

**The following items will be discussed at the meeting of the Standing Committee on Teaching, Learning and Student Supports to be held on Tuesday, May 18, 2015 at 5:30 p.m. in Room 410 at the Durkin Administration Building:**

gb #3-298 - Mr. O'Connell/Miss Biancheria/Mr. Monfredo (November 15, 2013)

To support the Massachusetts Department of Elementary and Secondary Education in any initiative it takes to restore instruction in cursive handwriting (penmanship) to the Common Core State Standards as applicable in Massachusetts.

gb #4-211 - Mr. Monfredo/Mr. O'Connell/Miss Biancheria (July 22, 2014)

Request that the Administration review this year's data on chronic absenteeism to determine the impact of the awareness campaign and to schedule a meeting with the stakeholders prior to September in order to update the strategic plan.

gb #4-259 - Mr. O'Connell/Mr. Foley/Mr. Monfredo/Miss Biancheria (September 17, 2014)

To initiate a course in Mandarin Chinese at the Advanced Placement level, offered either in a customary classroom setting or through Virtual High School.

gb #5-111 - Administration (April 1, 2015)

To consider approval of the Summer Reading Lists for 2015, 2016 and 2017.

gb #5-112 - Administration (April 1, 2015)

To consider approval of new courses for High Schools.

To support the Massachusetts Department of Elementary and Secondary Education in any initiative it takes to restore instruction in cursive handwriting (penmanship) to the Common Core State Standards as applicable in Massachusetts.

Below is the communication the district received from Dr. Jonathan Landman, Assistant Commissioner for Teaching and Learning at the Department of Elementary and Secondary Education.

In the *2011 Massachusetts Curriculum Framework for English Language Arts and Literacy*, the Grade 4 Language Standards include the following standard:

“1.MA.1.h – Write legibly by hand, using either printing or cursive handwriting.” (See page 39 in the Framework document.)

The standard coding incorporates the MA designation which indicates that this standard is one of a limited number of standards that was added by Massachusetts to the Common Core State Standards as part of our state’s Frameworks, in order to communicate the continuing expectation, here in the Commonwealth, that students learn handwriting. This standard is not a Common Core standard.

In addition, a copy of page 39 of the Massachusetts Curriculum Framework for English Language Arts and Literacy (March 2011) and the elementary principals’ responses of when cursive handwriting is taught in our schools are attached.

The administration recommends filing this item.

Language Standards Pre-K–5

[L]

Grade 4 students:

Grade 5 students:

*Conventions of Standard English*

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
  - b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
  - c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
  - d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
  - e. Form and use prepositional phrases.
  - f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*
  - g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).\*

MA.1.h. Write legibly by hand, using either printing or cursive handwriting.  
For the use of computer technology in writing, see Writing standard 6.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use correct capitalization.
  - b. Use commas and quotation marks to mark direct speech and quotations from a text.
  - c. Use a comma before a coordinating conjunction in a compound sentence.
  - d. Spell grade-appropriate words correctly, consulting references as needed.

*Knowledge of Language*

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Choose words and phrases to convey ideas precisely.\*
  - b. Choose punctuation for effect.\*
  - c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
  - b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
  - c. Use verb tense to convey various times, sequences, states, and conditions.
  - d. Recognize and correct inappropriate shifts in verb tense.\*
  - e. Use correlative conjunctions (e.g., *either/or, neither/nor*).

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use punctuation to separate items in a series.\*
  - b. Use a comma to separate an introductory element from the rest of the sentence.
  - c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
  - d. Use underlining, quotation marks, or italics to indicate titles of works.
  - e. Spell grade-appropriate words correctly, consulting references as needed.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
  - b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

\* These skills and understandings are particularly likely to require continued attention in higher grades. See the table on page 41.

**School Committee Item gb #3-298**

<b>SCHOOL</b>	<b>Intro. to Cursive Writing</b>
Belmont St. Community	Grade 3
Burncoat St. Prep	Grade 3
Canterbury St.	Grade 3
Chandler Elementary	Grade 3
Chandler Magnet	Grade 3
City View	Grade 3
Clark St. Dev. Learning	Grade 3
Columbus Park	Grade 3
Elm Park Community	Grade 3
Flagg Street	Grade 2/3
Francis J. McGrath	Grade 3
Gates Lane	Grade 3
Goddard	Grade 3
Grafton St.	Grade 3
Heard St.	Grade 2/3
Jacob Hiatt Magnet	Grade 3
Lake View	Grade 3
Lincoln St.	Grade 3
May Street	Grade 3
Midland Street	Grade 2
Nelson Place	Grade 3
Norrback Avenue	Grade 3
Quinsigamond	Grade 2
Rice Square	Grade 3
Roosevelt	Grade 2/3
Tatnuck Magnet	Grade 3
Thorndyke Road	Grade 3
Union Hill	Grade 3
Vernon Hill	Grade 3
Wawecus Road	Grade 3
West Tatnuck	Grade 2
Woodland Academy	Grade 3
Worcester Arts Magnet	Grade 2 mid-year

Programs used by some schools:

