

The following item will be discussed at the meeting of the Standing Committee on Teaching, Learning and Student Supports to be held on Wednesday, January 17, 2018 at 5:30 p.m. in Room 410 at the Durkin Administration Building:

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.

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

Administrative
Representative
Susan O'Neil, Ph.D.

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

AGENDA #1

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

on: Wednesday, January 17, 2018
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 #5-269 - 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 #6-260.1 - 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 #6-315 - 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.

ROS #7-6 - Administration (March 20, 2017)

UPDATE ON THE AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION) SYSTEM IN THE WORCESTER PUBLIC SCHOOLS

ROS #7-9 - Administration (May 10, 2017)

INNOVATION SCHOOL END OF CYCLE REPORT

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 #7-59 - Mr. O'Connell/Mr. Monfredo/Miss Colorio/Miss Biancheria/Miss McCullough (February 6, 2017)

To reestablish the PEAK ("Providing Enrichment for Able Kids") Program in the Worcester Public Schools.

gb #7-60 - Miss Biancheria/Mr. O'Connell/Mr. Monfredo/Miss Colorio/
Miss McCullough (February 7, 2017)

Request that the Administration study the feasibility of establishing competitive wrestling teams in the Worcester Public Schools.

gb #7-127 - Mr. O'Connell/Ms. Colorio/Mr. Monfredo/Miss Biancheria (March 21,
2017)

To consider establishing a literary magazine for the Worcester Public Schools, to publish the writings, paintings, drawings, and other creative work of WPS students, teachers and other staff members.

gb #7-201 - Mr. O'Connell (May 8, 2017)

To implement the new Chinese Language and Culture Advanced Placement course in the Worcester public secondary schools as soon as a sufficient number of students have completed all prerequisites required to enable them to take the course.

gb #7-207 - Mr. O'Connell/Miss Biancheria (May 17, 2017)

To discuss with appropriate members of the staff of Elm Park Community School the possible conversion of the school into an autonomous Horace Mann Charter School.

gb #7-275 - Mr. O'Connell/Mr. Monfredo/Miss Biancheria/Mr. Foley (July 25, 2017)

To consider participating in the Harvard University's Teacher Fellows Program, with placement of Fellows in the Worcester high schools.

gb #7-282 - Administration (August 2, 2017)

To approve the proposed 2018-19, 2019-20 and the 2020-21 School Calendars.

gb #7-285 - Miss McCullough/Mr. Monfredo/Miss Biancheria/Ms. Colorio/Mr. O'Connell
(August 7, 2017)

To explore options and policies regarding work assigned and performed at home on snow days in an effort not to extend the school year.

gb #7-322 - Mr. Monfredo/Mr. O'Connell/Miss Biancheria/Ms. Colorio (September
25, 2017)

Request that the Administration consider developing a student program to instruct secondary students about food allergies and anaphylactic risks.

gb #7-333 - Ms. Colorio/Mr. Monfredo/Mr. O'Connell/Miss Biancheria (September 27, 2017)

Request that the Administration consider establishing a confidential student drug and alcohol hotline and indicate how it would be implemented in the schools.

gb #7-367 - Miss Biancheria/Miss McCullough/Ms. Colorio/Mr. O'Connell/Mr. Monfredo (October 24, 2017)

Request that the Administration provide a report on the UNITEY Program at North High School that involves civic engagement and internships for students.

motion (gb #7-148.2) Mr. O'Connell (June 15, 2017)

Request that the report of the actual grants be referred to the Standing Committee on Teaching, Learning and Student Supports for a review of the grants and the programs operated under the grants.

motion (gb #7-220) Miss Biancheria (June 1, 2017)

Request that the approved Admission Policy for Worcester Technical High School be referred to the Standing Committee on Teaching, Learning and Student Supports.

motion (ros #7-14) Miss Biancheria, Ms. Colorio

Request that the item and its backup be referred to the Standing Committee on Teaching, Learning and Student Supports

Request that the Administration provide a breakdown of the backup by sections as follows:

- Elementary Education
- Secondary Education
- Curriculum and Professional Learning
- Instructional and Digital Learning

IV. ADJOURNMENT

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

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: There is an urgent need to approve more courses under this item, not Mandarin Chinese courses. The approval needed now is for the courses listed in Annex A. The reason is that the Administration needs to add them to the course selection sheet.

Annex A (1 page) contains a copy of the list of courses to be approved.

Annex B (??pages) contains copies of the description for each course.

Courses to be added to the course selection sheet:

Activities of Daily Living Awareness
Activities of Daily Living Development
Activities of Daily Living Independence
AP Research Course
Career Readiness Capstone Course
Independent Study Physical Education
Intro to Advanced Manufacturing
Intro to Construction
Intro to Health Assisting
Introductory Physics
IT Essentials
Language Seminar
Literacy Access
Literacy Application
Literacy Skills
Numerical Skill Development
Numerical Awareness
Numerical Skills
Science Awareness
Science Development
Science Skills
Social Studies Awareness
Social Studies Development
Social Studies Skills

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: January 9 2018 **Requesting School/ Office:** Department of Special Education

Proposed Course Name: Activities of Daily Living Awareness **Required Prerequisite Course/s:** N/A

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

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

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

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

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

Proposed Course Description: In this course students will take part in activities of daily living skills compensatory with students' ability. Students will participate in personal health and fitness routines, recognize and apply appropriate health habits including nutrition, fitness and health care. Students will begin to work cooperatively and independently. Students will begin to understand the sequence of their day in order to apply and manage use of time in real life situations. Students participating in this curriculum will acquire and demonstrate specific functional self-help skills such as:

- Personal self-management skills
- Personal Care
- Independent Living skills
- Use of Common Tools and Devices
- Safety Practices
- Begin to understand the use of money
- Prepare meal
- Take part in classroom and school based jobs
- Routines
- Work cooperatively
- Working independently

Essential question/s for the course:
Are we providing students with skills to be as independent as possible as they approach adulthood?

