

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

AGENDA #4

The School Committee will hold a regular meeting:

on: Thursday, March 7, 2019
at: 6:00 p.m. – Executive Session
7:00 p.m. – Regular Session
in: Esther Howland South Chamber, City Hall

ORDER OF BUSINESS

ACTION

I. CALL TO ORDER

INVOCATION – Pastor Lou Soiles
Journey Community Church

PLEDGE OF ALLEGIANCE

NATIONAL ANTHEM

II. ROLL CALL

III. APPROVAL OF RECORDS - NONE

IV. MOTION FOR RECONSIDERATION - NONE

V. IMMEDIATE ACTION - NONE

gb #9-77 - Administration
(February 22, 2019)

To consider input from the School Committee's student representatives.

VI. REPORT OF THE SUPERINTENDENT

ROS #9-3 - Administration
(February 27, 2019)

TECHNOLOGY PLAN

VII. COMMUNICATION AND PETITION - NONEACTIONVIII. REPORT OF THE STANDING COMMITTEE - NONEIX. PERSONNEL

- 9-12 The Superintendent has APPROVED the APPOINTMENT of the person named below:

Da Silva, Kim, Teacher, Allied Health, Worcester Technical, Level 6, Step 1, \$58,953 effective February 25, 2019. License Pending Nurse Assisting 9-14.*

**prorated*

- 9-13 The Superintendent has ACCEPTED the RESIGNATION of the person named below:

O'Leary, Krystal, Teacher, Allied Health, Worcester Technical, effective March 8, 2019.

X. GENERAL BUSINESS

gb #9-20.1 - Administration/Miss McCullough/Miss Biancheria/
Mr. Foley/Mr. Monfredo/Mr. O'Connell
(February 22, 2019)

Response of the Administration to the request to provide a report on the Advanced Placement course offerings and include student/parent feedback, guidelines and costs for the exams.

gb #9-35.1 -Administration/Mr. O'Connell/Miss Biancheria/
Mr. Comparetto/Miss McCullough/Mr. Monfredo
(February 26, 2019)

Response of the Administration to the request to develop a process, for use with Worcester Public Schools construction and "accelerated repair" projects, to ensure that contractors participating in these projects, as general contractors or as subcontractors, pay their employees all wages to which those employees are entitled by law, including, but not limited to, regular wages, overtime, holiday pay, and, where applicable, minimum wage, all calculated, as appropriate, at prevailing wage rates.

GENERAL BUSINESS (continued)ACTION

gb #9-68 - Miss Biancheria/Mr. Foley/Miss McCullough/
Mr. Monfredo/Mr. O'Connell
(February 15, 2019)

Request that the Administration ask the City Manager to provide a report on the Shannon Initiative Grant in the amount of \$656,525.14 and indicate how it will impact youth violence and gang activities and work, in conjunction with the Worcester Public Schools, to implement it.

gb #9-78 - Administration
(February 20, 2019)

To consider approval of the following courses:

- Acting Character Study Magnet
- Advanced Acting I Magnet
- Advanced Acting II Magnet
- Advanced Technical Theater
- African American Literature
- American Literature
- CNA and Health Care Skills
- Comparative Mythology
- Construction Techniques and Specifications Course Application
- Computer Science Discoveries (For Middle School)
- Directing I Magnet
- Directing II Magnet
- Economics
- Ensemble I Magnet
- Ensemble II Magnet
- History of Theater Magnet
- Integrated Dance
- Introduction to Acting Magnet
- Introduction to Networking
- Language and Literature Through the Arts
- Machine Operations
- Media Arts III
- Media Arts IV
- Meteorology
- Musical Theater for Performance Majors
- Neuropathophysiology and Film
- News and Media Literacy OCPL
- Personal Financial Literacy OCPL
- Playwriting Magnet
- SAT Math Preparation
- Shakespeare- Tragedies and Comedies
- Technical Theater II & Design II Magnet
- Theater Lab Acting
- Theater Lab technical Theater
- Urban Agriculture and Food Systems
- US Government and Politics
- Contemporary World Religions

X. GENERAL BUSINESS (continued)ACTION

gb #9-79 - Mr. O'Connell/Miss Biancheria/Miss McCullough/
Mr. Monfredo/Mayor Petty`
(February 20, 2019)

To set a date to recognize, with gratitude and appreciation, the work of the Worcester Railers in painting and refurbishing the library of Vernon Hill Elementary School.

gb #9-80 - Administration
(February 20, 2019)

To accept the Gateway Cities English Learner Enrichment Academies Grant in the amount of \$150,000.00.

gb #9-81 - Administration
(February 27, 2019)

To accept the History and Social Science Instructional Planning and Implementation Grant in the amount of \$7,540.00.

gb #9-82 - Mr. O'Connell/Miss Biancheria/Miss McCullough/
Mr. Monfredo
(February 27, 2019)

To apply to participate in the Massachusetts State Advanced Placement and International Baccalaureate Diploma Program (APIB) Fee Subsidy Program (Subsidized Exam Fee: \$15), for the benefit of Worcester students.

X. GENERAL BUSINESS (continued)ACTION

gb #9-83 - Executive Session (Administration)
(February 27, 2019)

To conduct strategy in preparation for contract negotiations with nonunion personnel and to conduct negotiations with nonunion personnel – Superintendent.

To discuss the deployment of Security Personnel or devices or strategies with respect thereto.

To discuss strategy with respect to collective bargaining for an Instructional Aide, if an open meeting may have a detrimental effect on the bargaining position of the School Committee and the chair so declares.

To discuss strategy with respect to collective bargaining for a Bus Monitor, if an open meeting may have a detrimental effect on the bargaining position of the School Committee and the chair so declares.

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #18/19-3.

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #18/19-6.

To discuss strategy with respect to collective bargaining for Plumbers and Steamfitters - IUPE, if an open meeting may have a detrimental effect on the collective bargaining position of the School Committee and the chair so declares.

To discuss strategy with respect to collective bargaining for Tradesmen - IUPE, if an open meeting may have a detrimental effect on the collective bargaining position of the School Committee and the chair so declares.

XI. ADJOURNMENT

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



TECHNOLOGY PLAN

Instructional & Information Technology
2018-2021

Report of the Superintendent

Sarah Kyriazis, Manager of Instructional Technology & Digital Learning
Robert Walton, Information Technology Officer

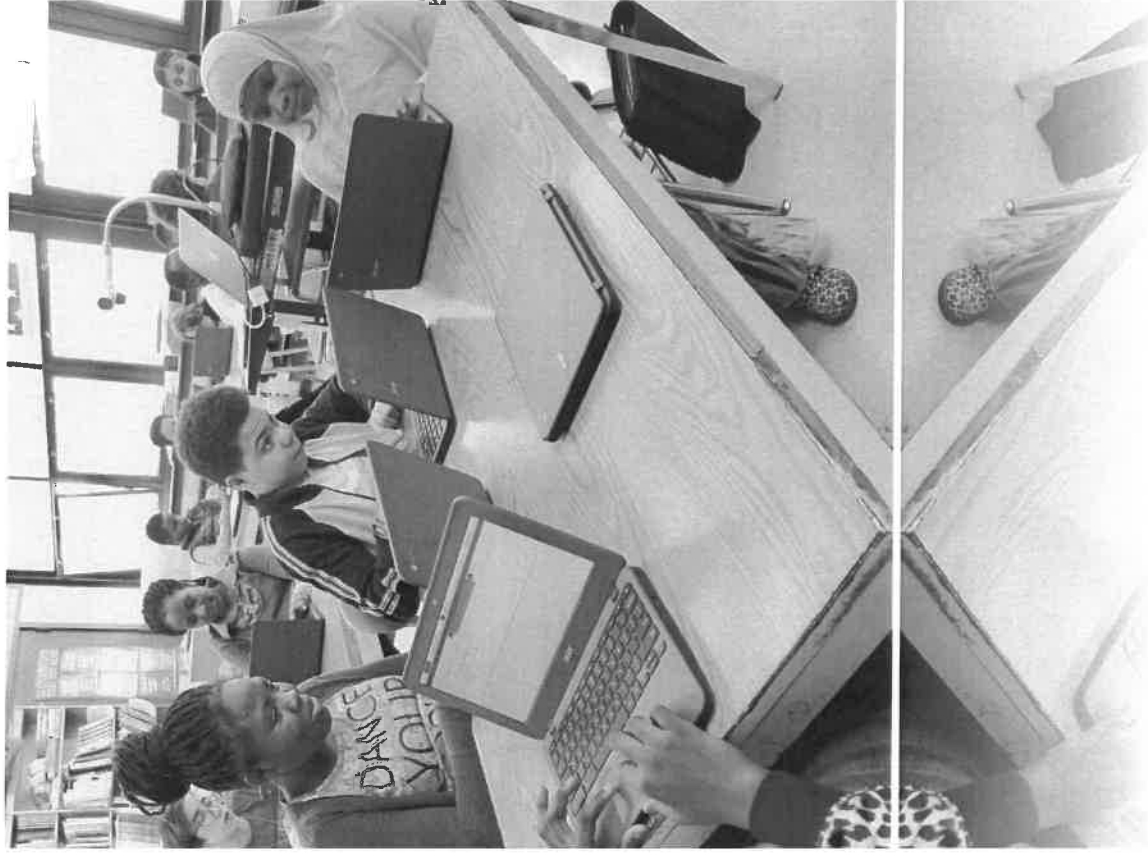
The Worcester Public Schools is committed to providing authentic and relevant learning experiences that are enriched by the meaningful use of technology.

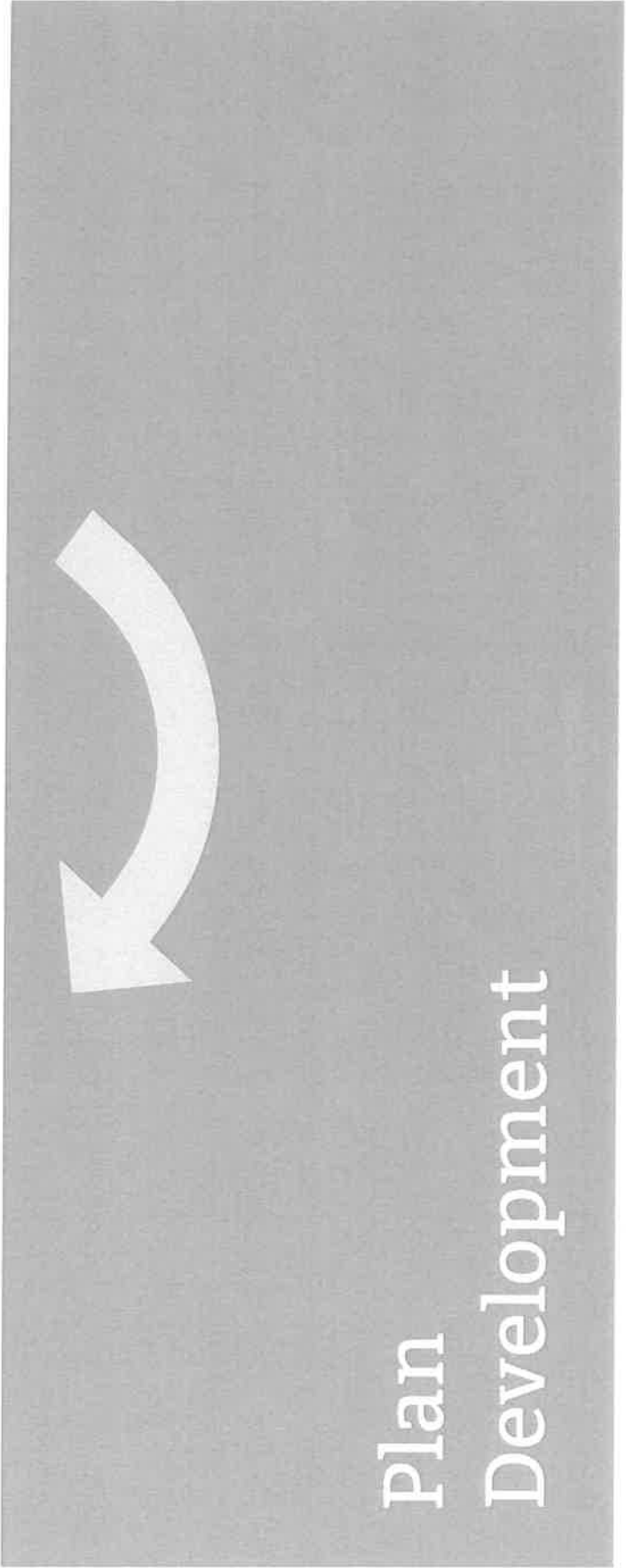
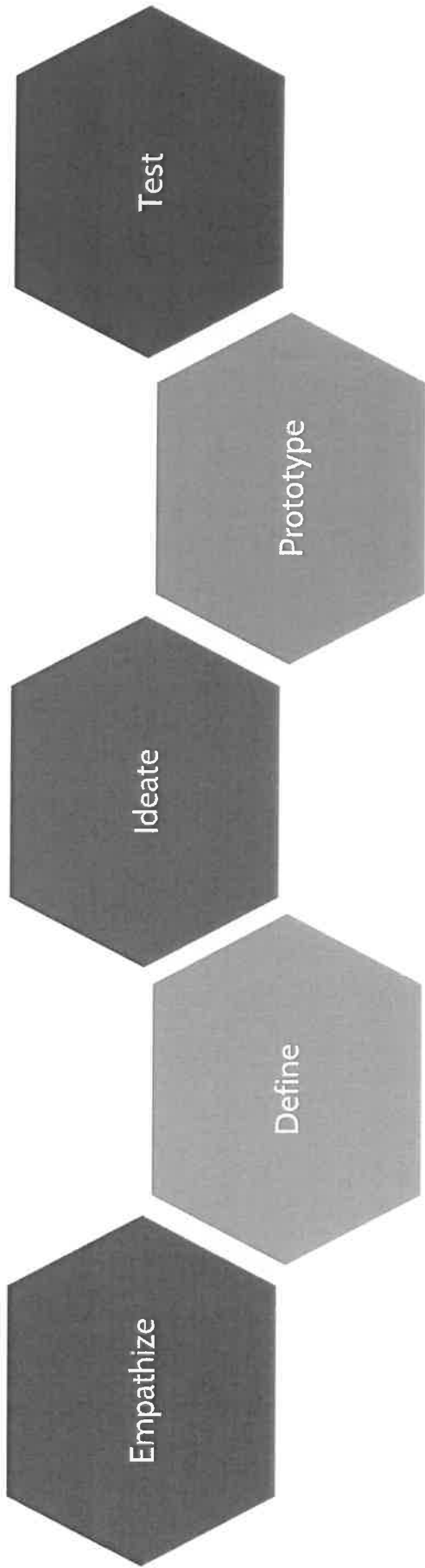
Committees

- Steering
- Digital Migration
- Student Information System
- Professional Development for Digital Learning
- Instructional Resource & Technology (Strategic Plan Subcommittee)
- Website

