

The following items will be discussed at the meeting of the Standing Committee on Teaching, Learning and Student Supports to be held on Tuesday, February 7, 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)

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

gb #5-14 - Mr. O'Connell/Mr. Monfredo/Miss Ramirez/Miss Biancheria (January 7, 2015)

To invite a representative of Tenacity to meet with the Worcester Public Schools, to consider cooperative opportunities to expand the Tenacity Summer Tennis and Reading Program for the benefit of the students of the Worcester Public Schools.

gb #5-244 - Mr. O'Connell/Miss Ramirez/Mr. Foley/Mr. Monfredo/Miss Biancheria/Mayor Petty (September 10, 2015)

Annex A
(2 pages)

To review the scores achieved by Worcester students in the Spring 2015 administration of the Advanced Placement examinations, in all courses and at all levels.

gb #6-128 - 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.

gb #6-334 - Miss McCullough/Mr. O'Connell/Mr. Monfredo/Miss Biancheria (September 26, 2016)

Annex A
(1 pages)

Request that the Administration consider the feasibility of establishing a citywide girl's ice hockey team.

gb #7-51 - Administration (January 25, 2017)

Annex A
(8 pages)

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

High School

- Accounting 1
- AP Seminar
- Document Processing

Middle School

- Chorus
- Dance Ensemble
- Dance for Fitness
- String Orchestra

Committee Members
Brian A. O'Connell, Chairman
John F. Monfredo, Vice-Chairman
Molly O. McCullough

Administrative
Representative
Marco Rodrigues, Ed.D.

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

AGENDA #1

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

on: Tuesday, February 7, 2017
at: 5:30 p.m.
in: Room 410, Durkin Administration Building

ORDER OF BUSINESS

- I. CALL TO ORDER
- II. ROLL CALL
- III. GENERAL BUSINESS

gb #2-139 - 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.

ros #4-12 - Administration (October 8, 2014)

DISTRICT LITERACY PLAN

gb #4-39 - Mr. O'Connell/Mr. Foley/Mr. Monfredo/Mayor Petty (February 4, 2014)

To review and consider the report which sets forth "The Gateway Cities Vision for Dynamic Community-Wide Learning Systems."

gb #4-175 - Ms. Novick/Mr. Monfredo/Mr. Foley/Mr. O'Connell (May 28, 2014)

To consider the possible benefits and drawbacks of later secondary school start times on teaching and learning.

gb #4-226 - Mr. O'Connell/Ms. Novick/Mr. Monfredo/Miss Biancheria (August 13, 2014)

To review the level of instruction in computer "coding" provided to students of the Worcester Public Schools who would like to explore coding as a potential career.

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 #5-14 - Mr. O'Connell/Mr. Monfredo/Miss Ramirez/Miss Biancheria (January 7, 2015)

To invite a representative of Tenacity to meet with the Worcester Public Schools, to consider cooperative opportunities to expand the Tenacity Summer Tennis and Reading Program for the benefit of the students of the Worcester Public Schools.

gb #5-207 - Mr. Monfredo/Mr. O'Connell/Miss Biancheria (August 7, 2015)

Request that the Worcester Public Schools consider sharing information regarding the National Attendance Awareness Month movement sponsored by 40 national partners.

gb #5-244 - Mr. O'Connell/Miss Ramirez/Mr. Foley/Mr. Monfredo/Miss Biancheria/Mayor Petty (September 10, 2015)

To review the scores achieved by Worcester students in the Spring 2015 administration of the Advanced Placement examinations, in all courses and at all levels.

gb #5-269 - Mr. Foley/Miss Ramirez/Mr. Monfredo/Mr. O'Connell/Miss Biancheria (October 5, 2015)

Request that the Administration research the opportunities available to Worcester public school students through Unified Theater, an inclusive, student-led creative program that builds relationships and leadership.

gb #5-328 - Administration (November 24, 2015)

To consider the Coordinated Program Review (CPR).

ros #6-3 - Administration (March 9, 2016)

THE OPIATE EPIDEMIC: IMPACT ON THE WORCESTER COMMUNITY

gb #6-28.1 - Administration/Ms. Colorio/Mr. O'Connell/Mr. Monfredo/
Miss Biancheria (February 17, 2016)

Response of the Administration to the request to provide a list of assessments that were administered to kindergarten students for the 2015-16 academic year.

gb #6-37 - Mr. O'Connell/Mr. Monfredo/Ms. Colorio/Miss McCullough
(January 11, 2016)

