTION:

- 9-5-19 - Held for the meeting on September 19, 2019.
- 9-19-19 - Referred to the Administration for a report in November 2019.
- 12-19-19 - It was moved and voice voted to refer the item to the Standing Committee on Teaching, Learning and Student Supports to be considered with gb #9-416. (See gb #9-418.)
- 9-15-20 STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
(Considered with gb #9-416 and gb #0-31.)
Chairman McCullough stated that the purpose of this meeting was to provide a stepping off point to move forward in selecting a curriculum. She informed the public that there would be opportunities for parents, students and community members to be a part of the process at a future meeting when evaluating the sex ed curriculum. **(Continued on page 2.)**

BACKUP: (Consider with gb #9-416 and gb #0-31.)

Annex A (13 pages) contains a copy of a PowerPoint presentation.

PRIOR ACTION (continued)

9-15-20 (continued) Dr. Matilde Castiel, Worcester Commissioner of Health and Human Services, presented an updated version of the Case for a Comprehensive Sexual Education Curriculum in Worcester. She cited statistics and provided recommendations for the adoption of an age-appropriate, evidence-based, medically accurate and LGBTQ inclusive sexual and health curriculum. Dr. Laurie Ross, member of the Worcester Impact on Sexual Health Task Force (WISH), presented the work that was previously done several years ago when the task force evaluated several different curricular options and was never given the opportunity to present those findings. She stated that the hope of the task force is to have a community dialogue with students and parents, budgetary discussions, training for staff and implementation by the Spring of 2021. Chairman McCullough spoke to the need for sexual literacy with a focus on sex trafficking. She would like the committee to work with the Department of Health and Human Services in conjunction with the Administration to come up with a curriculum. Mr. Monfredo stated that instead of waiting for the Senate Bill to be passed, the committee should move ahead with a plan. Mr. Foley stated that the district should adopt a plan quickly with information that is age appropriate and will remain with the students for the rest of their lives. Superintendent Binienda stated that the Administration has reached out to other districts and found that they don't necessarily use one book, but rather take parts of one curriculum and another to incorporate into their own. She acknowledged that more needs to be done, but also wants to make sure that it is age appropriate for the students and one that is approved by the State. Mr. Monfredo made the following motion:
Request that the Administration establish a committee consisting of community members, health experts, Health Educators and the CPPAC and report the findings back in January 2021.
On a roll call of 1-2 (yea Mr. Monfredo), the motion was defeated. Mr. Monfredo made the following motion:
Request that the Administration mandate a 10 week health program for 9th grade students in the 2021-22 school year.
On a roll call of 3-0, the motion was approved. Mr. Monfredo made the following motion:
Request that the Administration investigate how other communities are handling their health curriculum.
On a roll call of 2-1 (nay Mr. Foley) the motion was approved.

PRIOR ACTION (continued)

9-15-20 - Chairman McCullough made the following motion:
(continued) Request that Dr. Castiel provide a short list of potential curricula for the committee to explore that would meet the needs of a comprehensive sex ed plan for the WPS.

On a roll call of 3-0, the motion was approved.

Chairman McCullough made the following motion:

Request that the Administration provide an update from the State regarding its timeline of providing regulations for comprehensive sexual education curricula.

On a roll call of 3-0, the motion was approved.

Chairman McCullough made the following motion:

Request that the members of the Standing Committee on Teaching, Learning and Student Supports and the Administration develop a timeline by mid-October for the process of selecting a new curriculum and work together with all stakeholders for public input sessions and discussion and consider the timeline that was presented at this meeting.

On a roll call of 3-0, the motion was approved.

Chairman McCullough made the following motion:

Request that the above mentioned items be held in the Standing Committee and be taken up at a meeting in October.

On a roll call of 3-0, the motion was approved.

HELD

10-1-20 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.

3-30-21 - STANDING COMMITTEE ON GOVERNANCE AND EMPLOYEE ISSUES
(Considered with gb #9-416 and gb #0-31.)

Mr. Bersin, Curriculum Liaison/Physical Education/Heath, stated that the Worcester Public Schools' health teachers examined and rated 7 external health curricula as well as the WPS health curriculum. Mr. Bersin, Health Liaison, Ms. Denault and Ms. Capstick, health teachers, would provide an overview of the 9th grade Comprehensive Health Education Curriculum that was reviewed and rated by the health education teachers.

<https://view.earthchannel.com/PlayerController.aspx?PGD=worceshma&eID=816>)

Ms. Capstick outlined a 9th grade health education lesson which included the following topics:

- body image to make better decisions about their bodies
- abstinence
- sexually transmitted infections
- the reproductive system
- the stages of human development and
- the stages of pregnancy

PRIOR ACTION (continued)

3-30-21 - Mr. Bersin stated that the health educators are recommending a commitment to provide two full time health educators at each comprehensive high school and conducting three year-long pilot programs using selectively the curricula Get Real and Rights Respect Responsibility and by also developing its own Sexual Education Curriculum.

Dr. Ganas discussed how a pilot process is established and reviewed throughout the year. Teachers, principals, students and parents will be involved in the review process.

Chairman McCullough asked what the potential options are for piloting the two recommended curricula and the WPS curriculum in the schools.

Dr. Ganas stated the Administration, in collaboration with the principals, teachers and the liaisons, will discuss the best way to pilot the three curricula.

Chairman McCullough asked how the 54 lessons at the middle school and the 20 week lessons at the high school levels are broken-down.

Mr. Bersin stated that grades 7 and 8 have 45 classes.

Ms. Denault stated that the high school sexual education portion of the health curriculum is a 20-week one which is elective and takes about 2 to 2 ½ weeks. The teachers will teach lessons in injury prevention, mental health, substance use disorder and prevention.

Ms. Capstick stated that at the beginning of the school year, letters are sent out to parents inviting them to attend a meeting to review the different lessons. At that time, they will be given an option to opt their child(ren) out of the class if they so choose.

Mr. Foley indicated support of the proposed comprehensive, evidence-based sexual health education section of the curriculum. He asked why the Worcester Public School health curriculum was rated so poorly.

Mr. Bersin stated that the Michigan model which is used in grades 4, 5, 6, 7 and 8 is accurate and evidence-based, but is not inclusive enough for students in the Worcester Public Schools.

Miss Biancheria asked if there would be a kindergarten through grade 12 sexual education section in the Health Curriculum.

Superintendent Binienda stated that there will only be sexual education classes taught in the middle and high schools. However, there will be health education classes taught from kindergarten through grade 12.

PRIOR ACTION (continued)

3-30-21 - Dr. Castiel stated that the 2019 data from the State indicates (continued) that the rate of Worcester's sexually transmitted infection is higher than the state rate. She advocated that the Administration select a comprehensive sex education curriculum that is vetted by the Health and Human Services at the Federal level.

Mr. Foley requested that the Administration consider requiring a health education course for high school students in order to graduate.

Superintendent Binienda stated that the graduation requirements are already too difficult for students to fulfill and if another requirement is added, students will find it very difficult to fit it into their schedule. She also stated that five secondary level health education teachers are being hired.

Chairman McCullough stated that the public could email their questions and comments to her at McCulloughm@worcesterschools.net for discussion at the next Standing Committee meeting.