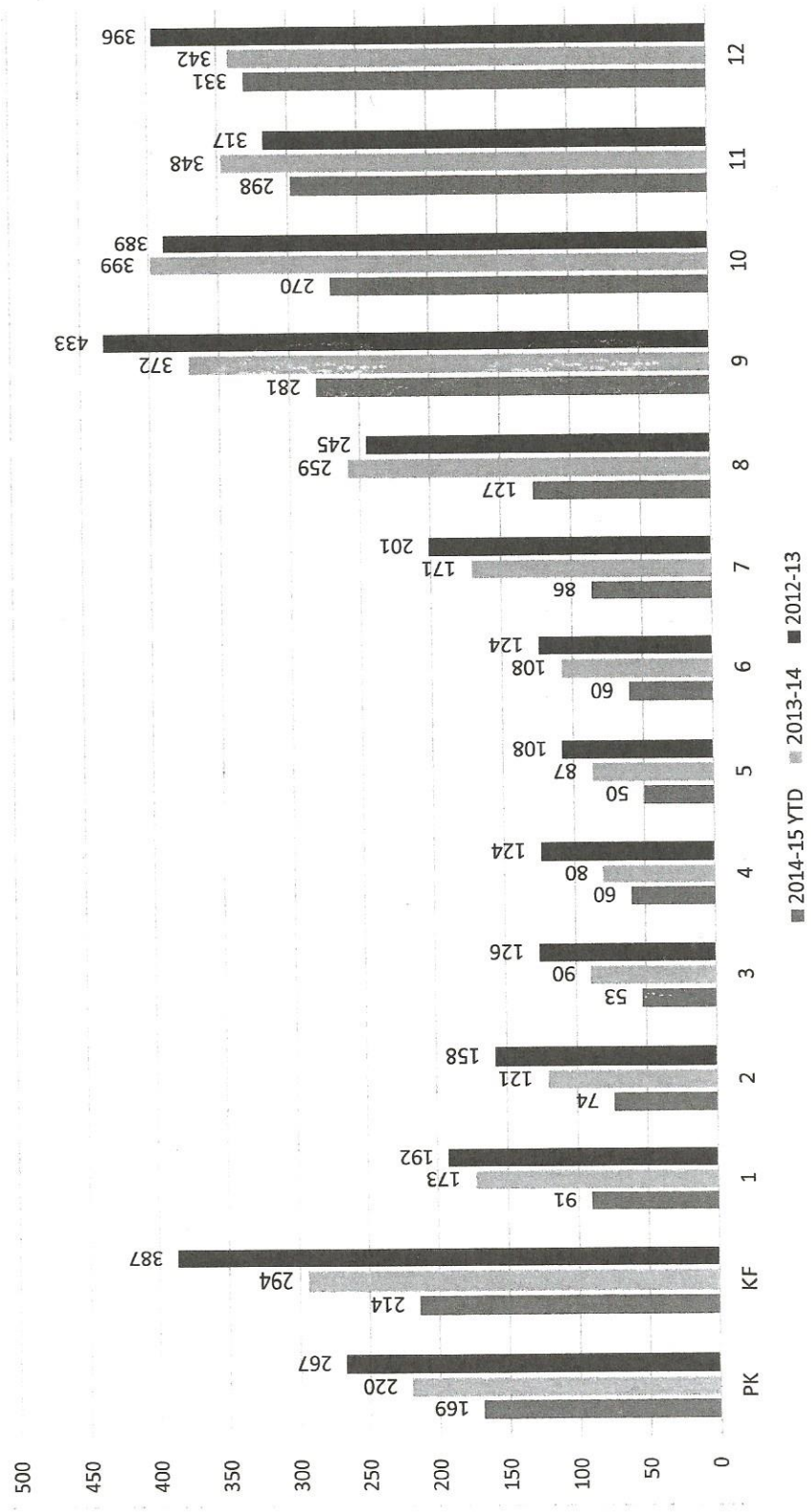
Fundations

Handwriting without Tears

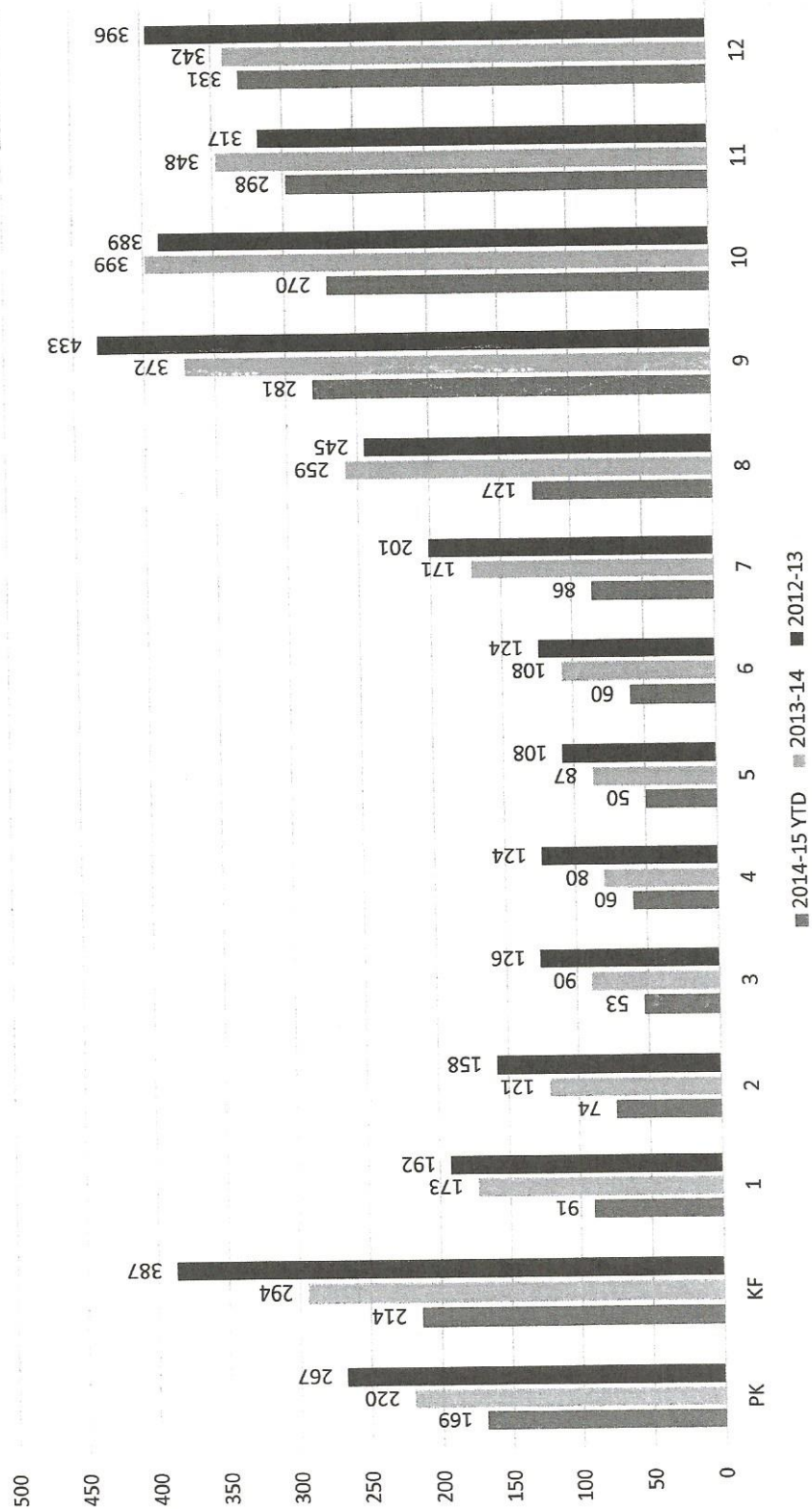


Grade Level	Enrollments			Students with Absences 10% or more of Membership			Students with Absences >=18 Days		
	2014-15 YTD	2013-14	2012-13	2014-15 YTD	2013-14	2012-13	2014-15 YTD	2013-14	2012-13
PK	1734	1724	1859	310	291	350	169	220	267
KF	2643	2663	2593	517	470	548	214	294	387
1	2458	2393	2374	317	314	314	91	173	192
2	2186	2258	2177	220	225	266	74	121	158
3	2201	2102	2023	190	177	205	53	90	126
4	2016	1971	1994	167	157	182	60	80	124
5	1949	1950	1944	175	158	160	50	87	108
6	1884	1935	1835	159	168	171	60	108	124
7	1823	1761	1866	214	266	273	86	171	201
8	1752	1899	1747	268	336	327	127	259	245
9	2184	2088	2088	486	506	537	281	372	433
10	1890	1940	1871	465	483	485	270	399	389
11	1779	1701	1581	461	405	380	298	348	317
12	1894	1647	1725	493	385	435	331	342	396

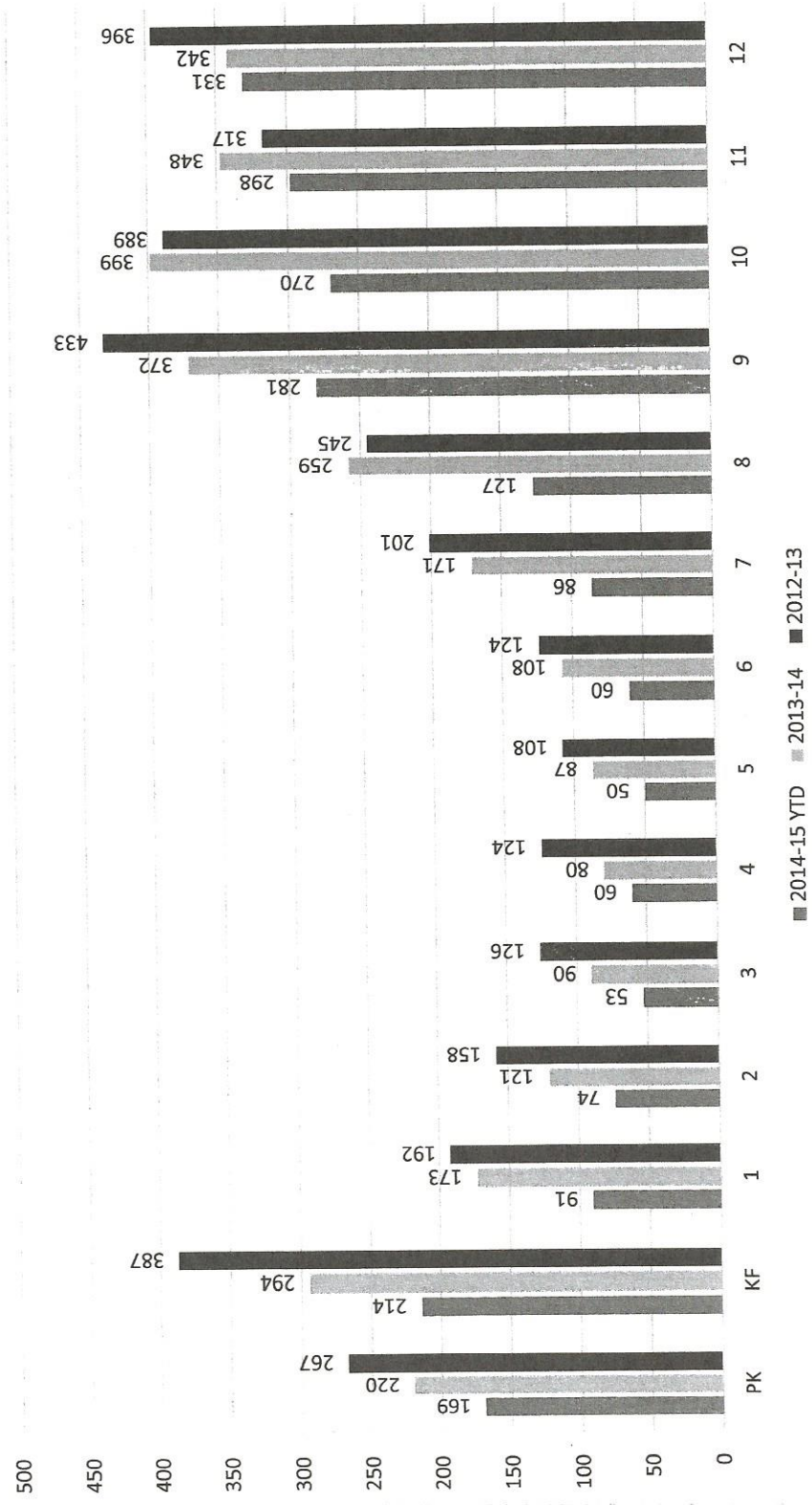
Students w/18 or More Absences by Grade Level



Students w/18 or More Absences by Grade Level



Students w/18 or More Absences by Grade Level





The district continues to increase the selection of course offerings by developing new or expanded pathways, which align with the Mass Core suggested course of studies.

