The following items will be discussed at the meeting of the Standing Committee on Teaching, Learning and Student Supports to be held on Wednesday, March 8, 2017 at 5:30 p.m. in Room 410 at the Durkin Administration Building:

gb #2-139 - Mr. O'Connell/Mr. Monfredo/Ms. Colorio (April 11, 2012)

Annex A (1 page)
Annex B (3 pages)
Annex C (2 pages)

To consider development of a partnership with the Boston Debate League to support academic debate teams in high schools in Worcester.

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

Annex A (1 page)

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 #6-128 - Mr. Monfredo/Mr. O'Connell/Ms. Colorio/Mr. Foley/Miss McCullough (March 21, 2016)

Annex A (1 page)
Annex B (2 pages)
Annex C (10 pages)

Request that the Administration consider implementing an advanced academy, based on the Goddard Academy model, at Burncoat Middle School for grade 7 students in either the 2016-17 or 2017-18 academic year which can be expanded to grade 8.

gb #6-212 - Mr. O'Connell/Miss McCullough/Mr. Monfredo/Miss Biancheria (May 25, 2016)

Annex A (1 page)
Annex B (1 page)

To consider amending the 2017 summer reading list by adding to it certain works of literature which appeared on previous summer reading lists, and which are widely recognized as classics and as key elements of a well-rounded elementary or secondary school educational experience.

gb #7-80 - Administration (February 22, 2017)

Annex A (10 pages)

To consider approval of the following new courses for the 2017 - 18 school year:

English Composition & Literature I
The Development of Early Civilizations
Science Engineering & Technology I
Advanced Seminar

ITEM: gb #2-139

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

DATE OF MEETING: Wednesday, March 8, 2017

ITEM: Mr. O'Connell/Mr. Monfredo/Ms. Colorio (April 11, 2012)

To consider development of a partnership with the Boston Debate League to support academic debate teams in high schools in Worcester.

PRIOR ACTION:

4-26-12 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

1-30-14 - Mr. O'Connell and Mr. Monfredo made the following motions:
Request that the Administration conduct a survey of principals, teachers and students relative to the interest level of students to participate in debating.
Request that the Administration provide a cost figure in April to provide debating opportunities to students in the Worcester Public Schools.
On a voice vote, the motions were approved.
Miss Ramirez made the following motion:
Request that the Administration consider a review of the Toastmasters International Program, a non-profit educational organization that teaches public speaking and leadership skills through a worldwide network of meeting locations.
It was moved and voice voted to hold the item for April 2014.

BACKUP:

Annex A (1 page) contains a copy the Administration's response to the item.
Annex B (3 pages) contains a copy of information regarding the item.
Annex C (2 pages) contains a copy of the Model UN Program Proposal.

PRIOR ACTION (continued)

12-8-15 - Mrs. Eressy spoke to the item and indicated that she would provide information regarding the National Debate Organization to the secondary principals.
Mr. O'Connell requested that the Administration conduct a survey at the secondary level in the winter to determine interest regarding the establishment of Debate Teams, Model Congresses or a Model UN Congress in the Worcester Public Schools.
Mr. Monfredo made the following motion:
Request that the item be held for a report back in late January or early February 2016.
On a voice vote, the motion was approved.
It was moved and voice voted to request that the Administration contact the President of Becker College to determine interest in working in a collaborative way to develop a public speaking or debate initiative in the Worcester Public Schools.

8-16-16 - It was moved and voice voted to request that the Administration respond to the item in October 2016.

10-17-16 - Mr. Monfredo made the following motion:
Request that the Administration establish a debating league in the schools.
On a voice vote, the motion was approved.
Mr. O'Connell made the following motion:
Request that the item be held for the December meeting and ask the Administration to interact with schools for a recommendation for a site or sites for a debating program for the next academic year which could be a debating team, Model Congress, Model UN or another appropriate means of encouraging students to participate in debating.
On a voice vote, the motion was approved.

12-5-16 - Mr. Crompton made an excellent presentation relative to the Model UN.
Mr. O'Connell made the following motions:
Request that the Administration develop proposals for a Debate Team, a Model Congress, a Model UN and other debating initiatives in each of the high schools.
Request that the Administration develop proposals for a Debate Team, a Model Congress, a Model UN and other debating initiatives in each of the interested middle schools.
Request that the Administration add the two documents that have been provided to us by Mr. Crompton entitled Model UN and Model UN: Definition and Rationale as backup information for this item.
Request that the item be held for further discussion in February.
On a voice vote, the motions were approved.

PRIOR ACTION (continued)

2-14-17 - Mr. Monfredo made the following motions:
Request that the Administration, in conjunction with interested members of the staff, develop a specific proposal for participation of all secondary schools in public speaking related activities including, but not limited to, debate teams, Model Congress, Model UN and Mock Trial and to report back to the Standing Committee in April 2017.
Request that, in the future, the Administration provide backup for the items so the Committee can be prepared prior to the meeting.
Request that the Administration quantify particular costs that are involved in the proposal and any recommendations with regard to cost including transportation.
On a voice vote, the motions were approved.

The goal is to implement a Model UN program at two additional middle school sites for the 2017-2018 school year.

With input from the Model UN Advisor at Sullivan Middle School, the History and Social Science Liaison will include the following agenda items for the March city wide secondary Department Chair meeting, requesting the following information:

- What programs currently exist in your building e.g. Model UN, Model Congress, Mock Trial, etc.?
- How many students participate?
- How many events do they attend? Cost of event registration and transportation.

Middle School principals and History Department Chairs will be asked to attend a listening session with an interested teacher/advisor in late May/early June for an overview of the Model United Nations program.

Mr. Crompton of Sullivan Middle will contact the Executive Director of the United Nations Association of Greater Boston to travel to Worcester and provide the overview of the Model UN program at no cost to the district.

Responses to the survey questions will be used to expand current offerings in the secondary schools with the possibility of developing a partnership with the Boston Debate League.

Model UN

What is Model UN?

Model UN is an extracurricular activity done by young people all over the world and is extremely popular and competitive at the university level. More recently, Model UN has become common at the middle and high school level as both an academic club, as an elective, and as part of a social studies course.

Why do Model UN?

Participating in Model UN challenges students in ways beyond the hurdles of international relations terminology and rigorous topic and country research. To engage, students must present speeches to a group of peers, incorporate the ideas of others into extemporaneous remarks, develop and write proposals, work in an unstructured environment to find allies, and use parliamentary procedure.

The discussions are rigorous and solutions-oriented, with the ultimate goal of developing a proposal that a majority of the countries can agree upon. As a result, students gain a nuanced understanding of the global issue that they are discussing and the countries represented, heightened communication skills, and new reflections on the world and their own stance.