Standards addressed in the course:
Health Standards
Students will demonstrate the ability to apply self-management skills
Standard I: Growth and Development
Standard II: Physical Activity and Fitness
Standard III: Nutrition

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?
Activities of Daily Living are learned to increase a student's level of independence upon graduation.

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

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

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

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: January 9, 2018 **Requesting School/ Office:** Department of Special Education

Proposed Course Name: Activities of Daily Living Development **Required Prerequisite Course/s:** N/A

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

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

Proposed Course Description: In the course students will take part in activities of daily living skills compensatory with students' ability. Students will participate in personal health and fitness routines, recognize and apply appropriate health habits including nutrition, fitness and health care. Students will begin to work cooperatively and independently. Students will demonstrate an understanding of the schedule for their day in order to apply and manage use of time in real life situations. Students will begin to demonstrate an understanding of money, money management and wages. Students participating in this curriculum will acquire and demonstrate specific functional self-help skills such as:

- Personal self-management skills
- Personal Care
- Independent Living skills
- Use of Common Tools and Devices
- Safety Practices
- Begin to understand the use of money
- Prepare meal
- Take part in classroom and school based jobs
- Explore community resources for personal, vocational and daily living skills.
- Recognize and apply appropriate grooming habits and practices on a regular basis.
- Identify information from multiple sources that contribute to decision making.
- Investigate relationship between income, work skills, attitudes and opportunities multiple sources that contribute to independence
- Demonstrate stranger and community safety
- Begin to use public transportation

Essential question/s for the course:

Are we providing students with skills to be as independent as possible as they approach adulthood?

Standards addressed in the course:

Health Standard
Students will demonstrate the ability to apply self-management skills
Standard I: Growth and Development
Standard II: Physical Activity and Fitness
Standard III: Nutrition

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?

Activities of Daily Living are learned to increase a student's level of independence upon graduation.

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

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

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: January 9 2018 Requesting School/ Office: Department of Special Education
 Proposed Course Name: Activities of Daily Living Independence skills Required Prerequisite Course/s: N/A

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

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

Proposed Course Description: In this course students will take part in activities of daily living skills compensatory with students' ability. Students participating in this curriculum will acquire and demonstrate specific functional self-help skills such as:

- Personal self-management skills
- Personal Care
- Independent Living skills
- Use of Common Tools and Devices
- Safety Practices
- Begin to understand the use of money
- Prepare meal
- Take part in classroom and school based jobs
- Explore community resources for personal, vocational and daily living skills.
- Recognize and apply appropriate grooming habits and practices on a regular basis.
- Identify information from multiple sources that contribute to decision making.
- Investigate relationship between income, work skills, attitudes and opportunities multiple sources that contribute to independence
- Demonstrate stranger and community safety
- Begin to use public transportation
- Demonstrate the use of appropriate interpersonal communication skills in the classroom workplace and the community, in daily living situations

Essential question/s for the course:

Are we providing students with skills to be as independent as possible as they approach adulthood?

Standards addressed in the course:

Health Standards
 Students will demonstrate the ability to apply self-management skills
 Standard I: Growth and Development
 Standard II: Physical Activity and Fitness
 Standard III: Nutrition

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?

Activities of Daily Living are learned to increase a student's level of independence upon graduation

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

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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 3, 2018 Requesting School/ Office: OCPL

Proposed Course Name: AP Research Required Prerequisite Course/s: AP Seminar

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

Proposed Course Description: In this course students will deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students deepen their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

Essential question/s for the course:
 How will understanding research methodology, employing ethical research practices; accessing, analyzing and synthesizing information as I address a research question enhance my life skills?
 If I take this course, will it better prepare me for my future?
 Is there a right or wrong research topic for me to explore?

Standards addressed in the course: The College Board recognizes that defining clear, consistent, and rigorous standards is just the start of ensuring educational improvement. The College Board actively works with states and districts as they build their Common Core State Standards and implementation plans, and we continue to provide guidance and technical assistance in the areas of:

- comprehensive alignment services
- benchmarking standards, assessments, and performance level indicators against college

Outcomes:

- common core implementation plan development
- professional development.

The AP Capstone program was developed by College Board. AP Research is the second course that students take in the AP Capstone program. If a student takes the AP Research course, they will earn an AP Research and Seminar Certificate, and if they take both the AP Seminar and AP Research classes in addition to four other AP courses and exams, they will earn an AP Capstone Diploma.

How does this course support the readiness of students for college and career?
 Students will benefit from this course in the college application process when schools see the types of advanced assignments they've completed in these research-focused classes. Some colleges also offer credit for taking these types of courses and passing the AP exam associated with the course.