The following individuals spoke to their approval or disapproval of the proposed Sex Education section in the Health Curriculum of the WPS:

R. Frazier, C. Berg Powers, A. Bealer, J. Trobough, S. Rodman, Dr. Kimball, Dr. Star, N. Grigas, J. Croke, M. Roach, K. Thompson, M. Desai, E. Sanchez, K. Pare, J. Berg Power, M. King, R. Araujo, M. Rollo, A. Kaplan and D. Arbetter

Chairman McCullough stated that there will be two or three more meetings scheduled for more discussion regarding the Sexual Education section of the Health Education Curriculum of the WPS.

Mr. Foley stated that he would like to see the Sexual Education portion of the Health Curriculum implemented in the Fall of 2021.

Chairman McCullough made the following motion:

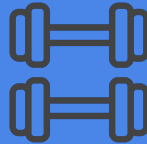
Request that the item be held for discussion at the next meeting.

On a roll call of 3-0, the motion was approved.

4-8-21 - SCHOOL COMMITTEE MEETING – The School Committee approved the action of the Standing Committee as stated.

Health Education

Builds essential skills that have real and lasting positive effects on student, family and community health now and in the future.

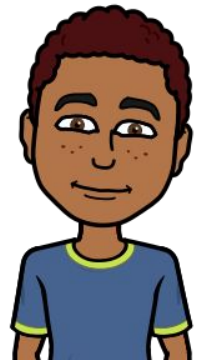


Health Education is student-centered

Health Education:

Health Education also builds Health Literacy, which is the capacity to obtain, process and understand basic health information and services needed to make appropriate health decisions.

- ★ Based on National Standards and uses Student Learning Outcomes
- ★ Addresses social pressures and influences.
- ★ Is medically accurate, developmentally and age appropriate, and culturally responsive.
- ★ Develops a variety health skills, including SEL skills, necessary to adopt, practice and maintain health enhancing behaviors.



National Health Education Standards

National Sex Education Standards

Standards

1 Comprehending Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

2 Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

3 Accessing Resources

Students will demonstrate the ability to access valid information, products, and services to enhance health.

4 Interpersonal Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

5 Decision Making

Students will demonstrate the ability to use decision-making skills to enhance health.

6 Goal Setting

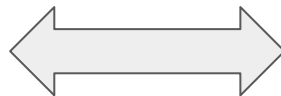
Students will demonstrate the ability to use goal-setting skills to enhance health.

7 Practicing Health-Enhancing Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

8 Advocacy

Students will demonstrate the ability to advocate for personal, family, and community health.



NATIONAL SEX EDUCATION STANDARDS

CORE CONTENT AND SKILLS, K-12
SECOND EDITION

National Health Education **Skills**



Analyzing Influences



Accessing Information



Interpersonal Communication



Decision Making



Goal Setting

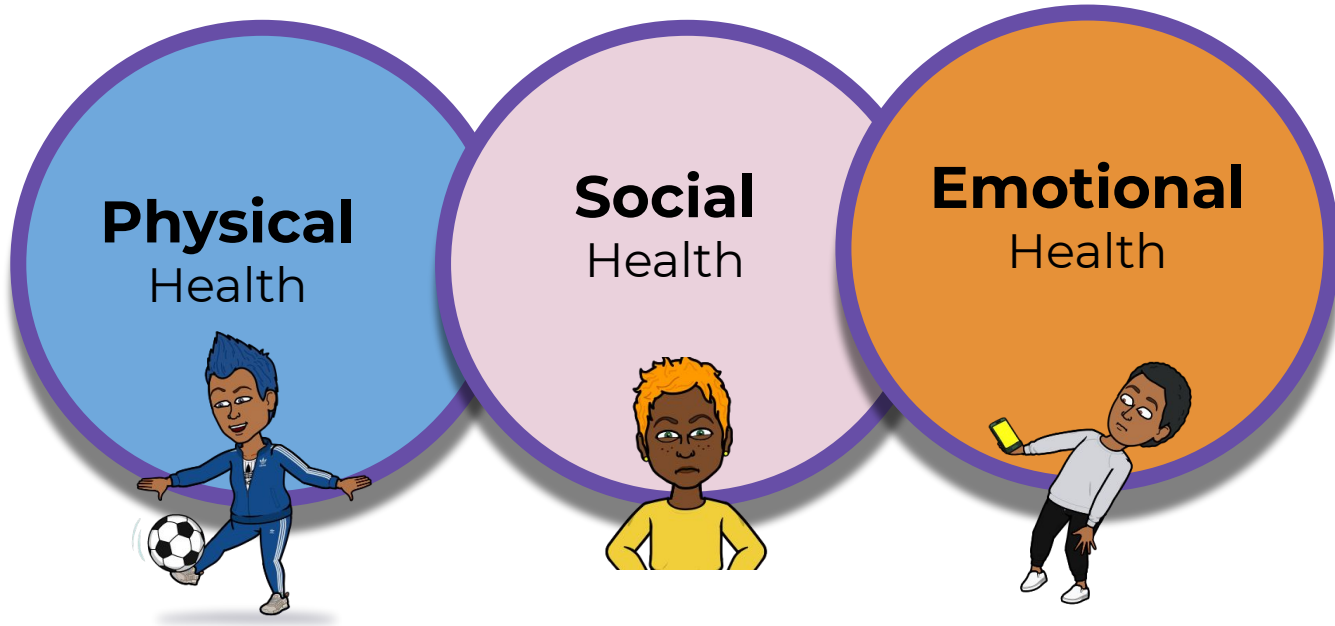


Self Management



Advocacy

Dimensions of Health



Vital Areas

**Accuracy of
Information**

Clear outcomes

**Positive approach to
human sexuality and
relationships:**

**Culturally Sensitive
Throughout**

**Inclusive of LGBTQ
students: Defines
elements of gender
and sexual identity**

Trauma informed

**Developmentally
Appropriate for
intended age and
ability**

**Parental
involvement**

Skills Based

**Common
Assessments**

Data Charts

TOP Teen Outreach Program

ETR Health Smart

Rights Respect Responsibility

Michigan Model



Making Proud Choices

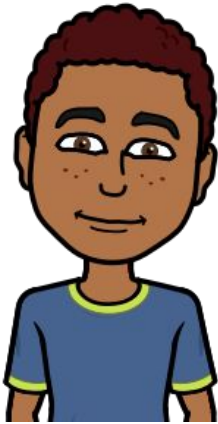
Get Real

Healthy Futures

Our own WPS Curriculum



Our Units



1) Student-centered

2) Strengths-based

3) Comprehensive

4) Skills driven

5) Developmentally appropriate

6) Culturally Sensitive

7) Inclusive

4-8th

Scope & Sequences



SAMPLE



High-School

Health 1 Focus

**Personal Health
Advocacy**

**Staying Fit and
eating well**

**Substance use
prevention**

**Human
sexuality,
pregnancy and
birth**

**Healthy
Relationships:**

**Injury and
violence
prevention:**

CPR

SAMPLE



High-School

Health 2 Focus

**Strengthening
relationships
with family and
friends**

**Living with
feelings and
handling
stress::**

**Sexuality
reproduction
and birth**

**Dealing with
trouble in
relationships**

**Reducing risks
associated with
pregnancy. STD
and HIV**

**Setting goals for
the future:**

**IT IS HEALTH THAT
IS REAL WEALTH
AND NOT PIECES
OF GOLD AND
SILVER.**

- Mahatma Gandhi

QuotesJin.com

IT'S NEVER
TOO EARLY
— OR —
TOO LATE
TO WORK
TOWARDS BEING THE
HEALTHIEST
YOU

Recommendations

1

Make a commitment to provide two full time Health teachers at each comprehensive High School Level.