The social and academic skills embedded in Model UN make it a rich and engaging learning experience. Students are inherently excited to participate in this meaningful work and by having fun while learning about the world and gaining skills for school, future work, and life!

Who is involved Model UN?

There is a robust Model UN community in Massachusetts with numerous middle school, high school, and college conferences throughout the school year. A small sample of Model UN conference hosts in the area include:

Model UN: Definition and Rationale

What is Model UN?

Model UN is an opportunity for students to engage in a simulation of an actual United Nations committee meeting as international delegates representing member nations. Students participate in discussion and negotiation to develop resolutions in an attempt to find realistic solutions to some of the most challenging issues in the world today. The students who participate in this program begin by forming delegate pairs who will work together as a team to represent a nation that will be assigned to them. They will also be placed in one of several committees that mirror the actual organizations of the United Nations. Each committee has a topic or real world issue that at one point has been or is currently facing the United Nations. Over a period of time the students will research the topic, their countries position on the topic, and develop potential solutions to the issue that will benefit their country as well as other nations they are attempting to collaborate with. During the preparation time prior to a conference, the students must develop position papers, opening speeches, debate points, and potential solutions. They also work to learn as much as possible about the topic or issue they are presented with. As the students prepare they develop and sharpen their public speaking, negotiation, writing and critical thinking skills through constant practice, repetition, and revision. There are a variety of exercises and activities we engage in to help the students develop these skills to a higher level. The students also learn about the procedure and rules of civilized discussion and debate. At the completion of all their preparation, the students attend a conference which is an all day, accurate simulation of a United Nations meeting. Other students from other Model UN programs attend and participate in the simulation in an attempt to create and pass resolutions on behalf of the countries they represent. Students also have the ability to win awards during the conference for outstanding achievement in certain areas.

What is the value?

The values of this program are numerous. It requires students to employ a wide variety of skills. These skills include research, persuasive writing supported by evidence, creative thinking, negotiation, collaboration, public speaking, utilization of advanced vocabulary and academic material, compromise, and understanding of multiple points of view. It also helps the students to develop valuable character traits such as determination, compassion, focus, self confidence, civil discourse, teamwork, time management and several more. These skills and traits will not only serve the students well in their academic careers, but in the real world as well once their education is complete. I have personally witnessed tangible improvements in the writing and speaking skills of the students who participate in my program. I have also had

students indicate to me that they have seen improvements in themselves and their abilities because of the practice they received and work they did through Model UN.

What is the potential of this program?

It would be my hope to see this program expanded into all of the district's middle and high schools and create a true district wide program. It would not only strengthen numerous areas of the curriculum through real life practicing of vital skills but would also afford the opportunity for increased participation in Model UN events in our local area. Currently, there are very few Model UN events in Central Massachusetts due to the small number of programs in the area. If Worcester, the second largest school district in Massachusetts, were to develop a system wide program, more events could be planned in cooperation with our numerous local colleges and universities as partners in this pursuit. Most Model UN events currently being offered are sponsored by colleges and universities in the Metro Boston area. The district would also have the ability to host it's own Model UN events or run events within the district that would be available to only Worcester schools and students. The possibilities with a comprehensive and active Model UN program district wide are numerous indeed, as are the benefits to our students.

Model UN Program Proposal

David Crompton

Introduction: There are a variety of pathways Model UN programs can be developed within a school setting. The benefits of these programs are numerous; student development of skills such as research, advanced content reading, public speaking, professional writing, negotiation, collaboration, and conflict resolution. All of these skills are a necessity in our modern, fast paced, technology driven, and rapidly changing world. It also fosters the development of positive self-confidence and assertiveness. All of this is achieved in an enjoyable, interactive environment. Allow me to explain the basics necessary for a Model UN program to develop within a school and some of the opportunities available to groups once they have been created.

Development: One of the best aspects of getting a Model UN program started in any school is the fact that it can be done at no cost. Basically the following are needed:

1. A faculty member who will act as the advisor for the group.
2. Students interested in participating in the group.
3. Basic printed materials which are available for free on the website of the UNAGB (United Nation Association of Greater Boston)

The UNAGB is the organization that operates and hosts many of the larger Model UN Conferences in Massachusetts and has developed an extensive library of material and resources available to all Model UN groups. There are no membership fees or costs involved in organizing and preparing a group to engage in Model UN activities.

Many faculty members who are new to Model UN would benefit from some formal PD on how to proceed with utilizing the materials and becoming familiar with all of the aspects of preparing students to engage in the work necessary to attend Model UN Conferences. There are two possible pathways to achieve this:

1. The UNAGB offers periodic PD on the basics of Model UN instruction. There is a cost involved at this point, typically $150 per person per day. Even the newest of faculty, rarely need more than one or two days of PD to be able to proceed. These costs are quoted by the Educational Director of the UNAGB, however, I have, in writing, that some negotiation of price for new programs is possible.

2. If cost is truly an issue, I would be perfectly willing to conduct the PD myself, given the fact that I have attended several past PD sessions hosted by the UNAGB and have maintained all of the materials and information presented at these offerings. This would provide a no cost option for the district.

Opportunities for engagement: At this point in the process, groups, based on their level of preparedness, will have to opportunity to register for and participate in Model UN Conferences. There are several conferences offered each year at various locations. Unfortunately, at this stage,

cost does become a factor. Currently, the UNAGB hosts three major Conferences per year for middle school level students. They are MSMUN, IMUN, and WMUN. These acronyms are used to identify the Middle School Model UN Conference, Innovation Model UN Conference, and the Worcester Model UN Conference. The cost for these Conferences currently stands at a $100 registration fee per school and a $15 per student fee. Additionally, if transportation is necessary, that cost must also be factored in. In the past, the Model UN Group at Goddard Scholars Academy has managed these cost through various student conducted fundraising efforts and out of pocket payments by student families. The WMUN Conference is the lowest cost due to the fact that it is sponsored and conducted by Clark University. Therefore, no transportation costs are necessary. Any new Model UN groups could follow the same model to provide for their needs. There are two other options possible:

1. Develop partnerships with community groups and/or businesses that would be willing to help with financial support.
2. Host and operate our own local conferences within the district.

Hosting conferences within the district has a variety of benefits. It would provide Model UN events locally which would reduce the cost to local schools. It would help to foster and strengthen partnerships with local colleges and universities that would wish to become involved. Registration and fees that would be paid by other schools that attend could be used as a starting point to fund future activities. There are currently several Model UN programs in schools in the Wachusett district, as well as, St. John's High School and Worcester Academy. These events could and would eventually grow over time.

Thank you for your time and consideration of this proposal. If you have any questions or concerns, I would be more than happy to address them.

ITEM: gb #4-259

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

DATE OF MEETING: Wednesday, March 8, 2017

ITEM: 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.