60+

committee members

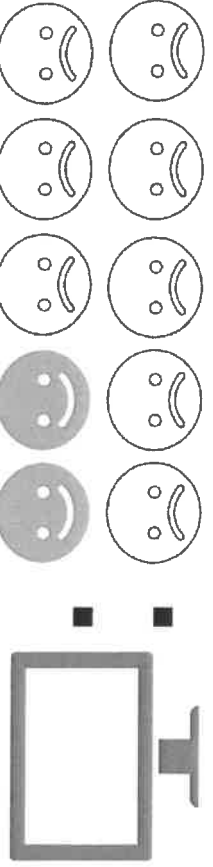




State of Technology

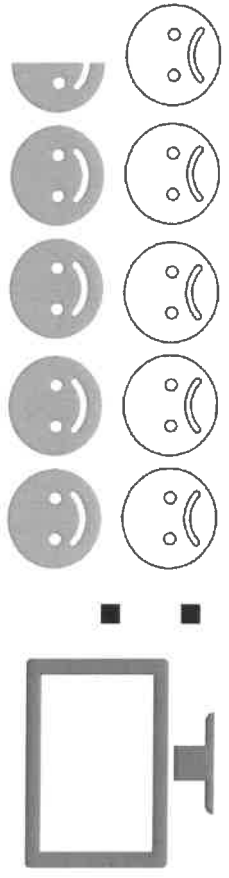
FY 13-FY 18

- ↑ 5% wifi ready classrooms
- ↑ 25,000+ students
- ↑ 5,000 student devices



FY 19-FY 22

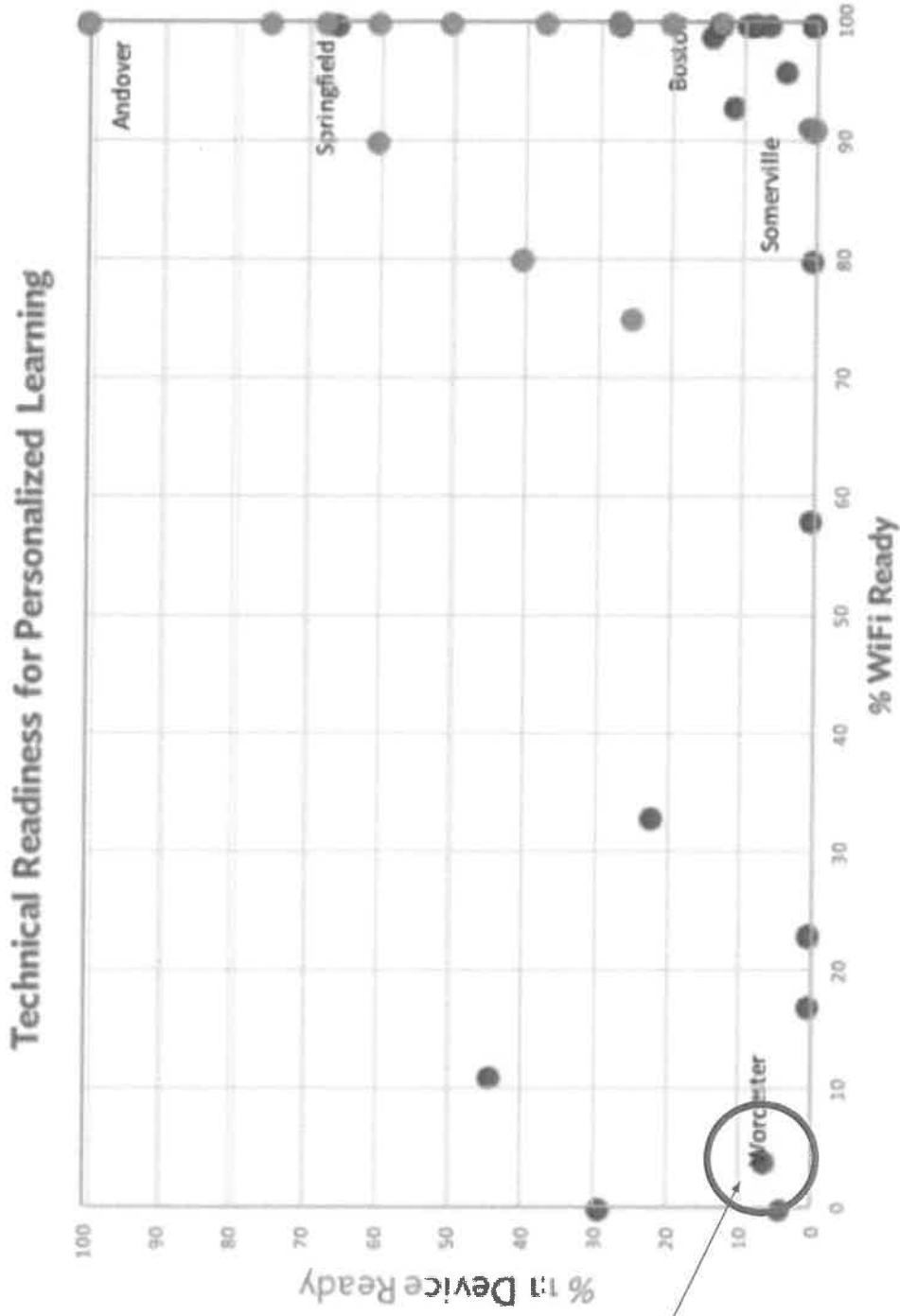
- ↑ 95% wifi ready classrooms
- ↑ 25,000+ students
- ↑ 11,000 student devices



This reflects the annual operating budget for Instructional Technology. This budget is now fully committed to a lease through FY22.

2017 Technical Readiness

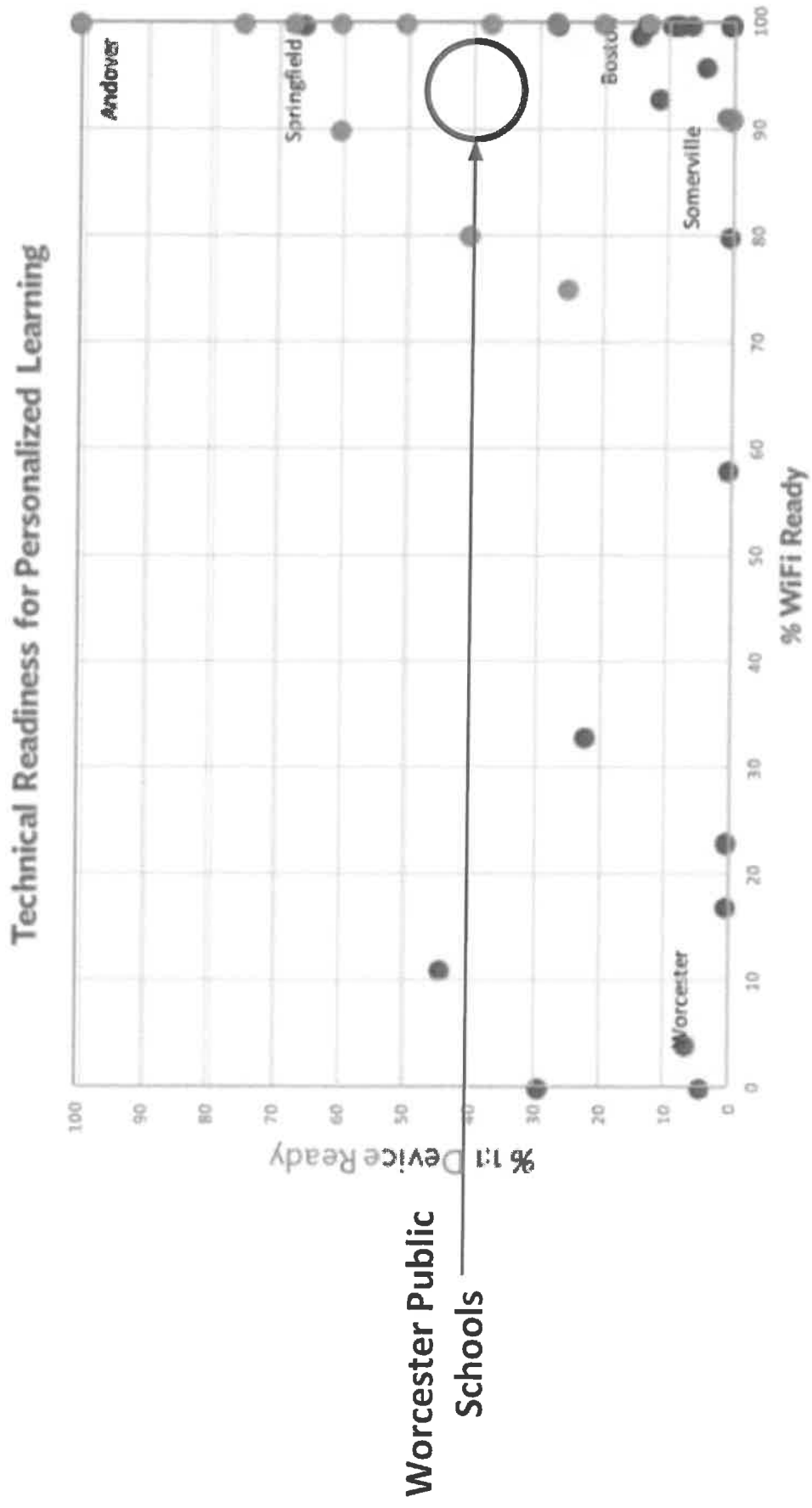
Figure 26. Technical Readiness Among Catalyst and Urban Network Districts

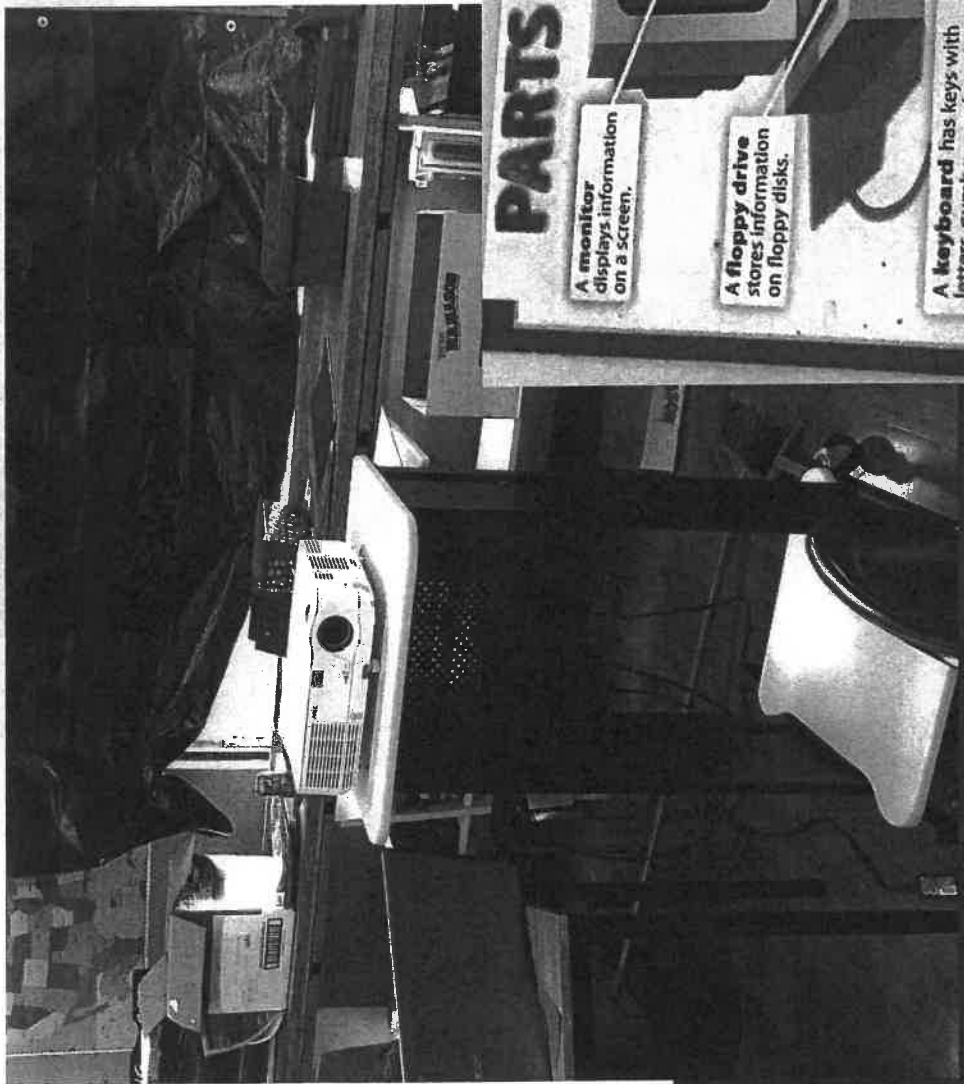


Worcester Public Schools

2019 Technical Readiness (Estimated)

Figure 26. Technical Readiness Among Catalyst and Urban Network Districts





PARTS OF A COMPUTER

A **monitor** displays information on a screen.

A **floppy drive** stores information on floppy disks.

A **keyboard** has keys with letters, numbers, and symbols on them. It is used to enter information and instructions into a computer.

A **mouse** is a hand-held tool used to point to and select items on the screen.

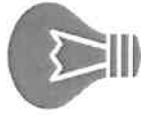
The **hard drive** is the main area where information is stored. It is located inside the computer case.

A **CD-ROM drive** reads information stored on compact disks. You cannot change information on a CD-ROM disk.

A **printer** makes a paper copy of information from the computer.

Top Left: common site in classrooms, projector in the middle of room
Bottom Right: poster seen in current classroom

Critical Components



Learning



Teaching



Leadership



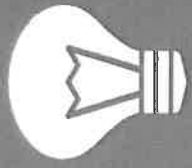
Assessment



Infrastructure,
Equipment & Systems)



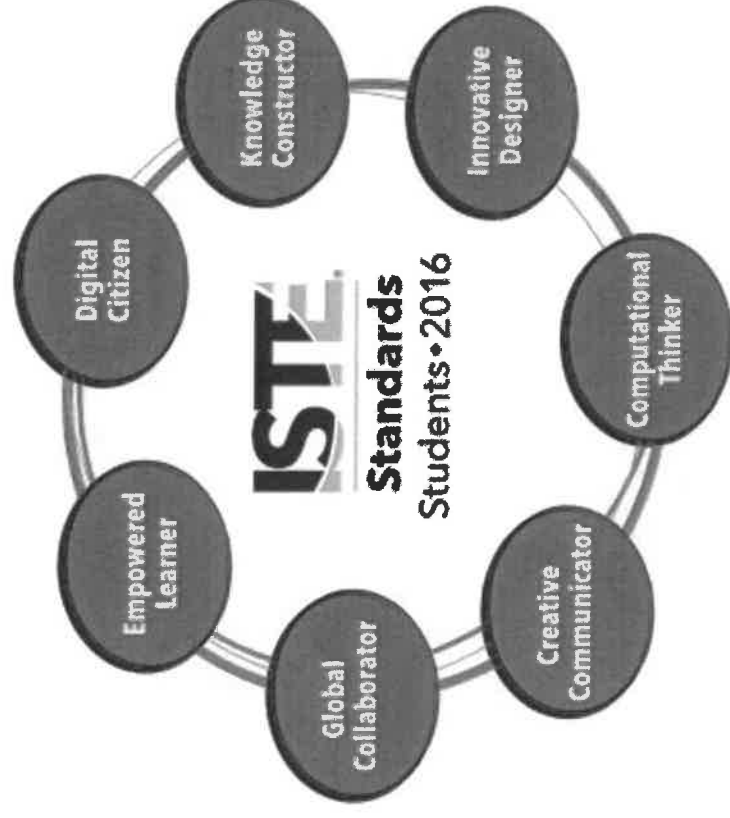
Communication

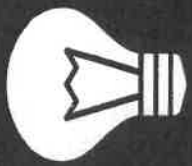


Learning

Students will:

- Have engaging and empowering learning experiences access to the modern tools to support their learning
- Have access to coursework and experiences leveraged with technology
- Be guided by the ISTE standards
- Have learning experiences with the content in the MA Digital Literacy and Computer Science Standards





Learning



Actions

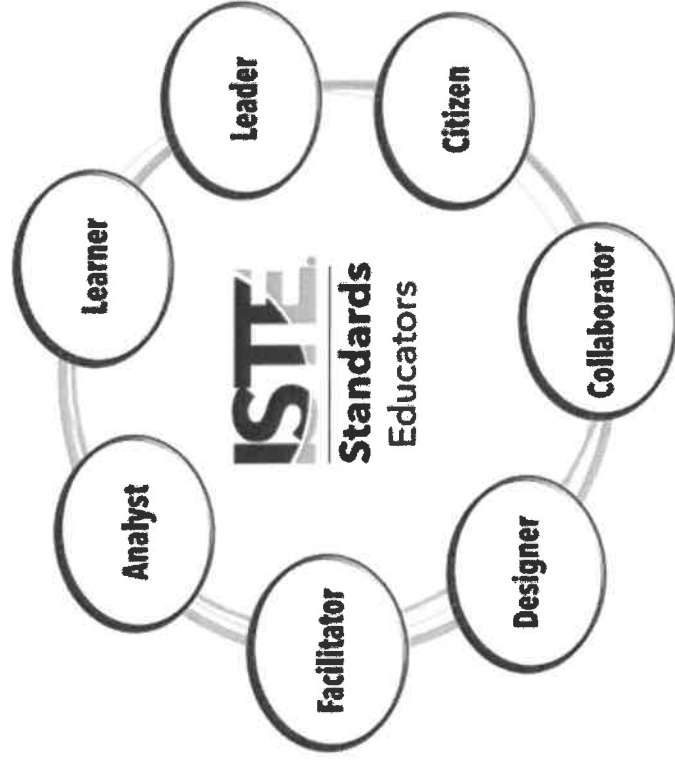
- Professional development will focus on how to support student learning, choice, and agency
- DLCS standards should be integrated into the curriculum
- Monitoring of progress
- Integration of Massachusetts Digital Literacy and Computer Science Standards (DLCS) into the K-12 curriculum
- Additional DLCS courses*
- Digital Literacy Computer Science Liaison*