To address the incidents of violent and aggressive behavior on the part of students toward teachers, administrators and other staff members in school, including staff development training in responses to student aggression, and consideration of appropriate policies and practices to curtail such incidents.

gb #6-50.1 - Administration/Mayor Petty/Mr. O'Connell/Mr. Monfredo/Miss
McCullough (March 9, 2016)

Response of the Administration to the request to consider joining and fully funding Worcester Technical High School's schoolwide participation in SkillsUSA.

gb #6-128 - 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.

gb #6-212 - 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.

gb #6-260.1 - Administration/Miss Biancheria/Mr. O'Connell/Ms. Colorio/
Mr. Monfredo (November 1, 2016)

Response of the Administration to the request to provide a report indicating by individual school its designated level (I, II, III, IV or V) and outline ways in which these levels can be improved.

gb #6-264 - Mr. O'Connell/Mr. Foley/Mr. Monfredo/Ms. Colorio/Miss McCullough/Miss Biancheria (July 6, 2016)

To consider opportunities to enhance the education of the academically gifted students of the Worcester Public Schools, at all appropriate levels.

gb #6-270 - Mr. Monfredo/Mr. O'Connell/Ms. Colorio/Miss McCullough/Miss Biancheria (July 22, 2016)

Request that the Administration provide a report on the summer school programs to include:

- academic progress
- attendance
- community involvement
- engagement of colleges in summer activities
- number of ELL students
- number of grade 1 and 2 students

and suggest improvements for next year.

gb #6-308 - Mr. O'Connell/Mr. Monfredo/Ms. Colorio/Miss Biancheria (September 7, 2016)

To discuss the impact of radiofrequency electromagnetic radiation from wifi and cellular towers on students and staff in schools, potentially including neurologic impairment and malignancy, and to consider means of minimizing any such risk within the Worcester Public Schools by changes as to practice and policy.

gb #6-315 - Mr. Monfredo/Mr. O'Connell/Ms. Colorio/Miss McCullough/Miss Biancheria (September 7, 2016)

Request that the Administration consider establishing a learning committee to include service learning advocates at all the high schools and within the community whose mission would be to develop a plan at the secondary level and have all secondary schools engage in a service learning project during the 2016-17 school year.

gb #6-334 - Miss McCullough/Mr. O'Connell/Mr. Monfredo/Miss Biancheria (September 26, 2016)

Request that the Administration consider the feasibility of establishing a citywide girl's ice hockey team.

gb #7-2 - Mr. O'Connell/Mr. Foley/Mr. Monfredo/Miss McCullough (December 16, 2016)

To review the 2016 Successor Settlement Agreement between the United States of America and the Worcester Public Schools, and to determine the financial costs of implementing it in full, for use in preparation of the fiscal year 2018 Budget.

gb #7-4 - Mr. O'Connell/Mr. Foley/Ms. Colorio/Mr. Monfredo/Miss McCullough (December 16, 2016)

To urge the individual Worcester public schools, and departments, to review and expand their websites, as a means of (1) increasing the information available through them, (2) showcasing student work and achievements, (3) sharing detailed curricular and programmatic information, and (4) assisting prospective students and parents in making informed decisions as to selection of an appropriate school.

gb #7-23 - Mr. O'Connell/Ms. Colorio/Mr. Monfredo/Miss McCullough/Miss Biancheria (January 3, 2017)

To consider making an online grading system available to all teachers for the 2017-18 academic and fiscal year.

gb #7-51 - Administration (January 25, 2017)

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

High School

- Accounting 1
- AP Seminar
- Document Processing

Middle School

- Chorus
- Dance Ensemble
- Dance for Fitness
- String Orchestra

IV. ADJOURNMENT

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

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

DATE OF MEETING: Tuesday, February 7, 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: The Administration will be prepared to speak to the item.

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.

ITEM: gb #5-14

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

DATE OF MEETING: Tuesday, February 7, 2017

ITEM: Mr. O'Connell/Mr. Monfredo/Miss Ramirez/Miss Biancheria
(January 7, 2015)

To invite a representative of Tenacity to meet with the Worcester Public Schools, to consider cooperative opportunities to expand the Tenacity Summer Tennis and Reading Program for the benefit of the students of the Worcester Public Schools.

PRIOR ACTION:

- 1-22-15 - 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 respond to the item in February 2017.

BACKUP:

The Administration will be prepared to speak to the item.