PRIOR ACTION:

10-2-14 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

5-19-15 - Mr. O'Connell made the following motions:
Request that the Administration interact with the College of the Holy Cross as to enrollment of Worcester public school students, on a dual enrollment basis, in appropriate Mandarin Chinese courses.
Request that the Administration consider the options for instruction of students in Mandarin Chinese through on-line programs including, but not limited to, the virtual high school, the Michigan on-line program and the Stanford University on-line high school.
On a voice vote, the motions were approved.
Mr. Monfredo and Mr. O'Connell made the following motion:
Request that students be surveyed, during the Fall of 2015, as to courses that they would like to have considered for inclusion on the Course Selection Sheet for 2016-17 including, but not limited to, instruction in World Languages.
On a voice vote, the motion was approved.

BACKUP:

Annex A (1 page) contains a copy of the Administration's response to the item.

PRIOR ACTION (continued)

2-1-16 - Dr. Meade-Montaque made a presentation indicating that 213 students are currently taking Mandarin courses. The Mandarin Part 1 and Part 2 are the middle school level courses and Mandarin I to IV are the high school level courses.

She reported that Doherty Memorial High School has 21 students interested in continuing with Mandarin IV which will be offered next year. All eleven 11th grade students currently taking Mandarin IV are interested in continuing and the question would be whether to offer Mandarin V or AP Mandarin at Doherty Memorial High School.

In the future, if there aren't enough students to offer AP Mandarin courses in one school, a districtwide course could possibly be offered to the students.

Mr. O'Connell made the following motion:

Request that the Administration submit a report in April in connection with interest in expanding World Language Programs at both the elementary and secondary levels.

On a voice vote, the motion was approved.

8-16-16 - It was moved and voice voted to request that students be surveyed, during the Fall of 2016, as to courses that they would like to have considered for inclusion on the Course Selection Sheet for 2017-18 including, but not limited to, instruction in World Languages.

It was moved and voice voted to request that the Administration respond to the item in December 2016.

Motion:

Request that students be surveyed during the fall of 2016, as to courses that they would like to have considered for inclusion on the Course Selection Sheet for 2017-2018 including, but not limited to, instruction in World Languages.

Response:

Starting in the 2017-2018 school year all grade 8 students will work with their Guidance Counselors to complete lessons in Naviance on how to choose challenging, relevant courses in high school. During these lessons students will begin to create a list of courses that they may be interested in. They will sort this list into three categories:

- Courses I am going to take
- Courses I might take
- Courses I will not take

All students in grade 9 will build upon their Naviance lesson work in grade 8 and complete a "High School Plan" which will encourage students to think about their path through and after high school.

Students will also complete survey questions reflecting on their high school plan, including:

- Level of satisfaction with courses offered at their school
- Suggestions or desires for courses to be offered at their school

The suggestions/desires for courses will be completed through Naviance and used to inform course offerings at each high school.

ITEM: gb #6-128

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

DATE OF MEETING: Wednesday, March 8, 2017

ITEM: Mr. Monfredo/Mr. O'Connell/Ms. Colorio/Mr. Foley/Miss McCullough (March 21, 2016)

Request that the Administration consider implementing an advanced academy, based on the Goddard Academy model, at Burncoat Middle School for grade 7 students in either the 2016-17 or 2017-18 academic year which can be expanded to grade 8.

PRIOR ACTION:

4-7-16 - Referred to the Standing Committee on Teaching, Learning and Student Supports for a report back in October 2016.

8-16-16 - (Considered with gb #5-181.)
Mr. O'Connell made the following motion:
Request that the item be held for a report from the Administration in February 2017 regarding the establishment of a Goddard Academy model at Burncoat Middle School for 2017-18.
On a voice vote, the motion was approved.
It was moved and voice voted to file gb #5-181 and hold gb #6-128.

2-14-17 - Mr. Monfredo made the following motion:
Request that the School Committee approve the implementation of a new academy based on the Goddard Academy model at Burncoat Middle School for grade 7 for the 2017-18 academic year.
On a voice vote, motion was approved.
It was moved and voice voted to request that the Administration provide at the next meeting of the Standing Committee background information, copies of course selection sheets, if available, and information including, but not limited to, staffing and budget impacts to consider prior to the FY18 Budget.

BACKUP:

Annex A (1 page) contains a copy of the Administration's response to the item.
Annex B (2 pages) contains a copy of the Academy offerings and the course sections.
Annex C (10 pages) contains a copy of the new course request forms.

The Hanover Insurance Academy of the Arts is a collaborative partnership between the Worcester Public Schools and a Hanover Insurance Company. The Academy of the Arts will provide students with rigorous course of study infused with art visual and performing arts. The Academy offerings and the course sections are contained in Annex B.

Through the district's zero-based budget approach, the administration identified efficiencies within Burncoat Middle School staffing to create the Academy. The budget impact for FY18 is the cost of an additional full-time Art teaching position currently shared with the high school. Hanover Insurance will assist with the costs associated with professional learning and enrichment opportunities for students which are embedded in the life of the Academy.

Hanover Insurance Academy of the Arts

About

The Hanover Insurance Academy of the Arts is a partnership between the Worcester Public Schools (WPS) and Hanover Insurance Company. This collaborative partnership is designed to provide opportunities for students to benefit from an education that is integrated in the visual and media arts, dance, music, theater and exposes them to a variety of cultural experiences.

Program Description

The Hanover Insurance Academy for the Arts is a 7th -12th grade arts infused program designed for gifted and talented students in the City of Worcester located on the Burncoat Campus. The program is designed to support students in developing a strong academic foundation which will enable them to be strategic thinkers, complex problem solvers, effective communicators, creative collaborators and active contributing members in the community. As part of their core program, students participate in rigorous courses embedded in the arts and service learning. In addition, students have the opportunity to choose two art magnet focuses. Students demonstrate mastery of concepts and content through a variety of performances and interdisciplinary projects.

Academy Offerings

Service Learning

- Instruction will be integrated with meaningful community service opportunities to enrich students' learning experiences and teach civic responsibility. Through working with diverse members of the community, students will enhance their group, organizational and interpersonal skills.

Enrichment Opportunities

- Students will be provided with ongoing opportunities to:
  - participate in the theater and explore behind the scenes activities that go into a production
  - engage in master classes with visiting artists
  - learn the science and history behind the arts
  - explore various career pathways
  - extend learning through collaborations with cultural and educational institutions

Middle School Course of Study

Grade 7	Grade 8
Pre-Algebra	Algebra
English Composition & Literature I	English Composition & Literature II
The Development of Early Civilizations	World History and Culture
Science Engineering & Technology I	Science Engineering & Technology II
Advanced Seminar	Spanish I
Physical and Health Education	Physical Education
Choice of 2 Art Electives (dance, music, visual arts, media arts, or theater)	Choice of 2 Art Electives (dance, music, visual arts, media arts, or theater)

Acceptance Criteria

Qualified applicants are those with Advanced/Proficient scores in 5th grade State Assessments for Mathematics, English Language Arts, and Science. All qualified applicants will participate in a tiered selection process.