**funding needs to be identified*

♥ Teaching

Educators will:

- Be supported by technology that connects them to people, data, content, resources, expertise, and learning experiences
- Be guided by the ISTE Educator Standards
- Have access to high quality professional learning opportunities:
- Have coaching and support from district specialists and leaderships



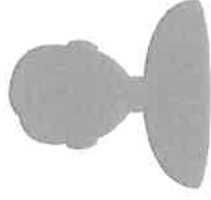
Teaching

August-October 2018

Actions

- Create a high quality sustained teacher leadership program
- Increase district technology coaches to 8 total (3 current)*
- Offer a variety of professional learning opportunities
 - Coaching and modeling
 - Co-planning lessons
 - Varied formats
 - Varied times
 - Curriculum focused
- Research & Test new PD formats

3



District Focused
Technology Coaches



3.8/4

Average Workshop Rating



924

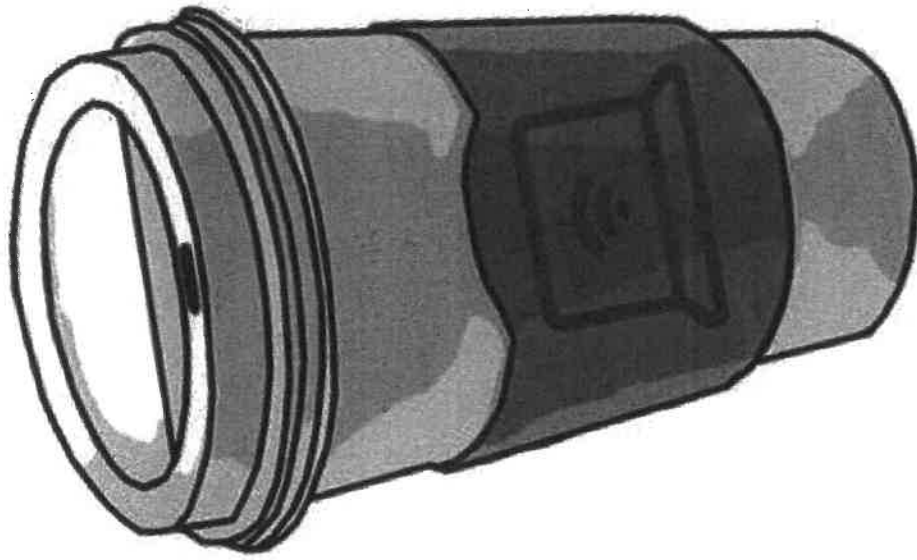
Staff Attended PD

**funding needs to be identified*

Teachers Ask... We Deliver

- Online - weekly challenges
- Blended
- Face to Face
- Supports all learners
- Virtual Drop-ins
- Saturdays, vacations, before, during, and after school

FUN | INNOVATIVE | RELEVANT



#WooBrewEdu

“A leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say: we did it ourselves.”

– Lao Tzu





Leadership

Leaders will:

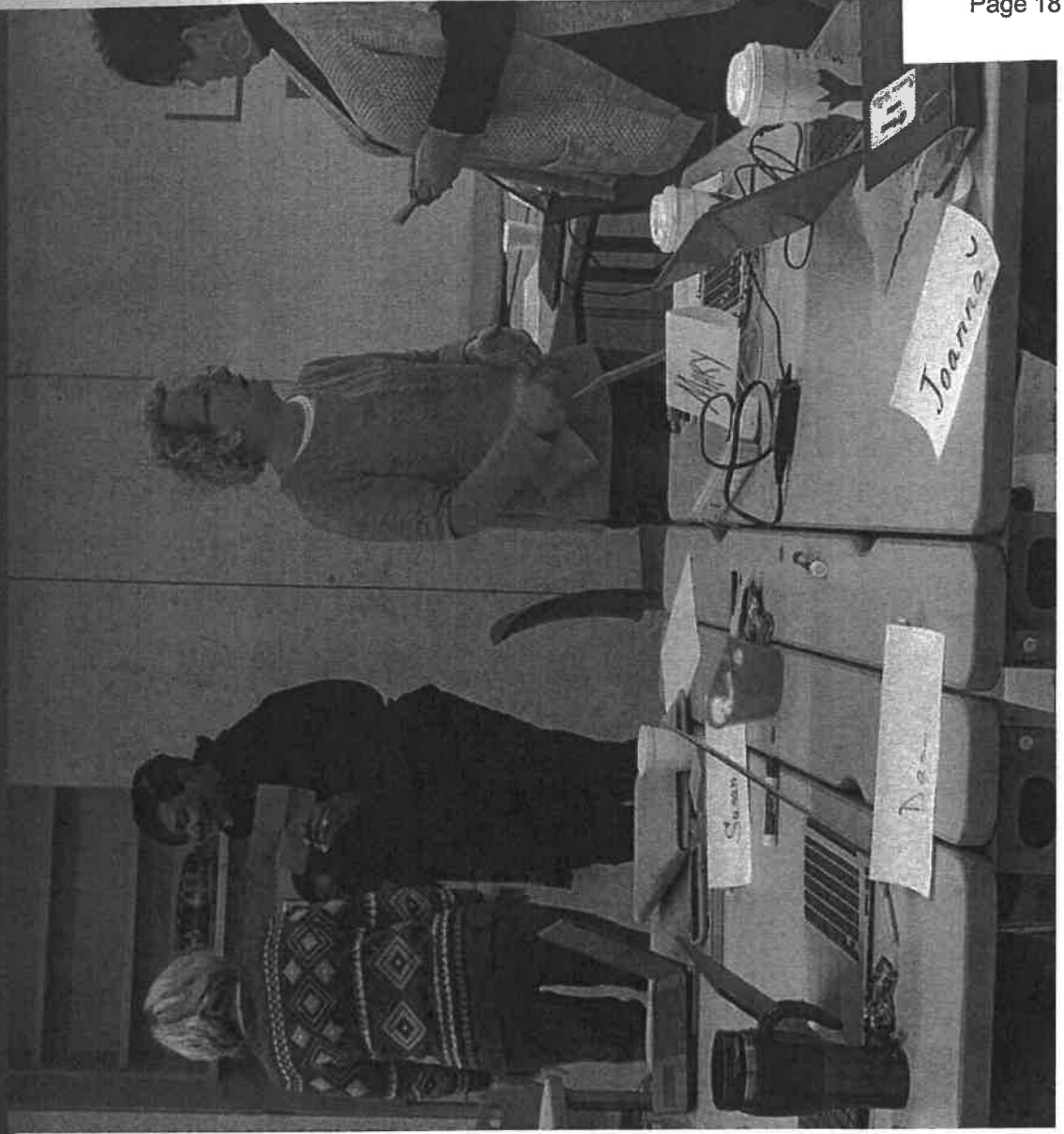
- model the effective use of technology
- be guided by the ISTE Leadership Standards
- be supported by focused PD experiences



Leadership

Actions

- Create and offer focused professional learning experiences
- Develop high quality and sustained innovative and digital principal leadership cohort
- District leadership will model effective integration
- Support and coaching



Assessment

Digital Assessments...

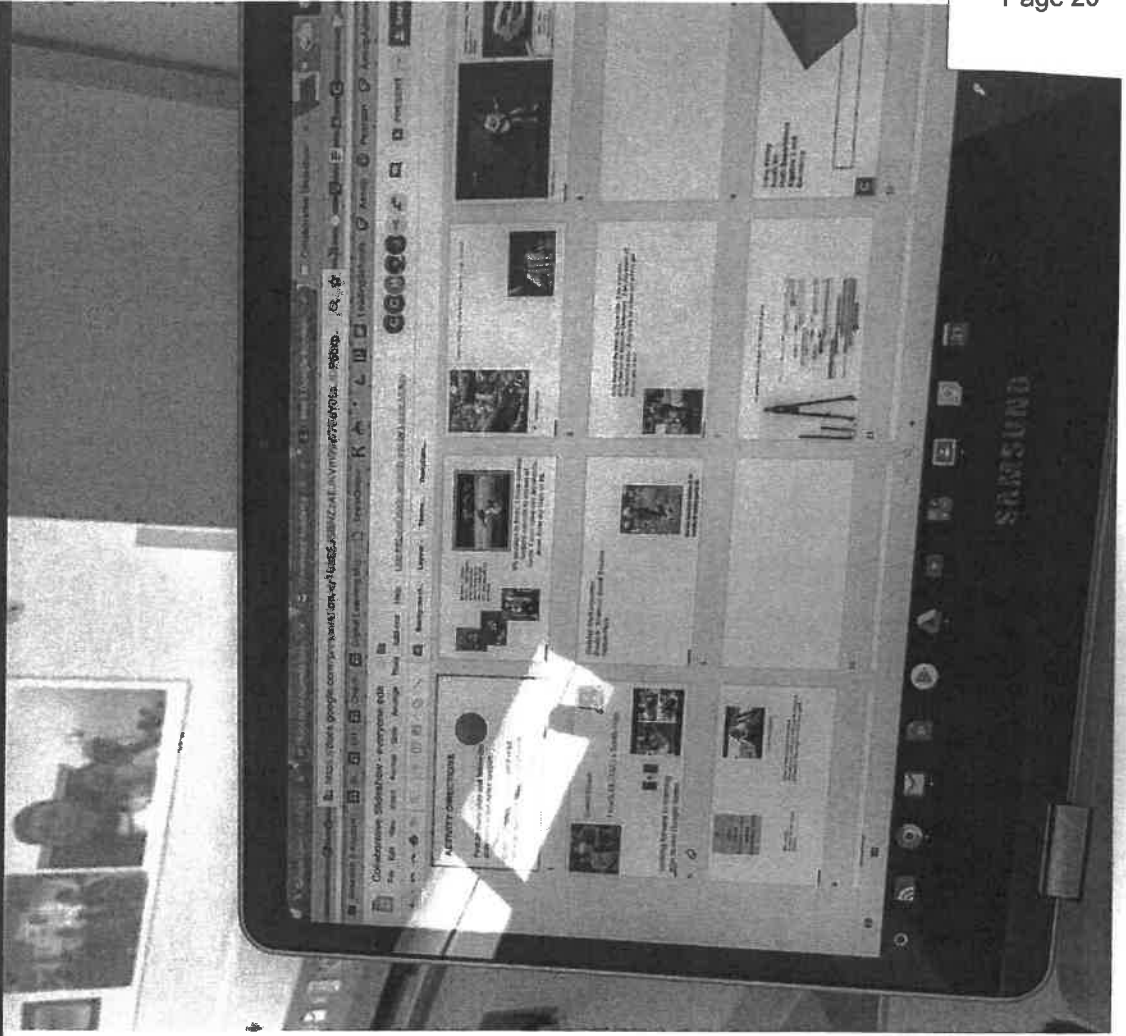
- Can be formative or summative
- Should support the everyday learning objectives
- Leverage technology to measure what matters and use data to improve learning
- Break down barriers for diverse learners
- Can be given in a variety of ways to give students voice and choice

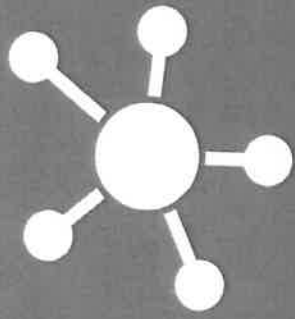


Assessment

Actions

- Analyze and select the most effective digital tools and strategies for assessment
- Offer pd sessions for strategies to use a variety digital assessments
- Support district and school data teams





Infrastructure, Equipment, & Systems

Actions

Complete

- Upgrade wifi
- Move to Google Apps for Education
- Shift in lease priorities to mobile devices
- Launched Clever

Identify funding for

- Grades K-2, 2:1 devices
- Grades 7-12, 1:1 chromebooks
- Grades 3-6, 1:1 chromebooks in carts
- Modern 3rd party student information system & gradebook
- Learning Management System





Communication

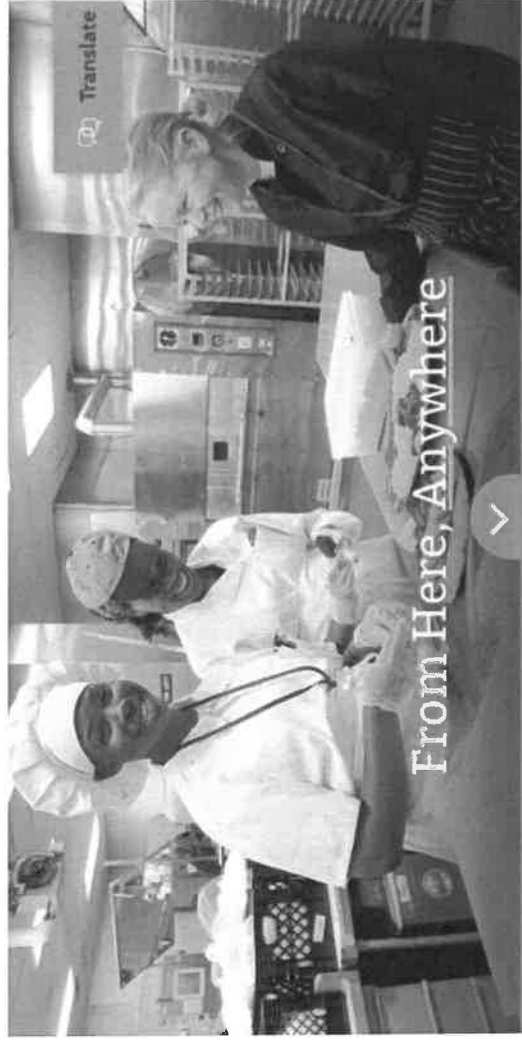
Actions

- Modern student information system
- New website
- Social Media
- Mobile
- Youtube
- Channel 11
- Connections with family & community



MENU

WORCESTER
PUBLIC SCHOOLS



44

Schools in the District



94%

Attendance Rate

Estimated Budget - Strategic Plan

Many of the recommendations of the strategic plan require more funding. This is an estimate of the additional costs to implement the strategic plan.

	Current Annual Budget	Estimated Additional (Annual)	Total Annual
Instructional Technology	\$1.2 million	\$1 million	\$2.2 million
District Instructional Technology Coaches	\$240,000 (3)	\$400,000 (+5)	\$640,000 (8)
Digital Learning & Computer Science Liaison	n/a	\$85,000	\$85,000
Network & Infrastructure	\$250,000	\$200,000	\$450,000
Information Technology Staff	21 IT Staff \$1,235,000	+3 IT Staff \$240,000	24 IT Staff \$1,475,000
Student Information System (SIS)	Internal	\$185,000 annual \$125,000 one-time	\$185,000
Special Education IEP module	Intern	\$130,000 annual \$85,000 one-time	\$130,000
Learning Management System (LMS)	\$6,000	\$150,000 annual \$35,000 one-time	Third Party LMS \$150,000



Thank You!



WPS AP Course Offerings

AP Art History	AP Art Studio 2D
AP Art Studio 3D	AP Art Studio Drawing
AP Biology	AP Calculus AB
AP Calculus BC	AP Chemistry
AP Comp Sci Principles	AP Computer Science
AP Economics	AP English Lang
AP English Lit	AP Environmental Science
AP French	AP Govt and Politics
AP Human Geography	AP Mod Eur History
AP Music Theory	AP Physics I
AP Physics II	AP Psychology
AP Research	AP Seminar
AP Spanish Language	AP Spanish Literature
AP Statistics	AP US History
AP Virtual HS	AP World History

Exam Fees:

Regular Exams: \$94.00 per exam

AP Capstone: AP Seminar and AP Research: \$142.00 per exam

Economically Disadvantaged Students: \$53.00 per exam

*Additional support for students may be available from Massachusetts Insight for Education. In 2017 and 2018, students in certain courses paid a much lower fee with this funding.

AP NIGHT

All schools hold an AP NIGHT for students and parents/guardians to learn about all AP offerings available in a school.

Typically, there is a general information session and "booths" for each class. Students and parents are able to meet the AP teacher and get an overview of the course.

City-wide AP Student /Parent Contract

Worcester Public Schools offers a district-wide AP Student Expectations Acknowledgement contract that must be signed by both the student and the student's parent/guardian.