2

Commence a sex-ed curriculum team made up of WPS Health teachers to refine and further develop the WPS current sex ed curriculum.

3

Conduct three year long pilots following the WPS guidelines for curriculum pilots:

- Rights Respect Responsibility,
- Get Real
- WPS sex ed curriculum.

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Monday, April 26, 2021

ITEM: Miss McCullough/Mr. Foley/Mr. Monfredo (December 4, 2019)

Request that the Administration consider incorporating the campaign entitled "RESPECTfully" when the Sex Ed Curriculum is established.

PRIOR ACTION:

- 12-19-19 - Referred to the Standing Committee on Teaching, Learning and Student Supports.
- 9-15-20 STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
(Considered with gb #9-288 and gb #0-31.)
Chairman McCullough stated that the purpose of this meeting was to provide a stepping off point to move forward in selecting a curriculum. She informed the public that there would be opportunities for parents, students and community members to be a part of the process at a future meeting when evaluating the sex ed curriculum.
Dr. Matilde Castiel, Worcester Commissioner of Health and Human Services, presented an updated version of the Case for a Comprehensive Sexual Education Curriculum in Worcester. She cited statistics and provided recommendations for the adoption of an age-appropriate, evidence-based, medically accurate and LGBTQ inclusive sexual and health curriculum.

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BACKUP: (Consider with gb #9-288 and gb #0-31.)

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PRIOR ACTION (continued)

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(continued) that the rate of Worcester's sexually transmitted infection is higher than the state rate. She advocated that the Administration select a comprehensive sex education curriculum that is vetted by the Health and Human Services at the Federal level.
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Chairman McCullough stated that there will be two or three more meetings scheduled for more discussion regarding the Sexual Education section of the Health Education Curriculum of the WPS.
Mr. Foley stated that he would like to see the Sexual Education portion of the Health Curriculum implemented in the Fall of 2021.
Chairman McCullough made the following motion:
Request that the item be held for discussion at the next meeting.
On a roll call of 3-0, the motion was approved.
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STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Monday, April 26, 2021

ITEM: Mayor Petty/Miss Biancheria/Mrs. Clancey/Mr. Foley/Ms. McCullough/
Ms. Novick (January 8, 2020)

Request that the Standing Committee on Teaching, Learning and Student Supports recommend a comprehensive, inclusive, evidenced-based sexual and health curriculum and an appropriate level of increased classroom time for health education to the school committee for the FY21 budget.

PRIOR ACTION:

1-16-20 - Mayor Petty announced that the Senate passed the Sex Ed curriculum bill and it is now at the House for deliberation. Superintendent Binienda requested that the content of this bill be aligned with the frameworks from DESE. Mr. Monfredo made a motion to hold the item. Mayor Petty suggested that Ms. McCullough invite representatives from the Public Health Department to the Standing Committee meetings. Mayor Petty stated that this has been an issue for too long and that the state and Administration have done nothing and the students are the ones who are the recipients of the failure to come up with a comprehensive plan. He has waited a year for the state and thinks that having the transparent discussions in the Standing Committee is the right thing to do. He opposed the request to hold the item. He stated that he wants a Sex Ed curriculum by September 2020. Mr. Monfredo withdrew his motion to hold the item and made the following motion:
Request that the Administration create a plan for a Comprehensive Sex Ed Curriculum.
Ms. McCullough stated that in conversation with the Clerk, that all items pertaining to the Sex Ed curriculum be taken along with this item. Superintendent Binienda believes that the Administration can write its own curriculum by grade level by June 2020 and combine it with what the law states. Mr. Monfredo withdrew his second motion. It was moved and voice voted to refer the item to the Standing Committee on Teaching, Learning and Student Supports. Referred to the Standing Committee on Teaching, Learning and Student Supports. **(Continued on page 2.)**

BACKUP: : (Consider with gb #9-288 and gb #0-416.)

PRIOR ACTION (continued)

9-15-20 STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS

(Considered with gb #9-288 and gb #9-416.)

Chairman McCullough stated that the purpose of this meeting was to provide a stepping off point to move forward in selecting a curriculum. She informed the public that there would be opportunities for parents, students and community members to be a part of the process at a future meeting when evaluating the sex ed curriculum.

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PRIOR ACTION (continued)

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On a roll call of 3-0, the motion was approved.
Chairman McCullough made the following motion:
Request that the Administration provide an update from the State regarding its timeline of providing regulations for comprehensive sexual education curricula.
On a roll call of 3-0, the motion was approved.
Chairman McCullough made the following motion:
Request that the members of the Standing Committee on Teaching, Learning and Student Supports and the Administration develop a timeline by mid-October for the process of selecting a new curriculum and work together with all stakeholders for public input sessions and discussion and consider the timeline that was presented at this meeting.
On a roll call of 3-0, the motion was approved.
Chairman McCullough made the following motion:
Request that the above mentioned items be held in the Standing Committee and be taken up at a meeting in October.
On a roll call of 3-0, the motion was approved.
HELD
- 10-1-20 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.
- 3-30-21 - STANDING COMMITTEE ON GOVERNANCE AND EMPLOYEE ISSUES
(Considered with gb #9-288 and gb #9-416.)
Mr. Bersin, Curriculum Liaison/Physical Education/Heath, stated that the Worcester Public Schools' health teachers examined and rated 7 external health curricula as well as the WPS health curriculum. Mr. Bersin, Health Liaison, Ms. Denault and Ms. Capstick, health teachers, would provide an overview of the 9th grade Comprehensive Health Education Curriculum that was reviewed and rated by the health education teachers.
<https://view.earthchannel.com/PlayerController.aspx?&PGD=worceschma&eID=816>)

PRIOR ACTION (continued)

3-30-21 - Ms. Capstick outlined a 9th grade health education lesson which (continued) included the following topics:

- body image to make better decisions about their bodies
- abstinence
- sexually transmitted infections
- the reproductive system
- the stages of human development and
- the stages of pregnancy

Mr. Bersin stated that the health educators are recommending a commitment to provide two full time health educators at each comprehensive high school and conducting three year-long pilot programs using selectively the curricula Get Real and Rights Respect Responsibility and by also developing its own Sexual Education Curriculum.

Dr. Ganas discussed how a pilot process is established and reviewed throughout the year. Teachers, principals, students and parents will be involved in the review process.

Chairman McCullough asked what the potential options are for piloting the two recommended curricula and the WPS curriculum in the schools.

Dr. Ganas stated the Administration, in collaboration with the principals, teachers and the liaisons, will discuss the best way to pilot the three curricula.

Chairman McCullough asked how the 54 lessons at the middle school and the 20 week lessons at the high school levels are broken-down.

Mr. Bersin stated that grades 7 and 8 have 45 classes.

Ms. Denault stated that the high school sexual education portion of the health curriculum is a 20-week one which is elective and takes about 2 to 2 ½ weeks. The teachers will teach lessons in injury prevention, mental health, substance use disorder and prevention.

Ms. Capstick stated that at the beginning of the school year, letters are sent out to parents inviting them to attend a meeting to review the different lessons. At that time, they will be given an option to opt their child(ren) out of the class if they so choose.

Mr. Foley indicated support of the proposed comprehensive, evidence-based sexual health education section of the curriculum. He asked why the Worcester Public School health curriculum was rated so poorly.