State Assessment Scores	Tier
Three Advanced	1
Two Advanced One Proficient	2
One Advanced Two Proficient	3
A lottery process will be held when there are more applicants than available placements	

Applications Forms are available

- Main offices at Burncoat Middle School and each WPS Elementary School
- WPS Website

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: February 27, 2017 **Requesting School/ Office:** Burncoat Middle School

Proposed Course Name: English Literature and Composition I **Required Prerequisite Course/s:** N/A

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	X	

Proposed Course Department	Select one	
	Core Course	Core Elective
English	X	

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

Proposed Course Description:

English Literature and Composition I: In this course students will complete an accelerated curriculum that builds upon thieir priror knowledge in the areas of reading literature and informational texts, writing arguments, informational/explanatory and narrative pieces, and speaking and listenting through a critical study of literature. Students will apply skills to complete interdisciplinary projects and continue to expand their academic vocabulary and develop their knowledge of the English language and the conventions of Standard English. Students will also explore career pathways in a variety of enrichment activities. 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:

- How does literature influence the world?
- How do literacy and communication skills apply to real-world stituations and other subjects (STEAM)?
- How do authors craft their writing to express their ideas, create effect, and express their ideas?
- What impact does historical, cultural, geographical, and social context have on a novel and on the reaction of the readers to it?

Standards addressed in the course:

This course will address all standards in the Grade 7 Massachusetts Curriculum Framework for English Langauge Arts and Literacy.

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
8. Interpret a literary work by analyzing how the author uses literary elements (e.g., mood, tone, point of view, personification, symbols).*
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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.

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

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

This course is designed to support students in developing a strongacademic foundation which will enable themto be strategic thinkers, complex problemsolvers, effective communictors, creative collaorators and active contributing members of the community.

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: February 27, 2017 **Requesting School/ Office:** Burncoat Middle School

Proposed Course Name: The Development of Ancient Civilizations **Required Prerequisite Course/s:** N/A

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	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 the course, students will study the origins of human beings in Africa and the ancient and classical civilizations that flourished in the Mediterranean area. This accelerated curriculum will focus on the people of ancient societies, their challenges and accomplishments, the tools and technology they developed and the contributions reflected in our society today. Through interdisciplinary projects, students will study the religions, governments, trade, philosophies, and art of these civilizations, as well as the powerful ideas that arose in the ancient world and profoundly shaped the course of world history. This course of study will expose students to multiple career pathways in the areas of history, civics, geography, economics and the social sciences. 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:

1. How have different forms of government been constructed and maintained over time?
2. How have religions, belief systems, philosophies and ideologies affected the development of society over time?
3. How were the scientific and technological innovations adapted and transformed as they spread from one society or culture to another?
4. In what way do the arts reflect the innovation, adaptation and creativity of specific societies?
5. In what ways have social categories, roles and practices been maintained or challenged over time?

Standards addressed in the course:

Grade 7 MA Frameworks History and Social Science

Human Origins in Africa through the Neolithic Age

7.1 Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life.

7.2 Identify sites in Africa where archaeologists have found evidence of the origins of modern human beings and describe what the archaeologists found.

7.3 Describe the characteristics of the hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry).

7.4 Explain the importance of the invention of metallurgy and agriculture (the growing of crops and the domestication of animals).

7.5 Describe how the invention of agriculture related to settlement, population growth, and the emergence of civilization.

7.6 Identify the characteristics of civilizations.

Mesopotamia: Site of Several Ancient River Civilizations, c. 3500-1200 BC/BCE

7.7 On a historical map, locate the Tigris and Euphrates Rivers and identify Sumer, Babylon, and Assyria as successive civilizations and empires in this region, and explain why the region is sometimes called "the Fertile Crescent." On a modern map of western Asia, identify the modern countries in the region (Iraq, Iran, and Turkey).

7.8 Identify polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations.

7.9 Describe how irrigation, metalsmithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to the growth of Mesopotamian civilizations.

7.10 Describe the important achievements of Mesopotamian civilization.

7.11 Describe who Hammurabi was and explain the basic principle of justice in Hammurabi's Code ("an eye for an eye").

Egypt: An Ancient River Civilization, c. 3000-1200 BC/BCE

7.12 On a historical map of the Mediterranean region, locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and Sudan.

7.13 Describe the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social and economic characteristics of Ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of Ancient Egypt.

7.14 Describe the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt.

7.15 Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities.

7.16 Summarize important achievements of Egyptian civilization.

Phoenicia, c. 1000-300 BC/BCE

7.17 On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean, and the Red Sea. On a modern map, locate Greece, Crete, Turkey, Lebanon, and Syria.

7.18 Identify the Phoenicians as the successors to the Minoans in dominating maritime trade in the Mediterranean from c. 1000-300 BC/ BCE. Describe how the Phoenician writing system was the first alphabet (with 22 symbols for consonants) and the precursor of the first complete alphabet developed by the ancient Greeks (with symbols representing both consonants and vowels).

The Roots of Western Civilization: Ancient Israel, c. 2000 BC/BCE-70 AD/CE

7.19 On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel, and Egypt. On a modern map, locate Egypt, Greece, Israel, Jordan, and Lebanon, the area governed by the Palestinian Authority, Syria, and Turkey.

7.20 Identify the ancient Israelites, or Hebrews, and trace their migrations from Mesopotamia to the land called Canaan, and explain the role of Abraham and Moses in their history.

7.21 Describe the monotheistic religion of the Israelites.

a) The belief that there is one God
b) The Ten Commandments
c) The emphasis on individual worth and personal responsibility
d) The belief that all people must adhere to the same moral obligations, whether ruler or ruled
e) The Hebrew Bible (Old Testament) as part of the history of early Israel.

7.22 Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David's founding of Jerusalem as his capital city in 1000 BC/BCE and the building of the first temple by Solomon.

7.23 Explain the expulsion/dispersion of the Jews to other lands (referred to as the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans.

The Roots of Western Civilization: Ancient Greece, c. 800-300 BC/BCE

7.24 On a historical map of the Mediterranean area, locate Greece and trace the extent of its influence to 300 BC/BCE. On a modern map of the Mediterranean area, Europe, England, the Middle East, and the Indian subcontinent, locate England, France, Greece, Italy, Spain, and other countries in the Balkan peninsula, Crete, Egypt, India, the Middle East, Pakistan, and Turkey.

7.25 Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence.