Similarly, increasing Advanced Placement offerings has been an on-going effort in the district. We currently offer 23 Advanced Placement courses and will continue to expand offerings according to students' interests.

Course availability in the district is defined by the course of studies, student interest, teaching staff/certification, and enrollment capacity. The district has evaluated the request for Advanced Placement Mandarin Chinese. Unfortunately, potential low enrollment capacity does not support the scheduling of an AP Mandarin Chinese class for the 2015-2016 school year.

In order to identify alternatives to AP Mandarin Chinese for those students who are prepared for advanced studies in this language, the district investigated the following:

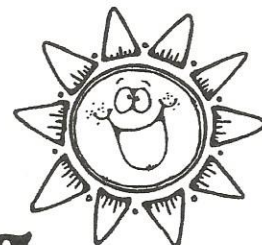
1. Contacted College Board to inquire about alternatives or best options
2. Contacted Virtual High School to inquire about their course offerings
3. Contacted Middlebury Interactive Languages to inquire about their course offerings
4. Explored other on-line options
5. Contacted local colleges and universities for dual-enrollment opportunities

As a result of our investigation, the only viable alternative is a college/university level course. College of the Holy Cross is the only higher education institution in Worcester that carries courses in Chinese language.

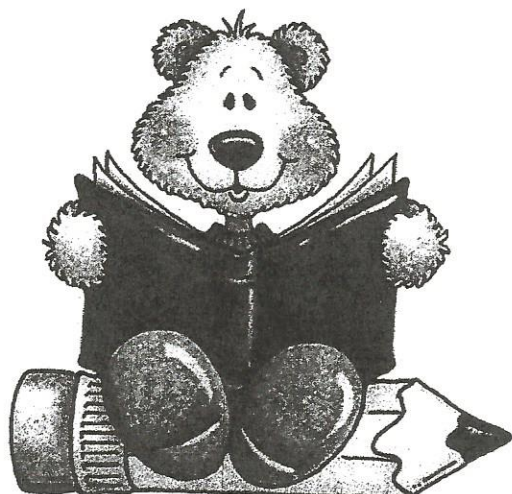
The administration recommends filing this item.

Worcester Public Schools

# Summer Reading for students entering Preschool and Kindergarten



**The most important 20 minutes of your day ... read with your child.**



Read to your child often  
It's twenty minutes of fun  
It's twenty minutes of moonlight  
And twenty minutes of sun  
Twenty old-fashioned minutes  
Twenty minutes brand new  
Read to your child often  
AND .....  
Your child will read to you!

(adapted from *Read to Your Bunny* by Rosemary Wells)

**Choose 5 books** Consider these suggested books but students may also choose books not on this list as long as they are appropriate in content and reading level. If you need help to find a book that is just right, ask a teacher, a librarian, a parent/guardian or friend.

**Authors to consider:**

Mo Willems  
Dr. Seuss  
Victoria Kann  
Eric Carle  
Rosemary Wells  
Ezra Jack Keats  
Eric Carle  
Eve Bunting

**Series to consider:**

Elephant and Piggy  
Duck and Goose  
Madeline  
Olivia

**Titles to consider:**

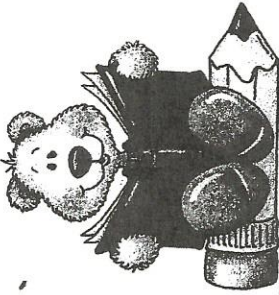
Giraffes Can't Dance  
Dragons Love Tacos  
Chicka, Chicka, Boom, Boom  
Mix It Up!  
Once Upon an Alphabet: Short Stories for All the Letters  
A Perfectly Messed-Up Story  
Maple by Lori Nichols  
Good Night Moon  
The Snowy Day  
Where the Wild Things Are  
Blueberries for Sal  
Where the Sidewalk Ends  
Make Way for Ducklings  
Pajama Time  
Moo Baa La La La

Click, Clack, Moo  
Harold and the Purple Crayon  
The Hello, Goodbye Window  
Owl Moon  
Fred Stays with Me!  
Raising Dragons  
Trouble with Trolls  
I Like Myself!  
The Gardener  
Mama Played Baseball  
If You Give a Mouse a Cookie  
The Girl Who Never Made Mistakes  
We Are Girls Who Love to Run  
Book with No Pictures  
Paper Bag Princess  
Extra Yarn  
The Dot

**Borrow a book:**

Worcester Public Library \* 3 Salem Street, Worcester, MA 01608 \* 508-799-1655 \* [www.worcpubliclib.org](http://www.worcpubliclib.org)

REVISED 2015



**Reading to and with your child at home is an important part of his/her reading development.**

Title/Author	Read To/With	Comments	Parent Signature
1.			
2.			
3.			
4.			
5.			







**Choose 5 books** Consider these suggested books but students may also choose books not on this list as long as they are appropriate in content and reading level. If you need help to find a book that is just right, ask a teacher, a librarian, a parent/guardian or friend.

#### Picture Books

The Serpent Came to Gloucester by Anderson  
Extra Yam by Barnett  
The Curious Garden by Brown  
The Great Kapok Tree by Cherry  
The Man who Walked Between the Towers by Gerstein  
Dog Magic by Golembe  
Crow Call by Lowry  
My Rows and Piles of Coins by Mollel  
Zin! Zin! Zin! A Violin by Moss  
Grandfather's Journey by Say  
The Lorax by Seuss  
How I Learned Geography by Shulevitz  
Doctor De Soto by Steig  
Interrupting Chicken by Stein  
Owl Moon by Yolen

#### Beginning to Read Books

Frog and Friends (series) by Bunting  
Flat Stanley by Haskins  
Pinkalicious (series) by Kann  
Jon Scieszka's Trucktown (series) by Rylant  
Amanda Pig by Van Leeuwen  
Elephant and Piggie (series) by Willems

#### Chapter Books

Ivy and Bean (series) by Barrows  
Mercy Watson (series) by DiCamillo  
Ballpark Mysteries (series) by Kelly  
Alvin Ho (series) by Look  
Stink (series) by McDonald  
Nancy Clancy (series) O'Connor  
Clementine (series) by Pennypacker  
A to Z Mysteries (series) Roy  
Lulu and the Brontosaurus by Viorst

#### Poems

In the Wild by Elliot  
Poetrees by Florian  
Dear Hot Dog by Gerstein  
My People by Hughes  
Kids' Funniest Knock-knocks by Keller  
Good Sports by Prelutsky  
Here's a Little Poem by Yolen

#### Nursery Rhymes

Around the World by Benjamin  
The Neighborhood Mother Goose by Crews  
You Read to me, I'll Read to you by Hoberman  
Here Comes Mother Goose by Opie  
Three Little Kittens by Pinkney  
Truckery Rhymes by Scieszka

#### Folk and Fairy Tales

Aladdin and the Wonderful Lamp by Carrick  
The Magic Gourd by Diakite  
The Snow Queen by Ehrlich  
Saint George and the Dragon by Hodges  
Fables by Lobel  
Arrow to the Sun: A Pueblo Indian Tale  
Baba Yaga and Vasilisa the Brave  
Goldilocks and the Three Dinosaurs by Willems  
Rapunzel by Zelinsky

#### Informational Text

About Space by Carson  
Coral Reefs by Chin  
I Fall Down by Cobb  
Underground by Evans  
From Seed to Plant by Gibbons  
Tomatoes by Gibbons  
Abe Lincoln Crosses a Creek by Hokinson  
The Beetle Book by Jenkins  
Bird Talk by Judge  
Seeing Symmetry by Leedy  
Let's Talk About Race by Lester  
Astronaut Handbook by McCarthy  
An Island Grows by Schaefer  
Penguins by Simon  
Dolores Huerta: A Hero to Migrant Workers by Warren  
Biblioburro: A True Story from Columbia by Winter

## BOOKS:

NEVER LEAVE HOME WITHOUT THEM!  
(Carry them in a backpack, beach bag, suit case...)