This contract is collected at the school level. The contract states that taking an AP course and exam is a collaborative effort between the student, the parent/guardian and the school. Each party plays a role and must make the commitment for students to accept the challenge and see the benefit of college preparedness. Some of the criteria in the contract includes:

- The student understands and agrees to completing assignments (including summer assignments) , projects and homework outside of the classroom .
- The student must be self-motivated and self-disciplined.
- The student must attend class daily and only be absent for emergencies as attendance is essential to success in an AP class.
- The student must attend all three Saturday AP Study Sessions and reschedule any work or extra-curricular conflicts in order to do so. These Saturday sessions are listed as follows:

Science

- October 13,2018 - North High School
- February 2, 2019 - North High School
- March 16, 2019 - Mock Exam

English

- October 20, 2018 - North High School
- January 12,2019 - Mock Exam
- March 30, 2019 - North High School

Math

- November 17, 2018 - South High School
- March 9, 2019 - North High School
- April 6, 2019 - Mock Exam

Computer Science

- December 1,2018 - North High School
- March 23, 2019 - North High School
- April 6, 2019 - Mock Exam

Massachusetts General Law Chapter 149 §§ 26-27, requires contractors, performing work for any public construction project to pay their employees prevailing wages. Worcester's Department of Public Works (DPW) is the awarding authority for the City of Worcester (including the Worcester Public Schools) on all MSBA construction and Accelerated Repair projects

The awarding authority, in this case DPW, is responsible for receiving weekly certified payroll reports from all contractors and subcontractors, which must be kept on file for all projects subject to the prevailing wage law.

Please note that in light of the new History and Social Science standards new courses have been proposed by the Office of Curriculum and Professional Development to align WPS course offerings with the new recommendations from the state department. Several of the new courses have come from Burncoat High School. Staff at Burncoat High have updated courses in the Theater Magnet program to allow students opportunities to choose concentration areas and also have created new courses that reflect the curriculum content that is being covered in the courses. These courses will replace the current Theater I, II, III, IV courses. Students currently enrolled in the Theater Magnet program will seamlessly matriculate into the new course offerings. In an effort to eliminate study halls, Burncoat High School and North High School have developed several high interest elective English and Science courses. Additionally, as we enter the second year of the Innovation Pathways program new courses have been requested for students to enroll in during their second year of the program.

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 2/4/19 Requesting School/ Office: Burncoat High School
 Proposed Course Name: Acting: Character Study Magnet Required Prerequisite Introduction to Acting Magnet
 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	X	College	1.0		.5	X	.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	
Art and Music	X			X		

Proposed Course Description: In this course, students will continue an in depth study of script analysis for creating a character, as well as writing character analyses. Based in performance, this course will push its students to further investigate performance and creating character through the foundational elements of creating, performing, responding, and connecting. In this course students will perform for various formal audiences. This course is the first course in year two of the theater magnet. 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 actors create believable characters for performance?
 - How do Theater artists refine their work and practice their craft through rehearsal?
 - What happens when Theater artists use their imaginations and/or learned Theater skills while engaging in creative exploration and inquiry?
 - How do Theater artists transform and edit their initial ideas?
 - Why are strong choices essential to interpreting a drama or Theater piece?
 - What can I do to fully prepare a performance or technical design?
 - What happens when Theater artists and audiences share a creative experience?

- Standards addressed in the course:**
- 1.14 Create complex and believable characters through the integration of physical, vocal, and emotional choices
 1.15 Demonstrate an understanding of a dramatic work by developing a character analysis
 1.16 Perform in a variety of scenes and/or plays for invited audiences
 1.17 Demonstrate an increased ability to work effectively alone and collaboratively with a partner or in an ensemble
 TH:Cr1.1.HSI c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/Theater work.
 TH:Cr1.1.HSII c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/Theater work.
 TH:Cr2.1.HSII b. Cooperate as a creative team to make interpretive choices for a drama/Theater work.
 TH:Cr3.1.HSI a. Practice and revise a devised or scripted drama/Theater work using theatrical staging conventions.
 b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/Theater work.

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

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 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:	_____

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 2/4/19 Requesting School/ Office: Burncoat High School
 Proposed Course Name: Advanced Acting I Magnet Required Prerequisite Course/s: Acting: Character Study Magnet Honors

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	1.0	x	.5		.25		X		X	

Proposed Course Department	Select one	
	Core Course	Core Elective
Art and Music	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 this course, students will work collaboratively to explore movement, voice, script analysis, and advanced characterization techniques to create fully realized performances. Students will perform in various informal and formal productions of various genres. Students will also explore audition techniques for college programs. This course is part of the Theater Magnet Performance Concentration. 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:**
- In what ways can research into theater histories, theories, literature, and performances alter the way a drama process or production is understood?
 - How do theater artists comprehend the essence of drama processes and theater experiences?
 - Why are strong choices essential to interpreting a drama or theater piece?
 - What can I do to fully prepare a performance or technical design?
 - What happens when theater artists and audiences share a creative experience?
 - What happens when theater artists use their imaginations and/or learned theater skills while engaging in creative exploration and inquiry?
 - How, when, and why do theater artists' choices change?
 - How do theater artists transform and edit their initial ideas?

- Standards addressed in the course:**
- 1.14 Create complex and believable characters through the integration of physical, vocal, and emotional choices
 - 1.15 Demonstrate an understanding of a dramatic work by developing a character analysis
 - 1.16 Perform in a variety of **scenes** and/or plays for invited audiences
 - 1.17 Demonstrate an increased ability to work effectively alone and collaboratively with a partner or in an ensemble
 - 1.18 Apply appropriate acting techniques and styles in performances of plays from a variety of dramatic genres and historical periods
 - 1.19 Demonstrate a high level of consistency and believability in portraying characters on stage in **formal dramatic productions**
 - 1.20 Demonstrate sensitivity to audience response
- TH:Cr1.1.HSIII
- a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/ theater work.

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theater work

TH:Cr2.1.HSIII

a. Develop and synthesize original ideas in a drama/theater work utilizing critical analysis, historical and cultural context, research, and western or non-western theater traditions.

b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theater work.

TH:Cr3.1.HSIII

a. Refine, transform, and re-imagine a devised or scripted drama/theater work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.

b. Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theater work.

c. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theater work.

TH:Pr4.1.HSIII

a. Apply reliable research of directors' styles to form unique choices for a directorial concept in a drama/theater work.

b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theater work.

TH:Pr5.1.HSIII

a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.

b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theater production.

TH:Pr6.1.HSIII

a. Present a drama/theater production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.

TH:Cn11.2.HSIII

a. Justify the creative choices made in a devised or scripted drama/theater work, based on a critical interpretation of specific data from theater research.

b. Present and support an opinion about the social, cultural, and historical understandings of a drama/theater work, based on critical research.

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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.

<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: _____	

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 2/4/19 Requesting School/ Office: Burncoat High School
 Proposed Course Name: Advanced Acting II Magnet Required Prerequisite Course/s: Advanced Acting I Magnet

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	1.0	x	.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
Art and Music	X			X		

Proposed Course Description: In this course, students will continue to work collaboratively to explore movement, voice, script analysis, and advanced characterization techniques to create fully realized performances. The highest level of acting study in the theater magnet students will perform in various informal and formal productions of various genres. Students will also explore audition techniques for college programs. This course is part of the Theater Magnet Performance Concentration. 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:

- In what ways can research into theater histories, theories, literature, and performances alter the way a drama process or production is understood?
- How do theater artists comprehend the essence of drama processes and theater experiences?
- Why are strong choices essential to interpreting a drama or theater piece?
- What can I do to fully prepare a performance or technical design?
- What happens when theater artists and audiences share a creative experience?
- What happens when theater artists use their imaginations and/or learned theater skills while engaging in creative exploration and inquiry?
- How, when, and why do theater artists' choices change?
- How do theater artists transform and edit their initial ideas?

Standards addressed in the course:

1.14 Create complex and believable characters through the integration of physical, vocal, and emotional choices
 1.15 Demonstrate an understanding of a dramatic work by developing a character analysis
 1.16 Perform in a variety of **scenes** and/or plays for invited audiences
 1.17 Demonstrate an increased ability to work effectively alone and collaboratively with a partner or in an ensemble
 1.18 Apply appropriate acting techniques and styles in performances of plays from a variety of dramatic genres and historical periods
 1.19 Demonstrate a high level of consistency and believability in portraying characters on stage in formal dramatic productions
 1.20 Demonstrate sensitivity to audience response

TH:Cr1.1.HSIII

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

- a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/ theater work.
- c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theater work
TH:Cr2.1.HSIII
- a. Develop and synthesize original ideas in a drama/theater work utilizing critical analysis, historical and cultural context, research, and western or non-western theater traditions.
- b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theater work.
TH:Cr3.1.HSIII
- a. Refine, transform, and re-imagine a devised or scripted drama/theater work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.
- b. Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theater work.
- c. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theater work.
TH:Pr4.1.HSIII
- a. Apply reliable research of directors' styles to form unique choices for a directorial concept in a drama/theater work.
- b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theater work.
TH:Pr5.1.HSIII
- a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.
- b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theater production.
TH:Pr6.1.HSIII
- a. Present a drama/theater production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.
TH:Cn11.2.HSIII
- a. Justify the creative choices made in a devised or scripted drama/theater work, based on a critical interpretation of specific data from theater research.
- b. Present and support an opinion about the social, cultural, and historical understandings of a drama/theater work, based on critical research.

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

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WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 2/4/19 Requesting School/ Office: Burncoat High School

Proposed Course Name: Advanced Technical Theater Required Prerequisite Course/s: Technical Theater I Magnet

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		1.0	x	.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
Art and Music	X			X		

Proposed Course Description: In this course, students will study how to use research, script analysis, design elements, and collaborative work to design the technical elements for a theatrical production. Students will also draw upon the skills learn in previous technical theater classes to execute the student led designs. This course is part of the Theater Magnet Technical Theater Concentration. 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 can I do to fully prepare a performance or technical design?
 - What happens when Theater artists and audiences share a creative experience?
 - What happens when Theater artists use their imaginations and/or learned Theater skills while engaging in creative exploration and inquiry?
 - How, when, and why do Theater artists' choices change?
 - How do Theater artists transform and edit their initial ideas?

Standards addressed in the course:

4.15 Lead a technical crew in a mainstage production
 4.16 Create and implement a major design element for a mainstage production
 4.17 Assume responsibility for the coordination of all aspects of a production by stage managing a theatrical event
 4.17 Apply technical knowledge of safety procedures and practices in the use of Theater equipment, tools, and raw materials
 TH:Pr5.1.HSIII
 b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/Theater production.
 TH:Pr6.1.HSIII
 a. Present a drama/Theater production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.
 TH:Cr1.1.HSIII
 a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/ Theater work.

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

b. Create a complete design for a drama/Theater work that incorporates all elements of technology.

TH:Cr2.1.HSIII

a. Develop and synthesize original ideas in a drama/Theater work utilizing critical analysis, historical and cultural context, research, and western or non-western Theater traditions.

b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/Theater work.

TH:Cr3.1.HSIII

a. Refine, transform, and re-imagine a devised or scripted drama/Theater work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.

c. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/Theater work.

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

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WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 2/4/2019 Requesting School/ Office: Burncoat High School

Proposed Course Name: African American Literature 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		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
English		x		x		

Proposed Course Description: In this course, students will have an opportunity explore the history and influence of African American Literature. Students will study the impact of this writing on the African American community and on American history. Texts will expose students to the journeys from slavery to freedom, and the continued fight for civil rights and social equality. 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 traits of traditional African spirituals, folktales, myths, religious songs and sermons are incorporated in African-American literature?

Standards addressed in the course:

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

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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.

Please Note:
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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: 2/4/2019 Requesting School/ Office: Burncoat High School

Proposed Course Name: American Literature 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		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
English		X		x		

Proposed Course Description: In this course, students will sharpen their reading comprehension skills and analyze important themes & literary movements of American literature from colonial to contemporary times. Students will examine how literature has been shaped by concerns, values, and ideas that have intrigued, delighted, and challenged people throughout time. All students develop writing and critical reading skills along with media and oral presentation skills. 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 American literature impacted social change in American history?

Standards addressed in the course:
 Grades 9–10 Reading Standards for Literature 1-10
 Grades 9–10 Reading Standards for Informational Text 1-10
 9–10 Writing Standards 1-10
 Grades 9–10 Speaking and Listening Standards 1-6
 Grades 9–10 Language Standards 1-6

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

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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: 1/31/2019 Requesting School/ Office: Worcester Technical High School

Proposed Course Name: CNA and Healthcare Skills Required Prerequisite Course/s: Intro to Health Assisting

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	X	.5		.25		X		X	

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

Proposed Course Description:

In this course students will continue to develop their medical terminology and enhance their patient care skills as they prepare for their Certified Nursing Assistant certification exam. They will continue to develop and practice their professional skills as it pertains to patient care and working in a professional environment. In addition to the 90 hours of class time held at Worcester Technical High School over the winter, students will also attend 4 Saturday sessions between January and March at a nursing home to practice their skills prior to sitting for the CNA exam.

Essential question/s for the course:

- What knowledge and skills are necessary for quality patient care and professional conduct?
- Pre-care review from pre-requisite course
- Employability Skills
- Communication, teamwork, diversity skills for the work place
- Medical Terminology
- Patient care skills

Standards addressed in the course:

*Vocational Technical Education Framework Health Services Occupational Cluster
Health Assisting (VHEAL)*

- 1.A Fundamentals of Health and Safety
- 2.A Health and Safety Related to Health Careers
- 2.B Communication Skills Related to Health Careers
- 2.C Responding to Client Needs
- 4.A Career Exploration and Navigation
- 4.B Communication in the Workplace
- 4.C Work Ethic and Professionalism
- 5.E Legal/Ethical/Social Responsibility
- 6.A Technology Literacy Knowledge and Skills

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WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

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 is part of a new program offered after school at Worcester Technical High School and open to WPS students. It is designed to target students interested in developing technical skills in the Health Assisting field. At the conclusion of this course, students will have marketable job specific skills and a perspective on different career paths they can explore within the medical field.

Please Note:
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Approved Date:	_____
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Dept. Code:	_____
Subject Area Code Number:	_____
Subject Area Course:	_____
Zip Code Number:	_____

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 2/4/2019 Requesting School/ Office: Burncoat High School

Proposed Course Name: Comparative Mythology 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		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
English	x		x			

Proposed Course Description: In this course, students will investigate myths representing diverse cultures, comparing and contrasting styles from around the globe. Students will read literary criticisms and other academic literature to attain a deeper understanding of how mythology has influenced storytelling throughout history. 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 elements of mythological stories are still used to tell stories today?

Standards addressed in the course:
 Grades 9–10 Reading Standards for Literature 1-10
 Grades 9–10 Reading Standards for Informational Text 1-10
 9–10 Writing Standards 1-10
 Grades 9–10 Speaking and Listening Standards 1-6
 Grades 9–10 Language Standards 1-6

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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.

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WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 1/31/2019 Requesting School/ Office: Worcester Technical High School

Proposed Course Name: Construction Techniques and Specifications Required Prerequisite Course/s: Intro to Civil Engineering

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

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

Proposed Course Description:
 In this course students will gain a general overview of construction fields and how to pursue union and non-union jobs, enhance their math skills as related to the trade, and give students basic blueprint reading skills. Students will also learn basic knowledge helpful if they are pursuing a career in engineering or management such as building layout and specifications to maintain a safe structure. Hands on projects will reinforce these learning objectives and introduce students to tools and machinery commonly used in the field.

- Essential question/s for the course:**
- What skills and knowledge is necessary in designing and constructing buildings for people to use?
 - What career options are open to me in the construction field and how to I pursue them?
 - Hands-on experience with in-shop projects
 - Construction Math Instruction (measuring, fractions, area, etc.)
 - Blueprint reading
 - Framing techniques and tool use
 - Material Pricing
 - Guest Speakers from the Industry
 - Pre-Employment training
 - Life skills, communication, motivation, resume writing, interviewing, job search, job field requirements and pathways

- Standards addressed in the course:**
Vocational Technical Education Framework Construction Occupational Cluster
Carpentry (VCARP), Plumbing, Electrical
- 1.A Fundamentals of Health and Safety
 - 2.A Carpentry Safety and Health Knowledge Skills
 - 2.B Technical Plans and Prints
 - 2.C Specifications
 - 2.D Demonstrate Fundamentals of Carpentry
 - 2.E&F Hand Tools and Power Tools
 - 2.H Framing
 - 4.A Career Exploration and Navigation
 - 4.C Work Ethic and Professionalism
 - 5.D Financial Concepts and Applications in Business
 - 5.E Legal/Ethical/Social Responsibility
 - 6.A Technology Literacy Knowledge and Skills1

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How does this course support the readiness of students for college and career?
 This course is part of a new program offered after school at Worcester Technical High School and open to WPS students. It is designed to target students interested in developing technical skills in the Construction field. At the conclusion of this course, students will have marketable job specific skills and a perspective on different career paths they can explore within this field.