7.26 Explain why the government of ancient Athens is considered the beginning of democracy and explain the democratic political concepts developed in ancient Greece.

7.27 Compare and contrast life in Athens and Sparta.

7.28 Describe the status of women and the functions of slaves in ancient Athens.

7.29 Analyze the causes, course, and consequences of the Persian Wars, including the origins of marathons.

7.30 Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta.

7.31 Describe the rise of Alexander the Great and the spread of Greek culture.

7.32 Describe the myths and stories of classical Greece; give examples of Greek gods and goddesses, heroes, and events, and where and how we see their names used today.

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

7.33 Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the kinds of sports they featured.
7.34 Describe the purposes and functions of the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks.
The Roots of Western Civilization: Ancient Rome, c. 500 BC/BCE-500 AD/CE
7.35 On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD/CE.
7.36 Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond.
7.37 Explain the rise of the Roman Republic and the role of mythical and historical figures in
Roman history.
7.38 Describe the government of the Roman Republic and its contribution to the development of democratic principles, including separation of powers, rule of law, representative government, and the notion of civic duty.
7.39 Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire.
7.40 Describe the characteristics of slavery under the Romans.
7.41 Describe the origins of Christianity and its central features.
7.42 Explain how inner forces (including the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (shrinking trade, attacks, and invasions) led to the disintegration of the Roman Empire.
7.43 Describe the contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology (e.g.
7.44 Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary.

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How does this course support the readiness of students for college and career? This course is designed to support students in developing a strongacademic foundation which will enable themto be strategic thinkers, complex problemsolvers, effective communictors, creative collaorators and active contributing members of the community.

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: March 1, 2017 **Requesting School/ Office:** Burncoat Middle School

Proposed Course Name: Science Engineering & Technology I **Required Prerequisite Course/s:** N/A

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	X	

Proposed Course Department	Select one	
	Core Course	Core Elective
Science and Engineering	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 explore content standards in Earth and Space Sciences, Life Sciences, Physical Sciences and Engineering. This course is designed for students to be active participants in their learning as they ask and answer questions, carry out investigations, conduct experiments, and solve engineering design challenges. Students will focus their study on systems and cycles using their understanding of structures and functions, connections and relationships in systems, and flow of matter and energy. Grade 7 STE standards will be covered at an accelerated pace and students will be expected to create several interdisciplinary projects as well as explore career pathways in Science and Engineering. 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 an understanding of science concepts and the natural world help when designing and engineering new technologies?

Why and how do scientific theories change?

How are structure and function related in living and non living things?

How does planning for a scientific investigation address data collection that is valid, reliable, ethical and repeatable?

Why is it important to collect data about the performance of a proposed tool, object, process or system under a range of conditions?

How do you construct an argument using evidence to evaluate a scientific claim?

How do you distinguish between a cause and a correlation?

What is a system?

Standards addressed in the course:

Massachusetts Science and Technology/Engineering Curriculum Framework (April 2016)

Grade 7 Standards

7.MS-ESS2-2. Construct an explanation based on evidence for how Earth's surface has changed over scales that range from local to global in size.

7.MS-ESS2-4. Develop a model to explain how the energy of the Sun and Earth's gravity drive the cycling of water, including changes of state, as it moves through multiple pathways in Earth's hydrosphere.

7.MS-ESS3-2. Obtain and communicate information on how data from past geologic events are analyzed for patterns and used to forecast the location and likelihood of future catastrophic events.

7.MS-ESS3-4. Construct an argument supported by evidence that human activities and technologies can mitigate the impact of increases in human population and per capita consumption of natural resources on the environment.

7.MS-LS1-4. Construct an explanation based on evidence for how characteristic animal behaviors and specialized plant structures increase the probability of successful reproduction of animals and plants.

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

7.MS-LS2-1. Analyze and interpret data to provide evidence for the effects of periods of abundant and scarce resources on the growth of organisms and the size of populations in an ecosystem.

7.MS-LS2-2. Describe how relationships among and between organisms in an ecosystem can be competitive, predatory, parasitic, and mutually beneficial and that these interactions are found across multiple ecosystems.

7.MS-LS2-3. Develop a model to describe that matter and energy are transferred among living and nonliving parts of an ecosystem and that both matter and energy are conserved through these processes.

7.MS-LS2-4. Analyze data to provide evidence that disruptions (natural or human-made) to any physical or biological component of an ecosystem can lead to shifts in all its populations.

7.MS-LS2-5. Evaluate competing design solutions for protecting an ecosystem. Discuss benefits and limitations of each design.*

7.MS-LS2-6(MA). Explain how changes to the biodiversity of an ecosystem—the variety of species found in the ecosystem—may limit the availability of resources humans use.

7.MS-PS2-3. Analyze data to describe the effect of distance and magnitude of electric charge on the strength of electric forces.

7.MS-PS2-5. Use scientific evidence to argue that fields exist between objects with mass, between magnetic objects, and between electrically charged objects that exert force on each other even though the objects are not in contact.

7.MS-PS3-1. Construct and interpret data and graphs to describe the relationships among kinetic energy, mass, and speed of an object.

7.MS-PS3-2. Develop a model to describe the relationship between the relative positions of objects interacting at a distance and their relative potential energy in the system.

7.MS-PS3-3. Apply scientific principles of energy and heat transfer to design, construct, and test a device to minimize or maximize thermal energy transfer.*

7.MS-PS3-4. Conduct an investigation to determine the relationships among the energy transferred, how well the type of matter retains or radiates heat, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.

7.MS-PS3-5. Present evidence to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

7.MS-PS3-6(MA). Use a model to explain how thermal energy is transferred out of hotter regions or objects and into colder ones by convection, conduction, and radiation.

7.MS-PS3-7(MA). Use informational text to describe the relationship between kinetic and potential energy and illustrate conversions from one form to another.

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

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

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

7.MS-ETS3-1(MA). Explain the function of a communication system and the role of its components, including a source, encoder, transmitter, receiver, decoder, and storage.

7.MS-ETS3-2(MA). Compare the benefits and drawbacks of different communication systems.

7.MS-ETS3-3(MA). Research and communicate information about how transportation systems are designed to move people and goods using a variety of vehicles and devices. Identify and describe subsystems of a transportation vehicle, including structural, propulsion, guidance, suspension, and control subsystems.

7.MS-ETS3-4(MA). Show how the components of a structural system work together to serve a structural function. Provide examples of physical structures and relate their design to their intended use.

7.MS-ETS3-5(MA). Use the concept of systems engineering to model inputs, processes, outputs, and feedback among components of a transportation, structural, or communication system.

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

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How does this course support the readiness of students for college and career? This course is designed to support students in developing a strongacademic foundation which will enable themto be strategic thinkers, complex problemsolvers, effective communictors, creative collaorators and active contributing members of the community.