### Supporting Children's Literacy Growth: Tips for Parents\*

*The following list suggests materials and activities that are important in helping children learn to read and write.*

- Provide an example for your child by reading and writing at a time when your child can see you.
- Reread old favorites as many times as your child asks.
- Have a space at home for books and magazines for your child.
- Share a favorite book from your childhood with your child.
- Picture walk through the book, telling the story from the pictures, before reading the book.
- Read or look at books, magazines or the newspaper with your child. Talk about what you looked at or read.
- If you can, subscribe to a magazine for your child.
- Visit the library and take out books and magazines to read at home. Get a library card for your child.
- Tell stories together about books, about your family and about things that you do.
- Talk about written materials you have such as catalogs, advertisements, work-related materials and mail.
- Point out print in your home such as words on food boxes or recipes, directions on medicine or instructions on things that require assembly.
- Point out print outside, such as road signs and the names of stores.
- Visit the post office, supermarket and zoo. Talk about what you saw. When you get home, draw and write about it with your child.
- Use print to talk to your child. Leave notes for each other. Make lists, such as food lists, lists of errands and lists for household jobs.

*\*adapted from the International Reading Association*

## Summer Reading Required Activities

**Your free choice ~ Choose a different activity for each book:**

- Illustrate your favorite part
- Design a postcard
- Create a character sketch
- Write a letter to a character
- Write a letter to the author
- Write a journal or diary entry using a character
- Design a book jacket

**Borrow a book: Worcester Public Library**  
3 Salem Street, Worcester, MA 01608  
508-799-1655 / [www.worcpublish.org](http://www.worcpublish.org)





**Choose 3 books** Consider these suggested books but students may also choose books not on this list as long as they are appropriate in content and reading level. If you need help to find a book that is just right, ask a teacher, a librarian, a parent/guardian or friend.

### ***Fiction***

Tia Lola (series) Alvarez  
Because of Mr. Terupt by Buyea  
Room One: A Mystery or Two by Clements  
Hate That Cat: A Novel by Creech  
The Lemonade War (series) by Davies  
Salsa Stores by Delacore  
The Magician's Elephant by DiCamillo  
Joey Pigza Swallowed the Key by Gantos  
The Road to Paris by Grimes  
The Homework Machine by Gutman  
Diary of a Wimpy Kid (series) Kinney  
Juniebug (series) Mead  
Next to Mexico by Nails  
Shiloh by Naylor  
Wonder by Palacio  
Big Nate (series) by Peirce  
Younguncle Comes to Town by Singh  
A Series of Unfortunate Events (series) by Snicket  
Peace, Locomotion by Woodson

### ***Historical Fiction***

Sophia's War: A Tale of the Revolution by Avi  
Jefferson's Sons by Bradley  
Sadako and the Thousand Paper Cranes by Coerr  
Elijah of Buxton by Curtin  
Scraps of Time by McKissack  
Faith, Hope and Ivy June by Naylor  
Keeping Score by Park  
Riding Freedom by Ryan  
Dear America (series) by Scholastic  
Countdown by Wiles

### ***Fantasy and Science Fiction***

Whales on Stilts! By Anderson  
Dragon Castle by Bruchac  
The Dream Stealer by Fleischman  
Tuesdays at the Castle by George  
Boom! By Haddon  
Warrior (series) by Hunter  
A Wrinkle in Time by L'Engle  
Where the Mountain Meets the Moon by Lin  
Harry Potter (series) by Rowling  
The Books of Elsewhere (series) by West  
City of Fire/City of Ice by Yep

### ***Biography***

Side by Side/Lado a Lado: La Historia de  
Dolores Huerta y Cesar Chavez by Brown  
Young Jimi Hendrix by Golio  
Dave the Potter: Artist, Poet, Slave by Hill

Farmer Will Allen and the Growing Table by Martin  
Daredevil: The Daring Life of Betty Skelton by McCarthy  
Becoming Babe Ruth by Tavares  
Sonia Sotomayor: A Judge Browns in the Bronx by Winter

### ***Folk Tales, Fairy Tales and Legends***

Tales Our Abuelitas Told by Campoy and Ada  
Persephone by Clayton  
Her Stories by Hamilton  
The Wise Fool: Fables from the Islamic World by Husain  
The Magical Monkey King: Mischief in Heaven by Jiang  
Pig-Boy: A Trickster Tale from Hawaii by McDermott  
Genies, Meanies, and Magic Rings by Mitchell  
The Beautiful Stories of Life by Rylant  
Can you Guess My Name? by Sierra  
A Pride of African Tales by Washington

### ***Informational Texts***

Dinosaurs in Your Backyard by Brewster  
Citizen Scientists by Burns  
Bat Scientists by Carson  
Extreme Animals by Davies  
Locomotive by Floca  
The Wolves Are Back by George  
Galaxies, Galaxies! By Gibbons  
Bones: Skeletons and How they Work by Jenkins  
Boston Tea Party by Kroll  
The Tarantula Scientist by Montgomery  
Polar Bears by Newman  
Volcano Rising by Rusch  
Discovering Black America by Tarrant-Reid  
In the Wild by Elliot

### ***Poetry***

Messing Around on the Monkey Bars by Franco  
The Great Migration: Journey to the North by Greenfield  
Love to Langston by Medina  
Tap Dancing on the Roof: Sijo by Park  
Guyku: A Year of Haiku for Boys by Raczka  
Won-Ton: A Cat Tale Told in Haiku by Wardlaw

## **Summer Reading Required Activities:**

**Your free choice ~  
Choose a different activity for each book:**

- Illustrate your favorite part
- Design a postcard
- Create a character sketch
- Write a letter to a character
- Write a letter to the author
- Write a journal or dairy entry using a character
- Design a book jacket

**Summer Reading is a requirement!**





**Choose 3 books** Consider these suggested books but students may also choose books not on this list as long as they are appropriate in content and reading level. If you need help to find a book that is just right, ask a teacher, a librarian, a parent/guardian or friend.

### *Fiction*

Return to Sender by Alvarez  
Jack Henry (series) by Gantos  
Also Known as Harper by Leal  
Bamboo People by Perkins  
Slob by Potter  
Keeping the Night Watch by Smith  
Drums, Girls, and Dangerous Pie by Sonnenblick  
Emma-Jean Lazarus Fell Out of a Tree by Tarshis  
Drama by Telgemeier  
Feathers by Woodson  
Make Lemonade by Wolff  
The Boy on the Wooden Box by Leyson  
Acting Out by Avi  
The Tales of Beedle the Bard by Rowling  
Lily's Crossing by Reilly  
Best Friends by Wilson  
The Egypt Game by Snyder  
Double Identity by Haddix  
Hatchet by Paulsen  
So B It by Weeks  
Hoot by Hiaasen  
The Adventures of Ulysses by Evslin  
39 Clues by various authors  
Percy Jackson and the Olympians by Riordan  
Divergent by Roth  
Maze Runner by Dashner  
The Lunar Chronicles by Meyer

### *Historical Fiction*

The Mighty Miss Malone by Curtis  
The Firefly Letters by Engle  
Unstoppable Octobia May by Flake  
Bo at Ballard Creek Hill  
Incantation by Hoffman  
The Great Trouble by Hopkinson  
Number the Stars by Lowry  
Song of the Trees by Taylor  
The Sixties Trilogy (series) by Wiles  
Breaking Stalin's Nose by Yelchin

### *Fantasy and Science Fiction*

Secrets of Droon (series) Abbott  
Jinx (series) Blackwood  
Dragon Castle by Bruchac  
The Sisters Grimm (series) by Buckley  
Artemis Fowl (series) Colfer  
Gregor the Overlander (series) by Collins  
Hiccup Horrendous Haddock III (series) by Cowell  
Half Magic by Eager  
Books of a Thousand Days by Hale  
Zita the Spacegirl (series) by Hatke  
Warrior (series) by Hunter  
Dragonsong (trilogy) by McCaffrey  
The Blue Sword by McKinley  
47 by Mosley  
Mister Monday (series) by Nix  
Harry Potter (series) by Rowling  
The Night Fairy by Schlitz  
The Books of Elsewhere (series) by West

### *Biography*

Freedom Riders: John Lewis and Jim Zwerg on the Front Lines by Bausum  
The Journey that Saved Curious George: The True Wartime Escape of Margret and H.A. Rey by Borden  
Barnum's Bones: How Barnum Brown Discovered the Most Famous Dinosaur in the World by Fern  
A Volcano Beneath the Snow: John Brown's War Against Slavery by Marrin  
Nurse, Soldier, Spy: The Story of Sarah Edmonds, Civil War Hero by Moss  
The Cat with the Yellow Star: Coming of Age in Terezin by Rubin and Weissberger  
The Pilot and the Little Prince: The Life of Antoine de Saint Exupery by Sis  
Balloons Over Broadway: The True Story of the Puppeteer of Macy's Parade by Sweet  
Roberto Clemente: Pride of the Pittsburgh Pirates by Winter  
Shining Star: The Anna May Wong Story by Yee