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WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 2/2/2019 Requesting School/ Office: University Park Campus School

Proposed Course Name: Computer Science Discoveries (For Middle School) 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		1.0	X	.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)							
Math					X		X					Chapter 74		Non-Chapter 74	

Proposed Course Description:

In this course, students will create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. The course takes a wide lens on computer science by covering topics such as programming, physical computing, HTML/CSS, and data. Students engage with computer science as a medium for creativity, communication, problem solving, and fun. The course inspires students as they build their own websites, apps, games, and physical computing devices. 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:

Semester 1 - Exploration and Expression

How can computer science be used as a vehicle for problem solving, communication and personal expression? The first semester of CS Discoveries introduces students to computer science as a vehicle for problem solving, communication, and personal expression. As a whole, this semester focuses on the visible aspects of computing and computer science, and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression.

Semester 2 - Innovation and Impact

What is the Impact of computer science on society? Where the first semester centers on the immediately observable and personally applicable elements of computer science, the second semester asks students to look outward and explore the impact of computer science on society. Students will see how a thorough user-centered design process produces a better application, how data is used to address problems that affect large numbers of people, and how physical computing with circuit boards allows computers to collect input and return output in a variety of ways.

(Taken from CS Discoveries Curriculum Guide on code.org)

Standards addressed in the course:

CSTA K-12 Computer Science Standards (2017)

AP - Algorithms & Programming

CS - Computing Systems

DA - Data & Analysis

IC - Impacts of Computing

NI - Networks & the Internet

- 1B-AP-08 - Compare and refine multiple algorithms for the same task and determine which is the most appropriate.

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

- 1B-AP-11 - Decompose (break down) problems into smaller, manageable subproblems to facilitate the program development process.
- 1B-AP-12 - Modify, remix or incorporate portions of an existing program into one's own work, to develop something new or add more advanced features.
- 1B-AP-15 - Test and debug (identify and fix errors) a program or algorithm to ensure it runs as intended.
- 1B-AP-16 - Take on varying roles, with teacher guidance, when collaborating with peers during the design, implementation and review stages of program development.
- 2-AP-10 - Use flowcharts and/or pseudocode to address complex problems as algorithms.
- 2-AP-11 - Create clearly named variables that represent different data types and perform operations on their values.
- 2-AP-12 - Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals.
- 2-AP-13 - Decompose problems and subproblems into parts to facilitate the design, implementation, and review of programs.
- 2-AP-14 - Create procedures with parameters to organize code and make it easier to reuse.
- 2-AP-15 - Seek and incorporate feedback from team members and users to refine a solution that meets user needs.
- 2-AP-16 - Incorporate existing code, media, and libraries into original programs, and give attribution.
- 2-AP-17 - Systematically test and refine programs using a range of test cases.
- 2-AP-18 - Distribute tasks and maintain a project timeline when collaboratively developing computational artifacts.
- 2-AP-19 - Document programs in order to make them easier to follow, test, and debug.
- 3A-AP-16 - Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue by using events to initiate instructions.
- 3A-AP-20 - Evaluate licenses that limit or restrict use of computational artifacts when using resources such as libraries.
- 1B-CS-01 - Describe how internal and external parts of computing devices function to form a system.
- 1B-CS-02 - Model how computer hardware and software work together as a system to accomplish tasks.
- 2-CS-01 - Recommend improvements to the design of computing devices, based on an analysis of how users interact with the devices.
- 2-CS-02 - Design projects that combine hardware and software components to collect and exchange data.
- 2-CS-03 - Systematically identify and fix problems with computing devices and their components.
- 2-DA-07 - Represent data using multiple encoding schemes.
- 2-DA-08 - Collect data using computational tools and transform the data to make it more useful and reliable.
- 2-DA-09 - Refine computational models based on the data they have generated.
- 1B-IC-18 - Discuss computing technologies that have changed the world and express how those technologies influence, and are influenced by, cultural practices.
- 1B-IC-21 - Use public domain or creative commons media and refrain from copying or using material created by others without permission.
- 2-IC-20 - Compare tradeoffs associated with computing technologies that affect people's everyday activities and career options.
- 2-IC-21 - Discuss issues of bias and accessibility in the design of existing technologies.
- 2-IC-22 - Collaborate with many contributors through strategies such as crowdsourcing or surveys when creating a computational artifact
- 2-IC-23 - Describe tradeoffs between allowing information to be public and keeping information private and secure.
- 1B-NI-05 - Discuss real-world cybersecurity problems and how personal information can be protected.
- 2-NI-05 - Explain how physical and digital security measures protect electronic information.
- 2-NI-06 - Apply multiple methods of encryption to model the secure transmission of information.

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

(Taken from CS Discoveries Curriculum Guide on code.org)

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

“Computer science knowledge and skills are foundational for a well-rounded education in the twenty-first century. Whether students decide to become full-fledged computer scientists or pursue other careers, the demand for workers who can engage in logical and abstract thinking, data analysis, creative problem solving, troubleshooting, and collaboration has and will increase dramatically. Our shared goal is that all students should have access to CS courses, particularly in high school; however, our analysis of current course-taking patterns finds disparities in access. These disparities disproportionately affect students of color, female students, low-income students, students with disabilities, and English learners.” -*Access to PK-12 Computer Science Courses in Massachusetts, 2016-2017, Massachusetts Department of Elementary and Secondary Education, June 2018. <http://www.doe.mass.edu/stem/dlcs/?section=data>

This course provides access to students to engage in computer science as outlined above by Massachusetts DESE, June 2018.

**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:	

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 2/4/19 Requesting School/ Office: Burncoat High School
 Proposed Course Name: Directing I 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	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
Art and Music	X			X		

Proposed Course Description: In this course, students will explore the movement, stage picture, and composition of the stage. In addition, students will partake in a deep script analysis, and create a director's notebook for leading a production. Students will work with actors to stage formal and informal performances. This course is part of the Theater Magnet Technical Theater and Directing Concentration. 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 Theater artists transform and edit their initial ideas?
 - How, when, and why do Theater artists' choices change?
 - What happens when Theater artists use their imaginations and/or learned Theater skills while engaging in creative exploration and inquiry?
 - Why are strong choices essential to interpreting a drama or Theater piece?
 - What happens when Theater artists and audiences share a creative experience?
 - How do Theater artists comprehend the essence of drama processes and Theater experiences?
 - How can the same work of art communicate different messages to different people?
 - How are the Theater artist's processes and the audience's perspectives impacted by analysis and synthesis?
 - What happens when Theater artists allow an understanding of themselves and the world to inform perceptions about Theater and the purpose of their work?
 - In what ways can research into Theater histories, theories, literature, and performances alter the way a drama process or production is understood?

- Standards addressed in the course:**
- 3.7 Select a scene from original or scripted material, conduct research on the historical period, genre, playwright, and other relevant information, determine casting, staging, and technical requirements, and articulate the rationale for all artistic choices
- 3.8 Stage informal presentations for a variety of audiences
- TH:Cr3.1.HSII
- a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/Theater work.
 - b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ Theater work.
 - c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/Theater work.
- TH:Cr2.1.HSII
- a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/Theater work.
 - b. Cooperate as a creative team to make interpretive choices for a drama/Theater work.

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

TH:Cr1.1.HSII

a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/Theater work.

TH:Pr4.1.HSII

a. Discover how unique choices shape believable and sustainable drama/ Theater work.

b. Identify essential text information, research from various sources, and the director’s concept that influence character choices in a drama/Theater work.

TH:Pr6.1.HSII

a. Present a drama/Theater work using creative processes that shape the production for a specific audience.

TH:Re7.1.HSII

a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/Theater work.

TH:Re8.1.HSII

a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/Theater work.

TH:Re9.1.HSII

a. Analyze and assess a drama/Theater work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.

b. Construct meaning in a drama/Theater work, considering personal aesthetics and knowledge of production elements while respecting others’ interpretations.

c. Verify how a drama/Theater work communicates for a specific purpose and audience.

b. Apply concepts from a drama/Theater work for personal realization about cultural perspectives and understanding.

c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/Theater work.

TH:Cn11.1.HSII

a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/Theater work.

TH:Cn11.2.HSII

a. Formulate creative choices for a devised or scripted drama/Theater work based on Theater research about the selected topic.

b. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/Theater work.

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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:	

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 2/4/19 Requesting School/ Office: Burncoat High School
 Proposed Course Name: Directing II Magnet Required Prerequisite Course/s: Directing I Magnet

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

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

Proposed Course Description: In this course, students will further explore the movement, stage picture, and composition of the stage. As well as deep script analysis, and creating a director's notebook for leading a production. Students will work with actors to stage formal and informal performances. This course is part of the Theater Magnet Technical Theater and Directing Concentration. 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 Theater artists transform and edit their initial ideas?
 - How, when, and why do Theater artists' choices change?
 - What happens when Theater artists use their imaginations and/or learned Theater skills while engaging in creative exploration and inquiry?
 - Why are strong choices essential to interpreting a drama or Theater piece?
 - What happens when Theater artists and audiences share a creative experience?
 - How do Theater artists comprehend the essence of drama processes and Theater experiences?
 - How can the same work of art communicate different messages to different people?
 - How are the Theater artist's processes and the audience's perspectives impacted by analysis and synthesis?
 - What happens when Theater artists allow an understanding of themselves and the world to inform perceptions about Theater and the purpose of their work?
 - In what ways can research into Theater histories, theories, literature, and performances alter the way a drama process or production is understood?

Standards addressed in the course:

3.7 Select a scene from original or scripted material, conduct research on the historical period, genre, playwright, and other relevant information, determine casting, staging, and technical requirements, and articulate the rationale for all artistic choices

3.8 Stage informal presentations for a variety of audiences

3.9 Direct a one-act play for a public audience, and: • write a director's concept statement for the interpretation of the work; • develop a plan for the audition/casting process; • create and implement a complete rehearsal/production schedule; • prepare a director's prompt book to record blocking and other notations; • maintain a journal of approaches to coaching actors and solving artistic problems; and • work collaboratively with technical and production staff to coordinate all production details

TH:Cn11.2.HSIII

a. Justify the creative choices made in a devised or scripted drama/Theater work, based on a critical interpretation of specific data from Theater research.

b. Present and support an opinion about the social, cultural, and historical understandings of a drama/Theater work, based on critical research.

TH:Cn10.1.HSIII

a. Collaborate on a drama/Theater work that examines a critical global issue using multiple personal, community, and cultural perspectives.

TH:Re7.1.HSIII

a. Use historical and cultural context to structure and justify personal responses to a drama/Theater work.

TH:Re8.1.HSIII

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

- a. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/ Theater work.
- b. Use new understandings of cultures and contexts to shape personal responses to drama/Theater work.
- c. Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/Theater work.

TH:Pr4.1.HSIII

- a. Apply reliable research of directors' styles to form unique choices for a directorial concept in a drama/Theater work.
- b. Apply a variety of researched acting techniques as an approach to character choices in a drama/Theater work.

TH:Pr5.1.HSIII

- a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.
- b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/Theater production.

TH:Pr6.1.HSIII

- a. Present a drama/Theater production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.

TH:Cr1.1.HSIII

- a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/ Theater work.
- b. Create a complete design for a drama/Theater work that incorporates all elements of technology.
- c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/Theater work.

TH:Cr2.1.HSIII

- a. Develop and synthesize original ideas in a drama/Theater work utilizing critical analysis, historical and cultural context, research, and western or non-western Theater traditions.
- b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/Theater work.

TH:Cr3.1.HSIII

- a. Refine, transform, and re-imagine a devised or scripted drama/Theater work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.
- b. Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/Theater work.
- c. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/Theater work.

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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.

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Please Note:
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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: 1.9.19

Requesting School/ Office: Office of Curriculum and Professional Learning

Proposed Course Name: Economics

Required Prerequisite Course/s: NONE

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
History and Social Science		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 this course students will build on their knowledge of United States and World History, students will learn about the allocation of scarce resources and the economic reasoning used by government agencies and by people as consumers, producers, savers, investors, workers, and voters. They will study these topics by exploring and researching guiding questions such as, "What are some measures of a nation's economic stability?" and "What impact does globalization have on the United States economy?"

Essential question/s for the course:

- How do individuals and corporations make choices about saving or spending?
- What factors affect the prices of goods and services?
- What impact does competition have on businesses?
- What is government's responsibility in providing for social needs?
- What factors affect patterns of income distribution in the United States?
- Why are banks and stock markets regulated by the government?
- Why are the costs and benefits of trade agreements among nations?

Standards addressed in the course:

- | | |
|--|--|
| Topic 1. Scarcity and economic reasoning
Topic 2. Supply and demand
Topic 3. Market structures | Topic 4. The role of government
Topic 5. National economic performance
Topic 6. Money and the role of financial institutions
Topic 7. Trade |
|--|--|

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

A student that possesses essential life skills has sound personal finance and money management skills; understands the economic conditions that contribute to a sound economy and what it means to be globally competitive; understands and appreciates the free enterprise system; can use technology efficiently and effectively for personal and career use; and can apply skills learned to various personal and professional situations.

Please Note:
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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: 2/4/19 Requesting School/ Office: Burncoat High School
 Proposed Course Name: Ensemble I Magnet
 Required Prerequisite Course/s: Acting: Character Study Magnet

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	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
Art and Music	X			X		

Proposed Course Description: In this course, students will work collaboratively as an ensemble to explore creating, performing, responding, and connecting within theater. This course will have students delve into directing, and performing for various genres and formal audiences. This course is part of the Theater Magnet Performance and Directing Concentration. 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 actors create believable characters for performance?
- How do Theater artists refine their work and practice their craft through rehearsal?
- What happens when Theater artists use their imaginations and/or learned Theater skills while engaging in creative exploration and inquiry?
- How do Theater artists transform and edit their initial ideas?
- Why are strong choices essential to interpreting a drama or Theater piece?
- What can I do to fully prepare a performance or technical design?
- What happens when Theater artists and audiences share a creative experience?

Standards addressed in the course:

1.14 Create complex and believable characters through the integration of physical, vocal, and emotional choices

1.15 Demonstrate an understanding of a dramatic work by developing a character analysis

1.16 Perform in a variety of scenes and/or plays for invited audiences

1.17 Demonstrate an increased ability to work effectively alone and collaboratively with a partner or in an ensemble

1.18 Apply appropriate acting techniques and styles in performances of plays from a variety of dramatic genres and historical periods

1.19 Demonstrate a high level of consistency and believability in portraying characters on stage in formal dramatic productions

1.20 Demonstrate sensitivity to audience response

TH:Cr1.1.HSII

a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/Theater work.

c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/Theater work.

TH:Cr2.1.HSII

a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/Theater work.

TH:Cr2.1.HSIII

a. Develop and synthesize original ideas in a drama/Theater work utilizing critical analysis, historical and cultural context, research, and western or non-western Theater traditions.

b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/Theater work.

TH:Cr3.1.HSII

a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/Theater work.

- b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ Theater work.
TH:Pr4.1.HSII
- a. Discover how unique choices shape believable and sustainable drama/ Theater work.
- b. Identify essential text information, research from various sources, and the director’s concept that influence character choices in a drama/Theater work.
TH:Pr5.1.HSII
- a. Refine a range of acting skills to build a believable and sustainable drama/Theater performance.
TH:Pr6.1.HSII
- a. Present a drama/Theater work using creative processes that shape the production for a specific audience.
TH:Pr6.1.HSIII
- a. Present a drama/Theater production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.
TH:Re7.1.HSII
- a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/Theater work.
TH:Re8.1.HSII
- a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/Theater work.
- b. Apply concepts from a drama/Theater work for personal realization about cultural perspectives and understanding.
- c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/Theater work.
TH:Re9.1.HSII
- a. Analyze and assess a drama/Theater work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.
- b. Construct meaning in a drama/Theater work, considering personal aesthetics and knowledge of production elements while respecting others’ interpretations.
- c. Verify how a drama/Theater work communicates for a specific purpose and audience.
TH:Cn11.2.HSII
- a. Formulate creative choices for a devised or scripted drama/Theater work based on Theater research about the selected topic.
- b. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/Theater work.