Please Note:
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Approved Date:	
S.C. Item Number:	
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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: March 1, 2017 **Requesting School/ Office:** Burncoat Middle School

Proposed Course Name: Advanced Seminar **Required Prerequisite Course/s:** N/A

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	X	

Proposed Course Department	Select one	
	Core Course	Core Elective
English	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 the course, students will look at and explore the social, religious, philosophical and academic impact culture and the arts has had on society. Using Novels, readings and research skills students would then link their learning to contemporary issues. 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 have the arts shaped todays society?

Standards addressed in the course:

This course will address standards in the grade 7 Masschusetts Curriculum Frameworks for English Language Arts and Literacy.

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
8. Interpret a literary work by analyzing how the author uses literary elements (e.g., mood, tone, point of view, personification, symbols).*
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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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 is designed to support students in developing a strongacademic foundation which will enable themto be strategic thinkers, complex problemsolvers, effective communictors, creative collaorators and active contributing members of the community.

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

ITEM: gb #6-212

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

DATE OF MEETING: Wednesday, March 8, 2017

ITEM: Mr. O'Connell/Miss McCullough/Mr. Monfredo/Miss Biancheria (May 25, 2016)

To consider amending the 2017 summer reading list by adding to it certain works of literature which appeared on previous summer reading lists, and which are widely recognized as classics and as key elements of a well-rounded elementary or secondary school educational experience.

PRIOR ACTION:

6-2-16 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

8-16-16 - It was moved and voice voted to request that the Administration provide the Summer Reading Lists from 2010 and 2014 to all members of the School Committee with a suggestion that they recommend to the Administration any books that they would like to see added to the current list from those lists.
It was moved and voice voted to request that the Administration provide a report to the Standing Committee with a suggested Summer Reading list in March 2017.

BACKUP:

Annex A (1 page) contains a copy of the Administration's response to the item.

Annex B (1 page) contains a copy of the Action Plan.

Annex C (to be determined) contains a copy of the approfed 2016 Summer Reading Lits which will be replicated to 2017 based on the vote of the School Committee on May 25, 2015 wich approved the 2015, 2016 and 2017 Summer Reading Lists.

A. Please see the attached action plan (Annex B) that shows steps taken to strengthen the Worcester Public Schools Summer Reading Program and plans to continue enhancing the program based on current research and data.

1. No changes were made in Summer 2016 from previous summer reading requirements. No titles were removed from the reading lists.
2. In Summer 2016 the only changes were: a new look to the brochures that were vertically aligned and provided reading supports, additional suggested titles and activities, as well as digital resources and parental supports.
3. Any suggested book recommendations School Committee would like to make to enhance the current reading lists can appear on the Summer Reading Website. Space is limited on the brochures due to the addition of parental supports and reading strategies for students; adding to what is printed would take away from these supports.
4. For Summer 2017 we plan on further developing the digital resources, providing professional development for teachers and Focus Instructional Coaches, strengthening community partnerships and community outreach, and gathering data from the pilot study for future recommendations.
5. As national awards are presented and MA School Library Association recommendations are made, the suggested titles on the Summer Reading Website may be updated to include high quality contemporary literature. At the present time, no changes will be made to the recommendations provided on the Summer Reading Brochures, which include all titles from past Worcester Public Schools reading lists.

B. Collaboration with Dr. Lauren Capotosto of Holy Cross:

1. Summer reading expert, currently researching public school summer reading programs in high and low socio-economic communities.
2. Former student of and collaborator with Dr. Kim of the Harvard Graduate School of Education, national leading expert on summer reading programs.
3. Constructed a research-based pilot study for engaging traditionally disengaged middle school students, which will be piloted in one grade in one school.
4. The pilot study at Burncoat Middle School is being implemented for the purposes of providing corrective recommendations for engaging all students and to create a robust, researched-based program that builds upon and strengthens the skills students acquire and practice during the academic year.

Dr. Capotosto is available and interested in presenting to the Standing Committee on Teaching, Learning and Student Supports on the pilot study as well as current research data, evidence, and findings on effective summer reading programs for urban youth.

Worcester Public Schools Summer Reading Requirement

Action Plan

<table>
<tr><th>Summer 2015 and Earlier</th><th>Summer 2016</th><th>Summer 2017</th><th>Summer 2018 and Beyond</th></tr>
<tr>
<td>

Summer Reading Requirement:

<table>
<tr><th>Grade</th><th>Min. Req.</th><th>Assign.</th></tr>
<tr><td>PreK-K</td><td>5 Books</td><td>Reading Log</td></tr>
<tr><td>1-2</td><td>5 Books or 800 Pages</td><td>Reading Log</td></tr>
<tr><td>3-4</td><td>3 Books or 800 Pages</td><td>Three Activities (Choice)</td></tr>
<tr><td>5-6</td><td>3 Books or 800 Pages</td><td>Three Activities (Choice)</td></tr>
<tr><td>7-8</td><td>3 Books or 800 Pages</td><td>Double Entry Journal
Illustrate
Free Choice</td></tr>
<tr><td>9-12</td><td>3 Books or 800 Pages</td><td>Double Entry Journal
Compare or Contrast
Free Choice</td></tr>
</table>

Brochures different for each grade band

</td>
<td>

Same requirements as 2015 and Earlier
Created a Summer Reading Website
Provided additional research-based options for reading activities
Provided sentence stems and supports for parents to have conversations about text with students
Provided additional suggestions to the reading list, including digital text that can be accessed for free and in multiple languages
Engaged community partners that work with WPS students during the summer
Collaborated with WPL Youth Services Manager
Vertically aligned summer reading brochures, added parental supports, and translated
Collaborated with Worcester Reads and John Monfredo to provide incentives

</td>
<td>
Collaboration with Holy Cross:

Pilot middle school/6-8 program
Pilot protocol for family engagement around summer reading
Provide data that supports book recommendation

WPS:

Revise brochures, as needed
Provide professional development for teachers and FICs on summer reading rollout/kickoff
Engage Community Partners
Parent Workshops
Increased PR and digital supports

</td>
<td>

Continue collaboration with Holy Cross
Use data from pilot to enhance program at other grade levels
Continue to study impact and improve programming
Increase community and family engagement

</td>
</tr>
</table>

ITEM: gb #7-80

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

DATE OF MEETING: Wednesday, March 8, 2017

ITEM: Administration (February 22, 2017)

To consider approval of the following new courses for the 2017 - 18 school year:

English Composition & Literature I
The Development of Early Civilizations
Science Engineering & Technology I
Advanced Seminar

PRIOR ACTION:

3-2-17 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP:

Annex A (10 pages) contains a copy of the new course request forms.