### *Folktales, Fairy Tales and Legends*

The Nightingale by Anderson  
Will in Scarlet by Cody  
Glass Slipper, Gold Sandal: A Worldwide Cinderella by Fleischman  
Just So Stories by Kipling  
The Blue Fairy Book (series) by Lang  
Egg and Spoon by Maguire  
Nelson Mandela's Favorite African Folktales by Mandela  
Pegasus by Mayer  
Red Butterfly by Noyes  
More Bones: Scary Stories from Around the World by Olson

### *Informational Books*

Millions, Billion & Trillions: Understanding Big Numbers by Adler  
Bugged: How Insects Changed History by Albee  
Trapped: How the World Rescued 33 Miners from 2,000 Feet Below the Chilean Desert by Aronson  
Shimmer & Splash: The Sparking World of Sea Life by Amosky  
Buried Beneath Us: Discovering the Ancient Cities of the Americas by Aveni  
Bones Never Lie: How Forensics Helps Solve History's Mysteries by MacLeod  
Black Gold: The Story of Oil in Our Lives by Marrin  
Bomb: The Race to Build—and Steal—the World's Most Dangerous Weapon by Sheinkin  
Buried Sunlight: How Fossil Fuels Have Changed the Earth by Bang  
Separate is Never Equal by Tonatiuh

### *Poetry*

Hip Hos Speaks to Children: A Celebration of Poetry with a Beat by Giovanni  
The Great Migration: Journey to the North by Greenfield  
My Chinatown by Mak  
The 20<sup>th</sup> Century Children's Poetry Treasury by Prelutsky  
Dark Emperor and Other Poems of the Night by Sidman  
A Visit to William Blake's Inn by Willard

## **Summer Reading Required Activities**

*Your free choice ~ Choose a different activity for each book:*

- Illustrate your favorite part
- Design a postcard
- Create a character sketch
- Write a letter to a character
- Write a letter to the author
- Write a journal or diary entry using a character
- Design a book jacket

**Summer Reading is a requirement!**





**Choose 5 books** Consider these suggested books but students may also choose books not on this list as long as they are appropriate in content and reading level. If you need help to find a book that is just right, ask a teacher, a librarian, a parent/guardian or friend.

#### **Fiction**

Return to Sender by Alvarez  
Tangerine by Bloor  
Jack Henry (series) by Gantos  
My Life in Pink and Green by Greenwalk  
Bird by Johnson  
ZooBreak by Korman  
Also Known as Harper by Leal  
Habibi by Nye  
Keeper by Peet  
Bamboo People by Perkins  
Slob by Potter  
Esperanza Rising by Ryan  
Holes by Sachar  
Guys Read: Funny Business by Scieszka  
Keeping the Night Watch by Smith  
Stargirl by Spinelli  
Drama by Telgemeier  
Feathers by Woodson  
Millicent Min, Girl Genius by Yee

#### **Science Fiction and Fantasy**

The Underneath by Appelt  
Doll Bones by Black  
Artemis Fowl (series) by Colfer  
The Dark is Rising by Cooper  
Books of Ember (series) DuPrau  
The Forest of Hands and Teeth by Ryan  
Endymion Spring by Skelton  
Breadcrumbs by Ursu  
Uglies (series) by Westerfield

#### **Biography**

Tasting the Sky: A Palestinian Childhood by Barakat  
Phineas Gage: A Gruesome But True Story About Brain Science by Fleischman  
Amelia Lost; The Life and Disappearance of Amelia Earhart by Fleming  
The Power of One; Daisy Bates and the Little Rock Nine by Fradin  
Charles and Emma: The Darwins' Leap of Faith by Heiligman  
Claudette Colvin: Twice Toward Justice by Hoose  
Red Scarf Girl: A Memoir of the Cultural Revolution by Jiang  
Twelve Rounds to Glory: The Story of Muhammad Ali by Smith

#### **Legends and Myths**

The Coming of the Dragon by Barnhouse  
Trickster: Native American Tales by Dembicki  
Odd and the Frost Giants by Gaiman  
Princess of the Midnight Ball by George  
A Tale Dark and Grimm by Gidwitz  
Outlaw: The Legend of Robin Hood by Lee  
Gilgamesh the Hero by McCaughrean  
Treasury of Egyptian Mythology by Napoli  
The Illustrated Book of Myths by Philip  
Fairy Tales from the Brothers Grimm by Pullman  
The Beautiful Stories of Life by Rylant

#### **Mystery**

Chasing Vermeer by Balliet  
The Red Blazer Girls (series) by Beil  
Zora and Me by Bond  
Skeleton Man by Bruchac  
The Grace Mysteries (series) by Cavendish  
Dead Girls Don't Write Letters by Giles  
Alex Rider (series) by Horowitz  
The Boy Sherlock Holmes (series) by Peacock  
Liar and Spy by Stead

#### **Historical Fiction**

Fever 1793 by Anderson  
Incantation by Hoffmann  
Hero on a Bicycle by Hughes  
Inside Out and Back Again by Lai  
Gold Duct by Lynch  
When I Crossed No-Bob by McMullan  
The Mostly True Adventures of Homer P. Figg by Philbrick  
Keeping Corner by Sheth  
One Came Home by Timberlake  
Climbing the Stairs by Venkatraman  
Listening for Lions by Whelan  
One Crazy Summer by Williams-Garcia

#### **Informational Texts**

Yes! We are Latinas by Ada and Campoy  
Freedom Riders by Bausum  
What the World Eats by S'Aluisio  
Bodies by the Ice by Deem  
We've Got a Job: The 1963 Birmingham Children's March by Levinson  
Saving the Ghost of the Mountain by Montgomery  
The Elephant Scientist by O'Connell and Jackson  
Heroes of the Environment by Rohmer  
Wachale! Poetry and Prose About Growing Up Latino by Stavans  
Courage Has No Color by Stone

## **Summer Reading Required Activities:**

Your free choice ~

Choose a different activity for each book:

- Illustrate your favorite part
- Design a postcard
- Create a character sketch
- Write a letter to a character
- Write a letter to the author
- Write a journal or dairy entry using a character
- Design a book jacket

**Summer Reading  
is a requirement!**





**Choose 3 books** Consider these suggested books but students may also choose books not on this list as long as they are appropriate in content and reading level. If you need help to find a book that is just right, ask a teacher, a librarian, a parent/guardian or friend.

**Fiction**

Speak by Anderson  
Beauty Queens by Bray  
Hate List by Brown  
Fat Angie by Charlton-Trujillo  
The Perks of being a Wallflower by Chbosky  
Nick and Norah's Infinite Playlist by Cohn and Levithan  
Staying Fat for Sarah Byrnes by Crutcher  
Mare's War by Davis  
The Living by De la Pena  
Born Confused by Desai Hidier  
For the Win by Doctorow  
The Hazelwood Trilogy by Draper  
Keesha's House by Frost  
Best of the Best by Green  
Crank by Hopkins  
The First Part Last by Johnson  
Real Time by Kass  
Reality Boy by King  
Girl in Translation by Kwok  
Cut by McCormick  
Say What You Will by McGovern  
Monster by Myers  
Gabi, A Girl in Pieces by Quintero  
Buried Onion by Soto  
American Born Chinese by Yang

**Classic Fiction**

Go Ask Alice by Anonymous  
A Clockwork Orange by Burgess  
The Adventures of Sherlock Holmes by Doyle  
Annie on My Mind by Garden  
Not Without Laughter by Hughes  
Their Eyes Were Watching God by Hurston  
Frankenstein by Shelley  
Slaughterhouse Five by Vonnegut

**Informational Text**

Sugar Changed the World by Aronson  
Spies of Mississippi by Bowers  
We Beat the Street by Davis  
Faces from the Past by Deem  
Because They Marches by Freedman  
Letters to a Young Brother by Harper  
We Turned Back to See Where We Came From by Hinojosa  
Marvel Comics: An Untold Story by Howe  
Flesh and Blood so Cheap: The Triangle Fire and Its Legacy by Marrin  
The Other Wes Moore: One Name, Two Fates by Moore  
Food Rules: An Eater's Manual  
The Immortal Life of Henrietta Lacks by Skloot  
Simeon's Story: An Eyewitness Account of Kidnapping of Emmett Till by Wright

**Mystery and Suspense**

Kissed by an Angel by Chandler  
The Moonstone by Collins  
The Face on the Milk Carton by Cooney  
Croak by Damico  
Burning Blue by Griffen  
Skeleton Crew by King  
Bel Canto by Patchett  
The Angel Experiment by Patterson  
Tokyo Heist by Renn

**Science Fiction and Fantasy**

The Hitchhiker's Guide to the Galaxy (series) by Adams  
Ship Breaker (series) by Bacigalupi  
White Cat by Black  
Parable of the Sower by Butler  
Ready Player One by Cline  
Preludes and Nocturnes by Gaiman  
Magic's Pawn by Lackey  
Proxy (series) by London  
The Night Circus Morgenstern  
The Sparrow by Russell  
The Scorpio Races by Stiefvater  
Leviathan (trilogy) by Westerfeld

**Poetry**

The Best American Poetry (multiple years) by Doty  
The Lightning Dreamer by Engle  
You Don't Even Know Me by Flake  
Burned/Smoke by Hopkins  
Sold by McCormick  
Dizzy in your Eyes: Poems About Love by Mora  
Street Love by Myers  
A Fire in my Hands by Soto

**Biography and Autobiography**

Stronger by Bauman  
Zeitoun by Eggers  
Zlata's Diary: A Child's Life in Wartime Sarajevo by Filipovic  
Look Me in the Eye: My Life with Asperger's by Robison  
Persepolis (graphic series) by Satrapi  
I Am Malala by Tousafzai  
When I Was a Soldier by Zenatti

**SUMMER READING  
REQUIRED ACTIVITIES**

Your written reports will help you participate in a book chat in September and will be collected by your teacher. Your teacher may require that you write an in-class essay based on one of the books you read this summer. Remember, summer reading is a requirement and will count for 10% of your first quarter English Language Arts grade.