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

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 1/11/18 **Requesting School/ Office:** Career Technical Education Department

Proposed Course Name: Career Readiness Capstone **Required Prerequisite Course/s:** _____

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

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

Proposed Course Description: In this course, students will reflect upon, analyze, and synthesize the knowledge and skills learned through their vocational/technical training and coursework. Students, with the assistance of the instructor, will design a culminating project that encompasses the six vocational strands from the Massachusetts Vocational Education Frameworks. Capstone projects may include, but are not limited to, designing a business starting with a business plan, creating employee schedules, addressing insurance needs, and building a physical model business. Students may opt to develop a community-based project such as such as implementation of a new program at a daycare center or shelter. This capstone is meant to be student driven and will reflect student interest in the chosen area. At years end, the student will present his/her work to a panel, which includes a technical teacher, a staff member, and a member from industry for grading. The year will conclude with an open house for parents/guardians, families, and members of advisory boards to view student presentations and celebrate student achievement in their chosen area.

Essential question/s for the course:

- What most excites me about my vocational/technical training?
- How do I make my learning visible to others?
- In what ways can I demonstrate my competency proficiency?
- How do employability skills, entrepreneurship, and technology influence business for the employee and employer?
- What will I need to complete a capstone project?

Standards addressed in the course:

Massachusetts Vocational Education Frameworks – Strands 1 – 6 – all strands will be represented, but indicators will vary per student direction.

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

RI.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.

W.2 – Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.

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

W.5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audiences.

W. 9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.2 – Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve discrepancies among the data.

SL.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 range of formal and informal tasks.

SL.5 – Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add to interest.

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

SL.6 – Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English When indicated or appropriate.
L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6 – Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
N-CN – Perform arithmetic operations with complex numbers.
A-SSE – Write expression in equivalent forms to solve problems.

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?

As the culminating project of a vocational/technical program, all Massachusetts Vocational Education Frameworks have been addressed and these frameworks includes college preparedness.

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For Office Use Only	
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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: 12-11-17 Requesting School/ Office: Physical Education

Proposed Course Name: Independent Study in PE Required Prerequisite Course/s: _____

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

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

Proposed Course Description: In this course, students will participate in activities designed to help them integrate fitness concepts and principals of training in planning and implementing a personal fitness regimen, as well as participation in one or more approved supervised sports or physical activities of their own choosing. Students will create and maintain a fitness log to track physical and nutritional activities, read, research and respond to articles about personal wellness as well as meet monthly with the physical education teacher.

Essential question/s for the course:

- Why is important to understand your own personal health and fitness?
- Why are specific individual regimens of fitness and health important to a lifetime of health?
- How is goal setting related to personal health and wellness?
- How is decision making important to personal health and wellness?
- How will physical activity help us now and in the future?

Standards addressed in the course:

Massachusetts Comprehensive Health Frameworks

Through the study of Motor Skill Development students will

- 2.17 Demonstrate developmentally appropriate competence (basic skills, strategies, and rules) in many and proficiency in a few movement forms and motor skills (team sports, aquatics, individual/dual sports, outdoor pursuits, self-defense, dance, and gymnastics)
- 2.18 Demonstrate activities for warming up and cooling down before and after aerobic exercise
- 2.19 Apply concepts about sequential motor learning and development, biomechanics, exercise physiology, and sports psychology

Through the study of Fitness students will

- 2.20 Demonstrate exercises in strength training, cardiovascular activities, and flexibility training
- 2.21 Identify the components of physical fitness and the factors involved in planning and evaluating fitness programs for individuals at different stages of the life cycle
- 2.22 Conduct a personally developed physical activity program. Students participate daily in any physical activity and keep a journal for one-month recording specifics (such as aerobic endurance, flexibility, and strength) and description of physical and psychological states before, during, and after participation. At the end of the month, summarize with personal recommendations regarding the amount and regularity of activity, as well as beliefs about future commitment to a daily or weekly schedule of exercise
- 2.23 Meet developmentally appropriate health-related fitness benchmarks

Through the study of Personal and Social Competency students will

- 2.24 Identify life-management skills and protective factors that contribute to achieving personal wellness health goals, including researching, evaluating, and implementing strategies to manage personal wellness, monitor progress, and revise plans
- 2.25: Understand how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes, including a plan for life-long wellness
- 2.26: Apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity settings, including how to anticipate potentially dangerous consequences and outcomes of participation in physical activity
- 2.27: Define the functions of leadership in team sports (increasing motivation, efficiency, and satisfaction) Students participate in an adventure activity in which they must work together to accomplish a group goal. At completion, based upon observations and student performance, self-report on contributions

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

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

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

When we look at the new 21st Century learning, students need to use deeper learning competencies. These are learned, practiced, understood and achieved in Physical education. Students are encouraged to explore their personal interests, learn about themselves to create experiences that will help them to be well.

Collaboration

Communication

Critical thinking

Creativity

Each class period, students put these into practice to instill leadership skills to help them succeed.

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: 1/10/18 Requesting School/ Office: Worcester Technical High School

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

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

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

Proposed Course Description: In this course students will participate in hands-on training of machining processes used in the Advanced Manufacturing field. This 15-week course teaches the proper use of turning, milling, and grinding machine tools. The use of layout tools, precision measuring tools, shop safety, blueprint reading, the application of shop math, and work readiness skills will all be incorporated into this class. This work will prepare students for industry recognized credentials such as MACWIC and NIMS, which are marketable in the workforce and transferable to higher education institutions. OSHA General Industry safety awareness training will be included in this program.