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: February 27, 2017 **Requesting School/ Office:** Burncoat Middle School

Proposed Course Name: English Literature and Composition I **Required Prerequisite Course/s:** N/A

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	X	

Proposed Course Department	Select one	
	Core Course	Core Elective
English	X	

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

Proposed Course Description:

English Literature and Composition I: In this course students will complete an accelerated curriculum that builds upon thieir priror knowledge in the areas of reading literature and informational texts, writing arguments, informational/explanatory and narrative pieces, and speaking and listenting through a critical study of literature. Students will apply skills to complete interdisciplinary projects and continue to expand their academic vocabulary and develop their knowledge of the English language and the conventions of Standard English. Students will also explore career pathways in a variety of enrichment activities. 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:

- How does literature influence the world?
- How do literacy and communication skills apply to real-world stituations and other subjects (STEAM)?
- How do authors craft their writing to express their ideas, create effect, and express their ideas?
- What impact does historical, cultural, geographical, and social context have on a novel and on the reaction of the readers to it?

Standards addressed in the course:

This course will address all standards in the Grade 7 Massachusetts Curriculum Framework for English Langauge Arts and Literacy.

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
8. Interpret a literary work by analyzing how the author uses literary elements (e.g., mood, tone, point of view, personification, symbols).*
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

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

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Subject Area Course:	
Zip Code Number:	

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: February 27, 2017 **Requesting School/ Office:** Burncoat Middle School

Proposed Course Name: The Development of Ancient Civilizations **Required Prerequisite Course/s:** N/A

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	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 the course, students will study the origins of human beings in Africa and the ancient and classical civilizations that flourished in the Mediterranean area. This accelerated curriculum will focus on the people of ancient societies, their challenges and accomplishments, the tools and technology they developed and the contributions reflected in our society today. Through interdisciplinary projects, students will study the religions, governments, trade, philosophies, and art of these civilizations, as well as the powerful ideas that arose in the ancient world and profoundly shaped the course of world history. This course of study will expose students to multiple career pathways in the areas of history, civics, geography, economics and the social sciences. 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:

1. How have different forms of government been constructed and maintained over time?
2. How have religions, belief systems, philosophies and ideologies affected the development of society over time?
3. How were the scientific and technological innovations adapted and transformed as they spread from one society or culture to another?
4. In what way do the arts reflect the innovation, adaptation and creativity of specific societies?
5. In what ways have social categories, roles and practices been maintained or challenged over time?

Standards addressed in the course:

Grade 7 MA Frameworks History and Social Science

Human Origins in Africa through the Neolithic Age

7.1 Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life.

7.2 Identify sites in Africa where archaeologists have found evidence of the origins of modern human beings and describe what the archaeologists found.

7.3 Describe the characteristics of the hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry).

7.4 Explain the importance of the invention of metallurgy and agriculture (the growing of crops and the domestication of animals).

7.5 Describe how the invention of agriculture related to settlement, population growth, and the emergence of civilization.

7.6 Identify the characteristics of civilizations.

Mesopotamia: Site of Several Ancient River Civilizations, c. 3500-1200 BC/BCE

7.7 On a historical map, locate the Tigris and Euphrates Rivers and identify Sumer, Babylon, and Assyria as successive civilizations and empires in this region, and explain why the region is sometimes called "the Fertile Crescent." On a modern map of western Asia, identify the modern countries in the region (Iraq, Iran, and Turkey).

7.8 Identify polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations.

7.9 Describe how irrigation, metalsmithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to the growth of Mesopotamian civilizations.

7.10 Describe the important achievements of Mesopotamian civilization.

7.11 Describe who Hammurabi was and explain the basic principle of justice in Hammurabi's Code ("an eye for an eye").

Egypt: An Ancient River Civilization, c. 3000-1200 BC/BCE

7.12 On a historical map of the Mediterranean region, locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and Sudan.

7.13 Describe the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social and economic characteristics of Ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of Ancient Egypt.

7.14 Describe the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt.

7.15 Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities.

7.16 Summarize important achievements of Egyptian civilization.

Phoenicia, c. 1000-300 BC/BCE

7.17 On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean, and the Red Sea. On a modern map, locate Greece, Crete, Turkey, Lebanon, and Syria.

7.18 Identify the Phoenicians as the successors to the Minoans in dominating maritime trade in the Mediterranean from c. 1000-300 BC/ BCE. Describe how the Phoenician writing system was the first alphabet (with 22 symbols for consonants) and the precursor of the first complete alphabet developed by the ancient Greeks (with symbols representing both consonants and vowels).

The Roots of Western Civilization: Ancient Israel, c. 2000 BC/BCE-70 AD/CE

7.19 On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel, and Egypt. On a modern map, locate Egypt, Greece, Israel, Jordan, and Lebanon, the area governed by the Palestinian Authority, Syria, and Turkey.

7.20 Identify the ancient Israelites, or Hebrews, and trace their migrations from Mesopotamia to the land called Canaan, and explain the role of Abraham and Moses in their history.

7.21 Describe the monotheistic religion of the Israelites.

a) The belief that there is one God
b) The Ten Commandments
c) The emphasis on individual worth and personal responsibility
d) The belief that all people must adhere to the same moral obligations, whether ruler or ruled
e) The Hebrew Bible (Old Testament) as part of the history of early Israel.

7.22 Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David's founding of Jerusalem as his capital city in 1000 BC/BCE and the building of the first temple by Solomon.

7.23 Explain the expulsion/dispersion of the Jews to other lands (referred to as the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans.

The Roots of Western Civilization: Ancient Greece, c. 800-300 BC/BCE

7.24 On a historical map of the Mediterranean area, locate Greece and trace the extent of its influence to 300 BC/BCE. On a modern map of the Mediterranean area, Europe, England, the Middle East, and the Indian subcontinent, locate England, France, Greece, Italy, Spain, and other countries in the Balkan peninsula, Crete, Egypt, India, the Middle East, Pakistan, and Turkey.

7.25 Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence.

7.26 Explain why the government of ancient Athens is considered the beginning of democracy and explain the democratic political concepts developed in ancient Greece.

7.27 Compare and contrast life in Athens and Sparta.

7.28 Describe the status of women and the functions of slaves in ancient Athens.

7.29 Analyze the causes, course, and consequences of the Persian Wars, including the origins of marathons.

7.30 Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta.

7.31 Describe the rise of Alexander the Great and the spread of Greek culture.

7.32 Describe the myths and stories of classical Greece; give examples of Greek gods and goddesses, heroes, and events, and where and how we see their names used today.