PRIOR ACTION (continued)

- 3-30-21 - Mr. Bersin stated that the Michigan model which is used in
(continued) grades 4, 5, 6, 7 and 8 is accurate and evidence-based, but is not inclusive enough for students in the Worcester Public Schools. Miss Biancheria asked if there would be a kindergarten through grade 12 sexual education section in the Health Curriculum. Superintendent Binienda stated that there will only be sexual education classes taught in the middle and high schools. However, there will be health education classes taught from kindergarten through grade 12. Dr. Castiel stated that the 2019 data from the State indicates the rate of Worcester's sexually transmitted infection is higher than the state rate. She advocated that the Administration select a comprehensive sex education curriculum that is vetted by the Health and Human Services at the Federal level. Mr. Foley requested that the Administration consider requiring a health education course for high school students in order to graduate. Superintendent Binienda stated that the graduation requirements are already too difficult for students to fulfill and if another requirement is added, students will find it very difficult to fit it into their schedule. She also stated that five secondary level health education teachers are being hired. Chairman McCullough stated that the public could email their questions and comments to her at McCulloughm@worcesterschools.net for discussion at the next Standing Committee meeting. The following individuals spoke to their approval or disapproval of the proposed Sex Education section in the Health Curriculum of the WPS: R. Frazier, C. Berg Powers, A. Bealer, J. Trobough, S. Rodman, Dr. Kimball, Dr. Star, N. Grigas, J. Croke, M. Roach, K. Thompson, M. Desai, E. Sanchez, K. Pare, J. Berg Power, M. King, R. Araujo, M. Rollo, A. Kaplan and D. Arbetter. Chairman McCullough stated that there will be two or three more meetings scheduled for more discussion regarding the Sexual Education section of the Health Education Curriculum of the WPS. Mr. Foley stated that he would like to see the Sexual Education portion of the Health Curriculum implemented in the Fall of 2021.
- 3-30-21 - Chairman McCullough made the following motion:
(continued) Request that the item be held for discussion at the next meeting. On a roll call of 3-0, the motion was approved.
- 4-8-21 - SCHOOL COMMITTEE MEETING – The School Committee approved the action of the Standing Committee as stated.

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Monday, April 26, 2021

ITEM: Administration (March 25, 2021)

To consider approval of the following courses:

- Introduction to Gender Studies
- Computer Science for Innovators and Makers
- Freshman Advancement and Success Tools 1-4
- Latin American Studies
- Music Production & Engineering
- Intro to Dance Non-Magnet
- Integrated Theater
- Performing Arts Teaching Assistant
- Peace Building
- Computer Science for Innovators and Makers
- Introduction to Materials Science
- Spanish Language & Literature Level 3

PRIOR ACTION:

4-8-21 - Ms. Novick stated that the Administration should set deadlines for submitting new courses so they can be properly referred to the Standing Committee on Teaching, Learning and Student Supports. Superintendent Binienda stated that the Administration is aware of the process for the referral of courses but teachers put the requests for the new courses in later than expected. On a roll call of 6-0-1 (absent Ms. McCullough), the courses were approved and referred to the Standing Committee on Teaching, Learning and Student Supports to discuss the proper recommendations of course approvals.

BACKUP:

Annex A (21 pages) contains a copy of the course approval forms.

WORCESTER PUBLIC SCHOOLS - NEW COURSE REQUEST

Date of Request: 02/08/2021 Requesting School/ Office: Burncoat High School

Proposed Course Name: Introduction to Gender Studies Required Prerequisite Course/s: None

Proposed Course Level						Proposed Course Credit						G.P.A.		Honor Roll	
(check all that apply)						(check all that apply)						Yes	No	Yes	No
A.P.		Honors	X	College	X	1.0		.5	X	.25		X		X	

Proposed Course Department	Select one		Is proposed course a Career/Vocational Technical Course			
	Core Course	Core Elective	Yes	No	(if yes check one)	
English		X		X	Chapter 74	Non-Chapter 74

Proposed Course Description: An introductory course to gender studies which will examine how cultures represent gender difference with a focus on the history of gender in American culture as well as gender in contemporary American culture. Topics of study will include social construction of gender including the workplace and family as well as influence on dress, appearance, and behavior. The media's portrayal of gender and gender stereotypes will be of particular interest. Additional topics of study will include the role of gender in sports, sexuality, religion, power structures, and the intersection of gender, race, class, and ethnicity. Students will read and engage in discussion about a variety of text types including news articles, opinion pieces, scientific and historical documents, narratives and poetry among others. Students will practice research skills and write a variety of pieces including argument and persuasive essays, narratives, and reviews, and will also give presentations. Students will be expected to engage in frequent class discussions.

Essential question/s for the course:

How do cultures represent gender differences?
 How does gender intersect with social constructs such as workplace and family?
 How does the media portray gender and gender stereotypes?

Standards addressed in the course:

Grades 9–10 Reading Standards for Informational Text 1-10
 Grades 9–10 Writing Standards 1-10
 Grades 9–10 Speaking and Listening Standards 1-6
 Grades 9–10 Language Standards 1-6
 Grades 11 - 12 Reading Standards for Informational Text 1 - 10
 Grades 11 - 12 Writing Standards 1 - 10
 Grades 11 - 12 Speaking and Listening Standards 1 - 6
 Grades 11 - 12 Language Standards 1 - 6

MassCore is a rigorous and comprehensive course study recommended by the Commonwealth as preparation for college and career. MassCore is also the vehicle through which high school students can gain competence in computational, scientific, visual, creative, and critical thinking and can engage opportunities for "hands-on" application and exploration of new areas of knowledge and experiences.

How does this course support the readiness of students for college and career?

This course will align content across curricular areas asking students to think beyond the traditional parameters of an English course.

Date of Request:	2/1/2021	Requesting School/ Office:	Forest Grove Middle School
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Proposed Course Name:	Computer Science for Innovators and Makers	Required Prerequisite Course/s:	None
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Proposed Course Level						Proposed Course Credit						G.P.A.		Honor Roll	
(check all that apply)						(check all that apply)						Yes	No	Yes	No
A.P.		Honors		College	X	1.0		.5		.25			X	X	

Proposed Course Department	Select one		Is proposed course a Career/Vocational Technical Course			
	Core Course	Core Elective	Yes	No	(if yes check one)	
					Chapter 74	Non-Chapter 74
Science / Technology		X		X		

Proposed Course Description:

In this course, students will learn about programming for the physical world by blending hardware design and software development, allowing students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable products. The course design will follow the Project Lead the Way Gateway to Technology curriculum.

(Please note the following phrase will be used to distinguish honors level courses: As an honors level course, content will be covered at an accelerated pace. Students will study topics at a deeper level and will be expected to complete more independent coursework and assignments.)

Essential question/s for the course:

How can technology be used to solve practical problems?

What are the impacts of computing?

Standards addressed in the course:

Digital Literacy and Computer Science

Computing Devices

6-8.CS.a. Describe the main functions of an operating system. Recognize that there is a wide range of application software. Identify and describe the use of sensors, actuators, and control systems in an embodied system (e.g., a robot, an e-textile, installation art, smart room). Individually and collaboratively design and demonstrate the use of a device (e.g., robot, e-textile) to accomplish a task. Use a variety of computing devices [e.g., probes, sensors, handheld devices, Global Position System (GPS)] to individually and collaboratively collect, analyze, and present information for content-related problems.

Programing and Development

6-8.CT.d. Individually and collaboratively compare algorithms to solve a problem, based on a given criteria (e.g., time, resource, accessibility). Create a program, individually and collaboratively, that implements an algorithm to achieve a given goal. Use an iterative approach in development and debugging to understand the dimensions of a problem clearly.