This 90 hour instructor-led course will give students a background on the manufacturing field and start students in the process of achieving industry recognized credentials. The course capacity is 15 students.

Essential question/s for the course:

- Prepare for and pass industry recognized state MACWIC Level 1 credentials which include:
 - Safety
 - Shop Math
 - Metrology
 - Blueprint Reading
 - Work Readiness
- Prepare for and pass industry recognized national (NIMS) credentials which include:
 - Benchwork & Layout
 - Drill Press Operation
 - Milling Techniques
 - Turning Techniques
 - Grinding Operation
 - Introduction to CNC Operations
- Obtain a 10-hour General Industry OSHA safety training card

Standards addressed in the course:

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

Machine Tool Technology (VMACH)

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

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

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

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

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

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: 1/10/18 **Requesting School/ Office:** Worcester Technical High School

Proposed Course Name: Intro to Construction **Required Prerequisite Course/s:** _____

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

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

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

Proposed Course Department	Select one	
	Core Course	Core Elective
Career Technical Education		X

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

Proposed Course Description:

In this course students will gain a general overview of construction fields and how to pursue union and non-union jobs, enhance their math skills as related to the trade, and give students basic blueprint reading skills. Additionally, hands on projects will reinforce these learning objectives and introduce students to tools and machinery commonly used in construction.

This 90-hour, instructor-led course will give a basic overview of the construction fields and develop specific skills needed for the industry. The course capacity is 12 students.

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

Essential question/s for the course:

- OSHA certification
- Hands-on experience with in-shop projects
- Construction Math Instruction (measuring, fractions, area, etc.)
- Blueprint reading
- Guest Speakers from the Industry
- Pre-Employment training
 - Life skills, communication, motivation, resume writing, interviewing, job search, job field requirements and pathways

Standards addressed in the course:

Vocational Technical Education Framework Construction Occupational Cluster

Carpentry (VCARP), Plumbing, Electrical

- 1.A Fundamentals of Health and Safety
- 2.C Demonstrate the Fundamentals of Carpentry/Plumbing/Electrical
- 4.A Career Exploration and Navigation

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

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

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

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: 1/10/18 Requesting School/ Office: Worcester Technical High School

Proposed Course Name: Intro to Health Assisting Required Prerequisite Course/s: _____

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

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

Proposed Course Description:

In this course students will gain a general overview of the medical field and medical terminology as well as hands on skills needed to become a Certified Nurse Assistant. Additionally, students will develop the professional skills needed for interviewing and conducting themselves respectfully and confidentially in the medical field. This 90-hour course will give students a basic overview of the careers within the medical field and help them develop specific skills needed for the industry. It will also introduce students to health assisting and begin preparing them for the CNA exam.

Essential question/s for the course:

- Infection control
- Take vital signs
- Range of motion exercises
- Transfers
- Promotion of Safety
- OSHA certification – online
- Employability Skills
- Communication, teamwork, diversity skills for the work place
- Medical Terminology

Standards addressed in the course:

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

- 1.A Fundamentals of Health and Safety
- 2.A Health and Safety Related to Health Careers
- 2.B Communication Skills Related to Health Careers
- 4.A Career Exploration and Navigation

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

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

Please Note:
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: 1/11/18 Requesting School/ Office: WPS Science and Engineering Dept.

Proposed Course Name: Introductory Physics Required Prerequisite Course/s: none

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

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

Proposed Course Description: In this lab based science course, students will build on concepts from middle school and explain additional and more complex phenomena central to the physical world. The standards expect students to apply a variety of science and engineering practices to three core ideas of Physics: Motion and Stability, Energy, and Waves and Their Applications in Information Transfer Technology. As an honors level course, content will be covered at an accelerated pace. Students will study topics at a deeper level and will be expected to complete more independent coursework and assignments.

Essential question/s for the course:
 What are the Laws of Motion and how do they apply in everyday life?
 What is energy, where does it come from?
 What are waves and how are they used in information transfer technologies?

Standards addressed in the course:
 Massachusetts Science and Technology/Engineering Framework 2016

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How does this course support the readiness of students for college and career?
 Students will be learning concepts in Physics and preparing to take the MCAS exam in HS Introductory Physics. Students will conduct lab investigations, collect and analyze data, and explore content information from a variety of text and media sources.

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: 1/10/18

Requesting School/ Office:

Worcester Technical High School

Proposed Course Name: IT Essentials

Required Prerequisite Course/s:

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

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

Proposed Course Description:

In this course students will be introduced to the fundamentals of computer hardware and software, mobile devices, security and networking concepts, and the responsibilities of an IT professional. This 90-hour course includes activities using Packet Tracer, hands-on lab work, and a wide array of assessment types and tools.

Essential question/s for the course:

- Describe the internal components of a computer and assemble a computer system.
- Install and understand operating systems on computers and mobile devices.
- Connect to the Internet and share resources in a networked environment.
- Troubleshoot using system tools and diagnostic software.
- Prepare for the following certifications and/or career skills:
 - ITE 6.0 curriculum prepares students for the CompTIA A+ certification exams 220-901 and 220-902.
 - CompTIA A+ 220-901 covers the fundamentals of computer technology, installation and configuration of PCs, laptops and related hardware, and basic networking.
 - CompTIA A+ 220-902 covers the skills required to install and configure PC operating systems, as well as configuring common features such as network connectivity and email for Android and Apple iOS mobile operating systems.
 - Students receive a Cisco Certificate of Completion upon successfully passing the course.