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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:
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Approved Date:	_____
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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: 2/4/19 Requesting School/ Office: Burncoat High School
Proposed Course Name: Ensemble II Magnet Honors Required Prerequisite Course/s: Ensemble I Magnet

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	1.0	x	.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
Art and Music	X			X		

Proposed Course Description: In this course, students will continue to work collaboratively as an ensemble to explore creating, performing, responding, and connecting within theater. This course will have students delve further into directing, and performing for various genres and formal audiences. Students in year two of this course will be student leaders within the classroom, and guide their ensemble to successful performances. This course is part of the Theater Magnet Performance and Directing Concentration. 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 actors create believable characters for performance?
- How do Theater artists refine their work and practice their craft through rehearsal?
- What happens when Theater artists use their imaginations and/or learned Theater skills while engaging in creative exploration and inquiry?
- How do Theater artists transform and edit their initial ideas?
- Why are strong choices essential to interpreting a drama or Theater piece?
- What can I do to fully prepare a performance or technical design?
- What happens when Theater artists and audiences share a creative experience?

Standards addressed in the course:

- 1.14 Create complex and believable characters through the integration of physical, vocal, and emotional choices
 - 1.15 Demonstrate an understanding of a dramatic work by developing a character analysis
 - 1.16 Perform in a variety of scenes and/or plays for invited audiences
 - 1.17 Demonstrate an increased ability to work effectively alone and collaboratively with a partner or in an ensemble
 - 1.18 Apply appropriate acting techniques and styles in performances of plays from a variety of dramatic genres and historical periods
 - 1.19 Demonstrate a high level of consistency and believability in portraying characters on stage in formal dramatic productions
 - 1.20 Demonstrate sensitivity to audience response
- TH:Cr1.1.HSII
- a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/Theater work.
 - c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/Theater work.
- TH:Cr2.1.HSII
- a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/Theater work.
- TH:Cr2.1.HSIII
- a. Develop and synthesize original ideas in a drama/Theater work utilizing critical analysis, historical and cultural context, research, and western or non-western Theater traditions.
 - b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/Theater work.
- TH:Cr3.1.HSII

- a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/Theater work.
- b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ Theater work.
TH:Pr4.1.HSII
- a. Discover how unique choices shape believable and sustainable drama/ Theater work.
- b. Identify essential text information, research from various sources, and the director’s concept that influence character choices in a drama/Theater work.
TH:Pr5.1.HSII
- a. Refine a range of acting skills to build a believable and sustainable drama/Theater performance.
TH:Pr6.1.HSII
- a. Present a drama/Theater work using creative processes that shape the production for a specific audience.
TH:Pr6.1.HSIII
- a. Present a drama/Theater production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.
TH:Re7.1.HSII
- a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/Theater work.
TH:Re8.1.HSII
- a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/Theater work.
- b. Apply concepts from a drama/Theater work for personal realization about cultural perspectives and understanding.
- c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/Theater work.
TH:Re9.1.HSII
- a. Analyze and assess a drama/Theater work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.
- b. Construct meaning in a drama/Theater work, considering personal aesthetics and knowledge of production elements while respecting others’ interpretations.
- c. Verify how a drama/Theater work communicates for a specific purpose and audience.
TH:Cn11.2.HSII
- a. Formulate creative choices for a devised or scripted drama/Theater work based on Theater research about the selected topic.
- b. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/Theater work.

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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.

<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:	_____	

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 2/4/19 Requesting School/ Office: Burncoat High School
 Proposed Course Name: History of Theater 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		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
Art and Music				X		

Proposed Course Description: In this course, students will learn how theater has grown and developed in relationship to human society from ancient Greece through modern western theater, including ancient forms of eastern theater. In this second course of the year one theater magnet students focus on the foundational elements of creating, performing, responding, and connecting through the lens of theater. This course will allow students to explore ancient forms of theater in performance, and critical analysis. 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, when, and why do Theater artists' choices change?
 - How do Theater artists comprehend the essence of drama processes and Theater experiences?
 - How are the Theater artist's processes and the audience's perspectives impacted by analysis and synthesis?
 - What happens when Theater artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?
 - What happens when Theater artists allow an understanding of themselves and the world to inform perceptions about Theater and the purpose of their work?
 - In what ways can research into Theater histories, theories, literature, and performances alter the way a drama process or production is understood?

Standards addressed in the course:

2.7 Read plays and stories from a variety of cultures and historical periods and identify the characters, setting, plot, theme, and conflict

2.11 Read plays from a variety of genres and styles; compare and contrast the structure of plays to the structures of other forms of literature

1.18 Apply appropriate acting techniques and styles in performances of plays from a variety of dramatic genres and historical periods

TH:Cr1.1.HSII

a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/Theater work.

TH:Cr2.1.HSI

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

- a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/Theater work.
TH:Re7.1.HSIII
- a. Use historical and cultural context to structure and justify personal responses to a drama/Theater work.
TH:Re9.1.HSI
- a. Examine a drama/ Theater work using supporting evidence and criteria, while considering art forms, history, culture, and other disciplines.
TH:Cn10.1.HSIII
- a. Collaborate on a drama/Theater work that examines a critical global issue using multiple personal, community, and cultural perspectives.
TH:Cn11.1.HSI
- a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/Theater work.
TH:Cn11.2.HSI
- a. Research how other Theater artists apply creative processes to tell stories in a devised or scripted drama/Theater work, using Theater research methods.
- b. Use basic Theater research methods to better understand the social and cultural background of a drama/Theater work.
TH:Cn11.2.HSII
- a. Formulate creative choices for a devised or scripted drama/Theater work based on Theater research about the selected topic.
- b. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/Theater work.

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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.

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

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 2/4/19 Requesting School/ Office: Burncoat High School
 Proposed Course Name: Integrated Dance 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		College	x	1.0	x	.5	X	.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
Arts and Music		X		X		

Proposed Course Description: In this course, students will use hip hop music, rhythm, and dance to expand their developmental domains within the art of dance. Students will be on their feet creating, dancing, and connecting with their prior knowledge, each other, and the music daily. This course is a dance elective.

Essential question/s for the course:

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

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 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.

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WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 2/4/19 Requesting School/ Office: Burncoat High School

Proposed Course Name: Introduction to Acting 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		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
Art and Music	X			X		

Proposed Course Description:
 In this course students will focus on the foundational elements of creating, performing, responding, and connecting through the lens of theater. Students will learn the basics of creating a character, the basics of the stage, as well as proper theatrical vocabulary and movements for the stage. Units include: introduction to the stage and script, mime and pantomime, the actor's voice, characterization. Students will also learn how to dissect a script for critical character information. Introduction to Acting Magnet the first class in our theater magnet program, offers students the ability to intensively study the art of theater. 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 actors create believable characters for performance?
 - How do theater artists refine their work and practice their craft through rehearsal?
 - What happens when theater artists use their imaginations and/or learned theater skills while engaging in creative exploration and inquiry?
 - How do theater artists transform and edit their initial ideas?

Standards addressed in the course:
 1.14 Create complex and believable characters through the integration of physical, vocal, and emotional choices
 1.15 Demonstrate an understanding of a dramatic work by developing a character analysis
 1.16 Perform in a variety of scenes and/or plays for invited audiences
 1.17 Demonstrate an increased ability to work effectively alone and collaboratively with a partner or in an ensemble
 TH:Cr1.1.HSI c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theater work.
 TH:Cr1.1.HSII c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theater work.
 TH:Cr2.1.HSII b. Cooperate as a creative team to make interpretive choices for a drama/theater work.
 TH:Cr3.1.HSI a. Practice and revise a devised or scripted drama/theater work using theatrical staging conventions.
 b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theater work.

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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 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.

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Subject Area Course:	
Zip Code Number:	

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 1/31/2019 Requesting School/ Office: Worcester Technical High School

Proposed Course Name: Introduction to Networking Required Prerequisite Course/s: IT Essentials

Proposed Course Level (check all that apply)					Proposed Course Credit (check all that apply)					G.P.A.		Honor Roll			
A.P.		Honors		College		1.0	X	.5		.25		Yes	No	Yes	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Proposed Course Description:
 In this course students will be introduced to the fundamentals of computer networking and setting up integrated systems. Networking concepts such as connectivity, hardware, software and configuration will be the target curriculum. Students may be eligible to sit for the CompTIA Network+ certification exam which will be marketable for a future in IT. This course includes hands on work, assessments, online work, and is held at Worcester Technical High School in the afternoons over the winter.

- Essential question/s for the course:**
- Explain network technologies
 - Explain how devices access local and remote network resources
 - Describe router hardware
 - Explain how switching operates in a small to medium-sized business network
 - Design an IP addressing scheme to provide network connectivity for a small to medium-sized business network
 - Configure initial settings on a network device
 - Implement basic network connectivity between devices
 - Configure monitoring tools available for small to medium-sized business networks
 - Prepare for the following certifications and/or career skills:
 - CCNA Routing and Switching curriculum prepares students for the CompTIA Network+ certification exam

- Standards addressed in the course:**
Information Technology Services Occupational Cluster
Information Support Services & Networking Framework (VISSN)
- 1.A. Fundamentals of Health and Safety
 - 2.A. Information Support Services Safety Knowledge and Operational Procedures
 - 2.B. Trends in the Information Technology Workplace and Society
 - 2.I. Networking Concepts
 - 2.J. Networking Media and Topologies
 - 2.K. Network Installation and Configuration
 - 2.L. Network Management
 - 4.A Career Exploration and Navigation
 - 4.C Work Ethic and Professionalism
 - 5.E Legal/Ethical/Social Responsibility
 - 6.A Technology Literacy Knowledge and Skills1

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

This course is part of a new program offered after school at Worcester Technical High School and open to WPS students. It is designed to target students interested in developing technical skills in the Information Technology field. At the conclusion of this course, students will have marketable job specific skills and a perspective on different career paths they can explore within this field.

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Subject Area Course:	_____
Zip Code Number:	_____

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 1/16/2019 Requesting School/ Office: Burncoat High School

Proposed Course Name: Language and Literature through the Arts

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		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
English	x			x		

Proposed Course Description: In this course, students will have an unique opportunity to advance their reading and writing skills in a rigorous learning environment tailored to their specific interests. Texts will include various fiction and non-fiction texts, but will also include mediums from the five art disciplines: dance, theater, visual arts, media arts, and music. Students will draft and edit clearly written and logically organized arguments, informative/explanatory essays and narratives using evidence from texts. Students will work collaboratively on assignments and projects throughout the course and will learn to present their creative and analytical work in a variety of formats. 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 the arts inform our understanding of literature? How do we use different media as primary sources?

Standards addressed in the course:
 Grades 9–10 Reading Standards for Literature 1-10
 Grades 9–10 Reading Standards for Informational Text 1-10
 9–10 Writing Standards 1-10
 Grades 9–10 Speaking and Listening Standards 1-6
 Grades 9–10 Language Standards 1-6

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

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

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

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	Subject Area Course: _____
	Zip Code Number: _____

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 1/31/2019 Requesting School/ Office: Worcester Technical High School

Proposed Course Name: Machine Operations Required Prerequisite Course/s: Intro to Advanced Manufacturing

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.	<input type="checkbox"/>	Honors	<input type="checkbox"/>	College	<input checked="" type="checkbox"/>		1.0	<input checked="" type="checkbox"/>	.5	<input type="checkbox"/>	.25	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Proposed Course Description: In this course students will participate in computer aided design and hands-on training of machining processes used in the Advanced Manufacturing field and will expand on what was learned in year 1 of the Innovation Pathway Advanced Manufacturing program. This 15-week course teaches safety and maintenance of machines, the use of precision tools, blueprint reading, and CAD/CAM/CNC (computer design and product production using machines). proper use of turning, milling, and grinding machine tools. This work will prepare students for industry recognized credentials such as NC3, MACWIC and NIMS, which are marketable in the workforce and transferable to higher education institutions. This 90 hour instructor-led course will give students a background on the manufacturing field and allow students to continue in the process of achieving industry recognized credentials. The course capacity is 12 students.

Essential question/s for the course:

- What model and processes are used in the industry from product design through manufacturing the product?
- Prepare for and pass industry recognized state MACWIC Level 2 credentials which include:
 - Lean Manufacturing
 - CNC Mill Concepts & Hands-on
 - CNC Lathe Concepts & Hands-on
 - Introduction to Programming & GD&T
- Prepare for and pass industry recognized national (NIMS) credentials which include:
 - Benchwork & Layout
 - Drill Press Operation
 - Milling Techniques
 - Turning Techniques
 - Grinding Operation
 - Introduction to CNC Operations
- Prepare for and pass industry recognized (NC3) credentials which include:
 - AMI - Primary Standards
 - AMI - Flexible Measuring Tools
 - AMI - Height Measuring Tools
 - AMI - Support and Layout
 - AMI - Surface Finish Inspection and Hardness Testing
 - AMI - DataSure Measurement

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Standards addressed in the course:

Vocational Technical Education Framework
 Manufacturing, Engineering & Technology Services
 Occupational Cluster

Machine Tool Technology (VMACH)

- 1.A Fundamentals of Health and Safety
- 2.A Fundamentals of Safety in Machine Tool Technology
- 2.B Problem Solving
- 2.C Quality Control
- 2.D Machine Maintenance
- 2.I Operations
- 4.A Career Exploration and Navigation

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

This course is part of the Innovation Pathways Program available to high school students attending comprehensive high schools in Worcester. This course is offered at Worcester Technical High School immediately following the students’ day at their school and is designed to prepare them for entrance into the manufacturing field or for a step ahead of their peers if pursuing higher education in this or related fields. Additionally, the work skills and knowledge gained will be transferrable to most professional environments.

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WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 2.4.2019 Requesting School/ Office: Burncoat Magnet

Proposed Course Name: Media Arts III Required Prerequisite Course/s: Media Arts II

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	1.0	X	.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
Art and Music	X			x		

Proposed Course Description: In this course, students will use their skills that they have mastered in previous Media courses, with intermediate level software, and begin to apply these techniques with an introduction to professional video production software. Students will begin to incorporate elements of graphic design and audio production into their works. Students will begin to explore such processes such as pre and post production, as well as marketing and advertising. 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 media artists generate ideas?
- How can your work reach your intended audience?
- How do media artists organize and develop ideas and models into process structures to achieve the desired end product?
- How are media production processes formed and critiqued
- How can you begin to encompass your vast knowledge into one piece of work?
- How can you protect your intellectual property online?
- How can you gauge your audience's reaction to your work?
- How can we consolidate production processes?

Standards addressed in the course:

New Media Arts Standards to be released in fall 2019. NCAS standards will be used until MA Media Arts Standards are released.

(MA:Cr1.1.II) Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.

(MA:Cr2.1.II) Apply a personal aesthetic in designing, testing, and refining original artistic ideas, prototypes, and production strategies for media arts productions, considering artistic intentions, constraints of resources, and presentation context

(MA:Cr3.1.II) a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition.

(MA.Re8.1.I) Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.

(MA:Pr4.1.II) Integrate various arts, media arts forms, and academic content into unified media arts productions that retain thematic integrity and stylistic continuity, such as transmedia productions.

(MACn10.1.II)b. Explain and demonstrate the use of media artworks to synthesize new meaning and knowledge, and reflect and form cultural experiences, such as new connections between themes and ideas, local and global networks, and personal influence

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

(MACn11.1.1)b. Critically investigate and ethically interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, digital identity, and artist/audience interactivity.

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

Students will be able to transfer the skills learned in this course over to a career in the media production field.

Students will be using

- a range of skills and abilities to creatively solve problems within and through media arts productions
- an ability to purposefully present, share, and distribute media artworks for various contexts
- a range of skills to synthesize meaning and form from cultural experience

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WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 2.4.2019 Requesting School/ Office: Burncoat Magnet

Proposed Course Name: Media Arts IV Required Prerequisite Course/s: Media Arts III

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		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
Art and Music	X			x		

Proposed Course Description: In this course, students will synthesize content, processes, and components to express a compelling media arts production based on a guiding question of personal choice. This production will demonstrate mastery of associated principles, such as technique, aesthetic, and development of creative ideas. Students will follow the design process to intentionally and consistently refine and elaborate elements and components. Media arts production will be directed at specific purposes, audiences, and contexts. 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 media artists generate ideas?
 How can ideas for media arts productions be formed and developed to be effective and original?
 How do media artists organize and develop ideas and models into process structures to achieve the desired end product?
 How are complex media arts experiences constructed?
 How do media artists use various tools and techniques?
 How do we 'read' media artworks and discern their relational components?
 How do media artworks function to convey meaning and manage audience experience?
 When and how should we evaluate and critique media artworks to improve them?

Standards addressed in the course:
New Media Arts Standards to be released in fall 2019. NCAS standards will be used until MA Media Arts Standards are released.
 (MA:Cr1.1.III) Integrate aesthetic principles with a variety of generative methods to fluently form original ideas, solutions, and innovations in media arts creation processes.
 (MA:Cr3.1.III) b. Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.
 (MA:Re8.1.III) Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.
 (MA:Re9.1.HS.III) Independently develop rigorous evaluations of, and strategically seek feedback for media artworks and production processes, considering complex goals and factors
 (MA:Cn10.1.III) a. Independently and proactively access relevant and qualitative resources to inform the creation of cogent
 (MA:Cn10.1.III) b. Critically investigate and strategically interact with legal, technological, systemic, and vocational contexts of media arts.