**Book One:**

**Double Entry Journal**

Visit [www.worcesterschools.org](http://www.worcesterschools.org) to download Double Entry Journal Sheets

**Book Two:**

Compare or contrast this text to any other you have read. Supply evidence from reading

**Book Three:**

Read and complete a creative project (a poem, script, drawing, photograph or video)

**ADVANCED PLACEMENT**

Students who will be taking AP courses in the next school year should check with their AP teachers or [www.worcesterschools.org](http://www.worcesterschools.org) for their required summer reading list and writing activities.

**Summer Reading is a requirement!**

## WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 5/6/2015 Requesting School/ Office: South High Community School

Proposed Course Name: Foundations of Advanced English I Required Prerequisite Course/s: None

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

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

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

Proposed Course Department	Select one	
	Core Course	Core Elective
9 <sup>th</sup> Grade ELA Goddard Scholar ELA	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 be introduced to classic works of literature that deal with several deep themes still relevant today. They will work closely with the most significant literary devices in preparation for the AP Literature class in order to refine and practice analytical skills, and to begin a foundation of archetypes and motifs that would help students see connections and patterns in literature. They will continue to develop their speaking and listening skills as they share their ideas about the readings as well as respond appropriately to other students' thoughts. They will strengthen their critical reading skills by analyzing rhetorical devices in their readings and then applying them in their writing. Finally, students will write for several audiences with several different purposes. Writing will have both creative and academic focuses, as students will focus on the construction of analytical essays that mirror the AP analysis formula, argumentation essays that follow different classic argumentation patterns, research based essays, as well as creative writing pieces where they will construct well developed stories both real accounts and fictional, poems, and plays utilizing the different skills applied by the authors of their readings. This course is designed for students in the 9<sup>th</sup> grade Goddard Scholars Program.

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

**Essential question/s for the course:**

What can I learn about who I am and where I am from through the study of classic literature?

**Standards addressed in the course:**

W.9.1, W.9.2, W.9.3, W.9.3A, W.9.4, W.9.5, W.9.6, W.9.7, W.9.8, W.9.9, W.9.10  
 RL.9.1, RL.9.2, RL.9.3, RL.9.4, RL.9.5, RL.9.6, RL.9.7, RL.9.8, RL.9.8A, RL.9.9, RL.9.10  
 RI.9.1, RI.9.2, RI.9.3, RI.9.4, RI.9.5, RI.9.6, RI.9.7, RI.9.8, RI.9.10  
 SL.9.1, SL.9.2, SL.9.3, SL.9.4, SL.9.5  
 L.9.1, L.9.2, L.9.3, L.9.4, L.9.5, L.9.6



## 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 is an intense study of academic skills that center on reading, writing, speaking and listening, and language use in preparation for the college classroom. Students taking this course will get a jump start in studying foundational AP concepts. This course is intended for the serious English student who is interested in learning about deep literary analysis, application and study of effective rhetorical devices, college level readings, and in depth academic writing for several purposes and audiences.

**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: 5/6/2015 Requesting School/ Office: South High Community School

Proposed Course Name: Foundations of Advanced English II Required Prerequisite Course/s: None

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

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

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

Proposed Course Department	Select one	
	Core Course	Core Elective
Goddard Scholars ELA 10 <sup>th</sup> grade	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 classic and modern literature and continue building on the significant literary devices, as well as adding more archetypes and motifs through a study of classic and modern literature. Their study will intensify by reading more novels, stories, and poems for how authors use important literary devices to create meaning. Additionally, students will start analyzing short passages as well as more challenging poetry, answer practice AP Exam-style questions, and begin practicing timed 40 minute essays on poetry and on prose. This course is designed for students in the 10<sup>th</sup> Grade Goddard Scholars program.

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

**Essential question/s for the course:**

How can the study of rhetorical devices not only make me a better writer, but also improve my awareness of different tricks of the trade used in politics and advertisement?

**Standards addressed in the course:**

W.10.1, W.10.2, W.10.3, W.10.3A, W.10.4, W.10.5, W.10.6, W.10.7, W.10.8, W.10.9, W.10.10  
 RL.10.1, RL.10.2, RL.10.3, RL.10.4, RL.10.5, RL.10.6, RL.10.7, RL.10.8, RL.10.8A, RL.10.9, RL.10.10  
 RI.10.1, RI.10.2, RI.10.3, RI.10.4, RI.10.5, RI.10.6, RI.10.7, RI.10.8, RI.10.9, RI.10.10  
 SL.10.1, SL.10.2, SL.10.3, SL.10.4, SL.10.5  
 L.10.1, L.10.2, L.10.3, L.10.4, L.10.5, L.10.6

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

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

This course is an intense study of academic skills that center on reading, writing, speaking and listening, and language use in preparation for the college classroom. Students taking this course will get a jump start in studying foundational AP concepts. This course is intended for the serious English student who is interested in learning about deep literary analysis, application and study of effective rhetorical devices, college level readings, and in depth academic writing for several purposes and audiences.

## WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

--

**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: May 12, 2015 Requesting School/ Office: Burncoat Middle School

Proposed Course Name: Media Arts Magnet Required Prerequisite Course/s: \_\_\_\_\_

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

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

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

Proposed Course Department	Select one	
	Core Course	Core Elective
Arts	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 learn valuable design, innovation, artistic literacy and collaborative skills through the media arts. Media artists tell stories and generate experiences through the use of technology and traditional artistic methods and tools. Primary areas addressed are:

- Moving Image – Cinema/Video/Animation – narrative, non-narrative, environmental, experimental
- Imaging Design – digital process-based imagery, code enhanced (e.g. the image has code embedded in it for interactive and adaptive purposes)
- Sound Design – digital process-based aural synthesis and engineering
- Interactive Design – web, game, sensory-tech, creative code
- Multimedia and Intermedia – additive and hybridizing mixtures
- Virtual Design – 3D, 4D, 5D (spatial, animated, non-linear, interactive) environments, structures and experiences

Students literate in the media arts are able to present their ideas thoughtfully, collaborate with others effectively and view failure as a challenge to be overcome.

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

**Essential question/s for the course:**

How do media artists integrate various forms and contents to develop complex, unified artworks?  
 What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? 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?

**Standards addressed in the course: (from [www.nationalartsstandards.org](http://www.nationalartsstandards.org))**

MA:Cr1.1.1.7

a. Produce a variety of ideas and solutions for media artworks through application of chosen inventive processes, such as concept modeling and prototyping.

MA:Cr2.1.1.7

a. Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.

MA:Cr3.1.7



## WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

- a. Coordinate production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated principles, such as narrative structures and composition.

MA:Pr4.1.7

- a. Integrate multiple contents and forms into unified media arts productions that convey consistent perspectives and narratives, such as an interactive video game

MA:Pr5.1.7

- a. Exhibit an increasing set of artistic, design, technical, and soft skills through performing various roles in producing media artworks, such as creative problem-solving and organizing.

MA:Pr6.1.7

- a. Evaluate various presentation formats in order to fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.

MA:Re7.1.7

- a. Describe, compare, and analyze the qualities of and relationships between the components in media artworks.  
 b. Describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience -

MA:Re8.1.7

- a. Analyze the intent and meaning of a variety of media artworks, using self-developed criteria

MA:Re9.1.7

- a. Develop and apply criteria to evaluate various media artworks and production processes, considering context, and practicing constructive feedback.

MA:Cn10.1.7

- a. Access, evaluate and use internal and external resources to inform the creation of media artworks, such as experiences, interests, research, and exemplary works.  
 b. Explain and show how media artworks form new meanings and knowledge, situations, and cultural experiences, such as learning, and new information.