Standards addressed in the course:

Information Technology Services Occupational Cluster

Information Support Services & Networking Framework (VISSN)

- 2.A Fundamentals of Health and Safety
- 2.A Information Support Services Safety Knowledge and Operational Procedures
- 2.B Trends in the Information Technology Workplace and Society
- 2.C Perform printer maintenance
- 2.D Desktop Operating Systems
- 2.E Computer Hardware

- 3.A Career Exploration and Navigation

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

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

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

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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: December 5, 2017 **Requesting School/ Office:** Burncoat Middle School
Proposed Course Name: Language Seminar **Required Prerequisite Course/s:** None

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

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

Proposed Course Description: In the course, students will strengthen their communication skills in a targeted language other than English to explore topics of interest to them. They will read, listen to and view authentic material in the target language, participate in text-based discussions, and create presentations that will be included in their language portfolio. As an honors level course, content will be covered at an accelerated pace. Students will study topics at a deeper level and will be expected to complete more independent coursework and assignments.

Essential question/s for the course:
 Why learn another language?
 How will learning a language enhance my life?
 Where does this language live in my community?

Standards addressed in the course:
 The course will address the standards in the MA Foreign Language Curriculum Frameworks and the World-Readiness Standards for Learning Languages.

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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 their second language acquisition. Students will use the target language in meaningful ways as they develop strategic thinking, problem solving, and effective communication and collaboration skills and become active contributors in their community. The goal is for students to continue to refine their communication skills in order to meet the requirements for the Seal of Biliteracy.

Please Note:
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For Office Use Only

Approved Date: _____

S.C. Item Number: _____

Assigned Course Number: _____

Dept. Code: _____

Subject Area Code Number: _____

Subject Area Course: _____

Zip Code Number: _____

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

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Date of Request: January 9, 2018 **Requesting School/ Office:** Department of Special Education

Proposed Course Name: Literary Access **Required Prerequisite Course/s:** N/A

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

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

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

Proposed Course Department	Select one	
	Core Course	Core Elective
English Language Arts	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 experience grade level and age appropriate literature materials including poems, biographies, chapter books fiction and nonfiction works that are adapted to the students reading level. Students will:

- Demonstrate understanding using a variety of means
- Attend visually, aurally, or tactilely to materials a key idea or detail in a story, poem, folktale, or myth representing
- Use vocabulary (text, symbols or tangible symbols) acquired through academic and domain sources through reading and writing and contextual skills. May be hand over hand or independently
- Respond to materials representing a key idea or detail in a story, poem, folktale, or myth
- Track (shift focus from materials to speaker) materials representing a key idea or detail in a story, poem, folktale, or myth
- Grasp (hold) materials representing a key idea or detail in a story, poem, folktale, or myth
- Release or give to another person materials representing a key idea or detail in a story, poem, folktale, or myth
- Move materials representing a key idea or detail in a story, poem, folktale, or myth
- Orient or manipulate material representing a key idea or detail in a story, poem, folktale, or myth
- Use materials representing a key idea or detail in a story, poem, folktale, or myth (e.g., orients book, advances pages, etc.)
- Use one object to act on another in an activity related to a key idea or detail in a story, poem, folktale, or myth (e.g., use a pointer to tap)

Essential question/s for the course:

How will the student respond to appropriate literature materials and demonstrate an understanding of information presented through a variety of modalities?

Standards addressed in the course:

Language
(ELA General Standard #4)
Reading and Literature
(ELA General Standard #8)

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

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

Students in this class work on reading and writing for a variety of informational and literary purposes. Some of the informational writing and reading involves grocery lists, taking messages, reading and writing directions, and understanding functional vocabulary words. The students work on literary reading and writing skills, such as improving reading comprehension and decoding. Students are exposed to numerous genres and levels of text in order to encourage an enjoyment of reading for leisure.

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: January 9 2018 **Requesting School/ Office:** Department of Special Education

Proposed Course Name: Literacy Application **Required Prerequisite Course/s:** N/A

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

Proposed Course Description: In this course, students will experience grade level and age appropriate literature materials including poems, biographies, chapter books fiction and nonfiction works that are adapted to the students reading level. Present information in an organized manner using formal or informal language (objects, visual supports, communication devices or text). Students will answer questions pertaining to information presented (objects, visual supports, or text) in a variety of means (objects, visual supports, communication devices or text). Students will be exposed to job applications, how to access adult services and how to navigate the city. Students will:

- Identify important workplace and environmental signs and symbols, such as stop signs, school crossing signs, or restroom symbols, from the colors, shapes, logos, and letters on the signs or symbols
- Demonstrate an understanding of functional sight words in order to navigate the environment
- Continue to read and comprehend informational texts that approach grade-level complexity, with scaffolding and support as needed, including history/social studies, mathematics, science, and technical texts.
- Make inferences, citing evidence from the informational text
- Determine the central idea(s) of an informational text and explain how they are supported by key details
- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the informational text
- Use writing or symbols to share an idea with someone
- Complete a simple application
- Write, dictate or use computer for different purposes and to a specific audience or person.