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

DATE OF MEETING: Tuesday, February 7, 2017

ITEM: Mr. O'Connell/Miss Ramirez/Mr. Foley/Mr. Monfredo/Miss Biancheria/
Mayor Petty (September 10, 2015)

To review the scores achieved by Worcester students in the Spring 2015 administration of the Advanced Placement examinations, in all courses and at all levels.

PRIOR ACTION:

10-1-15 - Referred to the Standing Committee on Teaching, Learning and Student Supports.
(Continued on page 2.)

BACKUP:

Annex A (2 pages) contains a copy of the Administration's responses to the following motions to:

- provide feedback with regard to the professional development initiatives and the alignment of practices which are detailed in Annex A, page 1
- provide an update when it receives additional information with regard to participation in the Capstone Program.
- provide the cost impact in connection with its recommendations for Capstone in order to quantify them as part of preparation for the FY18 Budget

PRIOR ACTION (continued)

- 2-1-16 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Mr. Ganem made a presentation regarding the backup for the item.
Mrs. Binienda, Principal of South High Community School, introduced the AP Capstone Program for possible implementation in the Worcester Public Schools. She indicated that Clare Lorenz, a representative from the program, would be available on Thursday, February 4, 2016 from 10:00 a.m. to 12:00 noon at South High Community School inform principals and answer questions about the program.
Mr. O'Connell and Mr. Monfredo made the following motion:
Request that the School Committee:
- vote to apply for participation in the AP Capstone Program
 - hold the item for further discussion to include a presentation from a representative from AP Capstone to the Standing Committee at a meeting in March 2016
 - ask the Administration, in connection with the AP Capstone Program, to prepare its recommendations in terms of cost impact prior to the Budget
- On a voice vote, the motion was approved.
Mr. O'Connell requested that the Administration provide the landscape printout of Annex B, page 1.
- 2-25-16 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.
- 8-16-16 - Mr. Monfredo made the following motion:
Request that the Administration provide an update as to the schools that are accepted for the Capstone Program.
On a voice vote, the motion was approved.
Mr. O'Connell made the following motions:
Request that the Administration provide recommendations as to a professional development initiative to assist in enhancing the score performances of the students on all Advanced Placement exams.
Request that the Administration provide recommendations in terms of cost impact for the FY19 Budget.
On a voice vote, the motions were approved.
- 10-17-16 - Mr. Monfredo made the following motions:
Request that the Administration provide feedback in January 2017 with regard to the professional development initiatives and the alignment of practices which are detailed in Annex A, page 1.
Request that the Administration provide an update when it receives additional information with regard to participation in the Capstone Program.
On a voice vote, the motion was approved.

PRIOR ACTION (continued)

10-17-16 - Mr. O'Connell made the following motion:
(continued) Request that the Administration have available at the time of our next discussion at the Standing Committee or as soon thereafter as feasible the cost impact in connection with its recommendations for Capstone in order to quantify them as part of preparation for the FY18 Budget.
On a voice vote, the motion was approved.
HOLD the item for January 2017.

Request that the Administration provide feedback in January 2017 with regard to the professional development initiatives and the alignment of practices which are detailed in Annex A, page 1.

MMSI Saturday Study Sessions (Mass Math & Science Initiative)

- The purpose of the SPP (Sustaining Partnership Program) with MMSI is to maintain and continue to expand student achievement and teacher capacity in Advanced Placement Math, Science, and English courses. The SSP provides schools the opportunity to continue to access selected services and components of the AP Program to achieve this purpose. Mass Insight is determined that providing this program will increase the number of enrollments and qualifying scores on AP Exams for Worcester Public Schools. Students will participate in two Saturday Study Sessions per year as well as participate in the Mock exam for each AP course they are enrolled in.

After School Tutoring

- Advanced Placement teachers are given the opportunity to tutor their students after school and be compensated for their time to increase district wide qualifying scores.

AP Nights at Individual Schools

- Each high school will host an AP night which will inform students and their parents of the opportunities they can take advantage of in regards to enrolling in AP Courses. Principals, Focused Instructional Coaches and Head Guidance Counselors receive an AO Potential list of students who can enroll in specific courses for the following school year.

Advance Placement Summer Institutes

- All WPS staff who will be teaching an AP course will attend a week long summer institute. These institutes are offered for new teachers as well as experienced teachers. These courses provide participants with some of the best tools and techniques for helping students acquire the skills needed to excel in the AP classroom. Teachers also have the opportunity to attend mid-year two day refresher courses.