MA:Cn11.1.7

- a. Research and demonstrate how media artworks and ideas relate to various situations, purposes and values, such as community, vocations, and social media.  
 b. Analyze and responsibly interact with media arts tools and environments, considering copyright, ethics, media literacy, and social media.

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?

Students in the media arts are able to collaborate and communicate effectively over multiple formats such as interactive, audio, visual, imaging etc. This ability to integrate an aesthetic, artistic and technological literacy is more important than ever in our innovation economy.

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

For Office Use Only	
<b>Approved Date:</b>	_____
<b>S.C. Item Number:</b>	_____
<b>Assigned Course Number:</b>	_____
<b>Dept. Code:</b>	_____
<b>Subject Area Code Number:</b>	_____
<b>Subject Area Course:</b>	_____
<b>Zip Code Number:</b>	_____



## WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: April 13, 2015 Requesting School/ Office: Burncoat High School

Proposed Course Name: History of Rock and Roll 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

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

Proposed Course Department	Select one	
	Core Course	Core Elective
Art (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 Rock and Roll, the most prominent musical style of the last sixty years. Beginning with folk music, continuing through blues and jazz, to the emergence of Rock and Roll in the early 1950s. Students will explore the development of this musical style, its impact on other genres, business and society. Students will focus on the giants of the genre (Chuck Berry, Elvis Presley, The Beatles, The Rolling Stones, The Doors, Eric Clapton, Janis Joplin, Led Zepplin, Carlos Santana, U2, Metallica, etc.) and important social events which affected or were affected by Rock and Roll (The Civil Rights Movement, Altamont, Woodstock, Detroit Riots, Kent State Shootings, drug use, the Vietnam War, African Famine, 911, etc.).

**Essential question/s for the course:**  
 How has popular music, in general, and Rock and Roll, in particular, impacted the world today?  
 How has society impacted popular music forms, in general, and Rock and Roll, in particular?  
 How has technology impacted popular music forms?  
 How have popular music forms impacted technology?

**Standards addressed in the course:** 2.10, 2.11, 2.12, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17

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 introduce students to the past ‘giants’ of the music industry on who’s shoulders the performers of today stand. This course will provide students the opportunity to do cross disciplinary work which will be necessary for college success.

**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: 02/05/2015 Requesting School/ Office: South High School

Proposed Course Name: Diesel Technology I Required Prerequisite Course/s: Automotive Technology I

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

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

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

Proposed Course Department	Select one	
	Core Course	Core Elective
Occupational Education	x	

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

**Proposed Course Description:** In the course, students will learn the basic design and functions of diesel engines, perform routine and preventative maintenance, build, rebuild and repair all parts of automotive equipment. In addition, students will learn to diagnose any mechanical, electrical, breakdown or failure, troubleshoot and perform failure analysis of the components parts and systems, inspect equipment used, read precision instruments including micrometers, dial indicators, bored gauges, and when applicable use welding skills.

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

**Essential question/s for the course:**  
 What is the basic design and function of diesel engines?

**Standards addressed in the course:**

**2.A Diesel Technology Safety and Health**

**2.A.01** Implement safety knowledge and skills according to current industry and OSHA standards.

2.A.01.01 Demonstrate procedure for safe lift operations.

2.A.01.02 Demonstrate safe use and storage of hydraulic floor jacks and safety stands.

2.A.01.03 Identify and comply with environmental concerns relating to refrigerants and coolants according to current industry and OSHA standards.

2.A.01.04 Describe and demonstrate safety procedures when using pneumatic tools.

2.A.01.05 Describe and demonstrate safety procedures when using electric tools.

2.A.01.06 Describe and demonstrate safety procedures when using hand tools.

2.A.01 Performance Example:

- Students will be able to define OSHA and perform diesel technology tasks safely.

**2.B Engine (Mechanical)**

2.B.01 Diagnose generic engine malfunctions.



## WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

- 2.B.01.01 Inspect fuel, oil, coolant levels, condition, consumption, leaks, and exhaust leaks; determine needed action.
- 2.B.01.02 Interpret engine noises; observe engine smoke color and quantity; determine needed action.
- 2.B.01.03 Inspect belts, tensioners, pulleys, and adjust belt(s).
- 2.B.01.04 Test for air intake system restriction and leakage; determine needed action.
- 2.B.01.05 Perform intake manifold pressure (boost) test, test crankcase pressure, and test cylinder compression.
- 2.B.01.06 Diagnose no cranking, cranks but fails to start, hard starting, and starts but does not continue to run problems and determine needed action.
- 2.B.01.07 Diagnose surging, rough operation, misfiring, low power, slow deceleration, slow acceleration, and shutdown problems; determine needed action.
- 2.B.01.08 Inspect engine mounts for looseness and deterioration.

### 2.F.01 Performance Example:

- Students will verify the complaint, road/dyno test vehicle; review driver/customer interview and past maintenance documents (if available); determine further diagnosis.

## 2.C Lubrication System

- 2.C.01 Diagnose and repair lubrication systems.
  - 2.C.01.01 Check engine oil level & test engine oil pressure and check operation of pressure sensor, gauge, and/or sending unit and determine needed action.
  - 2.C.01.02 Inspect and measure oil pump, drives, inlet pipes, and pick-up screens and determine needed action.
  - 2.C.01.03 Inspect turbocharger lubrication system and determine needed action.
  - 2.C.01.04 Determine proper lubricant and perform oil and filter change.

### 2.H.01 Performance Examples:

- Students will inspect, measure, repair/replace oil pump, drives, inlet pipes, and screens.

## 2.D Coolant System

- 2.D.01 Diagnose and repair cooling systems.
  - 2.D.01.01 Check engine coolant type, additives, freeze level, supplemental coolant additive (SCA) level, condition, and consumption and determine needed action.
  - 2.D.01.02 Test coolant temperature and check operation of temperature sensor, gauge, and/or sending unit and determine needed action.
  - 2.D.01.03 Inspect and reinstall/replace pulleys, tensioners and drive belts; adjust drive belts and check alignment.
  - 2.D.01.04 Inspect thermostat(s), by-passes, housing(s), and seals; replace as needed.
  - 2.D.01.05 Inspect radiator; pressure test, recover, flush, and refill with recommended coolant/additive package; bleed cooling system.
  - 2.D.01.06 Inspect coolant conditioner/filter assembly, valves, lines, fittings, water pump, hoses, clamps, thermostat, radiator cap, radiator, overflow/surge tanks; determine needed action.
  - 2.D.01.07 Inspect thermostatic cooling fan system (hydraulic, pneumatic, and electronic) and fan shroud; replace as needed.

## WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

- 2.I.01 Performance Example:
- Students will inspect and replace thermostat(s), bypasses and seals.

### 2.E Air Intake and Exhaust System

- 2.E.01 Diagnose and repair air induction and exhaust systems.
- 2.E.01.01 Inspect turbocharger(s), wastegate, and piping systems; determine needed action.
  - 2.E.01.02 Check air induction system: piping, hoses, clamps, and mounting; check for air restrictions and leaks; service or replace air filter as needed.
  - 2.E.01.03 Remove and reinstall turbocharger/wastegate assembly.
  - 2.E.01.04 Inspect, clean, and test charge air cooler assemblies; replace as needed.
  - 2.E.01.05 Inspect exhaust manifold, piping, mufflers, exhaust after-treatment device(s), and mounting hardware; repair or replace as needed.

- 2.J.01 Performance Examples:
- Perform air intake system restriction and leakage tests; determine needed repairs.

### 2.F Fuel System (Mechanical)

- 2.F.01 Diagnose and repair fuel systems.
- 2.F.01.01 Check fuel level, quality, and consumption; determine needed action.
  - 2.F.01.02 Inspect fuel tanks, vents, caps, mounts, valves, screens, crossover system, supply and return lines and fillings; determine needed action.
  - 2.F.01.03 Inspect, clean, and test fuel transfer (lift) pump, pump drives, screens, fuel/water separators/indicators, filters, heaters, coolers, electronic control module (ECM) cooling plates, and mounting hardware; determine needed action.
  - 2.F.01.04 Inspect and test low pressure regulator systems (check valves, pressure regulator valves, and restrictive fillings); determine needed action.
  - 2.F.01.05 Check fuel system for air; determine needed action; prime and bleed fuel system; check primer pump.

- 2.K.01 Performance Example:
- Students will be able to identify and explain the fuel system's major components.