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 be using

- a range of skills and abilities to creatively solve problems within and through media arts productions
- an ability to purposefully present, share, and distribute media artworks for various contexts
- a range of skills to synthesize meaning and form from cultural experience

Please Note:
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Zip Code Number:	

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 2/1/19 Requesting School/ Office: North High

Proposed Course Name: Meteorology 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		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
Science		X		X		

Proposed Course Description: In this course, students will study the foundations of weather and climate. Students will develop an understanding of the structure and function of the atmosphere including the dynamics between its matter and energy and their effect on weather and climate systems. Students will study the major components of weather such as temperature, humidity, air pressure, precipitation, and global winds. Course content will also explore air pollution, global climate change and provide students with a basic understanding of weather forecasting. Research projects, oral presentations, and labs will be major components of the course. Students will also study the social, economic and environmental consequences of climate change in addition to career choices in meteorology such as Weather Forecasters, Atmospheric Researchers, Climatologists, and Forensic Meteorologists.

Essential question/s for the course:
How do we use science and math to understand and predict weather and climate? How do atmospheric and weather conditions affect the earth and its human inhabitants?

Standards addressed in the course:
 HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth’s hydrosphere can create feedbacks that cause changes to other Earth systems.
 HS-ESS2-4. Use a model to describe how variations in the flow of energy into and out of Earth’s systems over different time scales result in changes in climate. Analyze and interpret data to explain that long-term changes in Earth’s tilt and orbit result in cycles of climate change such as Ice Ages.
 HS-ESS2-5. Describe how the chemical and physical properties of water are important in mechanical and chemical mechanisms that affect Earth materials and surface processes.
 HS-ESS2-6. Use a model to describe cycling of carbon through the ocean, atmosphere, soil, and biosphere and how increases in carbon dioxide concentrations due to human activity have resulted in atmospheric and climate changes.
 HS-ESS3-1. Construct an explanation based on evidence for how the availability of key natural resources and changes due to variations in climate have influenced human activity.
 HS-ESS3-5. Analyze results from global climate models to describe how forecasts are made of the current rate of global or regional climate change and associated future impacts to Earth systems.
 By the end of high school, students should have an understanding of and ability to apply each science and engineering practice to understand the world around them. Students should have had many opportunities to immerse themselves in the practices and to explore why they are central to the applications of science and engineering. Some examples of these

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

science and engineering practices include: 1. Define a design problem that involves the development of a process or system with interacting components and criteria and constraints that may include social, technical, and/or environmental considerations. 2. Develop and/or use a model (including mathematical and computational) to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems. 3. Plan and conduct an investigation, including deciding on the types, amount, and accuracy of data needed to produce reliable measurements, and consider limitations on the precision of the data. 4. Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific questions and engineering problems, using digital tools when feasible. 5. Use simple limit cases to test mathematical expressions, computer programs, algorithms, or simulations of a process or system to see if a model “makes sense” by comparing the outcomes with what is known about the real world. 6. Apply scientific reasoning, theory, and/or models to link evidence to the claims and assess the extent to which the reasoning and data support the explanation or conclusion. 7. Respectfully provide and/or receive critiques on scientific arguments by probing reasoning and evidence and challenging ideas and conclusions, and determining what additional information is required to solve contradictions. 8. Evaluate the validity and reliability of and/or synthesize multiple claims, methods, and/or designs that appear in scientific and technical texts or media, verifying the data when possible.

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

Students will develop scientific literacy and learn about the follow careers Weather Forecasters, Atmospheric Researchers, Climatologists, Forensic Meteorologists,

**Please Note:
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 through the school
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For Office Use Only	
Approved Date:	_____
S.C. Item Number:	_____
Assigned Course Number:	_____
Dept. Code:	_____
Subject Area Code	_____
Number:	_____
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Zip Code Number:	_____

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 2/4/19 Requesting School/ Office: Burncoat High School

Proposed Course Name: Musical Theater for Performance Majors 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		1.0	x	.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
Arts and Music		X		X		

Proposed Course Description: In this course, students will explore the discipline of musical theater by refining their music, acting, and dancing skills. Students will be required to perform in full musical numbers, as well as smaller, more intimate performances for both formal and informal audiences. This course is a dance elective. 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. 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 connections can be made between dance and healthful living?
- What connections can be made between dance and other disciplines?

Standards addressed in the course:
 #3 Understanding dance as a way to create and communicate meaning.
 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.

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WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 2/1/19 Requesting School/ Office: North High

Proposed Course Name: Neurophysiology and Film Required Prerequisite Course/s: Biology

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		X	

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

Proposed Course Description: In this course, students will examine the biological basis of neurological disorders and how their clinical approach or case study are represented in film. Students will focus on the biology and psychiatry of disorders in tandem with developing a critical evaluation of their representation through films such as *A Beautiful Mind* (John Nash with a focus on schizophrenia, and *Psycho* (Norman Bates and dissociative disorders) among others. 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 are the underlying biological causes for mental illnesses and other neuropathology and how are these disorders represented accurately or inaccurately in film?

Standards addressed in the course:

HS-LS1-2. Develop and use a model to illustrate the key functions of animal body systems, including (a) food digestion, nutrient uptake, and transport through the body; (b) exchange of oxygen and carbon dioxide; (c) removal of wastes; and (d) regulation of body processes.

HS-LS1-3. Provide evidence that homeostasis maintains internal body conditions through both body-wide feedback mechanisms and small-scale cellular processes.

HS-LS3-3. Apply concepts of probability to represent possible genotype and phenotype combinations in offspring caused by different types of Mendelian inheritance patterns.

HS-LS3-4(MA). Use scientific information to illustrate that many traits of individuals, and the presence of specific alleles in a population, are due to interactions of genetic factors and environmental factors.

By the end of high school, students should have an understanding of and ability to apply each science and engineering practice to understand the world around them. Students should have had many opportunities to immerse themselves in the practices and to explore why they are central to the applications of science and engineering. Some examples of these science and engineering practices include: 1. Define a design problem that involves the development of a process or system with interacting components and criteria and constraints that may include social, technical, and/or environmental considerations. 2. Develop and/or use a model (including mathematical and computational) to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems. 3. Plan and conduct an investigation, including deciding on the types, amount, and accuracy of data needed to produce reliable measurements, and consider limitations on the precision of the data. 4. Apply concepts of statistics and probability (including determining function fits to data, slope,

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

intercept, and correlation coefficient for linear fits) to scientific questions and engineering problems, using digital tools when feasible. 5. Use simple limit cases to test mathematical expressions, computer programs, algorithms, or simulations of a process or system to see if a model “makes sense” by comparing the outcomes with what is known about the real world. 6. Apply scientific reasoning, theory, and/or models to link evidence to the claims and assess the extent to which the reasoning and data support the explanation or conclusion. 7. Respectfully provide and/or receive critiques on scientific arguments by probing reasoning and evidence and challenging ideas and conclusions, and determining what additional information is required to solve contradictions. 8. Evaluate the validity and reliability of and/or synthesize multiple claims, methods, and/or designs that appear in scientific and technical texts or media, verifying the data when possible.

ELA AND Social Studies Standards will be incorporated as well

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

Students will approach mental disorders through a scientific and biological approach and help prepare them for advanced study while also developing critical thinking skills, and exposure to career choices in the mental health field.

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WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 1.9.19

Requesting School/ Office: Office of Curriculum and Professional Learning

Proposed Course Name: News/Media Literacy

Required Prerequisite Course/s: NONE

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

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

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

Proposed Course Department	Select one	
	Core Course	Core Elective
History and Social Science		x

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

Proposed Course Description:

In this course students will examine topics such as analysis of media, and the impact of journalism at various periods of United States history. Students study these topics by exploring and researching guiding questions such as, "Why is a free press essential to democracy?" and "What are principles of responsible journalism?" This course is designed to inspire reflection on how current events are reported and to give students ways of determining the purpose, point of view, and accuracy of the reports they see, hear, and view on social media, online, and in print. 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 does news/media literacy matter?
- How has journalism affected past and present society?
- How have developments in the Digital Age and in the structure of media organizations redefined what it means to be an informed participant in civic life?
- How can individuals become informed consumers of news and media?
- How do media literacy skills apply to generating news reporting and other content across all types of media?

Standards addressed in the course:

- Topic 1. Freedom of the press and news/media literacy
- Topic 2. History of journalism
- Topic 3. The challenges of news/media literacy in contemporary society
- Topic 4. Analyzing the news and other media
- Topic 5. Gathering and reporting information, using digital media

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

When teaching history and social science, teachers have a unique responsibility to help students consider events – including current events – in a broad historical, geographical, social, or economic context. The Framework's News/Media Literacy standards for grade 8 and high school are designed to help students take a critical stance toward what they read, hear, and view in newspapers and on websites, television, and social media. Applying these standards, students learn to evaluate information, question and verify its source, distinguish fact from inference, and reasoned judgment supported by evidence from varying degrees of bias.

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WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 1.9.19

Requesting School/ Office: Office of Curriculum and Professional Learning

Proposed Course Name: Personal Financial Literacy 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		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
History and Social Science		x		x		

Proposed Course Description:
 In this course students will examine topics such as making personal economic choices and managing financial assets. Students will study these topics by exploring and researching guiding questions such as, "What do I need to know and be able to do in order to achieve financial stability over time?" and "Why should I plan for the future?"

Essential question/s for the course:
 What is the most important thing to look for in a job?
 What can banks do for consumers?
 What are the benefits and risks of using credit and investing?
 How does an individual decide if insurance is worth its costs?

Standards addressed in the course:
 Topic 1. Earning and spending income
 Topic 2. Saving money
 Topic 3. Using credit and making investments
 Topic 4. Protecting and insuring assets

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How does this course support the readiness of students for college and career?
 A student that possesses essential life skills has sound personal finance and money management skills; understands the economic conditions that contribute to a sound economy and what it means to be globally competitive; understands and appreciates the free enterprise system; can use technology efficiently and effectively for personal and career use; and can apply skills learned to various personal and professional situations.

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Zip Code Number:		

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 2/4/19 Requesting School/ Office: Burncoat High School
 Proposed Course Name: Playwriting Magnet Required Prerequisite Course/s: History of Theater Magnet

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

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

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

Proposed Course Department	Select one	
	Core Course	Core Elective
Arts and Music		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 this course, students will study the craft of writing plays. In this second course of the second year of magnet study students will explore the traditional dramatic structure, as well as various genres of theater writing, in depth character development for writing, and the role of revision in playwriting. 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 happens when Theater artists use their imaginations and/or learned Theater skills while engaging in creative exploration and inquiry?
 - How, when, and why do Theater artists' choices change?
 - How do Theater artists transform and edit their initial ideas?
 - Why are strong choices essential to interpreting a drama or Theater piece?
 - What can I do to fully prepare a performance or technical design?
 - What happens when Theater artists and audiences share a creative experience?
 - How do Theater artists comprehend the essence of drama processes and Theater experiences?
 - How can the same work of art communicate different messages to different people?

- Standards addressed in the course:**
- 1.14 Create complex and believable characters through the integration of physical, vocal, and emotional choices
 - 1.15 Demonstrate an understanding of a dramatic work by developing a character analysis
 - 1.16 Perform in a variety of scenes and/or plays for invited audiences
 - 1.17 Demonstrate an increased ability to work effectively alone and collaboratively with a partner or in an ensemble
 - 1.18 Apply appropriate acting techniques and styles in performances of plays from a variety of dramatic genres and historical periods
 - 1.19 Demonstrate a high level of consistency and believability in portraying characters on stage in formal dramatic productions
 - 1.20 Demonstrate sensitivity to audience response
- TH:Cr1.1.HSII
- a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/Theater work.
 - c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/Theater work.
- TH:Cr2.1.HSII
- a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/Theater work.
- TH:Cr2.1.HSIII
- a. Develop and synthesize original ideas in a drama/Theater work utilizing critical analysis, historical and cultural context, research, and western or non-western Theater traditions.

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/Theater work.

TH:Cr3.1.HSII

a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/Theater work.

b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ Theater work.

TH:Pr4.1.HSII

a. Discover how unique choices shape believable and sustainable drama/ Theater work.

b. Identify essential text information, research from various sources, and the director’s concept that influence character choices in a drama/Theater work.

TH:Pr5.1.HSII

a. Refine a range of acting skills to build a believable and sustainable drama/Theater performance.

TH:Pr6.1.HSII

a. Present a drama/Theater work using creative processes that shape the production for a specific audience.

TH:Pr6.1.HSIII

a. Present a drama/Theater production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.

TH:Re7.1.HSII

a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/Theater work.

TH:Re8.1.HSII

a. Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/Theater work.

b. Apply concepts from a drama/Theater work for personal realization about cultural perspectives and understanding.

c. Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and observation of drama/Theater work.

TH:Re9.1.HSII

a. Analyze and assess a drama/Theater work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.

b. Construct meaning in a drama/Theater work, considering personal aesthetics and knowledge of production elements while respecting others’ interpretations.

c. Verify how a drama/Theater work communicates for a specific purpose and audience.

TH:Cn11.2.HSII

a. Formulate creative choices for a devised or scripted drama/Theater work based on Theater research about the selected topic.

b. Explore how personal beliefs and biases can affect the interpretation of research data applied in drama/Theater work.

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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.

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WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 2/4/19 Requesting School/ Office: Burncoat High School

Proposed Course Name: SAT Math Preparation 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		College	x	1.0		.5	x	.25	x	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
Math		x		x		

Proposed Course Description: In this course, students will develop the analytical thinking and test-taking strategies needed to take the Scholastic Aptitude Test with confidence. Students will participate in activities focusing on math skills; time management; scoring procedures; and persistence.

Essential question/s for the course:
How do testing skills translate into real world decision making?

Standards addressed in the course:
All High School Math Common Core Standards that are aligned with SAT.

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How does this course support the readiness of students for college and career?
This course will support students in preparing for the Scholastic Aptitude Test. Increasing students ability to perform successfully on this test will strengthen their college applications. Time management and analytical skills will also assist students in career settings.

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WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 2/4/2019 Requesting School/ Office: Burncoat High School
 Proposed Course Name: Shakespeare- Tragedies and Comedies
 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	1.0		.5	x	.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
English	x			x		

Proposed Course Description: In this course, students will study Elizabethan times and selected works of William Shakespeare. This course provides students with close textual readings of Shakespeare's comedic and tragic plays as well as literary criticisms and other academic literature. Dramatizations, criticisms and research projects complement the texts. 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 work of Shakespeare reflect current theatrical writings and performances?

Standards addressed in the course:
 Grades 9–10 Reading Standards for Literature 1-10
 Grades 9–10 Reading Standards for Informational Text 1-10
 9–10 Writing Standards 1-10
 Grades 9–10 Speaking and Listening Standards 1-6
 Grades 9–10 Language Standards 1-6

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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.

Please Note:
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WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 2/4/19 Requesting School/ Office: Burncoat High School
 Proposed Course Name: Technical Theater II & Design II Magnet
 Required Prerequisite Course/s: Technical Theater & Design I Magnet

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.	<input type="checkbox"/>	Honors	<input checked="" type="checkbox"/>	College	<input type="checkbox"/>	1.0	<input checked="" type="checkbox"/>	.5	<input type="checkbox"/>	.25	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>

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
Art and Music	X	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

Proposed Course Description: In this course, students will continue in their study of technical theater. This course is the second course of study within the technical theater concentration of the Theater Magnet. This course will allow students to further delve into the design of theatrical productions. Students will also become scene shop leaders as they further develop their hands on construction skills. 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 happens when Theater artists use their imaginations and/or learned Theater skills while engaging in creative exploration and inquiry?
- How, when, and why do Theater artists' choices change?
- How do Theater artists transform and edit their initial ideas?
- What can I do to fully prepare a performance or technical design?

Standards addressed in the course:

4.11 Participate as a member of a technical crew or a management team for a mainstage production

4.12 Conduct research to inform the design of sets, costumes, sound, and lighting for a dramatic production. For example, students select a play from a particular historical period, genre, or style and conduct research using reference materials such as books, periodicals, museum collections, and the Internet to find appropriate examples of hairstyles, furnishings, decorative accessories, and clothing.