Essential question/s for the course:

How will the student respond to appropriate literature materials and demonstrate an understanding of information presented through a variety of modalities? Is the student able of using literacy skills to access real life experiences?

Standards addressed in the course:

Language
(ELA General Standard #Reading and Literature
(ELA General Standard #8)4)

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

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

Students will continue to develop their literacy skills which will support them in being successful in college and careers.

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

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Date of Request: January 9 2018 **Requesting School/ Office:** Department of Special Education

Proposed Course Name: Literacy Skills **Required Prerequisite Course/s:** N/A

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

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

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

Proposed Course Department	Select one	
	Core Course	Core Elective
English Language Arts	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 experience grade level and age appropriate literature materials including poems, biographies, chapter books fiction and nonfiction works that are adapted to the students reading level. Students will:

- Identify important workplace and environmental signs and symbols, such as stop signs, school crossing signs, or restroom symbols, from the colors, shapes, logos, and letters on the signs or symbols
- Be exposed to a variety of skills using appropriate means to express themselves. (Objects, symbols, text)
- Use a variety of means to compose and demonstrate a level of comprehension (voice output devices, communication devices, objects, symbols and text)
- Illustrate events from a literary text, identify events from a literary text (e.g., story or poem), illustrate the setting in a literary story, identify setting in a literary text, answer comprehension questions in relation to a literary text (e.g., who, where, and/or when) Summarize key events in a literary text
- Retell events from a literary text
- Identify the main character(s) in a literary text
- Illustrate the meaning of words using a variety of materials and modalities
- Main Ideas: ♦ Identify the topic of an informational text ♦ Retell key details of an informational text
- ♦ Describe the relationship or interaction between two individuals, events, ideas, or pieces of information in an informational text (e.g., cause/effect, comparison)
- Relate an important life event or personal experience in a simple sentence
- Continue to read and comprehend informational texts that approach grade-level complexity, with scaffolding and support as needed, including history/social studies, mathematics, science, and technical texts.

Essential question/s for the course:

How will the student respond to appropriate literature materials and demonstrate an understanding of information presented through a variety of modalities?

Standards addressed in the course:

Language
(ELA General Standard #4)

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

How does this course support the readiness of students for college and career? Students in this class work on reading and writing for a variety of informational and literary purposes. Some of the informational writing and reading involves grocery lists, taking messages, reading and writing directions, and understanding functional vocabulary words. The students work on literary reading and writing skills, such as improving reading comprehension and decoding. Students are exposed to numerous genres and levels of text in order to encourage an enjoyment of reading for leisure.

Please Note:

For Office Use Only

Approved Date: _____

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

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

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

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Date of Request: January 9, 2018 Requesting School/ Office: Department of Special Education

Proposed Course Name: Numerical Skill Development Required Prerequisite Course/s: N/A

Proposed Course Level (check all that apply)				
A.P.		Honors		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
Mathematics	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 a range of topics such as number operations and solving equations, time and money sets to strengthen and apply their Math skills. Student will be able to:

- demonstrate a basic understanding of Number Sense (operations (addition, subtraction, multiplication and division) student may use a calculator to complete operations)
- increase his/her functional math skills in the areas of time and money by demonstrating understanding of projected time and elapsed time independently
- demonstrate an understanding of the value of money, which will involve budgets and understanding wages and paying bills
- use a ruler and even perhaps a tape measure for length, and recognize inches, half and quarter inches, and feet or yards as larger measures
- gain knowledge of measures of volume, i.e. cups, quarts, gallons, etc. is useful for filling tubs, cooking, and following directions
- use time as a functional skill
- investigate how a budget impacts meeting wants and needs
- investigate relationship between income, work skills, attitudes and opportunities

Essential question/s for the course:

Does this student demonstrate functional math skills?

Functional math skills are those skills that a student needs in order to live independently in the community, to care for themselves, and to make choices about their lives. Functional skills make it possible for our students with disabilities to make choices about where they will live, how they will make money, what they will do with money, and what they will do with their spare time. In order to do these things, they will need to be able to count money, tell time, read a bus schedule, follow directions at work, and know how to check and balance a bank account.

Standards addressed in the course:

Conceptual Category: Number and Quantity Content Standards [N]

Conceptual Category: Algebra [A]

Conceptual Category: Functions [F]

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?

Functional math skills are those skills that a student needs in order to live independently in the community, to care for themselves, and to make choices about their lives. Functional skills make it possible for our students with disabilities to make choices about where they will live, how they will make money, what they will do with money, and what they will do with their spare time. In order to do these things, they will need to be able to count money, tell time, read a bus schedule, follow directions at work, and know how to check and balance a bank account.

Please Note:
All New Course Requests

For Office Use Only

Approved Date: _____

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WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

ANNEX B

must come through the
school principal.