Science and Technology Engineering

ETS1. Engineering Design

7.MS-ETS1-2. Evaluate competing solutions to a given design problem using a decision matrix to determine how well each meets the criteria and constraints of the problem. Use a model of each solution to evaluate how variations in one or more design features, including size, shape, weight, or cost, may affect the function or effectiveness of the solution.*

7.MS-ETS1-4. Generate and analyze data from iterative testing and modification of a proposed object, tool, or process to optimize the object, tool, or process for its intended purpose.*

7.MS-ETS1-7(MA). Construct a prototype of a solution to a given design problem.*

Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

Key Ideas and Details: Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks.

Craft and Structure: Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. Analyze an author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

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How does this course support the readiness of students for college and career?

As a Project Lead the Way Gateway Unit course, students will be introduced to skills and concepts that will prepare them for future high school coursework in computer science. As a primary feeder to Doherty Memorial High School, this will help strengthen students' skill-set in preparation for work within the ETA.

**Please Note:
All New Course
Requests must come
through the school
principal.**

For Office Use Only

Approved Date: _____
S.C. Item Number: _____
Assigned Course
Number: _____
Dept. Code: _____
Subject Area Code
Number: _____
Subject Area Course: _____
Zip Code Number: _____

Date of Request:	2/8/21	Requesting School/ Office:	Burncoat High School
Proposed Course Name:	Freshman Advancement and Success Tools 1 Freshman Advancement and Success Tools 2 Freshman Advancement and Success Tools 3 Freshman Advancement and Success Tools 4	Required Prerequisite Course/s:	N/A

Proposed Course Level					Proposed Course Credit					G.P.A.		Honor Roll	
(check all that apply)					(check all that apply)					Yes	No	Yes	No
A.P.		Honors		College	✓	1.0		.5		.25	✓		✓

Proposed Course Department	Select one		Is proposed course a Career/Vocational Technical Course			
	Core Course	Core Elective	Yes	No	(if yes check one)	
		✓		✓	Chapter 74	Non-Chapter 74

Proposed Course Description:

In the course, students will develop skills and background knowledge that support their learning in content courses and beyond. The goal of the course is for 9th-grade students to realize the academic and personal growth required to enter 10th grade with skill and confidence. Skills practiced and supported include: organization, executive functioning, prioritizing, time management, navigating learning management systems, eliminating distractions, following directions, self-advocacy, communication, assignment completion and mindfulness.

**Prerequisite for this quarter class: Guidance counselor, teacher(s), family, and ultimately the student, will determine if this course will be valuable for the student's academic success.*

(Please note the following phrase will be used to distinguish honors level courses: As an honors level course, content will be covered at an accelerated pace. Students will study topics at a deeper level and will be expected to complete more independent coursework and assignments.)

Essential question/s for the course:

- What is most essential for me to know and be able to do to advance into the 10th grade next year?
- What are my resources?
- How do I improve my grades?
- What are my academic priorities?

Standards addressed in the course:

Standards are highly personalized for each student and derive from:

- English Language Arts - Speaking and Listening in Content Areas (SLCA)
 - 9-10.SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *discipline-specific topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - 9-10.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- ASCA - American School Counselor Association:
 - Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
 - A:A1. Improve Academic Self-concept
 - A:A1.1 Articulate feelings of competence and confidence as learners
 - A:A1.2 Display a positive interest in learning
 - A:A1.3 Take pride in work and achievement
 - A:A1.4 Accept mistakes as essential to the learning process
 - A:A1.5 Identify attitudes and behaviors that lead to successful learning
 - A:A2. Acquire Skills for Improving Learning
 - A:A2.1 Apply time-management and task-management skills
 - A:A2.2 Demonstrate how effort and persistence positively affect learning
 - A:A2.3 Use communications skills to know when and how to ask for help when needed
 - A:A2.4 Apply knowledge and learning styles to positively influence school performance
 - A:A3. Achieve School Success
 - A:A3.1 Take responsibility for their actions
 - A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
 - A:A3.3 Develop a broad range of interests and abilities
 - A:A3.4 Demonstrate dependability, productivity and initiative

- A:A3.5 Share knowledge
- Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
 - A:B1 Improve Learning
 - A:B1.1 Demonstrate the motivation to achieve individual potential
 - A:B1.2 Learn and apply critical-thinking skills
 - A:B1.3 Apply the study skills necessary for academic success at each level
 - A:B1.4 Seek information and support from faculty, staff, family and peers
 - A:B1.5 Organize and apply academic information from a variety of sources
 - A:B1.6 Use knowledge of learning styles to positively influence school performance
 - A:B1.7 Become a self-directed and independent learner

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How does this course support the readiness of students for college and career?

This course supports the readiness of students for college and career by providing 9th graders extra time, space, tools, and support to build the skills, confidence and belief in themselves to become independent learners and stay on track for graduation.

**Please Note:
All New Course Requests
must come through the
school principal.**

For Office Use Only

Approved Date: _____
S.C. Item Number: _____
**Assigned Course
Number:** _____
Dept. Code: _____
**Subject Area Code
Number:** _____
Subject Area Course: _____
Zip Code Number: _____

Date of Request:	3/18/2021	Requesting School/ Office:	District
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Proposed Course Name:	Latin American Studies	Required Prerequisite Course/s:	none
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Proposed Course Level						Proposed Course Credit						G.P.A.		Honor Roll	
(check all that apply)						(check all that apply)						Yes	No	Yes	No
A.P.		Honors	X	College	X	1.0	X	.5	X	.25		X		X	

Proposed Course Department	Select one		Is proposed course a Career/Vocational Technical Course			
	Core Course	Core Elective	Yes	No	(if yes check one)	
					Chapter 74	Non-Chapter 74
Social Studies		X		X		

Proposed Course Description:

In this thematic course, students will examine what has defined Latin America and the Caribbean through its history, arts, culture, society, and geography from the pre-colonial era to the modern day. Students will explore historic as well as contemporary issues, including the emigration and immigration of various Latin American peoples to the United States and the roles, achievements and struggles of each diverse group.

This course looks at Latin America and the Caribbean through first a world lens that places this region and people into the greater global context and then through a new world/American lens that delves into American imperialism in the region and the interdependence of these two regions. The full credit course will expose students to both perspectives. The .5 credit course will focus on either the world or American lens and content.

(Please note the following phrase will be used to distinguish honors level courses: As an honors level course, content will be covered at an accelerated pace. Students will study topics at a deeper level and will be expected to complete more independent coursework and assignments.)

Essential question/s for the course:

What defines Latin America?

How are nations and regions shaped by history, arts, culture, society and geography?

How and why is Latin America perceived in a variety of ways globally?

How do we contribute to the story of Latin America?

What are the social, economic, historical, cultural contributions of the Latin American community to the United States?

Standards addressed in the course:

LATIN AMERICA A THEMATIC APPROACH

THEME	POSSIBLE TOPICS
Origins WHI.T3	<ul style="list-style-type: none"> Indigenous people What is "Latin America"? Defining Terms: Latinx, Chicano, Hispanic, etc. Geography
Colonization & Resistance WHII.T1.5,7 WHII.T2.1 USI.T3.3	<ul style="list-style-type: none"> Conquistadores US Imperialism Slavery & Forced Labor
Economics WHII.T2.2	<ul style="list-style-type: none"> Labor systems Mercantilism Flows of Commerce Industrialization (and lack thereof)
Migration WHII.T3.2	<ul style="list-style-type: none"> Caribbean settlement Diasporas Bracero Program DREAM Act
Identity & Revolutions WHII.T3.3 WHII.T5.3,5	<ul style="list-style-type: none"> Tupac Amaru Revolt 1800s Independence Struggles Puerto Rican independence movement

WHII.T7.1 USI.T2.3 USI.T7.5	<ul style="list-style-type: none"> ● Cold War Revolutionary Movements ● Young Lords ● National Identities (Mexican, Dominican, Guatemalan, Venezuelan, etc.) ● Gender & Sexuality
Culture WHII.T4.3	<ul style="list-style-type: none"> ● Music: reggaeton, bachata, banda, etc. ● Barrio culture ● Foodways ● Religion: Catholicism, Syncretism, Santeria, Bahia, etc.