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

7.33 Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the kinds of sports they featured.
7.34 Describe the purposes and functions of the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks.
The Roots of Western Civilization: Ancient Rome, c. 500 BC/BCE-500 AD/CE
7.35 On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD/CE.
7.36 Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond.
7.37 Explain the rise of the Roman Republic and the role of mythical and historical figures in
Roman history.
7.38 Describe the government of the Roman Republic and its contribution to the development of democratic principles, including separation of powers, rule of law, representative government, and the notion of civic duty.
7.39 Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire.
7.40 Describe the characteristics of slavery under the Romans.
7.41 Describe the origins of Christianity and its central features.
7.42 Explain how inner forces (including the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (shrinking trade, attacks, and invasions) led to the disintegration of the Roman Empire.
7.43 Describe the contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology (e.g.
7.44 Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary.

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How does this course support the readiness of students for college and career? This course is designed to support students in developing a strongacademic foundation which will enable themto be strategic thinkers, complex problemsolvers, effective communictors, creative collaorators and active contributing members of the community.

Please Note:
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Subject Area Code Number:	
Subject Area Course:	
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WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: March 1, 2017 **Requesting School/ Office:** Burncoat Middle School

Proposed Course Name: Science Engineering & Technology I **Required Prerequisite Course/s:** N/A

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	X	

Proposed Course Department	Select one	
	Core Course	Core Elective
Science and Engineering	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 explore content standards in Earth and Space Sciences, Life Sciences, Physical Sciences and Engineering. This course is designed for students to be active participants in their learning as they ask and answer questions, carry out investigations, conduct experiments, and solve engineering design challenges. Students will focus their study on systems and cycles using their understanding of structures and functions, connections and relationships in systems, and flow of matter and energy. Grade 7 STE standards will be covered at an accelerated pace and students will be expected to create several interdisciplinary projects as well as explore career pathways in Science and Engineering. 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 an understanding of science concepts and the natural world help when designing and engineering new technologies?

Why and how do scientific theories change?

How are structure and function related in living and non living things?

How does planning for a scientific investigation address data collection that is valid, reliable, ethical and repeatable?

Why is it important to collect data about the performance of a proposed tool, object, process or system under a range of conditions?

How do you construct an argument using evidence to evaluate a scientific claim?

How do you distinguish between a cause and a correlation?

What is a system?

Standards addressed in the course:

Massachusetts Science and Technology/Engineering Curriculum Framework (April 2016)

Grade 7 Standards

7.MS-ESS2-2. Construct an explanation based on evidence for how Earth's surface has changed over scales that range from local to global in size.

7.MS-ESS2-4. Develop a model to explain how the energy of the Sun and Earth's gravity drive the cycling of water, including changes of state, as it moves through multiple pathways in Earth's hydrosphere.

7.MS-ESS3-2. Obtain and communicate information on how data from past geologic events are analyzed for patterns and used to forecast the location and likelihood of future catastrophic events.

7.MS-ESS3-4. Construct an argument supported by evidence that human activities and technologies can mitigate the impact of increases in human population and per capita consumption of natural resources on the environment.

7.MS-LS1-4. Construct an explanation based on evidence for how characteristic animal behaviors and specialized plant structures increase the probability of successful reproduction of animals and plants.

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

7.MS-LS2-1. Analyze and interpret data to provide evidence for the effects of periods of abundant and scarce resources on the growth of organisms and the size of populations in an ecosystem.

7.MS-LS2-2. Describe how relationships among and between organisms in an ecosystem can be competitive, predatory, parasitic, and mutually beneficial and that these interactions are found across multiple ecosystems.

7.MS-LS2-3. Develop a model to describe that matter and energy are transferred among living and nonliving parts of an ecosystem and that both matter and energy are conserved through these processes.

7.MS-LS2-4. Analyze data to provide evidence that disruptions (natural or human-made) to any physical or biological component of an ecosystem can lead to shifts in all its populations.

7.MS-LS2-5. Evaluate competing design solutions for protecting an ecosystem. Discuss benefits and limitations of each design.*

7.MS-LS2-6(MA). Explain how changes to the biodiversity of an ecosystem—the variety of species found in the ecosystem—may limit the availability of resources humans use.

7.MS-PS2-3. Analyze data to describe the effect of distance and magnitude of electric charge on the strength of electric forces.

7.MS-PS2-5. Use scientific evidence to argue that fields exist between objects with mass, between magnetic objects, and between electrically charged objects that exert force on each other even though the objects are not in contact.

7.MS-PS3-1. Construct and interpret data and graphs to describe the relationships among kinetic energy, mass, and speed of an object.

7.MS-PS3-2. Develop a model to describe the relationship between the relative positions of objects interacting at a distance and their relative potential energy in the system.

7.MS-PS3-3. Apply scientific principles of energy and heat transfer to design, construct, and test a device to minimize or maximize thermal energy transfer.*

7.MS-PS3-4. Conduct an investigation to determine the relationships among the energy transferred, how well the type of matter retains or radiates heat, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.

7.MS-PS3-5. Present evidence to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

7.MS-PS3-6(MA). Use a model to explain how thermal energy is transferred out of hotter regions or objects and into colder ones by convection, conduction, and radiation.

7.MS-PS3-7(MA). Use informational text to describe the relationship between kinetic and potential energy and illustrate conversions from one form to another.

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

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

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

7.MS-ETS3-1(MA). Explain the function of a communication system and the role of its components, including a source, encoder, transmitter, receiver, decoder, and storage.

7.MS-ETS3-2(MA). Compare the benefits and drawbacks of different communication systems.

7.MS-ETS3-3(MA). Research and communicate information about how transportation systems are designed to move people and goods using a variety of vehicles and devices. Identify and describe subsystems of a transportation vehicle, including structural, propulsion, guidance, suspension, and control subsystems.

7.MS-ETS3-4(MA). Show how the components of a structural system work together to serve a structural function. Provide examples of physical structures and relate their design to their intended use.

7.MS-ETS3-5(MA). Use the concept of systems engineering to model inputs, processes, outputs, and feedback among components of a transportation, structural, or communication system.

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

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How does this course support the readiness of students for college and career? This course is designed to support students in developing a strongacademic foundation which will enable themto be strategic thinkers, complex problemsolvers, effective communictors, creative collaorators and active contributing members of the community.

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WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: March 1, 2017 **Requesting School/ Office:** Burncoat Middle School

Proposed Course Name: Advanced Seminar **Required Prerequisite Course/s:** N/A

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	X	

Proposed Course Department	Select one	
	Core Course	Core Elective
English	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 the course, students will look at and explore the social, religious, philosophical and academic impact culture and the arts has had on society. Using Novels, readings and research skills students would then link their learning to contemporary issues. 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 have the arts shaped todays society?

Standards addressed in the course:

This course will address standards in the grade 7 Masschusetts Curriculum Frameworks for English Language Arts and Literacy.

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
8. Interpret a literary work by analyzing how the author uses literary elements (e.g., mood, tone, point of view, personification, symbols).*
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

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