### 2.G Truck Brake Systems

- 2.G.01 Diagnose and repair air brakes.
- 2.G.01.01 Diagnose poor stopping, air leaks, premature wear, pulling, grabbing, or dragging problems caused by supply and service system malfunctions; determine needed action.
  - 2.G.01.02 Check air system build-up time; determine needed action.
  - 2.G.01.03 Drain air reservoir tanks; check for oil, water, and foreign material; determine needed action.
  - 2.G.01.04 Inspect air compressor, drive belts, pulleys, tensioners, air cleaner/supply; inspect oil supply and coolant lines, fittings, and mounting brackets; repair or replace as needed.
  - 2.G.01.05 Inspect and test governor, high pressure relief, air system lines, hoses,



## WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

- |           |  |
|-----------|--|
| 2.G.01.06 | fittings, and couplings; replace as needed.<br>Inspect and test air tank relief (safety) valves, one-way (single) check valves, two-way (double) check-valves, manual and automatic drain valves; replace as needed. |
| 2.G.01.07 | Inspect and clean air drier systems, filters, valves, heaters, wiring, and connectors; repair or replace as needed.  |
| 2.G.01.08 | Inspect and test brake application (foot) valve and hand brake, fittings, and mounts; adjust or replace as needed.   |
| 2.G.01.09 | Inspect and test stop light and low pressure warning circuit switches, wiring, and connectors; repair or replace as needed.  |
| 2.G.01.10 | Inspect and test brake relay valve, quick release valve, tractor protection valve, parking brake valve, & air pressure gauges; replace as needed.  |

**2.0.01 Performance Example:**

- Students will identify and inspect truck brake systems, then cage and un-cage brake chambers and adjust slack adjusters.

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?** Auto Diesel 1 Course includes all of the skills necessary and performance indicators for students to be prepared to enroll in Auto Diesel II Course. It meets the MA State Frameworks for Auto Diesel 1 which upon completion of Diesel II will prepare students for an internship with a diesel company and/or receive acceptance to higher education technology programs.

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

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

## WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 02/05/2015 Requesting School/ Office: South High School

Proposed Course Name: Diesel Technology II Required Prerequisite Course/s: Diesel Technology I

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

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

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

Proposed Course Department	Select one	
	Core Course	Core Elective
Occupational Education	x	

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

**Proposed Course Description:** In the course, students will continue to advanced knowledge of the design and functions of diesel engines, perform routine and preventative maintenance, build, rebuild and repair all parts of automotive equipment. Students will also advance in their abilities to diagnose any mechanical, electrical, breakdown or failure, troubleshoot and perform failure analysis of the components parts and systems, inspect equipment used, read precision instruments including micrometers, dial indicators, bored gauges, and when applicable use welding skills.

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

**Essential question/s for the course:**

What is the basic design and function of diesel engines?

**Standards addressed in the course:**

**2.MM\* Engine Malfunctions**

- Diagnose generic engine malfunctions.
- 2.MM.01.01\* Check, record, and clear electronic diagnostic (fault) codes, monitor electronic data; determine needed action.
- 2.MM.01.02\* Check electrical wiring, routing, and hold-down clamps, including Engine Control Module/Powertrain Control Module (ECM/PCM).

2.MM.01 Advanced Performance Example:

- Student will inspect, test, repair, or replace heater and A/C electrical components including: A/C clutches, motors, resistors, relays, switches, controls, connectors, terminals, and wires.

**2.NN\* Cylinder Head and Related Components**

- Diagnose and repair cylinder head and valve train.
- 2.NN.01.01\* Inspect and adjust valve bridges (crossheads) and guides; perform needed



## WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

action.

- 2.NN.01.02\* Inspect pushrods, rocker arms, rocker arm shafts, cam followers, electronic wiring harness, and brackets for wear, bending, cracks, looseness, and blocked oil passages; perform needed action.

2.NN.01 Advanced Performance Example:

- Student will inspect valve train and adjust valve clearances.

- 2.NN.01.03\* Adjust valve clearance.

### 2.00\* Air Intake and Exhaust System

Diagnose and repair air induction and exhaust systems.

- 2.00.01.01\* Inspect and test preheater/inlet air heater, or glow plug system and controls; perform needed action.
- 2.00.01.02\* Inspect and test exhaust gas recirculation (EGR) system; determine needed action.
- 2.00.01.03\* State all applicable emission standards for diesel systems.

### 2.PP\* Electronic Fuel System

Diagnose and repair electronic fuel management systems.

- 2.PP.01.01\* Inspect and test power and ground circuits and connections; measure and interpret voltage, voltage drop, amperage, and resistance readings using a digital multimeter (DMM); determine needed action.
- 2.PP.01.02\* Perform diagnostic procedures with vehicle's on-board computer, using recommended electronic diagnostic equipment and tools (to include PC based software and/or data scan tools); determine needed action.
- 2.PP.01.03\* Locate and use relevant service information (to include diagnostic procedures, flow charts, and wiring diagrams).
- 2.PP.01.04\* Inspect and replace electrical connector terminals, seals, and locks.
- 2.PP.01.05\* Inspect and test switches, sensors, controls, actuator components, and circuits; adjust or replace as needed.
- 2.PP.01.06\* Access and change customer parameters using recommended electronic diagnostic tools (to include PC based software and/or data scan tools).
- 2.PP.01.07\* Inspect, test, and adjust electronic unit injectors (EUI); determine needed action.
- 2.PP.01.08\* Remove and install electronic unit injectors (EUI) and related components; recalibrate ECM (if applicable).
- 2.PP.01.09\* Perform cylinder contribution test utilizing recommended electronic diagnostic tool.
- 2.PP.01.10\* Perform on-engine inspections and tests on hydraulic electronic unit injectors and system electronic controls; determine needed action.
- 2.PP.01.11\* Perform on-engine inspections and tests on hydraulic electronic unit injector high-pressure oil supply and control systems; determine needed action.
- 2.PP.01.12\* Perform on-engine inspections and tests on distributor-type injection pump electronic controls; determine needed action.
- 2.PP.01.13\* Perform on-engine inspections and tests on in-line type injection pump electronic controls; determine needed action.

## WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

2.PP.01.14\* Perform on-engine inspections and tests on common rail type injection systems; determine needed action.

2.QQ Advanced Performance Example:

- Students will inspect, clean, test, repair/replace fuel transfer (lift) pump, pump drives, screens, fuel/water separators/indicators, filters, heaters and associated mounting hardware.

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?** Auto Diesel II Course includes all of the skills necessary and performance indicators for students to be prepared to earn an internship with a diesel company and/ or receive acceptance to higher education /technology programs.

**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: May 12, 2105 Requesting School/ Office: Burncoat High School

Proposed Course Name: Foundations of Media Arts: Magnet/Honors Required Prerequisite Course/s: \_\_\_\_\_

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

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

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

Proposed Course Department	Select one	
	Core Course	Core Elective
ART	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 survey the creative and conceptual aspects of designing media arts experiences and products, including techniques, genres and styles from various and combined mediums and forms, including moving image, sound, interactive, spatial and/or interactive design. Typical course topics include: aesthetic meaning, appreciation and analysis; composing, capturing, processing and programming of media arts products, experiences and communications; their transmission, distribution and marketing; as well as contextual, cultural, and historical aspects and considerations  
 (Please note the following phrase will be used to distinguish honors level courses: As an honors level course, content will be covered at an accelerated pace. Students will study topics at a deeper level and will be expected to complete more independent coursework and assignments.)

**Essential question/s for the course:**

How do media artists organize and develop ideas and models into process structures to achieve the desired end product?  
 What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?  
 What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? 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?  
 How and why do media artists' value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

**Standards addressed in the course: (from [www.nationalartsstandards.org](http://www.nationalartsstandards.org))**

- MA:Cr2.1.1.HSI
  - a. Use aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.
- MA:Cr3.1.HSI
  - a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.
  - b. Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.
- MA:Pr4.1.HSI
  - a. Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design
- MA:Pr5.1.HSI
  - a. Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.



## WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

- b. Develop and refine a determined range of creative and adaptive innovation abilities, such as design thinking, and risk taking, in addressing identified challenges and constraints within and through media arts productions.
- c. Demonstrate adaptation and innovation through the combination of tools, techniques and content, in standard and innovative ways, to communicate intent in the production of media artworks.

MA:Pr6.1.HSI

- a. Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences.
- b. Evaluate and implement improvements in presenting media artworks, considering personal and local impacts, such as the benefits for self and others.

MA:Re7.1.HSI

- a. Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.
- b. Analyze how a variety of media artworks manage audience experience and create intention through multimodal perception.

MA:Re8.1.HSI

- a. Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts.

MA:Re9.1.HSI

- a. Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

MA:Cn10.1.HSI

- a. Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences.
- b. Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences, such as learning and sharing through online environments.

MA:Cn11.1.HSI

- a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as social trends, power, equality, and personal/cultural identity.
- b. Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, media literacy, social media, virtual worlds, and digital identity.

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?

Students in the media arts are able to collaborate and communicate effectively over multiple formats such as interactive, audio, visual, imaging etc. This ability to integrate an aesthetic, artistic and technological literacy is more important than ever in our innovation economy.

**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:	_____