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How does this course support the readiness of students for college and career?

This thematic course supports the readiness of students for college and career by providing opportunities to develop historical and critical thinking skills and to apply background knowledge from previous courses to new areas of study. Students will leave this course with a more empathetic and shared cultural awareness for themselves and the diverse community in which we live.

**Please Note:
All New Course
Requests must come
through the school
principal.**

For Office Use Only

Approved Date: _____
S.C. Item Number: _____
Assigned Course
Number: _____
Dept. Code: _____
Subject Area Code
Number: _____
Subject Area Course: _____
Zip Code Number: _____

Date of Request: 3/25/2021 Requesting School/ Office: OCPL: Performing Arts

Proposed Course Name: Music Production & Engineering

Required Prerequisite Course/s:

Proposed Course Level					
(check all that apply)					
A.P.		Honors	X	College	X

Proposed Course Credit					
(check all that apply)					
1.0	X	.5	X	.25	

G.P.A.		Honor Roll	
Yes	No	Yes	No
X		X	

Proposed Course Department	Select one	
	Core Course	Core Elective
		X

Is proposed course a Career/Vocational Technical Course			
Yes	No	(if yes check one)	
		Chapter 74	Non-Chapter 74

Proposed Course Description: In the course, students will...

be challenged to deepen their understanding of music through the creative manipulation of musical content using technology. Through a variety of projects and platforms, students will have an opportunity to explore different musical styles, cultures, and time periods. In addition, students will also further their understanding of music theory, songwriting, and the creative processes that drive music production.

(Please note the following phrase will be used to distinguish honors level courses: As an honors level course, content will be covered at an accelerated pace. Students will study topics at a deeper level and will be expected to complete more independent coursework and assignments.)

Essential question/s for the course:

How do advances in technology affect the creative and artistic processes in music?

How do I use music technology to communicate my personal creative voice?

Standards addressed in the course:

1. Generate and conceptualize artistic ideas and work. Consistently apply research to generate compositional ideas (e.g., to help generate new ideas, students listen to several different recordings of pieces that use industrial sounds). (AG.M.Cr.01)

4. Select, analyze and interpret artistic work for presentation. Explain how one's composition relates to established musical genres, styles, forms (e.g., explain how one's piece combines elements of jazz and Celtic music). (AG.M.P.04)

5. Develop and refine artistic techniques and work for presentation. Lead the production and sharing of an original composition (e.g., a student leads a concert in which her work is performed). (AG.M.P.05)

Theatre Connection: Students collaborate on the creation of underscoring and source music for the annual play (A.T.P.05)

7. Perceive and analyze artistic work. Identify ways contemporary musical compositions pushes boundaries of the genre and discipline. (e.g., how Cher's use of Auto-Tune affected the music industry). (AG.M.R.07)

9. Apply criteria to evaluate artistic work. Construct an argument for selecting one criteria over another for evaluating a musical composition. (AG.M.R.09)

10. Synthesize and relate knowledge and personal experiences to make art. Explain the development of one's musicality or musical style and how it relates to a composition. (AG.M.Co.10)

11. Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. Identify the social, cultural, and personal influences on one's musical style as a composer or musician. (AG.M.Co.11)

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How does this course support the readiness of students for college and career?

Students who develop facility and proficiency with contemporary music making tools and technologies are able to succeed in the field or at the collegiate level in a variety of career pathways.

**Please Note:
All New Course
Requests must come
through the school
principal.**

For Office Use Only

Approved Date: _____
S.C. Item Number: _____
Assigned Course
Number: _____
Dept. Code: _____
Subject Area Code
Number: _____
Subject Area Course: _____
Zip Code Number: _____

Date of Request: 2/8/2021 Requesting School/ Office: Burncoat High School
Proposed Course Name: Intro to Dance Non-Magnet Required Prerequisite Course/s: none

Proposed Course Level					Proposed Course Credit					G.P.A.		Honor Roll	
(check all that apply)					(check all that apply)					Yes	No	Yes	No
A.P.		Honors	X	College	X	1.0	X	.5		.25		X	
Proposed Course Department				Select one		Is proposed course a Career/Vocational Technical Course							
				Core Course	Core Elective	Yes	No	(if yes check one)					
						Chapter 74				Non-Chapter 74			
Dance Department													

Proposed Course Description: In the course, students will...

- follow a proper warm-up
- choreograph their own dance phrases, using steps and concepts they learn in class
- Identify and demonstrate basic locomotor and non-locomotor movements.
- To create and perform combinations in a broad range of dynamics: solo, with a partner, and in an ensemble.
- To create and learn a dance to be performed alone or with others; demonstrate patience and commitment during classes
- Instill a sense of teamwork in all activities large and small.

(Please note the following phrase will be used to distinguish honors level courses: As an honors level course, content will be covered at an accelerated pace. Students will study topics at a deeper level and will be expected to complete more independent coursework and assignments.)

Essential question/s for the course:

What is the purpose of the arts?
How do I use the arts to make meaning?
How do I make creative decisions?

Standards addressed in the course:

Anchor Standard #5. Develop and refine artistic techniques and work for presentation. Through practice, student make improvements to their presentation of the artistic work, to better express, evoke or communicate their artistic purpose

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How does this course support the readiness of students for college and career?

This course will allow students to develop skills essential for success in the 21st century college and career settings. Specifically, this course will increase student's ability to collaborate, problem solve, and think critically.

Please Note:
All New Course
Requests must come
through the school
principal.

For Office Use Only

Approved Date: _____
S.C. Item Number: _____
Assigned Course
Number: _____
Dept. Code: _____
Subject Area Code
Number: _____
Subject Area Course: _____
Zip Code Number: _____

Date of Request: 2/8/21 Requesting School/ Office: Burncoat High School

Proposed Course Name: Integrated Theater Required Prerequisite Course/s:

Proposed Course Level						Proposed Course Credit						G.P.A.		Honor Roll	
(check all that apply)						(check all that apply)						Yes	No	Yes	No
A.P.		Honors		College	x	1.0		.5	x	.25	x	X			

Proposed Course Department	Select one		Is proposed course a Career/Vocational Technical Course			
	Core Course	Core Elective	Yes	No	(if yes check one)	
					Chapter 74	Non-Chapter 74
Theater		x		x		

Proposed Course Description: In the course, students will...
use the basic theatrical skills of creating, performing, responding, and connecting to expand their developmental domains within the art of theater. Students will be on their feet creating, moving, and connecting with their prior knowledge, each other, and theater daily.

(Please note the following phrase will be used to distinguish honors level courses: As an honors level course, content will be covered at an accelerated pace. Students will study topics at a deeper level and will be expected to complete more independent coursework and assignments.)

Essential question/s for the course:

- How can theater support foundational skill development across the 5 developmental domains for diverse learners with differential needs?