Assigned Course Number: _____

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Subject Area Code Number: _____

Subject Area Course: _____

Zip Code Number: _____

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: January 9, 2018 **Requesting School/ Office:** Department of Special Education

Proposed Course Name: Numeracy Awareness **Required Prerequisite Course/s:** N/A

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

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

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

Proposed Course Department	Select one	
	Core Course	Core Elective
Mathematics	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 an awareness of mathematics as an essential part of everyday living, develop the knowledge, understanding and skills required to apply numeration and number operations in practical daily situations, develop knowledge and understanding of the impact of time on whole-of-life. Students will be able to:

- ◆ Respond to materials as they are counted
- ◆ Shift focus from materials to speaker counting materials
- ◆ Grasp materials as they are counted
- ◆ Release materials as they are counted
- ◆ Give materials as they are counted
- ◆ Move objects as they are counted
- ◆ Orient objects as they are counted (e.g., turn flowerpots upright)
- ◆ Manipulate objects with two hands as they are counted
- ◆ Use one object to act on another as objects are counted (e.g., use a pointer to tap)

Essential question/s for the course:

Does the student demonstrate an understanding of Number sense?

Standards addressed in the course:

Conceptual Category: Number and Quantity Content Standards [N]

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

Functional math skills are those skills that a student needs in order to live independently in the community, to care for themselves, and to make choices about their lives. Functional skills make it possible for our students with disabilities to make choices about where they will live, how they will make money, what they will do with money, and what they will do with their spare time. In order to do these things, they will need to be able to count money, tell time, read a bus schedule, follow directions at work, and know how to check and balance a bank account.

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:	_____
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Zip Code Number:	_____

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

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Date of Request: January 9, 2018 Requesting School/ Office: Department of Special Education

Proposed Course Name: Numerical Skills Required Prerequisite Course/s: N.A

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

Proposed Course Description: In this course, students will explore a range of topics such as number operations and solving equations to strengthen and apply their Math skills. Students will be able to:

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- Represent and solve problems involving addition and subtraction
- Begin to work with equal groups of objects to gain foundations for multiplication.
- Recognize that certain objects are coins and that dollars and coins represent money.
- Express the use of measurement tools in real life situations
- Use appropriate supports to edit and interpret data.
- Apply knowledge of money skills to real world problem solving skills
- Increase his/her functional math skills in the areas of time and money by demonstrating understanding of projected time and elapsed time independently
- Reason with shapes and their attributes
- Graph points on the coordinate plane to solve real-world and mathematical problems

Essential question/s for the course:

Does this student demonstrate an understanding of Functional math skills (those skills that a student needs in order to live independently in the community, to care for themselves, and to make choices about their lives.

Standards addressed in the course:

Conceptual Category: Number and Quantity Content Standards [N]
 Conceptual Category: Algebra [A]
 Conceptual Category: Functions [F]

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?

Functional math skills are those skills that a student needs in order to live independently in the community, to care for themselves, and to make choices about their lives. Functional skills make it possible for our students with disabilities to make choices about where they will live, how they will make money, what they will do with money, and what they will do with their spare time. In order to do these things, they will need to be able to count money, tell time, read a bus schedule, follow directions at work, and know how to check and balance a bank account.

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

For Office Use Only

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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: 1/11/18 Requesting School/ Office: Department of Special Education

Proposed Course Name: Science Awareness Required Prerequisite Course/s: _____

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

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

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

Proposed Course Department	Select one	
	Core Course	Core Elective
Science	x	

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

Proposed Course Description: In this course, students will observe and participate in science related classroom activities. Areas addressed in this course include: The Nature of Science and Technology, The Physical Setting and The Living Environment. Students will explore their environment personally using a variety of “scientific tools” (e.g., balance scales, magnifying glasses, measuring cups, food coloring) with assistance to investigate the environment. Students will explore a variety of plants and animals.

Essential question/s for the course:

Does the student demonstrate an understanding of their environment (world)?

Standards addressed in the course:

LS1. From Molecules to Organisms: Structures and Processes

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

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

Students will demonstrate an understanding of science in order to enable students to reach their full potential as independent adults. Students will included in the curriculum will be exposed to the basic skills in science needed as to transition into low supported or independent functioning within the community where each individual will live, learn, work and play.

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: January 9, 2018 Requesting School/ Office: Department of Special Education

Proposed Course Name: Science Development Required Prerequisite Course/s: N/A

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

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

Proposed Course Description: In this course, students will acquire and demonstrate specific skills based on the academic areas of nature and science and technology, the physical setting and the living environment. Students will engage with their environment and interact with their environment individually and with tools. Students will observe and participate in science related classroom activities, identify questions to guide scientific investigations, conduct simple scientific investigations, use tools to gather data and information, interpret data, explore scientific ways to explore and report and predict weather conditions. Students will work with assistance to take data and interpret data to make sense of scientific phenomena and begin to organize ideas that explain the world around us.

Essential question/s for the course:
How will the student respond to appropriate Science materials and demonstrate an understanding of information presented through a variety of modalities? How can we assist students in organizing data and ideas that explain the world around us?

Standards addressed in the course:
LS1. From Molecules to Organisms: Structures and Processes

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

How does this course support the readiness of students for college and career?
Students will demonstrate an understanding of science in order to enable students to reach their full potential as independent adults. Students will included in the curriculum will be exposed to the basic skills in science needed as to transition into low supported or independent functioning within the community where each individual will live, learn, work and play.

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

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

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: January 9, 2018 Requesting School/ Office: Department of Special Education

Proposed Course Name: Science Skills Required Prerequisite Course/s: N/A

Proposed Course Level (check all that apply)					Proposed Course Credit (check all that apply)					G.P.A.		Honor Roll	
A.P.		Honors		College									
				x	1.0	x	.5	.25			x	x	

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

Proposed Course Description: In this course, students will acquire and demonstrate specific skills based on the academic areas of nature and science and technology, the physical setting and the living environment. Students will engage with their environment and interact with their environment individually and with tools. Students will study the fundamental concepts of life to gain understanding of the living world that surrounds and includes them. Students will observe and participate in science related classroom activities, identify questions to guide scientific investigations, conduct simple scientific investigations and use tools to gather data and information. Students will be guided to make sense of scientific phenomena

Essential question/s for the course:
How will the student respond to appropriate Science materials and demonstrate an understanding of information presented through a variety of modalities? How can we assist students in organizing data and ideas that explain the world around us?

Standards addressed in the course:
Explore grade level science materials that area adapted to a student’s reading level. LS1. From Molecules to Organisms: Structures and Processes

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

How does this course support the readiness of students for college and career?
Students will demonstrate an understanding of science in order to enable students to reach their full potential as independent adults.

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: January 9 2018 **Requesting School/ Office:** Department of Special Education

Proposed Course Name: Social Studies Awareness **Required Prerequisite Course/s:** _____

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

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

Proposed Course Description: In this course, students will be exposed to current events, and study the geography and people of the United States and the world yesterday and today. In this course, students will be exposed to current events, and study the geography and people of the United States and the world yesterday and today. Students will be exposed to age appropriate grade level informational materials, including social studies and technical texts that are adapted to the students reading level. Students will be provided with a variety of means to access information and demonstrate knowledge. Students will be able to:

- Sequence events (begin understanding of today yesterday tomorrow)
- Recall information about the immediate past
- Build on their experiences in their families, school, community, state, and country
- Participate in “jobs” in the classroom environment
- Follow rules in the classroom and school and provide reasons for the specific rules with prompts
- Identify important people and their roles in their personal lives, school lives and community

Essential question/s for the course:
How can we teach students to understand civic identity?

Standards addressed in the course:
US11: US History read and use age appropriate, topic appropriate grade level materials including social studies and technical texts that are adapted to the students reading level.

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

How does this course support the readiness of students for college and career?
Students will demonstrate an understanding of science in order to enable students to reach their full potential as independent adults.

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: January 9 2018 Requesting School/ Office: Department of Special Education

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Proposed Course Name: Social Studies Development Required Prerequisite Course/s: N/A

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

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

Proposed Course Description In this course, students will be exposed to current events, and study the geography and people of the United States and the world yesterday and today. Students will be exposed to the vision of the 18th century founders, the vision that holds us together as one people of many diverse origins and cultures. Students will be exposed to the important political and economic factors. Students will be exposed to age appropriate grade level informational materials, including social studies and technical texts that are adapted to the student's level of understanding. Students will explore America's development and economic and social change. Students will:

- Sequence events (begin understanding of today yesterday tomorrow)
- Recall information about the immediate past
- Build on their experiences in their families, school, community, state, and country.
- Participate in "jobs" in the classroom and school environment
- Identify the cause of historical events in a period of time
- Present information in an organized manner using formal or informal language or visual supports
- Identify how communities and cultures have changed over time
- Be exposed to grade level topics and age appropriate materials at their level of understanding
- Students will use a variety of means to demonstrate understanding and to access information

Essential question/s for the course:

How can we teach students to understand civic identity? How can we expose students to the history and development of our nation?

Standards addressed in the course:

US11: US History read and use age appropriate, topic appropriate grade level materials including social studies and technical texts that are adapted to the students reading level.

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

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

Students will be exposed to age appropriate grade level informational materials, including social studies and technical texts that are adapted to the students reading level and will demonstrate an understanding, compensatory to their level of understanding, on how events effect the world as it is today.

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: January 9 2018 **Requesting School/ Office:** Department of Special Educaiton

Proposed Course Name: Social Studies Skills **Required Prerequisite Course/s:** N/A

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

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

Proposed Course Description: In this course, students will be exposed to current events, and study the geography and people of the United States and the world yesterday and today. Students will be exposed to the vision of the 18th century founders, the vision that holds us together as one people of many diverse origins and cultures. Students will learn about the important political and economic factors. Students will be exposed to age appropriate grade level informational materials, including social studies and technical texts that are adapted to the students reading level. Students will explore America's development and economic and social change. Students will:

- build on their experiences in their families, school, community, state, and country
- Participate in "jobs" in the classroom, school environment and the community
- Identify the cause of historical events in a period of time
- Present information in an organized manner using formal or informal language or visual supports
- Identify how communities and cultures have changed over time
- Examine the central figures throughout history who played a role in promoting peace
- Discover the impact of conflict on the world
- Be exposed to current events and political figures, and their role in our daily life.
- Discover the advantages and disadvantages of changes people make to the environment
- Identify the roles of federal, state and community leaders and their impact on our lives

Essential question/s for the course:

How can we teach students to understand civic identity? How can we expose students to the history and development of our nation?

Standards addressed in the course:

US11: US History read and use age appropriate, topic appropriate grade level materials including social studies and technical texts that are adapted to the students reading level.

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

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

Students will be exposed to age appropriate grade level informational materials, including social studies and technical texts that are adapted to the students reading level and will demonstrate an understanding, compensatory to their level of understanding, on how events effect the world as it is today.

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: _____