4.13 Demonstrate an understanding of the interrelationship between the technical aspects of production and the on-stage performers

4.14 Apply technical knowledge of safety procedures and practices in the Theater environment

TH:Cr1.1.HSII

a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/Theater work.

b. Understand and apply technology to design solutions for a drama/Theater work.

TH:Cr2.1.HSII

b. Cooperate as a creative team to make interpretive choices for a drama/Theater work.

TH:Cr3.1.HSII

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

- a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/Theater work.
- c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/Theater work.
 TH:Pr5.1.HSII
- b. Apply technical elements and research to create a design that communicates the concept of a drama/Theater production.

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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.

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Zip Code Number:	

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 2/4/19 Requesting School/ Office: Burncoat High School

Proposed Course Name: Theater Lab Acting 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	1.0		.5		.25	x	X		X	

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

Proposed Course Description: In this course, students will work collaboratively with the directors and designers to create a fully realized character for performance in a major production for formal performance. 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. This course is a theater elective usually taught during 8th period. 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:**
- In what ways can research into Theater histories, theories, literature, and performances alter the way a drama process or production is understood?
 - How do Theater artists comprehend the essence of drama processes and Theater experiences?
 - Why are strong choices essential to interpreting a drama or Theater piece?
 - What can I do to fully prepare a performance or technical design?
 - What happens when Theater artists and audiences share a creative experience?
 - What happens when Theater artists use their imaginations and/or learned Theater skills while engaging in creative exploration and inquiry?
 - How, when, and why do Theater artists' choices change?
 - How do Theater artists transform and edit their initial ideas?

- Standards addressed in the course:**
- 1.14 Create complex and believable characters through the integration of physical, vocal, and emotional choices
 - 1.15 Demonstrate an understanding of a dramatic work by developing a character analysis
 - 1.16 Perform in a variety of scenes and/or plays for invited audiences
 - 1.17 Demonstrate an increased ability to work effectively alone and collaboratively with a partner or in an ensemble
 - 1.18 Apply appropriate acting techniques and styles in performances of plays from a variety of dramatic genres and historical periods
 - 1.19 Demonstrate a high level of consistency and believability in portraying characters on stage in **formal dramatic productions**
 - 1.20 Demonstrate sensitivity to audience response
- TH:Cr1.1.HSIII
- a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/ Theater work.
 - c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/Theater work
- TH:Cr2.1.HSIII

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

- a. Develop and synthesize original ideas in a drama/Theater work utilizing critical analysis, historical and cultural context, research, and western or non-western Theater traditions.
- b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/Theater work.
- TH:Cr3.1.HSIII
- a. Refine, transform, and re-imagine a devised or scripted drama/Theater work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.
- b. Synthesize ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/Theater work.
- c. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/Theater work.
- TH:Pr4.1.HSIII
- a. Apply reliable research of directors' styles to form unique choices for a directorial concept in a drama/Theater work.
- b. Apply a variety of researched acting techniques as an approach to character choices in a drama/Theater work.
- TH:Pr5.1.HSIII
- a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.
- b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/Theater production.
- TH:Pr6.1.HSIII
- a. Present a drama/Theater production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.
- TH:Cn11.2.HSIII
- a. Justify the creative choices made in a devised or scripted drama/Theater work, based on a critical interpretation of specific data from Theater research.
- b. Present and support an opinion about the social, cultural, and historical understandings of a drama/Theater work, based on critical research.

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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:
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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: 2/4/19 Requesting School/ Office: Burncoat High School

Proposed Course Name: Theater Lab Technical Theater Required Prerequisite Course/s: None

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

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

Proposed Course Description: In this course, students will work collaboratively with the directors to plan, design, and execute a technical aspect of a major production for formal performance. 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. This course is a theater elective usually taught during 8th period. 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 can I do to fully prepare a performance or technical design?
 - What happens when Theater artists and audiences share a creative experience?
 - What happens when Theater artists use their imaginations and/or learned Theater skills while engaging in creative exploration and inquiry?
 - How, when, and why do Theater artists' choices change?
 - How do Theater artists transform and edit their initial ideas?

- Standards addressed in the course:**
- 4.15 Lead a technical crew in a mainstage production
- 4.16 Create and implement a major design element for a mainstage production
- 4.17 Assume responsibility for the coordination of all aspects of a production by stage managing a theatrical event
- 4.17 Apply technical knowledge of safety procedures and practices in the use of Theater equipment, tools, and raw materials
- TH:Pr5.1.HSIII
- b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/Theater production.
- TH:Pr6.1.HSIII
- a. Present a drama/Theater production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.
- TH:Cr1.1.HSIII
- a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions, and technologies to create the visual composition of a drama/ Theater work.
- b. Create a complete design for a drama/Theater work that incorporates all elements of technology.
- TH:Cr2.1.HSIII

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

- a. Develop and synthesize original ideas in a drama/Theater work utilizing critical analysis, historical and cultural context, research, and western or non-western Theater traditions.
 - b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/Theater work.
- TH:Cr3.1.HSIII
- a. Refine, transform, and re-imagine a devised or scripted drama/Theater work using the rehearsal process to invent or re-imagine style, genre, form, and conventions.
 - c. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/Theater work.

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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.

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Subject Area Course:	
Zip Code Number:	

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 2/1/19 Requesting School/ Office: North High

Proposed Course Name: Urban Agriculture and Food Systems Required Prerequisite Course/s: Biology

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	X	.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		X		X		

Proposed Course Description:

In this course students will learn about agriculture by studying plants, soil, water, microbes, insect pollinators and pests. Students will look closely at large agro-business and sustainable organic farming; understand environmental degradation and the impact that agriculture has had on our ecosystems; and learn about solutions and ways that agriculture can sustain our growing human population. Students will conduct independent research projects, write lab reports, read primary sources, and convey scientific information to their peers and the community. Students may also investigate and explore how to create local food systems through small scale urban farms or hydroponic systems.

Essential question/s for the course:

Students will explore and understand the essential question, "How will we sustainably feed nearly 10 billion people by the year 2050?" and begin to think about the challenges and opportunities presented by this question.

Standards addressed in the course:

- HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's hydrosphere can create feedbacks that cause changes to other Earth systems.
- HS-ESS2-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems over different time scales result in changes in climate. Analyze and interpret data to explain that long-term changes in Earth's tilt and orbit result in cycles of climate change such as Ice Ages.
- HS-ESS2-5. Describe how the chemical and physical properties of water are important in mechanical and chemical mechanisms that affect Earth materials and surface processes.
- HS-ESS2-6. Use a model to describe cycling of carbon through the ocean, atmosphere, soil, and biosphere and how increases in carbon dioxide concentrations due to human activity have resulted in atmospheric and climate changes.
- HS-ESS3-1. Construct an explanation based on evidence for how the availability of key natural resources and changes due to variations in climate have influenced human activity.
- HS-ESS3-2. Evaluate competing design solutions for minimizing impacts of developing and using energy and mineral resources, and conserving and recycling those resources, based on economic, social, and environmental cost-benefit ratios.*
- HS-ESS3-3. Illustrate relationships among management of natural resources, the sustainability of human populations, and biodiversity.
- HS-ESS3-5. Analyze results from global climate models to describe how forecasts are made of the current rate of global or regional climate change and associated future impacts to Earth systems.
- HS-LS1-2. Develop and use a model to illustrate the key functions of animal body systems, including (a) food digestion, nutrient uptake, and transport through the body; (b) exchange of oxygen and carbon dioxide; (c) removal of wastes; and (d) regulation of body processes.
- HS-LS1-5. Use a model to illustrate how photosynthesis uses light energy to transform water and carbon dioxide into oxygen and chemical energy stored in the bonds of sugars and other carbohydrates.
- HS-LS1-6. Construct an explanation based on evidence that organic molecules are primarily composed of six elements, where carbon, hydrogen, and oxygen atoms may combine with nitrogen, sulfur, and phosphorus to form monomers that can further combine to form large carbon-based macromolecules.
- HS-LS1-7. Use a model to illustrate that aerobic cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and new bonds form, resulting in new compounds and a net transfer of energy.
- HS-LS2-1. Analyze data sets to support explanations that biotic and abiotic factors affect ecosystem carrying capacity.

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

HS-LS2-2. Use mathematical representations to support explanations that biotic and abiotic factors affect biodiversity, including genetic diversity within a population and species diversity within an ecosystem.

HS-LS2-4. Use a mathematical model to describe the transfer of energy from one trophic level to another. Explain how the inefficiency of energy transfer between trophic levels affects the relative number of organisms that can be supported at each trophic level and necessitates a constant input of energy from sunlight or inorganic compounds from the environment. Clarification Statement:

HS-LS2-5. Use a model that illustrates the roles of photosynthesis, cellular respiration, decomposition, and combustion to explain the cycling of carbon in its various forms among the biosphere, atmosphere, hydrosphere, and geosphere.

HS-LS2-6. Analyze data to show ecosystems tend to maintain relatively consistent numbers and types of organisms even when small changes in conditions occur but that extreme fluctuations in conditions may result in a new ecosystem. Construct an argument supported by evidence that ecosystems with greater biodiversity tend to have greater resistance to change and resilience.

HS-LS2-7. Analyze direct and indirect effects of human activities on biodiversity and ecosystem health, specifically habitat fragmentation, introduction of non-native or invasive species, overharvesting, pollution, and climate change. Evaluate and refine a solution for reducing the impacts of human activities on biodiversity and ecosystem health.*

By the end of high school, students should have an understanding of and ability to apply each science and engineering practice to understand the world around them. Students should have had many opportunities to immerse themselves in the practices and to explore why they are central to the applications of science and engineering. Some examples of these science and engineering practices include:

1. Define a design problem that involves the development of a process or system with interacting components and criteria and constraints that may include social, technical, and/or environmental considerations.
2. Develop and/or use a model (including mathematical and computational) to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems.
3. Plan and conduct an investigation, including deciding on the types, amount, and accuracy of data needed to produce reliable measurements, and consider limitations on the precision of the data.
4. Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific questions and engineering problems, using digital tools when feasible.
5. Use simple limit cases to test mathematical expressions, computer programs, algorithms, or simulations of a process or system to see if a model “makes sense” by comparing the outcomes with what is known about the real world.
6. Apply scientific reasoning, theory, and/or models to link evidence to the claims and assess the extent to which the reasoning and data support the explanation or conclusion.
7. Respectfully provide and/or receive critiques on scientific arguments by probing reasoning and evidence and challenging ideas and conclusions, and determining what additional information is required to solve contradictions.
8. Evaluate the validity and reliability of and/or synthesize multiple claims, methods, and/or designs that appear in scientific and technical texts or media, verifying the data when possible.

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

Students will be exposed to career paths in agro-business and food systems, and continue support of science practices and science for advanced studies in science.

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Dept. Code:	_____
Subject Area Code Number:	_____
Subject Area Course:	_____
Zip Code Number:	_____

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: January 9, 2019

Requesting School/ Office: Office of Curriculum and Professional Learning

Proposed Course Name: United States Government and Politics Required Prerequisite Course/s: US I OR US II

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)	
History and Social Science	X				Chapter 74	Non-Chapter 74
			X			

Proposed Course Description:
 In this course students will revisit the Founding Documents of the United States and Massachusetts with an emphasis on understanding their relevance and impact on policies and politics in the present. They will study these topics by exploring and researching guiding questions such as "What does it mean to be an informed citizen?" and "How involved should the United States government be in world affairs?" 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 nation acted to narrow discrepancies between the founding ideals and reality?
 How are the founding principles reflected in contemporary debates over the role of government?
 How have court decisions defined the balance between broader national or community interests and the rights of the individual?
 What are the roles of political parties, interest groups, and media in influencing public policy?
 How does the U.S. exercise power in world affairs?

Standards addressed in the course:
 Topic 1. Foundations of government in the United States
 Topic 2. Purposes, principles, and institutions of government
 Topic 3. Civil rights, human rights, and civil liberties
 Topic 4. Political parties, interest groups, media, and public policy
 Topic 5. The relationship of the United States to other nations in world affairs

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How does this course support the readiness of students for college and career?
 The primary purpose of a history and social science education is to prepare students to have the knowledge and skills to become thoughtful and active participants in a democratic society and a complex world. "Government of the people, by the people, for the people" is not just a historical phrase from Lincoln's "Gettysburg Address," but an ideal that must be renewed and reinvigorated by each succeeding generation. The future of democracy depends on our students' development of knowledge, skills, and dispositions that will enable them to embrace democracy's potential, while recognizing its challenges and inherent dilemmas.

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Subject Area Course:	
Zip Code Number:	

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 2.14.19 **Requesting School/ Office:** Office of Curriculum and Professional Learning
Proposed Course Name: Contemporary World Religions **Required Prerequisite Course/s:** None

Proposed Course Level (check all that apply)						Proposed Course Credit (check all that apply)					G.P.A.		Honor Roll	
A.P.	Honors	x	College	x	1.0	x	.5	.25	Yes	No	Yes	No		
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Proposed Course Department	Select one	
	Core Course	Core Elective
History and Social Science	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

Proposed Course Description:

In this course students will examine the Buddhist, Christian, Hindu, Islamic, and Jewish traditions among others. The student will learn to recognize and find meanings in a variety of religious expressions while discovering that misinterpretations of these religious expressions can lead to inaccuracies, stereotypes and distortions. Attitudes of respect and appreciation for religious diversity are encouraged throughout the course. The comparison of different religions will help students synthesize the basic elements of all religions and the needs a religion fulfills in human nature. By the end of the course, students should have a better understanding and tolerance for the idiosyncrasies of the different religions and appreciate the people and cultures through which these religions are manifest.

Essential question/s for the course:

- How does religion affect the development of a society's art, architecture, engineering, and philosophy?
- How does geography influence religious and political differences?
- How do religious beliefs affect social and political structures?
- How does religion shape the creation of laws?
- How are religions similar yet different?
- How does a belief system unite a people?
- How can the spread of new beliefs reunite a society?
- What happens when cultures collide?
- How can internal turmoil within a religion affect a larger society or government?

Standards addressed in the course:

- Topic 1: Judaism
- Topic 2: Christianity
- Topic 3: Islam
- Topic 4: Hinduism
- Topic 5: Buddhism
- Topic 6: Other Religions

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WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

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

Students in this course will encounter informational texts, charts, graphs, etc. that will be used to organize, analyze, evaluate and interpret a wide range of information related to world religions, resulting in better educated consumers of information and tolerance for others.

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
Office of Grants Management

Grant Acceptance Form

Name of Grant: Gateway Cities English Learner Enrichment Academies

Type of Funder: Massachusetts Department of Elementary and Secondary Education

Awarded Amount: \$150,000.00

Grant Funding Period: February 21, 2019 through June 30, 2019

Project title: Bilingual Education Program

Program coordinator: Dr. Susan O'Neil/Carmen Melendez

Purpose: To leverage district personnel and resources to conduct thoughtful and productive analyses aimed at identifying root causes, prioritizing issues, and determining specific priorities, purposeful interventions and support strategies that will form the blueprint for this program.

Description of the program: An intense planning process for providing ESL and Partner Language Instruction. Program Components for ensuring student access to grade-level standards and appropriate academic language. Integrating culturally responsive teaching and asset-based learning in instruction. Planned efforts for engaging families of students in the proposed program in their children's learning. Ongoing professional development learning opportunities to build capacity of teachers to implement the proposed programs.

Program location: Worcester Public Schools

Outcomes and Measures: An increase in staff capacity will translate into academic gains by students enrolled in the program.

Worcester Public Schools
Office of Grants Management

Grant Acceptance Form

Name of Grant: History and Social Science Instructional Planning and Implementation

Type of Funder: Massachusetts Department of Elementary and Secondary Education

Awarded Amount: \$7,540.00

Grant Funding Period: February 4, 2019 – June 30, 2019

Project title: History and Social Science

Program coordinator: Dr. Susan O’Neil

Purpose: To help teachers deepen their understanding of the 2018 History and Social Science Curriculum Framework and implement high quality standards-aligned curricula materials that promote inclusive practices.

Description of the program: Teachers will work together (in cross-grade teams, or interdisciplinary teams within a school) to analyze their curricula materials to determine alignment (or lack of alignment) between the revised standards, the Standards for History and Social Science Practice, the Literacy Standards for History and Social Science, and the curricula used by their district or school. Teachers identify areas where the curriculum does not well-align with the revised standards, and collaboratively refine and align curricula.

Program location: Worcester Public Schools

Outcomes and Measures: For Districts to deepen their understanding of the Framework, analyze current curriculum for alignment to the Framework, and revise, adapt, and/or adopt high-quality standards-aligned curricular materials for use in the 2018-2019 school year.