Standards addressed in the course:

1. Generate and conceptualize artistic ideas and work. (F.T.Cr.01)
2. Select, analyze and interpret artistic work for presentation. (F.T.P.04)
3. Convey meaning through the presentation of artistic work.. (F.T.P.06)

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How does this course support the readiness of students for college and career?

This course will help each student improve outcomes over the 5 developmental domains. Additionally, this course will allow students to develop skills essential for success in the 21st century college and career settings. Specifically, this course will increase student's ability to collaborate, problem solve, and think critically.

Please Note:
All New Course
Requests must come
through the school
principal.

For Office Use Only

Approved Date:	
S.C. Item Number:	
Assigned Course	
Number:	
Dept. Code:	
Subject Area Code	
Number:	
Subject Area Course:	
Zip Code Number:	

Date of Request: 2/8/21 Requesting School/ Office: Burncoat High School

Proposed Course Name: Performing Arts Teaching Assistant

Required Prerequisite Course/s:

Proposed Course Level				
(check all that apply)				
A.P.		Honors	x	College

Proposed Course Credit				
(check all that apply)				
1.0	x	.5		.25

G.P.A.		Honor Roll	
Yes	No	Yes	No
X			

Proposed Course Department	Select one	
	Core Course	Core Elective
Theater		x

Is proposed course a Career/Vocational Technical Course			
Yes	No	(if yes check one)	
		Chapter 74	Non-Chapter 74
	x		

Proposed Course Description: In the course, students will...

apply their prior knowledge of the arts to help guide their peers to achieve in the classroom. They will demonstrate their mastery of skills and help their peers master the skills as well. As an honors level course, content will be covered at an accelerated pace. Students will study topics at a deeper level and will be expected to complete more independent coursework and assignments.

(Please note the following phrase will be used to distinguish honors level courses: As an honors level course, content will be covered at an accelerated pace. Students will study topics at a deeper level and will be expected to complete more independent coursework and assignments.)

Essential question/s for the course:

- How can leading others within your artform make you understand its practice better?

Standards addressed in the course:

- Synthesize and relate knowledge and personal experiences to make art. (A.T.Co.10)

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How does this course support the readiness of students for college and career?

This course will allow students to take a lead within the classroom and experience guiding others to create an artistic vision. The skills learned in this class such as teamwork, communication, and problem solving are the key skills of the 21st century.

Please Note:
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Requests must come
through the school
principal.

For Office Use Only

Approved Date: _____
S.C. Item Number: _____
Assigned Course
Number: _____
Dept. Code: _____
Subject Area Code
Number: _____
Subject Area Course: _____
Zip Code Number: _____

Date of Request: 2/3/2021

Requesting School/ Office: Claremont Academy

Proposed Course Name: Peace Building

Required Prerequisite Course/s: none

Proposed Course Level			
(check all that apply)			
A.P.	Honors	College	X

Proposed Course Credit			
(check all that apply)			
1.0	.5	.25	X

G.P.A.		Honor Roll	
Yes	No	Yes	No
	X		

Proposed Course Department	Select one	
	Core Course	Core Elective
General		X

Is proposed course a Career/Nocational Technical Course			
Yes	No	(If yes check one)	
		Chapter 74	Non-Chapter 74
	X		

Proposed Course Description: In the course, students will...

In the course, students will receive education in conflict analysis and nonviolent conflict resolution. This course will introduce students to the rich concept of peacebuilding, its philosophies, skills and practices for nonviolently transforming conflicts between individuals, groups and nations. Lessons on global peace building and local civic action will engage students in dialogue about local civic engagement and community resources.

The primary text used will be Peacebuilding Toolkit for Educators, a high school curriculum in global peacebuilding designed by the United States Institute for Peace, an independent, nonpartisan institution established by Congress to increase the nation's capacity to manage international conflict without violence. The lessons align with national standards outlined by the National Council for the Social Studies (More details below). Because PTE emphasized the skills of peacebuilding, students will also read from a collection of essays on the ideas and people of nonviolence to broaden their knowledge of the principles and theory of peace.

(Please note the following phrase will be used to distinguish honors level courses: As an honors level course, content will be covered at an accelerated pace. Students will study topics at a deeper level and will be expected to complete more independent coursework and assignments.)

Essential question/s for the course:

Why do human beings fight, and why do groups/countries go to war?

Can people/groups/countries cooperate? Are there basic needs common to all humans? Is there a relationship between power and nonviolence?

Standards addressed in the course:

Massachusetts Grades 11-12 Reading Standards for Literacy in the Content Areas: History and Social Science [RCA-H]

Reading Standard: Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem

8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information

Writing Standards: Text Types and Purposes

1. Write arguments focused on discipline-specific content

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims/critiques, reasons, and evidence.

b. Develop claim(s) and counterclaims/critiques fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims/critiques in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

8. When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Grades 11-12 Speaking and Listening Standards for Literacy in the Content Areas [SCLA]

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11-12 Reading Standard 1 for more on the use of textual evidence.) b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions, and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and the evidence made on all sides of an issue; resolve contradictions and critiques when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style is appropriate to purpose, audience, and a range of formal and informal tasks.

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How does this course support the readiness of students for college and career?

This class would help students fulfill the Language Arts and Civic Participation requirements of MassCore and could include a Service-Learning Component depending on length of course. Students will be asked to read and respond to essays by multiple writers on the ideas and people of nonviolence. Writing assignment will require analysis of sources presented.

The lessons on global peacebuilding and local civic action ask students to consider how these issues relate to them. "Why should I care?" By making connections to their own lives, their needs and concerns, students can discover the inherent connections between what happens locally or globally. The goal is to create educated and informed citizens who can rationally and humanely address the concerns and crises of today and in the future. A course like the one we propose will prepare students for success in any number of careers, while at the same time prepare them to become global thinkers and leaders. Not only would this class implement MassCore ideals, it would also reinforce Claremont's instructional focus and characteristics (Collaboration, Communication, Analysis and Problem-Solving, Perseverance/Self-Monitoring, Research and Investigation, Ubuntu).

Section 1: Conflict is an inherent part of the human condition

Lesson 1 Defining conflict 1 and 2 Lesson 2 Perspectives on peace

Section 2: Violent conflict can be prevented Lesson 1 Maintaining trusting relationships Lesson 2 Identifying conflict

Lesson 3 Identifying elements of conflict Lesson 4 Identifying your style of conflict Lesson 5 Nonverbal communication Lesson 6 Active listening

Lesson 7 The process of negotiation Lesson 8 Negotiation role play Lesson 9 Mediating conflict

Lesson 10 Advanced mediation practice (role play)

Section 3: There are many ways to be a peacebuilder

Lesson 1 What does it take to be a peacebuilder Lesson 2 Organizations working for peace Lesson 3 Becoming a peacebuilder

Assessments:

Small and class group discussions, role-play activities, activity worksheets, scenarios analysis, and charts.

Summative Assessment Quarter End Final Project:

Students will write a short essay paper and present a research project about conflict and peace which relates to a current

event to which or a person of peace.

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 2/1/2021
Requesting School/ Office: Forest Grove Middle School

Proposed Course Name:	Computer Science for Innovators and Makers	Required Prerequisite Course/s:	None
Proposed Course Level		Proposed Course Credit	
(check all that apply)		(check all that apply)	
A.P.	Honors	College	X
1.0	.5	.25	

Proposed Course Department	Select one	
	Core Course	Core Elective
Science/ Technology		X

Is proposed course a Career/Nocational Technical Course			
Yes	No	(if yes check one)	
		Chapter 74	Non-Chapter 74
	X		

Proposed Course Description:

In this course, students will learn about programming for the physical world by blending hardware design and software development, allowing students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable products. The course design will follow the Project Lead the Way Gateway to Technology curriculum.