Request that the Administration provide an update when it receives additional information with regard to participation in the Capstone Program.

AP Capstone

- Five Worcester Public Schools will be participating in AP Capstone; South High School, Claremont Academy, University Park Campus, Doherty High School and Burncoat High School.
- Classes will be taught one period per day by a current teacher in the building. Appropriate schedule changes and additional staffing to be determined during allocation meetings.
- Teachers of AP Capstone courses – AP Seminar and AP Research—are required to take part in a week long professional development summer institute (see below)

Request that the Administration have available at the time of our next discussion at the Standing Committee or as soon thereafter as feasible the cost impact in connection with its recommendations for Capstone in order to quantify them as part of preparation for the FY18 Budget.

Budget impact for AP Capstone include, but are not limited to the following costs:

- The cost per teacher to attend the summer institute is \$1050 per person (does not include travel expenses). Total cost for session only \$5,250
- Approximate enrollment of 20 students per school enrolled with an estimate of \$150 per book
 - 5 schools x 20 students = 100 students x \$150 per book = \$15,000 (estimated cost for 1 course per school)

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

DATE OF MEETING: Tuesday, February 7, 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.

BACKUP:

The Administration will be prepared to speak to the item.

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

DATE OF MEETING: Tuesday, February 7, 2017

ITEM: Miss McCullough/Mr. O'Connell/Mr. Monfredo/Miss Biancheria
(September 26, 2016)

Request that the Administration consider explore the feasibility of establishing a citywide girl's ice hockey team.

PRIOR ACTION:

- 10-6-16 - Referred to the Standing Committee on Teaching, Learning and Student Supports.
- 12-5-16 - **STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS**
Miss McCullough made the following motion:
Request that the item be held for discussion in February for additional information from the Administration relative to the possibility of forming a co-op.
On a voice vote, the motion was approved.
Mr. Monfredo suggested that the Administration check with the local colleges and Michael Myers, Manager of the Worcester Railers, the new professional hockey team for possible equipment support for a citywide girls hockey team In the Worcester Public Schools.
- 12-15-16 - **SCHOOL COMMITTEE MEETING** - The School Committee approved the action of the Standing Committee as stated.

BACKUP:

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

On 12/5/16 David Shea, Athletic Director, presented the Standing Committee on Teaching, Learning, and Student Supports with the cost related to the establishment of a City-Wide Girls Ice Hockey Team; total cost being \$46,178.80. Mr. Shea informed the School Committee that the athletic liaisons from each of the Worcester Public High Schools conducted a survey to determine the level of interest in ice hockey amongst the female students in the high schools. The result from that survey showed that less than 5 students were interested. Due to high cost and low interest Mr. Shea agreed to look into the possibility of joining other high schools and establishing a CO-OP girl's ice hockey team.

The following has taken place since the 12/5/16 meeting:

1. Each high school in the Worcester Public Schools will provide a list of the exact number of girls interested in playing ice hockey. The exact number will be provided to the other high schools in an attempt to set up a CO-OP for the next few seasons.
 - In addition, we need to know the following:
 - Interest in playing with students from other schools
 - Travel issues for getting to/from practices
 - Comfort level of playing with student they don't know
2. The MIAA will provide the Worcester Public Schools a list of Central Massachusetts high schools that currently have girl's ice hockey.
3. Mr. Shea will contact each of those high schools at the end of their seasons (March) to find out which high school(s), if any, are interested in the possibility of partnering with the Worcester Public Schools to form a girl's CO-OP ice hockey team.
4. If and when this comes to fruition, Mr. Shea will then contact the local colleges to see which of them actually have Women's Ice Hockey and see if they would be willing to help WPS with donated equipment and supplies.
 - Note: The colleges have to be extremely careful when donating supplies as to not break any NCAA rules regarding recruitment. If WPS does not have the numbers to build a team or if WPS cannot join other high school teams, then another attempt can be made again next year.
5. A few weeks ago, Maureen Binienda, Rob Pezzella, and Dave Shea met with the owners of the Worcester Railers. They were very happy to hear of the possibility of WPS starting girl's ice hockey alone or through a CO-OP opportunity and they were very excited about the possibility of helping out to help get a team started. A few items mentioned were equipment, supplies, and possible ice time at the new facility.

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

DATE OF MEETING: Tuesday, February 7, 2017

ITEM: Administration (January 25, 2017)

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

High School

- Accounting 1
- AP Seminar
- Document Processing

Middle School

- Chorus
- Dance Ensemble
- Dance for Fitness
- String Orchestra

PRIOR ACTION:

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

BACKUP:

Annex A (8 pages) contains a copy of the proposed courses.

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 1/12/17 Requesting School/ Office: North High School

Proposed Course Name: Accounting I Required Prerequisite Course/s: None

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

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

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

Proposed Course Department	Select one	
	Core Course	Core Elective
Business Technology		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 this course, students will learn the essentials of accounting concepts and practices. At this introductory level, they will learn how to analyze and complete the accounting cycle for a service business by creating a chart of accounts, classifying business transactions as debits and credits, recording business transactions into a general journal, posting to a general ledger, making correcting entries, completing the accounting worksheet, recording closing entries, and generating financial statements.

Essential question/s for the course:

How do we track the money that flows into and out of a business?

Standards addressed in the course:

Business Technology Strand 2, Framework 2.D.01, including all standards under this frameworks.

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 is a Chapter 74 course which is aligned with the frameworks established by the DOE to support career and college readiness in the areas of Business and Technology.

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: 1/31/17

Requesting School/ Office: SHCS, DMHS, WTHS, Claremont, UPCS

Proposed Course Name: AP Seminar

Required Prerequisite Course/s: None

Proposed Course Level				
(check all that apply)				
A.P.	x	Honors		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
		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 AP Seminar course, students will investigate real world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence based arguments. This course is one of two courses required for the AP Capstone Certificate. The AP Capstone Certificate is built on two courses, AP Seminar and AP Research, which are designed to compliment and enhance the in depth, discipline specific study experienced in other AP courses.

Essential question/s for the course:

Within each big idea presented in the course, there are open ended essential questions that encourage students to think deeply about a topic, ask additional questions and investigate solutions, and develop the deeper conceptual understanding that the course seeks to foster.

Some Essential Questions for the course include:

-Question and Explore

How might others see the problem or issue differently?

What questions have yet to be asked?

-Understand and Analyze

Why might the author view the issue this way?

How do I know if a source is trustworthy?

-Evaluate Multiple Perspectives

How can I explain contradictions within or between documents?

How do I connect multiple perspectives?

-Synthesize Ideas

Are there other conclusions I should consider?

How do I avoid committing plagiarism?

-Team, Transform, Transmit

What contributions can I offer to a team?

What common misconceptions might my audience have?

Standards addressed in the course:

RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.

SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances.

Students learn to synthesize information from multiple sources, develop their own perspectives in research based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

The transferable skills and proficiencies are high level descriptions of understanding, knowledge, and skills that students should be able to apply in novel situations long after completing the AP Seminar course.

Please Note:
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 must come through the
 school principal.

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

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 1/12/17 Requesting School/ Office: North High School

Proposed Course Name: Document Processing Required Prerequisite Course/s: None

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

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

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

Proposed Course Department	Select one	
	Core Course	Core Elective
Business Technology		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 this course, students will learn how to create, edit, and format documents, insert elements such as tables, charts, graphics, and hyperlinks, track changes while collaborating on a document, and learn how to utilize document security features. At the culmination of this course, students will have the opportunity to test for certification as a Microsoft Office Certified Specialist in Word.

Essential question/s for the course:

How do we use office technology to communicate in the business world?

Standards addressed in the course:

Business Technology Strand 2, Frameworks 2.J.01, 2.J.02, and 2.J.03, including all standards under these frameworks.

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

This is a Chapter 74 course which is aligned with the frameworks established by the DOE to support career and college readiness in the areas of Business and Technology.

Please Note:
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For Office Use Only	
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Assigned Course Number:	_____
Dept. Code:	_____
Subject Area Code Number:	_____
Subject Area Course:	_____
Zip Code Number:	_____

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: January 18,2017 Requesting School/ Office: Burncoat Middle School

Proposed Course Name: Chorus- Middle School Required Prerequisite Course/s: None

Proposed Course Level				
(check all that apply)				
A.P.	Honors	X	College	
Proposed Course Department		Select one		
		Core Course	Core Elective	
Art and Music			X	

Proposed Course Credit						G.P.A.		Honor Roll	
(check all that apply)						Yes	No	Yes	No
1.0		.5		.25			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 develop musical and vocal skills in artistic choral and solo singing through the study of classical, folk and jazz repertoire. Beyond school time performances are required. 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 singers improve the quality of their performance?
- How do singers interpret musical works?
- How does understanding the structure and context of musical works inform performance?

Standards addressed in the course:

- MU:Pr4.2.E.Hs novice
- a. Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.
- MU:Pr4.3.E.Hs novice
- a. Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
- MU:Pr6.1.E.Hs novice
- a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
 - b. Demonstrate an awareness of the context of the music through prepared and improvised performances.

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

Through rigorous rehearsal and performance, students learn to set and attain goals, collaborate for success, interpret and make judgements.

Please Note:
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For Office Use Only	
Approved Date:	_____
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Dept. Code:	_____
Subject Area Code Number:	_____
Subject Area Course:	_____
Zip Code Number:	_____

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: January 18,2017 Requesting School/ Office: Burncoat Middle School

Proposed Course Name: Dance Ensemble- Middle School 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		.5		.25

G.P.A.		Honor Roll	
Yes	No	Yes	No
		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 prepare several performances and demonstrate their skill development and performance practice. Multiple solo and ensemble performances are required. 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 a dancer heighten artistry in a public performance?
How do dancers work with space, time and energy to communicate artistic expression?

Standards addressed in the course:

- DA:Pr4.1.7
a. Expand movement vocabulary of floor and air pattern designs. Incorporate and modify body designs from different dance genres and styles for the purpose of expanding movement vocabulary to include differently designed shapes and movements for interest and contrast.
- DA:Pr6.1.7
a. Recommend changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Maintain journal documenting these efforts. Post-performance, accept notes from choreographer and apply corrections to future performances.
b. Explore possibilities of producing dance in a variety of venues or for different audiences and, using production terminology, explain how the production elements would be handled in different situations.

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

Through rigorous rehearsal and performance, students learn to set and attain goals, collaborate for success and interpret and make judgements.

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For Office Use Only	
Approved Date:	_____
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Dept. Code:	_____
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Subject Area Course:	_____
Zip Code Number:	_____

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: January 18,2017 Requesting School/ Office: District - Performing Arts Department

Proposed Course Name: Dance for Fitness- Middle School Required Prerequisite Course/s: None

Proposed Course Level					
(check all that apply)					
A.P.	<input type="checkbox"/>	Honors	<input checked="" type="checkbox"/>	College	<input checked="" type="checkbox"/>

Proposed Course Credit					
(check all that apply)					
1.0	<input type="checkbox"/>	.5	<input checked="" type="checkbox"/>	.25	<input type="checkbox"/>

G.P.A.		Honor Roll	
Yes	No	Yes	No
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Proposed Course Department	Select one	
	Core Course	Core Elective
Art	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

Proposed Course Description: This course engages students in basic dance education and appreciation of dance as a physical activity and art form. Students will be introduced to basic jazz, ballet; modern tap and hip hop techniques.

Essential question/s for the course:

- How does dance contribute to physical well being?

Standards addressed in the course:

- Demonstrate increased flexibility, strength, agility, coordination, articulation, and appropriate alignment in performing extended movement sequences.
- Demonstrate rhythmic acuity in moving
- Create and perform combinations in a broad dynamic range: solo, with a partner, and in an ensemble
- Demonstrate projection and confidence while performing dance skills
- Identify and demonstrate longer and more complex steps and patterns from at least two different dance styles/traditions
- Maintain a positive body image
- Create or learn a dance to be performed alone or with others; demonstrate patience and commitment during technical and dress rehearsals

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How does this course support the readiness of students for college and career? It will ensure students are college and career ready by helping them develop and meet their own physical health and artistic goals.

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

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: January 18, 2017 Requesting School/ Office: Burncoat Middle School
 Proposed Course Name: String Orchestra- Middle School 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		.5		.25

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

String Orchestra: In this course, students will study traditional string repertoire, develop chamber ensemble skills and perform several times annually. 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 musicians improve the quality of their work?
 How do musicians interpret musical works?
 How do context and the manner in which musical work is presented influence audience response?

Standards addressed in the course:

MA Curriculum Frameworks: Standard 2: Reading and Writing Musical Notation Standard 3: Playing Instruments
 Standard 7: Concepts of Style, Stylistic Influence and Stylistic Change
 National Core Arts Standards: Traditional and Emerging Ensembles Middle School

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

Students who struggle with interpretation of music develop tools for interpreting other sources including text. Also, developing musical habits of mind (good rehearsal technique, the ability to evaluate their own progress and develop goals) transfer to many other life skills and college level strategies for success.

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