(Please note the following phrase will be used to distinguish honors level courses: As an honors level course, content will be covered at an accelerated pace. Students will study topics at a deeper level and will be expected to complete more independent coursework and assignments.)

Essential question/s for the course:

How can technology be used to solve practical problems?

What are the impacts of computing?

Standards addressed in the course:

Digital Literacy and Computer Science

Computing Devices

6-8.CS.a. Describe the main functions of an operating system. Recognize that there is a wide range of application software. Identify and describe the use of sensors, actuators, and control systems in an embodied system (e.g., a robot, an e-textile, installation art, smart room). Individually and collaboratively design and demonstrate the use of a device (e.g., robot, e-textile) to accomplish a task. Use a variety of computing devices [e.g., probes, sensors, handheld devices, Global Position System (GPS)] to individually and collaboratively collect, analyze, and present information for content-related problems.

Programming and Development

6-8.CT.d. Individually and collaboratively compare algorithms to solve a problem, based on a given criteria (e.g., time, resource, accessibility). Create a program, individually and collaboratively, that implements an algorithm to achieve a given goal. Use an iterative approach in development and debugging to understand the dimensions of a problem clearly.

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Science and Technology Engineering

ETSJ. Engineering Design

7.MS-ETSI-2. Evaluate competing solutions to a given design problem using a decision matrix to determine how well each meets the criteria and constraints of the problem. Use a model of each solution to evaluate how variations in one or more design features, including size, shape, weight, or cost, may affect the function or effectiveness of the solution.*

7.MS-ETSI-4. Generate and analyze data from iterative testing and modification of a proposed object, tool, or process to optimize the object, tool, or process for its intended purpose.*

7.MS-ETSI-7(MA). Construct a prototype of a solution to a given design problem.*

Grades 6-8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects (RCA-ST)

Key Ideas and Details: Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks.

Craft and Structure: Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. Analyze an author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

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How does this course support the readiness of students for college and career?

As a Project Lead the Way Gateway Unit course, students will be introduced to skills and concepts that will prepare them for future high school coursework in computer science. As a primary feeder to Doherty Memorial High School, this will help strengthen students' skill-set in preparation for work within the ETA.

Please Note:
All New Course Requests
must come through the
school principal.

For Office Use Only
Approved Date:
S.C. Item Number:
Assigned Course Number:
Dept. Code:
Subject Area Code Number:
Subject Area Course:
Zip Code Number:

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 2/ 4/21 - - Requesting School/ Office: North High School

Proposed Course Name: Introduction to
Materials
Science

Required Prerequisite Course/s: Chemistry

Proposed Course Level (check all that apply) A.P. Honors College <input checked="" type="checkbox"/>	Proposed Course Credit (check all that apply) 1.0 <input checked="" type="checkbox"/> .5 .25	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">G.P.A.</td> <td style="width: 50%;">Honor Roll</td> </tr> <tr> <td>Yes No</td> <td>Yes No</td> </tr> <tr> <td><input checked="" type="checkbox"/> </td> <td><input checked="" type="checkbox"/> </td> </tr> </table>	G.P.A.	Honor Roll	Yes No	Yes No	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G.P.A.	Honor Roll							
Yes No	Yes No							
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							

Proposed Course Department	Select one		Is proposed course a Career/Nocational Technical Course	
	Core Course	Core Elective	Yes	No
		<input checked="" type="checkbox"/>		
			(if yes check one)	
			Chapter 74	Non-Chapter 74
			<input checked="" type="checkbox"/>	

Proposed Course Description: In the course, students will...

This course involves the study of solid matter. Five major units of study form the basis of the Materials Science Course: introduction to materials science, metals, ceramics/glass, polymers (plastics), and composites. We will study the properties along with the design, and manufacturing of each major material category. A hands-on, lab-based approach will be used in this class with emphasis on the science practices.

(Please note the following phrase will be used to distinguish honors level courses: As an honors level course, content will be covered at an accelerated pace. Students will study topics at a deeper level and will be expected to complete more independent coursework and assignments.)

Essential question/s for the course:

How has the usage of materials changed over time?

How do scientists and engineers develop materials and what are the benefits of their novel applications?

Standards addressed in the course:

MA STE Chemistry - Matter and Its Interactions & Motion and Stability

HS-PS1-1; HS-PS1-3 (Solids only); HS-PS2-6

MA STE Engineering - Engineering Design and Materials, Tools, and Manufacturing

HS-ETS1-1; HS-ETS1-2; HS-ETS1-3; HS-ETS1-6(MA); HS-ETS2-1(MA); HS-ETS2-4(MA)

MA STE Science Practices

1. Asking questions (for science} and defining problems (for engineering}. 2. Developing and using models. 3. Planning and carrying out investigations. 4. Analyzing and interpreting data. 5. Using mathematics and computational thinking. 6. Constructing explanations (for science} and designing solutions (for engineering}. 7. Engaging in argument from evidence. 8. Obtaining, evaluating, and communicating information.

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

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How does this course support the readiness of students for college and career?

Students will learn about career paths in materials science and develop their ability to carry out the science practices. Biomanufacturing and Materials Engineering are two growing fields in the global and local economy.

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 3/30/21

Requesting School/ Office: OCPL

Proposed Course Name: Spanish Language and Literature Level 3

Required Prerequisite Course/s: _____

Proposed Course Level				
(check all that apply)				
A.P.		Honors	x	College

Proposed Course Credit				
(check all that apply)				
1.0	x	.5		.25

G.P.A.	Honor Roll
Yes No	Yes No
x	x

Proposed Course Department	Select one	
	Core Course	Core Elective
World Languages		x

Is proposed course a Career/Nocational/Technical Course			
Yes	No	(if yes check one)	
		Chapter 74	Non-Chapter 74
	x		

Proposed Course Description: This course is for students whose first language is Spanish, Heritage Spanish language learners, and students continuing participation in the Dual Language Program. Students will continue to study fundamental grammar and culture; develop comprehension skills through the study of reading selections; examine the various cultures of Spanish-speaking countries and further develop their oral and written communication skills. This course is conducted in Spanish.

(Please note the following phrase will be used to distinguish honors level courses: As an honors level course, content will be covered at an accelerated pace. Students will study topics at a deeper level and will be expected to complete more independent coursework and assignments.)

Essential question/s for the course:

How does the study of authentic Spanish literature contribute to the study of the Spanish language?

How are the perspectives and customs of a culture and period of time revealed through literary works?

How do the perspectives of a culture affect the representation of historical events? What factors motivate writers to create their literary works?

Standards addressed in the course:

MA World Language Frameworks (1999) Stage 3: Communication: 1.12, 1.13, 1.14, 1.15, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, Cultures: 4.14, 4.15, 4.16, Comparisons: 5.11,

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WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

How does this course support the readiness of students for college and career?
This course offers students the opportunity to read and respond to authentic literature from a variety of Spanish speaking countries, and representing many historical periods, genres, and movements. Students will participate in literary analysis that will reinforce their development of proficiency across a full range of language skills.

<p>Please Note: All New Course Requests must come through the school principal.</p>	For Office Use Only
	Approved Date:
	S.C. Item Number:
	Assigned Course Number:
	Dept. Code:
	Subject Area Code Number:
	Subject Area Course:
	Zip Code Number: