Action

HOWARD COUNTY
PUBLIC SCHOOL SYSTEM

BOARD OF EDUCATION OF HOWARD COUNTY
MEETING AGENDA ITEM

TITLE: Curriculum Development in Support of Common Core State Standards

DATE: October 22, 2013

PRESENTER(S):

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OVERVIEW:

Each year, staff from the Division of Instruction implements curriculum and curriculum-based assessment development processes designed to update curriculum resources in order to ensure that the Howard County Public School System (HCPSS) curriculum is relevant and challenging. These processes are being used to bring the school system closer to actualizing the vision of HCPSS's new strategic plan. This report will:

- State the rationale for the HCPSS curriculum and curriculum-based assessment development process.
- Provide background information on the Common Core State Standards.
- Explain how HCPSS has planned for and developed the Howard County Common Core Curriculum.
- Describe the current approach for delivery of curriculum resources to teachers.
- Describe the professional development that staff members have received to prepare them to implement the new curriculum.
- Explain how the Howard County Common Core Curriculum relates to other initiatives.

Additionally, this report contains a list of the PreK-12 Essential Curriculum and a list of mandated curriculum-based assessments.

RECOMMENDATION/FUTURE DIRECTION:

1. Approve the HCPSS PreK-12 essential curriculum and curriculum-based assessments in accordance with Policy 8000 Curriculum. (Appendices C & D)
2. Approve addition and deletion of courses for the *Catalog of Approved High School Courses*, 2014-2015. (Appendix E)
3. In future years it will be necessary to:
   - Continue development of the Howard County Common Core Curriculum.
   - Develop curriculum for new and revised courses.
   - Continue to disseminate curriculum and assessment resources in an electronic format that is user friendly.

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CURRICULUM DEVELOPMENT IN SUPPORT OF COMMON CORE STATE STANDARDS

RATIONALE

Beginning July 1, 2013 the Howard County Public School System (HCPSS) has a new five-year strategic plan, *Vision 2018: Fulfilling the Promise of Preparation,* that prioritizes and aligns all efforts of the school system. The plan articulates the system's vision, mission, and goals. The goals are as follows:

Goal 1: Students – Every student achieves academic excellence in an inspiring, engaging, and supportive environment.
Goal 2: Staff – Every staff member is engaged, supported, and successful.
Goal 3: Families and the Community – Families and the community are engaged and supported as partners in education.
Goal 4: Organization – Schools are supported by world-class organizational practices.

Goals are further delineated with outcomes that identify performances expected within the timeframe of the plan. The curriculum development and implementation processes of the Division of Instruction of HCPSS directly support translating the vision of the strategic plan into reality. This Board report relates topics, activities, and accomplishments to the strategic plan outcomes they most directly support. Those outcomes are listed below:

- Outcome 1.1: The instructional program is rigorous, globally relevant, and aligned with international and/or nationally recognized college and career readiness standards.
- Outcome 2.2: Staff members have access to learning experiences that support their professional growth.
- Outcome 3.3: HCPSS engages families and the community through relevant, timely, accessible, and audience-focused communications.
- Outcome 4.4: Technology is leveraged to optimize operational efficiency and effectiveness.

It is necessary for HCPSS to develop curriculum and formative assessments on an ongoing basis for the following reasons:

1. The HCPSS curriculum provides the foundation of the educational program and ensures that students, regardless of the schools they attend, receive the same content and are expected to achieve consistently high standards, commensurate with Maryland standards and Maryland bylaws.

2. Curriculum-based formative assessments linked to the essential curriculum provide a tool for teachers to help them determine if the students know and understand curriculum content and possess requisite skills.

3. The curriculum and assessment development process facilitates articulation among organizational levels, grade levels, and among disciplines. This process is a key feature of working toward a seamless PreK-12 program and integrated curriculum and instruction.

4. The implementation of new courses and new programs requires an ongoing process for meeting curricular needs.

5. Curriculum and assessment development workshops are valuable professional development experiences. Through the interaction with each other and ideas shared regarding content, instruction, and assessment, participants return to schools with rich experiences to bring to their faculties and students.

COMMON CORE STATE STANDARDS

Outcome 1.1: The instructional program is rigorous, globally relevant, and aligned with international and/or nationally recognized college and career readiness standards.

Background

The Common Core State Standards (CCSS) contain expectations that describe what K-12 students throughout the country will learn in mathematics, English language arts, and literacy in history/social studies, science, and technical subjects. The CCSS have been adopted by forty-five states, the U.S. Virgin Islands, and the District of Columbia. Many educators and researchers determined that previous state standards were vague, lacked rigor, and provided teachers with limited support as they developed day-to-day lessons. The English Language Arts and Literacy standards present a broad vision of "what it means to be a literate person in the twenty-first century" (p. 3 of *The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* available at http://www.corestandards.org). The Mathematics Standards are a substantial response to the challenge that historically the mathematics curriculum in the United States was "a mile wide and an inch deep." Together, the CCSS clarify what a student must know and be able to do in order to graduate from high school prepared to succeed in entry-level, credit-bearing academic college courses, and in workforce training programs.

The Council of Chief State School Officers, Student Achievement Partners, and the National Governors Association Center for Best Practices led the development of the CCSS. Teachers, college professors, school administrators, and others with expertise in content, pedagogy, and child development worked together collaboratively to develop the standards. The writers of the CCSS used the best state and international standards, research, extensive feedback from educators working for state departments of education, and input and feedback from other educators and the general public to design and develop the CCSS. Writers used decades of work by professional teacher organizations to develop standards that give teachers and parents a clear and common understanding of what students are expected to learn prior to entering college level courses or workforce training programs. The goal of the CCSS is to ensure that all students graduate from high school with the knowledge and skills needed to be successful in college and careers.

English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects

The English Language Arts and Literacy CCSS include college and career-ready anchor standards for reading, writing, speaking and listening, and language. These standards, developed in the summer of 2009, convey what students should know and be able to do to be successful in entry-level college courses and workforce training programs. The college and career-ready anchor standards were then used to develop K-12 learning progressions.

Elementary teachers have the following grade-specific standards:

- Reading Standards for Literature
- Reading Standards for Informational Text
- Reading: Foundational Skills
- Writing Standards
- Speaking and Listening Standards
- Language Standards

Secondary English Language Arts teachers have the following grade-specific standards:

- Reading Standards for Literature
- Reading Standards for Informational Text
- Writing Standards
- Speaking and Listening Standards
- Language Standards

Secondary teachers of other content areas have literacy standards for the 6 to 8 grade band, 9-10 grade band, and 11-12 grade band. Standards have been developed for the following:

- Reading Standards for History/Social Studies
- Reading Standards for Science and Technical Subjects
- Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

To align with the English Language Arts and Literacy Standards teachers need to make the following changes in their instructional practices:

- Place a greater emphasis on the use of informational text. At the elementary level students are expected to read 50% literary text and 50% informational text. Across the school day, middle school students are expected to read 40% literary text and 60% informational text. The percentages for high school students are 30% literary text and 70% informational text. Students are expected to be able to acquire content knowledge by reading informational text independently.
- Require students to cite evidence from the text when speaking or writing about something they have read. Students must participate in rich and rigorous discussions about their reading. These discussions should stay grounded in what the students read. Students must also respond in writing to text, using evidence from the text to inform or to make an argument.
- Provide more in-class time for close and careful reading of complex text. Teachers must provide supports and scaffolds as needed so that all students can access information from grade-level and above text. There must be a focus on building academic vocabulary so that students will be better prepared to read complex text independently.

Mathematics

The Mathematics CCSS place an emphasis on students developing a conceptual understanding of mathematics. The common core greatly reduces the number of standards addressed at each grade level and opts instead for depth, application, communication, and problem solving over rote memorization and procedures without connection. Previously, students learned as many as seventy-three math concepts during the 180-day school year. In grades K-8, CCSS greatly reduce that number placing an emphasis on deep understanding of a few concepts. HCPSS has moved from a spiraling mathematics curriculum to a mastery curriculum for mathematics. The same concepts are not addressed at each grade level. The coherence and focus of the curriculum is best illustrated by examining one grade level in-depth. For example, the HCPSS mathematics curriculum emphasizes the following topics in second grade:

Operations and Algebraic Thinking

- Add and subtract within 100 to solve one- and two-step word problems.
- Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know all sums of two- and one-digit numbers.
- Determine odd or even numbers, and write an equation to express an even number.
- Use addition to find the total number of objects in rows and columns.

Number and Operations in Base Ten

- Understand that the three digits in a three-digit number represent hundreds, tens, and ones.
- Count within 1,000; skip-count by 5s, 10s, and 100s
- Read and write numbers to 1,000 with numbers, number names, and expanded form.
- Compare two three-digit numbers using >, =, and <.
- Fluently add and subtract within 100.
- Add up to four two-digit numbers.
- Add and subtract within 1,000.
- Mentally add or subtract 10 or 100 to a number 100-900.
- Explain why addition and subtraction strategies work.

Measurement and Data

- Measure the length of an object by selecting and using appropriate tools.
- Measure the length of an object twice, using length units of different lengths.
- Estimate lengths using inches, feet, centimeters, and meters.
- Measure to compare two objects.
- Use addition and subtraction to solve word problems with lengths.
- Show whole numbers, sums, and differences on a number line.
- Tell and write time to the nearest five minutes.
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies.
- Gather measurement data and show it on a line plot.
- Draw a picture graph and a bar graph to show data with up to four categories.

Geometry

- Recognize and draw shapes with specified attributes such as number of sides, angles, or faces.
- Partition a rectangle into rows and columns, and count to find the total.
- Partition circles and rectangles into two, three, or four equal shares.

In addition to teaching the specified content, teachers of mathematics at all grade levels are also expected to develop within their students the Mathematical Practice Standards. They are as follows:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

To align with the Mathematics Standards teachers need to make the following changes in their instructional practices:

- Focus instruction on the concepts identified as focal points for a given grade. The goal is to have students develop a deep conceptual understanding of identified topics before moving on. Teachers must intentionally connect the mathematics within and across grades so that students can build new understandings on the foundation of previously learned concepts.
- Expect students to have speed and accuracy with simple calculations. Teachers must structure class time and/or homework time for students to memorize, through repetition, core functions.
- Expect students to apply the mathematical concepts and use the mathematical practices to solve real-world problems. Teachers must place greater emphasis on “worthwhile mathematical tasks.” Students must spend more time on fewer problems; however, the problems will be complex and require students to really understand the mathematics they are learning.

Changes in Curriculum for Other Content Areas

Because the CCSS are standards for English Language Arts, Literacy, and Mathematics, they influence the curriculum of all content areas. To succeed in school and in life, students need well-developed literacy and quantitative reasoning skills, and HCPSS expects all teachers to emphasize these skills within the context of the content they teach. The CCSS put a major focus on the development of literacy skills in secondary content classes. In terms of curriculum development, HCPSS put an emphasis on developing resources for secondary content classes. All content areas incorporated disciplinary literacy strategies into curriculum. Literacy teams were created at each secondary school, composed of staff from a variety of disciplines. Literacy team members received additional literacy training from curriculum staff members throughout the 2012-2013 school year. In

turn, the literacy team members served as instructional resources for their schools' staff and provided professional development to the other teachers in their buildings.

HCPSS curriculum staff worked collaboratively with Dr. Thomasina Piercy, a recognized expert on disciplinary literacy and the Common Core State Standards, to deliver professional learning experiences to secondary teachers. Dr. Piercy conducted full day retreats with science, career and technology education, health education, and physical education teachers, as well as all school administrators.

In social studies, all curricula are aligned with the Common Core State Standards for Literacy in History/Social Studies. Common Core training took place over the course of the past two years, with a focus on the Common Core Standards for Literacy in History/Social Studies. Professional development tools have been provided to the social studies teachers for the delivery of training to school-based staff on disciplinary literacy and argument/explanatory writing.

During the 2012-13 school year, art staff met with all middle school teachers for a full day, and part of the focus was on disciplinary literacy and how it supports studio production. For the annual theme show at the Howard County Center for the Arts, Artist as Storyteller: Narrative in Art was the 2012-13 theme. K-12 teachers worked on strategies for students to create narrative art and include statements with the work. For both the 8th Grade and 2nd Grade Visual Art Showcase, teachers had students provide artist's statements to go along with the artwork on display, explaining the process and intent of the work. High school art teachers worked closely with their Art III/IV and Photography II/III classes to develop artist's statements that were posted on Mahara, an ePortfolio system, along with a portfolio of their work. Dance and theatre teachers had students in their GT level courses create professional online portfolios, including artist's statements, explaining process and intent in their work. Dance and theatre teachers continue to have their students respond and reflect on performances of peers, professionals, and themselves. The process was modeled at both the Dance Festival and the Theatre Festival. The HCPSS Fine Arts Literacy Guide serves as a resource for art, dance, music, and theatre teachers. Curriculum staff continue to add to this resource with examples from teachers.

PLANNING FOR AND DEVELOPING THE HOWARD COUNTY COMMON CORE CURRICULUM

Outcome 1.1: The instructional program is rigorous, globally relevant, and aligned with international and/or nationally recognized college and career readiness standards.

Gap Analysis

In June 2010, the Maryland State Board of Education adopted the *Maryland Common Core State Standards.* The state then began the process of developing the Maryland Common Core State Curriculum. Howard County staff contributed to the state effort and as part of a parallel process developed the Howard County Common Core Curriculum. Staff in the elementary and secondary English Language Arts and Mathematics offices began the HCPSS process by conducting a detailed gap analysis. The gap analysis focused on two questions:

1. How would HCPSS curriculum need to be modified to align with CCSS?
2. What transitional units would need to be developed to ensure that students did not have gaps in their preparation as a result of the transition to the Common Core?

Major findings from the gap analysis and analysis of the Common Core implementation timeline follow:

- Students entering kindergarten in the Fall of 2011 would only be assessed using assessments aligned to the CCSS. (They would never take the Maryland School Assessment.) Therefore, it was desirable for these students to begin instruction aligned with the CCSS in kindergarten.

- K-12 curriculum needed to place a greater emphasis on writing. For example, students were not being taught formal argument writing.
- HCPSS needed to be more intentional with the balance between the reading of informational text and literary text.
- HCPSS secondary curriculum did not contain the needed focus on literacy in all content classes.
- Mathematics curriculum would need to be rethought and redeveloped. Transitional units that included topics from the Maryland State Curriculum and topics from the Maryland Common Core State Curriculum would need to be developed for use during the transition.
- A phase-in plan was needed. Curriculum would be changing drastically and teachers needed time to adjust to the demands of the new curriculum. A phase in was especially important for elementary curriculum because elementary teachers often teach both mathematics and English language arts and both curriculum areas were changing. New curriculum must be fully implemented by 2014-15 when students are scheduled to take the new PARCC assessments.
- Because of the degree of change, teachers would need ongoing, job-embedded professional development for successful implementation of the new curriculum.

With these findings in mind, staff created a multi-year, phase-in plan that is summarized below. See Appendix A for a more detailed version of the plan.

Reform Initiative	2011-2012	2012-2013	2013-2014	2014-2015
New Howard County Common Core Curriculum	Transition Plans, Curriculum Development, Professional Development, and Curriculum Implementation			Full Implementation
PARCC Assessments	Assessment Development Begins	Pilot Field Testing, Research, Data Collection	Full Field Testing, Research, Data Collection	PARCC Assessments Fully Implemented

HCPSS used its curriculum development process to design curriculum that fully aligns with Maryland's CCSS. During this time, staff also determined that new curriculum would incorporate the principles of Universal Design for Learning (UDL). These principles seek to build accommodations for students with diverse needs into the design of curriculum so that teachers are empowered to meet the learning needs of all students.

CONCURRENT DEVELOPMENT OF CURRICULUM DELIVERY SYSTEM

Outcome 4.4: Technology is leveraged to optimize operational efficiency and effectiveness.

In the fall of 2011 staff began to investigate how new curriculum resources should be delivered to teachers. A subcommittee, trained in IDEO principles of human-centered design, interviewed teachers to learn what they liked about the intranet and document repository system that HCPSS was using to deliver curriculum. The subcommittee also asked teachers what they wanted to see in a new curriculum delivery system. Teachers told the subcommittee the following:

- We need "one-stop shopping."
- "Let people choose the format of the way the information is presented. Give people a chance to customize which information automatically appears and which is hidden behind a button. How UDL is that? Choose your own representation."
- It would be great to see "likes" for lessons and teachers' comments.

Curriculum staff members worked with staff from the Department of Technology to investigate a variety of products. HCPSS issued a Request for Information and a cross-functional team reviewed proposals from a number of vendors. When the team was informed that the budget was extremely limited, the team decided to continue with a document repository system. Department of Technology staff identified Alfresco as a document repository that had indexing, display, and authentication features that met several of the requests identified by teachers. Members of the Technology Department developed a prototype site and several curriculum offices piloted the site with small groups of teachers. Throughout much of the first semester of the 2012-13 school year, input and feedback from teachers was used to refine and improve the way curriculum documents were filed and made available to users. Beginning in March 2013, other curriculum offices began setting up and filing curriculum resources in the Alfresco Curriculum Management System.

The Alfresco Curriculum Management System (https://teach.hcpss.org) was introduced to all staff on the August 21, 2013 Countywide Professional Development Day. When a staff member logs into Alfresco, the individual is able to access curriculum, assessments, and instructional resources from all content areas and instructional levels. The login is the same active directory login that staff members use to access email and that they use to login to HCPSS-owned computers.

Alfresco allows a teacher to create his/her own personal dashboard by searching for and joining all sites they wish to join, i.e., Grade 4 Mathematics, Biology, Grade 6 English Language Arts, or the Instructional Resources (Pre-K-12) site. (The Instructional Resources site houses sample Student Learning Objectives used in the new teacher evaluation process, the HCPSS Instructional Handbook, UDL resources, a library of translated documents, a collection of descriptions of instructional strategies, Information Literacy resources, and more.)

All content sites have the same Document Library structure. Each site has a folder for "**curriculum and assessment"** which contains curriculum documents, assessments, and unit plans. The **"instructional support"** folder contains resources to support instruction such as Long Range Planning documents, book lists, UDL supports, disciplinary literacy resources, and other resources to support instruction such as lesson plans, maps, images, etc. Additionally, there is a **"professional development"** folder which contains resources from professional development opportunities such as New Teacher Orientation, Best Practices workshops, Countywide Professional Development Day presentation resources, professional learning documents from the Transition to the Common Core wiki, mentoring information, etc.

The HCPSS Communications Office has developed a Staff Hub as a gateway for collaboration and resources. This website has been designed to provide HCPSS staff members with easy access to all school system resources and to encourage communication throughout the school system. In the past, staff had to access the intranet, the HCPSS email system, and the Document Repository or DR by logging into different websites. Now the Staff Hub brings these resources together in one central

location. The Staff Hub is “one stop shopping” and the only password needed is the active directory password. Although Alfresco is a separate system, it is also accessible from the Staff Hub.

PROFESSIONAL DEVELOPMENT

Outcome 2.2: Staff members have access to learning experiences that support their professional growth.

To prepare staff for the formidable task of implementing new curriculum, HCPSS has been and continues to provide “just in time” professional development experiences. Implementation of the CCSS has been the focus of countywide professional development days for the past two years. In grade specific teams, elementary teachers meet at their own schools during the school day to participate in monthly professional learning modules (reading one month and mathematics in the next) that focus on topics such as close reading, text-dependent questions, performance assessments, the mathematical practices, number routines, and analyzing story problems. At the secondary level, Literacy Teams consisting of three teachers from different content areas participate in monthly professional learning experiences. These teachers then provide professional learning experiences for teachers at each middle and high school. In addition, secondary instructional team leaders (ITLs) work with content coordinators on infusing literacy into disciplinary instruction. The ITLs then support teachers as they implement new and revised curriculum. Literacy professional development has focused on argument writing, close reading of text, text-dependent questions, summarizing information, and effective note taking. Secondary mathematics teachers work with their ITLs monthly to study and understand the Mathematical Practices, worthwhile mathematical tasks, and how the CCSS have shifted mathematics content and skills. Additionally, teachers can access online resources anytime and can participate in continuing professional development courses, monthly face-to-face after school workshops, or independent online learning experiences. Mathematics staff members are especially proud of the expanding online community that includes participation from every school district in Maryland, multiple states, and multiple countries around the world. This collaborative experience helps HCPSS take advantage of the “common” in Common Core.

School administrators have worked to ensure smooth implementation of the Common Core Curriculum by working with stakeholders to develop a transition plan as part of the School Improvement Plan. This transition plan details how school leaders will implement professional learning opportunities that are aligned with the Learning Forward Standards for Professional Learning and help teachers develop the knowledge, skill, and practices necessary for full implementation of curriculum that aligns with the CCSS, as well as STEM education, and the Teacher and Principal Evaluation (TPE) system. The administrators at each school are tailoring professional learning based on: student performance data; teacher feedback; data conversations; and, other state, LEA, and school-based data.

Within the transition plans, administrators have identified specific activities, the faculty members involved with those activities, the school-based and central office provided resources that support the activities, the staff members responsible for the activities, a timeframe for completion, outcome measures, and a means for monitoring progress. Administrators oversee the efforts of the school-based leaders who are charged with leading the activities, such as Instructional Team Leaders (ITLs), and work with central office staff who are providing professional development. The administrators meet with their Administrative Directors and curriculum staff to share progress and advocate for resources or expertise needed to successfully implement the transition activities.

HCPSS was able to augment the instructional support delivery model for the 2013-14 school year by adding instructional coaches to the following offices: Elementary Mathematics, Elementary Language Arts, and Secondary English Language Arts.

Elementary Model: Three elementary teachers were selected to serve as Mathematics Coaches and three were selected to serve as English Language Arts Coaches. The six coaches serve twelve elementary schools that do not have Reading and Mathematics Support Teachers. Each coach serves approximately four schools and provides follow up, job-embedded support for the implementation of the Howard County Common Core Curriculum.

Secondary Model: Six secondary teachers were selected to serve as Literacy Coaches. The six coaches serve twenty-three secondary schools, working across content areas and focusing on the standards for Literacy in History/Social Studies, Science, and Technical Subjects. Each coach serves three or four schools and provides follow up, job-embedded support for the implementation of the Howard County Common Core Curriculum.

INTEGRATION WITH OTHER SYSTEMIC INITIATIVES

Outcome 1.1: The instructional program is rigorous, globally relevant, and aligned with international and/or nationally recognized college and career readiness standards.

Outcome 2.2: Staff members have access to learning experiences that support their professional growth.

Outcome 3.3: HCPSS engages families and the community through relevant, timely, accessible, and audience-focused communications.

Outcome 4.4: Technology is leveraged to optimize operational efficiency and effectiveness.

Teacher Evaluation

The new HCPSS Teacher Evaluation Model incorporates the revised Charlotte Danielson Framework for Teaching. Domains in the framework consist of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The developer enhanced the new Danielson Framework to address the CCSS. In addition to the Danielson Framework, the HCPSS Teacher Evaluation Model also includes a fifth domain, Student Growth. Teachers develop two Student Learning Objectives (SLOs) using two of the four components of this domain. Literacy and Mathematical Practices were specifically included in Domain 5 to support the work being done related to implementation of the CCSS.

Staff offered professional learning opportunities in group settings or in one-on-one meetings to prepare administrators and teachers to implement the Charlotte Danielson Professional Practice and the Student Growth components successfully.

Partnership for the Assessment of College and Career Readiness (PARCC)

Implementing common assessments grounded in common standards will be the next step that states will take to ensure the new standards truly reach every classroom. The CCSS will be assessed using new, technology-enhanced assessments that are being developed to assess the degree to which students have mastered the content and skills specified in the standards. Two assessment consortia are designing the assessments that states will administer. Maryland is a member of the PARCC consortium. PARCC is an alliance of 24 states, educating nearly 25 million students, that are working together to develop a common set of K-12 assessments in English Language Arts/Literacy and mathematics. The other consortium is the Smarter Balanced Assessment Consortium (SBAC). (See Appendix B for more information on the PARCC assessment.)

Maryland will pilot and field test the assessment system components during 2013-14 and administer the new assessment system during the 2014-15 school year. Maryland will then use the results from the PARCC assessments in the state's school accountability system.

PARCC goals are as follows:

1. Create high-quality assessments.
2. Build a pathway to college and career readiness for **all** students.
3. Support educators in the classroom.
4. Develop 21st century, technology-based assessments.
5. Advance accountability at all levels.
6. Build an assessment that is sustainable and affordable.

The PARCC assessment will track student progress over time and report on the student's status related to the college and career readiness trajectory. In English Language Arts/Literacy, the PARCC assessments will allow educators to make important claims about whether students can read and comprehend complex literary and informational text, can write effectively when analyzing text, and have attained overall proficiency in English Language Arts/Literacy.

In mathematics, the PARCC assessments will assess whether students have mastered knowledge and skills in highlighted domains (e.g. domain of highest importance for a particular grade level – number/ fractions in grade 4; proportional reasoning and ratios in grade 6) and have attained overall proficiency in mathematics.

The PARCC Assessments will replace the current Maryland School Assessments. Students will engage in PARCC testing in grades 3-8 mathematics and after taking Algebra I, Geometry, and Algebra II. In English Language Arts and Literacy, students will be assessed in grades 3-11. Test results in grades 3 through 10 will indicate if students are on-track to meet college- and career-ready expectations. The 11th grade English Language Arts/Literacy and the Algebra II assessments will be used to determine if students have the knowledge and skills needed to succeed in entry level, credit-bearing college courses.

PARCC will develop an assessment system comprised of four components. Each component will be computer-delivered and will leverage technology to incorporate innovations. There will be two ***summative, required assessment components*** designed to make "college- and career-readiness" and "on-track" determinations, measure the full range of standards and full performance continuum, and provide data for accountability uses, including measures of growth.

There will also be two ***non-summative, optional assessment components*** designed to generate *timely* information for informing instruction, interventions, and professional development during the school year, and an additional third non-summative component will assess students' speaking and listening skills.

One summative assessment component, **Performance-Based Assessments (PBA),** will be administered during third quarter. The English Language Arts/Literacy PBA will focus on writing effectively when analyzing text. The mathematics PBA will focus on applying skills, concepts, and understandings to solve multi-step problems requiring abstract reasoning, precision, perseverance, and strategic use of tools.

The **End-of-Year Assessments (EOY)** will be administered after approximately 90% of the school year. The English Language Arts/Literacy EOY will focus on reading comprehension while the mathematics EOY will be comprised of innovative, machine-scorable items. Items will not be traditional "multiple choice" questions. There will be multistep problems and tasks that students must complete in order to find the correct answer.

Measures of Academic Progress (MAP)

MAP is a computer-adapted assessment developed by the Northwest Evaluation Association. It provides a measure of student growth and achievement over time. MAP will be given to all students

in grades 1-8 in the 2014-15 school year. This year, 19 elementary schools, all middle schools, and Homewood School will participate in this testing. Six of the 19 elementary schools, ten of the 19 middle schools, and Homewood School will begin their second year of using MAP.

MAP shows student growth over time in reading and mathematics. It provides students with opportunities to show how they have grown, provides insights into what students are ready to learn, provides an additional measure to support flexible grouping of students, and is predictive of how students might do on PARCC assessments. The computer-adaptive test is given online up to three times (beginning, middle, and end of year) during the school year.

The newest version of MAP is aligned with the CCSS and contains technology-enhanced items that reflect the items students will see when they take PARCC assessments. Therefore, in addition to providing teachers with assessment results that will help them better prepare students for PARCC assessments, MAP provides students with an opportunity to practice item formats that will be on the high stakes PARCC assessments.

Communication with Parents

As part of *Vision 2018: Fulfilling the Promise of Preparation*, HCPSS is looking at how information is shared with parents and other community members. The HCPSS website has a Common Core webpage with the following tabs:

- Common Core State Standards
- Common Core State Curriculum
- PARCC Assessments
- English Language Arts
- Mathematics
- Transitioning to Common Core

These pages contain summary information for parents/community members including a resource entitled, *The Top 10 Things Parents Need to Know about the Common Core (see Appendix ??).* The webpages also contain links to MSDE's website with information on the Maryland Common Core State Curriculum. The MSDE website also has extensive Common Core resources for teachers, parents, and the general public.

HCPSS has also reformatted all of its *What Your Child Will Learn* brochures to include information on the Common Core Standards and the Maryland Common Core State Curriculum. These will be reformatted in the future to replace the information on the Maryland Common Core State Curriculum with information on the Howard County Common Core Curriculum.

SUMMER 2013 CURRICULUM WORKSHOPS

Outcome 2.2: Staff members have access to learning experiences that support their professional growth.

During the summer of 2013, over 400 HCPSS teachers participated for 4 weeks in 70 curriculum and assessment development workshops. Curriculum directors, curriculum coordinators, facilitators, resource teachers, and classroom teachers shared their expertise and experiences in order to develop curriculum and assessments for HCPSS. In addition, staff from technology, the Communications Office, editors, interns and members of subject-area Advisory Committees supported curriculum and assessment development. The workshops were in all areas from PreK through high school. As necessary, teachers updated the HCPSS Essential Curriculum (see Appendix C) and they then enthusiastically created content area resources with the goal of supporting fellow teachers with implementation of the CCSS. The number of mandated local assessments was significantly reduced to avoid over testing students. Remaining mandated local assessments are listed in Appendix D.

FUTURE DIRECTION

In support of *Vision 2018: Fulfilling the Promise of Preparation*, HCPSS has developed curriculum that aligns with the Common Core State Standards adopted by the Maryland State Board of Education. The school system has developed an electronic curriculum delivery system, is providing teachers and other staff with the professional development needed to support implementation of the new curriculum, and is integrating support for and implementation of the curriculum with other systemic initiatives. These steps provide the focus and coherence needed to do a better job of preparing students for college and careers.

In future years it will be necessary to:

1. Continue development of the Howard County Common Core Curriculum.
2. Develop curriculum for new and revised courses.
3. Continue to disseminate curriculum and assessment resources in an electronic format that is user friendly.

Transition to Common Core

The charts below use the following acronyms:

CC – Common Core
CCSC – Common Core State Curriculum
EEA – Educator Effectiveness Academy
ITL PD – Instructional Team Leader Professional Development
ITLs – Instructional Team Leaders
LA – Language Arts
LA ITL – Language Arts Instructional Team Leader
MSA – Maryland School Assessment
MCCSC – Maryland Common Core State Standards
MIST – Mathematics Instructional Support Teacher
PARCC - Partnership for the Assessment of Readiness for College and Careers
PD – Professional Development
SCP/ECP – Secondary Curricular Programs/Elementary Curricular Programs
STEM – Science, Technology, Engineering, Mathematics

Elementary Language Arts

2012-2013	2013-2014	2014-2015	2015-2016
Curriculum Development o Maintain online instructional guide for writing (K-5) o Develop online instructional guide for reading standards of the MCCSC, specifically addressing text complexity, quality, and range of range of student reading. o Create new resources aligned to Reading Standards for Literature of the MCCSC. o Create new resources aligned to Reading Standards for Informational Text of the MCCSC. o Create new resources aligned to Reading Standards for Foundational Skills of the MCCSC. o Create new resources aligned to Language Standards of the MCCSC. o Design parent resources for understanding and supporting instruction of writing in grades K-5.	**Curriculum Development** o Maintain online instructional guide for writing (K-5) o Maintain online instructional guide for reading (K-5) o Create additional print and online resources to support reading, writing, and language standards. o Create new resources aligned to Speaking and Listening Standards of the MCCSC. o Align current 5th and 6th grade instructional resources with MCCSC. o Design additional parent resources for understanding and supporting instruction of the MCCSC. o Create units of study focused on different genres in reading. o Create units of study integrating research into language arts, science and social studies.	**Curriculum Development** o Maintain online instructional guides for elementary language arts (K-5) o Revise parent resources for understanding and supporting instruction of the CCSC. (K-5) o Create assessments designed to measure the Speaking and Listening Standards of the MCCSC. o Create additional units of study to support content integration. o Create additional units of study focused on different genres in reading. o Create additional units of study integrating research into language arts, science and social studies.	**Curriculum Development** o Maintain online instructional guides for elementary language arts (K-5) o Create and revise additional parent resources for understanding and supporting instruction of the CCSC. (K-5)
Professional Development o Provide in-service for reading specialists and reading support teachers in preparation for introducing reading portion of the MCCSC, specifically addressing text complexity, quality, and range of range of student reading. o Provide in-service for reading	**Professional Development** o Provide in-service for reading specialists and reading support teachers in preparation for introducing the listening, speaking, portion of the MCCSC to build a foundation for College and Career Readiness. o Provide ongoing professional	**Professional Development** o Provide on-going workshops to support teachers new to the system who have not been previously trained in all elements of the MCCSC. o Provide integrated workshop series to align reading, writing, speaking, listening, and language	**Professional Development** o Provide on-going workshops to support teachers new to the system who have not been previously trained in all elements of the MCCSC. o Provide community-based workshops to acquaint parents with the demands of the Common

Transition to Common Core

2012-2013	2013-2014	2014-2015	2015-2016
specialists and reading support teachers in preparation for introducing the language portion of the MCCSC specifically to ensure that students gain adequate exposure to a range of skills and applications related to College and Career Readiness. o Provide Illuminate sessions for ITLs in preparation of introducing long-range planning incorporating the reading standards of the MCCSC. o Provide ongoing professional development through 5 modules that support long-range planning, the reading anchor standards, and content integration in support of reading portion of the MCCSC. o Provide integrated workshop series to align reading in the content areas. o Provide follow-up support sessions for participants of the EEA (two sessions for LA representatives). o Provide Teacher Leaders of Writing Institute to develop a cadre of writing experts in the schools. o Provide community-based workshops to acquaint parents with the demands of the Common Core	development through 5 modules that supports long-range planning and the inclusion of speaking and listening standards into already existing practices for reading, writing, and language as defined by the MCCSC. o Provide integrated workshop series to align reading, writing, speaking, listening, and language in the content areas. o Provide follow-up support sessions for participants of the EEA (two sessions for LA representatives). o Provide awareness sessions for PARCC. o Provide community-based workshops to acquaint parents with the demands of the Common Core. o Provide in-service on long range planning for content integration. o Provide in-service trainings on understanding how to use new formative assessments.	in the content areas. o Provide follow-up support sessions for participants of the EEA (two sessions for LA representatives). o Provide training sessions for PARCC o Create hybrid course to acquaint teachers with the possibilities for integration of technology, content, and literacy standards.	Core. o Create hybrid course to acquaint teachers with the possibilities for integration of technology, content, and literacy standards.
Local Assessment Development o Revise writing portfolio guidelines. o Develop formative assessment tasks that guide instructional decisions and complement PARCC assessment tasks	**Local Assessment Development** o Develop additional formative assessment tasks that guide instructional decisions and complement PARCC assessment tasks.	**Local Assessment Development** o Develop additional formative assessments to be given at pre-determined times to complement PARCC assessments..	**Local Assessment Development** o Develop additional formative assessments to be given at pre-determined times to complement PARCC assessments.

Transition to Common Core

Middle School Language Arts

Pre-draft- materials generated by Central Office personnel and Instructional Team Leaders
First-draft- materials developed and enhanced through the collaboration of Central Office personnel and classroom teachers

2012-2013	2013-2014	2014-2015	2015-2016
Curriculum Development o Revise Essential Curriculums 6-8, 2012, First Draft. o Develop Essential Curriculums 6-8, 2013. o Revise *Argument Writing Across Content Areas, 6-12* (Literacy), First Draft Summer 2011. o Revise *Argument Writing: A Resource for Middle School Secondary Language Arts. Teachers*, First Draft Summer 2011 o Revise *Informative/Explanatory Writing Across Content Areas*, 6-12 (Literacy) *First Draft* Summer 2012. o Revise *Informative/Explanatory Writing: A Resource for Secondary Language Arts Teachers First Draft* Summer 2012. o Revise *Reading Standards Across Content Areas: A Resource for 6-12 Teachers* for (Literacy*) First Draft* Summer 2012. o Revise *Reading Standards: A Resource for Secondary Language Arts Teachers,* First *Draft* Summer 2012. o Revise *Beyond the School Day Curriculum 2013.* Write *Summer School Intervention Curriculum, 2013.*	**Curriculum Development** Maryland Common Core State Curriculum is in first year of implementation. o Revise Essential Curriculum Units 6-8 2012, and add new units, First Draft. o Revise *Explanatory Writing for English/Language Arts*, Instructional Resources. o Revise *Beyond the School Day Curriculum 2013.* o Develop *Language Resource (6-8)* First Draft. o Create print and online resources to support reading, writing, and language standards. o Create new resources aligned to Research skills. o Create new resources aligned to Speaking and Listening Standards. o Develop Performance-based tasks that support Common Core State Standards (English 6-8) First Draft, Summer 2013. o Develop Common Core language diagnostic (English 6-8) First Draft, Summer 2013. o Develop instructional resources that support differentiation (GT). o Create additional print and online resources to support reading, writing, and language standards. o Develop performance-based tasks that support Common Core State Standards (English 6-8). o Develop lessons and lesson seeds that support PARCC performance tasks to prepare students for PARCC assessments. o Develop resources for understanding and applying knowledge of text-dependent questioning, summarizing, and Cornell Note	**Curriculum Development** Maryland Common Core State Curriculum is in-second year of implementation. o Revise all resources as appropriate. o Maintain and enhance online instructional resources. o Enhance and provide student and parent resources for understanding and supporting instruction.	**Curriculum Development** Maryland Common Core State Curriculum is in its third year of implementation. o Revise all resources as appropriate. o Maintain and enhance online instructional resources. o Enhance and provide student and parent resources for understanding and supporting instruction.

Transition to Common Core

2012-2013	2013-2014	2014-2015	2015-2016
	taking when comprehending complex texts.		
Professional Development o Build knowledge of Common Core Reading Standards and Text Complexity for English Language Arts, Fall Professional Development. o Build knowledge of Common Core Reading Standards, text complexity, text-dependent questioning, and summarizing for Central Office Leaders. o Build knowledge of Common Core Reading Standards, text complexity, text-dependent questioning, and summarizing for Literacy Team. o Build knowledge of Common Reading Standards, Text-dependent Questioning, and summarizing for English Language Arts teachers. o Build knowledge of analytical writing and research.	**Professional Development** o Provide ongoing embedded support for teachers across discipline-specific areas for teaching the reading standards (Literacy Coaches). o Provide ongoing embedded support for teachers across discipline for understanding the connection between Measures of Academic Progress (MAP) and Common Core English Language Arts and Literacy Standards (Literacy Coaches.) o Provide in-service for reading specialists for instructional practices for student success. o Provide awareness sessions for PARCC. o Provide on-going workshops to support teachers new to the system. o Provide community-based workshops to acquaint stakeholders with the demands of the Common Core. o Provide district-wide "Literacy Drop-in" sessions that focus on instructional strategies that promote comprehension of complex texts. o Provide weekly school-based professional development and support to teachers for building understanding of standards and instructional practices for their implementation (Literacy Coaches.)	**Professional Development** o Provide ongoing embedded support for teachers across discipline-specific areas for teaching the reading standards (Literacy Coaches). o Provide ongoing embedded support for teachers across discipline for understanding the connection between Measures of Academic Progress (MAP) and Common Core English Language Arts and Literacy Standards (Literacy Coaches). o Provide in-service for reading specialists for instructional practices for student success. o Provide awareness sessions for PARCC. o Provide on-going workshops to support teachers new to the system. o Provide community-based workshops to acquaint stakeholders with the demands of the Common Core. o Provide district-wide "Literacy Drop-in" sessions that focus on instructional strategies that promote comprehension of complex texts. o Provide weekly school-based professional development and support to teachers for building understanding of standards and instructional practices for their implementation (Literacy Coaches). o	**Professional Development** o Provide ongoing embedded support for teachers across discipline-specific areas. o Review PARCC documents (Secondary Language Arts ITL Retreat). o Provide ongoing embedded support for teachers across discipline-specific areas for teaching the reading standards (Literacy Coaches). o Provide ongoing embedded support for teachers across discipline for understanding the connection between Measures of Academic Progress (MAP) and Common Core English Language Arts and Literacy Standards (Literacy Coaches). o Provide in-service for reading specialists for instructional practices for student success. o Provide awareness sessions for PARCC. o Provide on-going workshops to support teachers new to the system. o Provide community-based workshops to acquaint stakeholders with the demands of the Common Core. o Provide district-wide "Literacy Drop-in" sessions that focus on instructional strategies that promote comprehension of complex texts. o Provide weekly school-based professional development and support to teachers for building understanding of standards and instructional practices for their implementation (Literacy Coaches).

Transition to Common Core

2012-2013	2013-2014	2014-2015	2015-2016
Local Assessment Development o Summer 2013 develop • Writing Prompt Revision • New field testing items	**Performance-based Task Development** **Tasks** are designed to guide instructional decisions and complement PARCC assessment tasks.	**Performance-based Task Development** **Tasks** are designed to guide instructional decisions and complement PARCC assessment tasks.	**Performance-based Task Development** **Tasks** are designed to guide instructional decisions and complement PARCC assessment tasks.

High School Language Arts

Pre-draft- materials generated by Central Office personnel and Instructional Team Leaders
First-draft- materials developed and enhanced through the collaboration of Central Office personnel and classroom teachers

2012-2013	2013-2014	2014-2015	2015-2016
Curriculum Development o Revise *Argument Writing: A Resource for 12th Grade Teachers*, *First Draft* Summer 2011. o Revise *Argument Writing: A Resource for 11th Grade Teachers*, *First Draft* Summer 2011. o Revise *Argument Writing: A Resource for 10th Grade Teachers, First Draft* Summer 2011. o Revise *Argument Writing: A Resource for 9th Grade Teachers*, *First Draft* Summer 2011. o Revise *Informative/Explanatory Writing Across Content Areas*, 6-12 (Literacy) *First Draft* Summer 2012. o Revise *Informative/Explanatory Writing: A Resource for Secondary Language Arts Teachers First Draft* Summer 2012. o Revise *Reading Standards Across Content Areas: A Resource for 6-12 Teachers* for (Literacy*) First Draft* Summer 2012. o Revise *Reading Standards: A Resource for Secondary Language Arts Teachers,* First *Draft* Summer 2012. o Write *Summer School Intervention Curriculum, 2013.* o Develop *Research Development* (English 9-12) First Draft, Summer 2013. o Revise Essential Curriculums (9-	**Curriculum Development** Maryland Common Core State Curriculum is in first year of implementation. o Develop *Language Resource (9-12)* First Draft, 2014. o Develop Essential Curriculums (11-12), 2013. o Revise *Informative/Explanatory Writing: A Resource for Secondary Language Arts Teachers First Draft* Summer 2012. o Revise *Beyond the School Day Curriculum 2013*. o Create a print and online resources to support reading, writing, and language standards. o Create new resources aligned to Speaking and Listening Standards of the MCCSC. o Revise *Explanatory Writing for English/Language Arts*, Instructional Resources. o Revise *Beyond the School Day Curriculum 2013.* o Develop *Language Resource (9-12)* First Draft. o Create print and online resources to support reading, writing, and language standards. o Develop lessons and lesson seeds that support PARCC performance tasks to prepare students for PARCC assessments o Create new resources aligned to Research skills.	**Curriculum Development** Maryland Common Core State Curriculum is in its second year of implementation. o Revise all resources as appropriate o Revise *Reading Informational Text Resources Second Draft* o Revise *Reading English Text Resources Second Draft* Spring 2012 o Develop support document for Speaking and Listening *First Draft* o Revise Language Development *Second-Draft* o Develop English Seminar Course o Revise College Readiness Course	**Curriculum Development** Maryland Common Core State Curriculum is in its third year of implementation. o Revise all resources as appropriate

Transition to Common Core

2012-2013	2013-2014	2014-2015	2015-2016
10), 2013. o Develop Essential Curriculums (11-12), *First Draft* Summer 2013. o Revise English 9 Preparation Summer Course: A High School Intervention Course. o Develop *Research Development* (English 9-12) *First Draft*, Summer 2013. o Develop instructional resources that support differentiation (Honors, GT).	o Create new resources aligned to Speaking and Listening Standards. o Create performance-based tasks that support Common Core State Standards (English 9-12). o Develop Common Core language diagnostic (English 9-10; 11-12) First Draft, Summer 2013. o Create additional print and online resources to support reading, writing, and language standards. o Create resources for understanding and applying knowledge of text-dependent questioning, summarizing, and Cornell Note taking when comprehending complex texts.		
Professional Development o Reviewed The Common Core, Fall 2010, CO Elementary and Secondary PD. o Reviewed The Common Core Winter 2010, Family and Student Services PD. o Reviewed The Standards, 2010 Secondary LA ITL Retreat-Common Core PD. o Reviewed Argument Writing, Spring 2011 Leadership I and II. o Explored Writing Argument, Fall 2011 Career Technology Education. o Review Argument Writing Across Content Areas, Fall 2011. Leadership I and II. o Reviewed Argument Writing, 2011 Secondary LA ITL Retreat (October).	**Professional Development** o Provide ongoing embedded support for teachers across discipline-specific areas for teaching the reading standards. o Provide opportunities for English 10 Seminar teachers to understand how the course will be restructured to meet the demands of students who are not meeting the demands of the Common Core. o Build knowledge of the current College Readiness course and its structure. o Provide ongoing embedded support for teachers across discipline-specific areas for teaching the reading standards (Literacy Coaches). o Provide in-service for reading specialists on instructional. practices for student success o Provide awareness sessions for PARCC. o Provide on-going workshops to support teachers new to the HCPSS. o Provide community-based	**Professional Development** o Provide ongoing embedded support for teachers across discipline-specific areas for teaching the reading standards. o Provide opportunities for English Seminar teachers to review course and resources. o Provide support and resources for the College Readiness course. o Provide ongoing embedded support for teachers across discipline-specific areas for teaching the reading standards (Literacy Coaches). o Provide in-service for reading specialists on instructional practices for student success. o Provide awareness sessions for PARCC. o Provide on-going workshops to support teachers new to the HCPSS. o Provide community-based workshops to acquaint stakeholders with the demands of the Common Core. o Provide district-wide "Literacy	**Professional Development** o Provide ongoing embedded support for teachers across discipline-specific areas for teaching the reading standards (Literacy Coaches). o Provide in-service for reading specialists on instructional practices for student success. o Provide awareness sessions for PARCC. o Provide on-going workshops to support teachers new to the HCPSS. o Provide community-based workshops to acquaint stakeholders with the demands of the Common Core. o Provide district-wide "Literacy Drop-in" sessions that focus on instructional strategies that promote comprehension of complex texts. o Provide weekly school-based professional development and support to teachers for building understanding of standards and instructional practices for their

Transition to Common Core

2012-2013	2013-2014	2014-2015	2015-2016
	workshops to acquaint stakeholders with the demands of the Common Core. o Provide district-wide "Literacy Drop-in" sessions that focus on instructional strategies that promote comprehension of complex texts. o Provide weekly school-based professional development and support to teachers for building understanding of standards and instructional practices for their implementation (Literacy Coaches).	Drop-in" sessions that focus on instructional strategies that promote comprehension of complex texts. o Provide weekly school-based professional development and support to teachers for building understanding of standards and instructional practices for their implementation (Literacy Coaches).	implementation (Literacy Coaches).
Local Assessment Development o Summer 2013 develop • Writing Prompt Revision • New field testing items	**Performance-based Task Development Tasks** are designed to guide instructional decisions and complement PARCC assessment tasks.	**Performance-based Task Development Tasks** are designed to guide instructional decisions and complement PARCC assessment tasks.	**Performance-based Task Development Tasks** are designed to guide instructional decisions and complement PARCC assessment tasks.

Transition to Common Core

Elementary Mathematics

2012-2013	2013-2014	2014-2015	2015-2016
Curriculum Development o Maintain online instructional guide for mathematics (K-5) o Develop online instructional guide for 4th, 5th and 6th grade mathematics o Align current 4th, 5th and 6th grade instructional resources with CCSC o Create new instructional resources for 3rd, 4th, 5th, and 6th grade mathematics including formative assessment tasks, content knowledge components, and tasks for embedding the practices of mathematics o Revise comprehensive fractions unit o Develop and provide parent resources for understanding and supporting instruction of the CCSC (4-6)	**Curriculum Development** o Maintain and update online instructional guide for mathematics K-6. o Align web based and print resources to match the Common Core State Standards o Update the SMART pages for parents and community	**Curriculum Development** o Develop lessons and lesson seeds that support PARCC performance tasks to prepare students for PARCC assessments o Update online curriculum based on new print and web resources. o Update SMART pages for parents and community o Develop resources for administrators to use with staff and communities	**Curriculum Development** o Revise and update all online resources for teachers K- 6 o Revise and update SMART pages for parents and community leaders
Professional Development o Provide all-day PD for third-fifth grade teachers o Provide ongoing professional development through 4 modules that support long-range planning for every kindergarten teacher o Provide on-going professional development through 4 modules that review the practices of mathematics and content standards for every teacher o Provide on-going professional development through 4 modules that introduce the practices of mathematics and support long-range planning that embeds the practices of mathematics o Provide content driven workshop series to improve content and pedagogical understanding of teachers (number development and	**Professional Development** o Provide ongoing professional development through 4 modules that supports long-range planning and data review for every teacher K-6. o Provide on-going professional development through 4 modules that introduce intermediate mathematics content standards for every 3rd, o 4th, and 5th grade teacher o Provide content driven workshop series (through Math Gatherings) to improve content and pedagogical understanding of teachers (fractions, decimals, number development, and computational fluency) o Provide long range planning sessions for teachers in grades 3,4, and 5 to support the implementation of the CCSS. o Provide professional development to support supervision of instruction	**Professional Development** o Provide ongoing professional development through 4 modules that supports long-range planning and data review for every teacher (K-5) o Provide on-going professional development through 4 modules that introduce intermediate mathematics content standards for 3rd, 4th, and 5th grade teachers o Provide content driven workshop series to improve content and pedagogical understanding of teachers (fractions, decimals, number development, and computation) o Provide professional development to support supervision of instruction that embeds the standards for mathematical practices for Department of	**Professional Development** o Provide professional development for K – 5 teachers through 4 modules throughout the school year. o Offer after school workshops on content and pedagogy for new teachers. o Provide professional development for administrators on the results of PARCC and how to interpret and use the data.

Transition to Common Core

2012-2013	2013-2014	2014-2015	2015-2016
computation) o Provide professional development to develop awareness of the standards for mathematical practices for Department of Instruction staff and administrators.	that embeds the standards for mathematical practices for Department of Instruction staff and awareness of mathematics content o Provide Professional development for administrators on the Common Core.	Instruction staff and awareness of mathematics content for all administrators o Develop disciplinary literacy lesson seeds for grades 3 – 6.	
Local Assessment Development o Write 1st and 2nd grade end-of-year assessment o Write and field-test assessments for grades 4 – 6. o Develop formative assessment tasks that guide instructional decisions (K-6)	**Local Assessment Development** o Implement formative assessment tasks for instructional decision making (K-6) o Develop formative assessment tasks that guide instructional decisions and complement PARCC assessment tasks (grades 3 and 4) o Provide formative assessment tasks to support the implementation of the SLOs. o Support schools in interpreting MAP scores and how to use them to support instruction.	**Local Assessment Development** o Revise and develop assessment items that are administered on the computer to prepare students for the PARCC assessments o Develop additional formative assessment tasks for instructional decision making (K-5) with similar design elements of the PARCC intermediate assessments o Develop formative assessment tasks that guide instructional decisions and complement PARCC assessment tasks (grades 3-5) o Continue to develop formative assessment tasks to support SLOs. o Support schools in interpreting MAP scores and how to use them during instruction.	**Local Assessment Development** o Continue development of formative assessments for classroom use to drive instruction. o Continue to develop formative assessment tasks to support SLOs. o Support schools in interpreting MAP scores and how to use them during instruction.

Secondary Mathematics

2012-2013	2013-2014	2014-2015	2015-2016
Curriculum Development o Develop *Algebra 2 Seminar* and *STEM – Applications of Mathematics* courses to support college and career readiness standards for high school. (Summer 2011) Develop online instructional guides for each course. o Develop online instructional guides to support transition to CCSC grades 6, 7, 8, Algebra 1, Geometry, and Algebra 2. o Develop online instructional guides that support transition for above grade-level and G/T students.	**Curriculum Development** o Enhance online instructional guides to support transition to CCSC grades 6, 7, 8, Algebra 1, Geometry, and Algebra 2. o Enhance online instructional guides that support transition for above grade-level and G/T students. Grades 6, 7, 8, Algebra 1, Geometry, and Algebra 2. o Enhance online instructional guide to support Discrete Mathematics G/T. o Enhance and provide student and parent resources for understanding and supporting instruction of the	**Curriculum Development** o Enhance online instructional guides to support transition to CCSC grades 6, 7, 8, Algebra 1, Geometry, and Algebra 2. o Enhance online instructional guides that support transition for above grade-level and G/T students. All Courses. o Enhance and provide student and parent resources for understanding and supporting instruction of the CCSC. o Develop opportunities for personalized, technology-based teaching and learning in order to	**Curriculum Development** o Enhance online instructional guides to support transition to CCSC grades 6, 7, 8, Algebra 1, Geometry, and Algebra 2. o Enhance online instructional guides that support transition for above grade-level and G/T students. All Courses. o Enhance and provide student and parent resources for understanding and supporting instruction of the CCSC. o Develop opportunities for personalized, technology-based teaching and learning in order to

Transition to Common Core

2012-2013	2013-2014	2014-2015	2015-2016
Grades 6, 7, 8, Algebra 1, Geometry, and Algebra 2. o Develop online instructional guide to support Discrete Mathematics G/T. o Develop and provide student and parent resources for understanding and supporting instruction of the CCSC.	CCSC. o Research opportunities for personalized, technology-based teaching and learning in order to support student acceleration and intervention. o Develop *Mathematical Design* curriculum and online resources o Develop curricular resources to support after-school intervention, BSAP Saturday Math Academy, Comprehensive Middle School Summer School, and Academic Intervention Summer school programs.	support student acceleration and intervention.	support student acceleration and intervention.
Professional Development o Provide district-wide collaborative planning professional development sessions entitled *Math Gatherings* focused deepening content knowledge, broadening pedagogical skills, and developing a community of reflective practitioner. o Provide site-based professional development focused on the development of the Standards for Mathematical Practices and Content Standards. o Provide site-based professional development focused on teacher growth using the *Teaching-Assessing-Learning* cycle in support of the teacher evaluation system. o Provide weekly professional development for Mathematics Instructional Support Teachers (MIST) designed to support all stakeholders for transition to CCSC. o Provide monthly ongoing professional development for Instructional Team Leaders (ITL) designed to support all stakeholders for transition to	**Professional Development** o Provide district-wide collaborative planning professional development sessions entitled *Math Gatherings* focused deepening content knowledge, broadening pedagogical skills, and developing a developing a community of reflective practitioner. o Provide site-based professional development focused on the development of the Standards for Mathematical Practices and Content Standards. o Provide site-based professional development focused on teacher growth using the *Teaching-Assessing-Learning* cycle in support of the teacher evaluation system. o Provide weekly professional development for Mathematics Instructional Support Teachers (MIST) designed to support all stakeholders for transition to CCSC. o Provide monthly ongoing professional development for Instructional Team Leaders (ITL) designed to support all stakeholders for transition to CCSC. This includes training for ITLs to deliver aforementioned PD modules.	**Professional Development** o Provide district-wide collaborative planning professional development sessions entitled *Math Gatherings* focused deepening content knowledge, broadening pedagogical skills, and developing a developing a community of reflective practitioner. o Provide site-based professional development focused on the development of the Standards for Mathematical Practices and Content Standards. o Provide site-based professional development focused on teacher growth using the *Teaching-Assessing-Learning* cycle in support of the teacher evaluation system. o Provide weekly professional development for Mathematics Instructional Support Teachers (MIST) designed to support all stakeholders for transition to CCSC. o Provide monthly ongoing professional development for Instructional Team Leaders (ITL) designed to support all	**Professional Development** o Provide district-wide collaborative planning professional development sessions entitled *Math Gatherings* focused deepening content knowledge, broadening pedagogical skills, and developing a developing a community of reflective practitioner. o Provide site-based professional development focused on the development of the Standards for Mathematical Practices and Content Standards. o Provide site-based professional development focused on teacher growth using the *Teaching-Assessing-Learning* cycle in support of the teacher evaluation system. o Provide weekly professional development for Mathematics Instructional Support Teachers (MIST) designed to support all stakeholders for transition to CCSC. o Provide monthly ongoing professional development for Instructional Team Leaders (ITL) designed to support all stakeholders for transition to

Transition to Common Core

2012-2013	2013-2014	2014-2015	2015-2016
CCSC. This includes training for ITLs to deliver aforementioned PD modules. o Provide professional development for school-based administration and ITL/MIST, designed to reduce instructional variance, through focused informal observations of the mathematics classroom. o Providing a differentiated service-to-school model that includes site-based teacher development, teacher mentoring, and leader mentoring. o Develop collaborative professional development for schools participating in the Department of Special Education's *Middle School Cohort* program. o Provide professional development designed to deepen teachers understanding of Common Core content standards.	o Provide professional development for school-based administration and ITL/MIST, designed to reduce instructional variance, through focused informal observations of the mathematics classroom. o Providing a differentiated service-to-school model that includes site-based teacher development, teacher mentoring, and leader mentoring. o Develop collaborative professional development for schools participating in the Department of Special Education's *Middle School Cohort* program. o Provide professional development designed to deepen teachers understanding of Common Core content standards. o Provide professional learning for successful implementation of the *Mathematical Design* course. o Provide professional learning for successful implementation of the after-school intervention, BSAP Saturday Math Academy, Comprehensive Middle School Summer School, and Academic Intervention Summer school programs.	stakeholders for transition to CCSC. This includes training for ITLs to deliver aforementioned PD modules. o Provide professional development for school-based administration and ITL/MIST, designed to reduce instructional variance, through focused informal observations of the mathematics classroom. o Providing a differentiated service-to-school model that includes site-based teacher development, teacher mentoring, and leader mentoring. o Develop collaborative professional development for schools participating in the Department of Special Education's *Middle School Cohort* program. o Provide professional development designed to deepen teachers understanding of Common Core content standards. o Provide professional learning for successful implementation of the *Mathematical Design* course.	CCSC. This includes training for ITLs to deliver aforementioned PD modules. o Provide professional development for school-based administration and ITL/MIST, designed to reduce instructional variance, through focused informal observations of the mathematics classroom. o Providing a differentiated service-to-school model that includes site-based teacher development, teacher mentoring, and leader mentoring. o Develop collaborative professional development for schools participating in the Department of Special Education's *Middle School Cohort* program. o Provide professional development designed to deepen teachers understanding of Common Core content standards.
Local Assessment Development o Develop formative assessment tasks that guide instructional decisions and complement PARCC assessment tasks.	**Local Assessment Development** o Develop formative assessment tasks that guide instructional decisions and complement PARCC assessment tasks.	**Local Assessment Development** o Develop formative assessment tasks that guide instructional decisions and complement PARCC assessment tasks.	**Local Assessment Development** o Develop formative assessment tasks that guide instructional decisions and complement PARCC assessment tasks.

PARCC
Partnership for Assessment of Readiness for College and Careers

About the PARCC Assessment

Better standards require better tests – and the shifts in the CCSS call for critical advances in assessment quality. The Partnership for Assessment of Readiness for College and Career (PARCC), of which Maryland is a Governing Member, is developing a common set of K-12 assessments aligned to the CCSS in ELA/Literacy and Mathematics. The computer-based assessments will be able to measure the higher order skills outlined in the new standards, such as critical thinking, communicating effectively, and problem solving.

PARCC's Vision is to:

- ***Build a pathway to college and career readiness for all students:*** students who score proficient on the assessments will know they are on track for the next steps in their education. High school students will receive an early signal about whether they are ready for entry-level, non-remedial courses at post-secondary institutions in all PARCC states.
- ***Create better assessments:*** having a mix of items – short answer, longer open response and performance-based, in addition to richer multiple choice items – will enable PARCC to create assessments that better reflect the full range of content and skills found in the CCSS.
- ***Support educators in the classroom:*** PARCC will support educators by providing teachers with the tools they need to be successful. These tools – created with and for educators – will include content frameworks, sample assessment tasks, and sample instructional units. Professional development, including educator-led training on the new assessments as well as professional development on how to interpret and use the assessment results, will be developed and made available online.
- ***Make better use of technology in assessments:*** PARCC's approach includes producing timely snapshots of students' knowledge, giving parents and students better information and teachers the ability to adjust instruction and student supports accordingly.
- ***Advance accountability at all levels:*** PARCC will support the ability of states to develop dynamic accountability systems that meet multiple needs, including state and federal requirements.

PARCC: Assessment Advances

The PARCC assessments are being designed to measure the full range of the CCSS and full continuum of student abilities, including the performance of high and low achieving students. The new assessments will test writing skills at every grade level, and critical-thinking and problem-solving skills in an in-depth manner.

In regards to ELA/Literacy assessments, this means PARCC will include:

- Texts worth reading – the assessments will use authentic texts worthy of study instead of artificially produced or commissioned passages.
- Questions worth answering – sequences of questions that draw students into deeper encounters with texts will be the norm, rather than sets of random questions of varying quality.

In regards to the Mathematics assessments, this means PARCC will include:

- Problems worth doing – multi-step problems, conceptual questions, applications, and substantial procedures will be common.
- Focus – instead of randomly sampling a mile-wide array of topics, the PARCC assessments will have a strong focus where the CCSS focus. This will reinforce the concept of "going deep" rather than simply "covering topics."

Components of the PARCC Assessment

To effectively carry out the PARCC design, assessments in both content areas will be administered in two components:

1. A performance-based assessment (PBA) component, administered after approximately 75% of the school year, and
2. An end of year assessment (EOY) component, administered after approximately 90% of the school year.

PARCC ELA/Literacy Assessments:

The ELA/Literacy PBA assessments at each grade level will include three tasks: a research simulation, a literary analysis, and a narrative task. For each task, students will be asked to read one or more texts, answer several short comprehension and vocabulary questions, and write an essay that requires them to draw evidence from the texts.

The ELA/Literacy EOYs at each grade level will include four to five texts, both literary and informational. A number of short-answer comprehension and vocabulary questions will also be associated with each text.

PARCC Mathematics Assessments:

The Mathematics PBAs at each grade level will include both short- and extended-response questions focused on conceptual knowledge and skills, and the mathematical practices of reasoning and modeling.

The Mathematics EOY assessments will be comprised of primarily short answer questions focused on conceptual knowledge, skills and understandings.

Scoring the PARCC Assessments

Annual combined results from the summative components will be reported back to states, districts, and schools in time for information about each student's progress toward college- and career-readiness to be included on their report card. PARCC states will adopt a common set of performance standards and scoring rubrics so results will be comparable across states.

It is important to remember that this is a brand new assessment system with a new way of scoring. Therefore, it will not be possible to directly compare the new PARCC assessment scores with the old MSA scores. New academic standards are being measured in new ways, so the students' results will be different from the previous reports they have received.

Technology and the PARCC Assessments

The expectation is that all students will take the PARCC assessments on a computer. Among many other advantages, computer-based testing will be engaging for students, result in lower costs and ultimately allow for faster scoring and reporting of results. Paper-based tests will be offered on a selective, limited basis only to students with disabilities whose Individualized Education Programs (IEP) require them or in circumstances where states permit local school systems to "qualify by exception" if they lack the capacity.

PARCC's Educator Leader Cadre program is aimed at helping member states build a network of educators with expertise on the CCSS and PARCC who can become leaders in their states and among their peers as these initiatives are implemented. Maryland's Educator Leader Cadre is comprised of educators from K -12 and Higher Education, including teachers of ELA/Literacy, Mathematics, Science, STEM, Social Studies, and with expertise working with students with disabilities, English Language Learners, and Gifted and Talented students, in addition to state, district, and school leaders. Through face-to-face and virtual meetings, the Cadres share best practices for the implementation and use of PARCC materials, review instructional resources, and learn to become active leaders in state and local implementation efforts.

PARCC Assessment Timeline

2013-2014

Field testing of the PARCC assessments and related research and data collection

- All local school systems will have an opportunity to participate in some aspect of the field testing of the new assessment system
- MSA Reading and Mathematics assessments are administered in grades 3-8
- HSA is administered in Biology, Government, Algebra/Data Analysis, and English 10

2014-2015

Full operational administration of the PARCC assessments

- MSA Reading and Mathematics assessments are discontinued
- PARCC ELA and Mathematics assessments are administered in grades 3-8
- PARCC English and Mathematics assessments administered for high school students
- HSA continues in Biology and Government

Summer 2015

Set achievement levels, including college-ready performance levels, for PARCC assessments

7

ESSENTIAL CURRICULUM
2013 – 2014

ADVANCED PROGRAMS – G/T	*Grade(s)/Level*
GT Mathematics Essential Common Core Curriculum	4-5
Middle School G/T Research Class	*6*
HS G/T Independent Research and Intern/Mentor	10-12

ELEMENTARY PROGRAMS

Early Childhood

Prekindergarten Essential Curriculum	PreK

Language Arts

Elementary Language Arts Essential Common Core Curriculum	K-5

Mathematics

Mathematics Essential Common Core Curriculum	K-6

Science

Science Essential Curriculum	K-5

Social Studies

Social Studies Essential Curriculum	*K-5*

ESOL

English Language Development Standards	*K-5*
ESOL English Language Arts	6-8
English Language Development I - III	9-12
ESOL English Literature & Composition I – II	9-12
ESOL Intro to U. S. History	9-12
ESOL Newcomer I - II Grade 9	9

FINE ARTS

Art

The Elementary School Art Program	PreK-5
The Middle School Art Program	6-8
Art I - IV	9-12
Art II G/T	10-12
Art III – IV AP G/T (1 or 2 credit option)	11-12
Photography I-III	10-12
Photography II - III AP G/T (1 or 2 credit option)	11-12

Dance

Dance I - IV	9-12
Dance IV G/T	12
Junior Dance Company GT	9-12
Senior Dance Company GT	9-12

Music

Choral Music in the High School	9-12
Choral Music in the Middle School	6-8
Elementary Vocal / General Music	*K-5*
Instrumental Music	3-12
Middle School General Music	6-8
Music and Society	9-12
Guitar I-IV	9-12

Music – cont'd	*Grade(s)/Level*
Piano I-IV	9-12
Music Technology I - II	9-12
Music Theory I and II AP G/T	9-12

Theatre

Theatre Arts I - IV	9-12
Theatre Arts III - IV G/T	11-12
Musical Theatre I - III	10-12
Technical Theatre I - III	10-12

HEALTH

Health Education Essential Curriculum	K-5
Health Education Essential Curriculum	6, 7, 8, 9
Current Issues In Health	10, 11, 12

LANGUAGE ARTS

English

Advanced Composition	10-12
African American Literature	11-12
College Readiness	12
Eight-Week SAT Course	10-12
English 6 Essential Common Core Curriculum	6
English 7 Essential Common Core Curriculum	7
English 8 Essential Common Core Curriculum	8
English 9 Essential Common Core Curriculum	9
English 10 Essential Common Core Curriculum	10
English 11 Essential Common Core Curriculum	11
English 12 Essential Common Core Curriculum	12
English HSA Mastery	11-12
Journalism	10-12
Preparing for Standardized Assessments	10
SAT Elective Essential Curriculum	10-12
Speech and Communication	10-12

Reading

Inquiry and Innovation Common Core Reading Modules	6-8
Strategic Reading Grade 9	9
Strategic Reading Grade 10	10

MATHEMATICS

Advanced Algebra and Functions	*11, 12*
Algebra HSA Mastery	10, 11, 12
Business Calculus G/T	*11, 12*
Calculus AB – AP	*10, 11, 12*
Calculus C/Multivariate Calculus – AP	*10, 11, 12*
Common Core Algebra I	*8, 9*
Common Core Algebra I Seminar	*9*
Common Core Algebra I G/T	*7*
Common Core Algebra II	*9, 10, 11*
Common Core Algebra II Seminar	*11*
Common Core Algebra II G/T	*9, 10*
Common Core Geometry	*9, 10*

MATHEMATICS – cont'd	*Grade(s)/Level*

ESSENTIAL CURRICULUM
2013 – 2014

Common Core Geometry Seminar	*10*
Common Core Geometry G/T	*8, 9, 10*
Common Core Mathematics 6	*6*
Common Core Mathematics 6 Seminar	*6*
Common Core Mathematics 7	*7*
Common Core Mathematics 7 Seminar	*7*
Common Core Mathematics 8	*8*
Common Core Mathematics 8 Seminar	*8*
Common Core Pre-Algebra G/T	6
Differential Equations G/T	11, 12
Discrete Mathematics – G/T	*11, 12*
Mathematical Analysis – Honors	*10, 11, 12*
Mathematical Design	*10, 11, 12*
Mathematical Design G/T	*10, 11, 12*
Precalculus G/T	9, 10, 11
SAT Prep	10, 11, 12
Statistics – AP	*10, 11, 12*
Trigonometry – Honors	*10, 11, 12*

OFFICE OF CAREER AND TECHNOLOGY EDUCATION – LIBRARY MEDIA

OCTE-LM/Business & Computer Management Systems (BCMS)

Accounting I	10-12
Accounting II	11, 12
Advanced Marketing	11, 12
Advanced Object Oriented Design G/T	11, 12
Computer Science I – Designing Technology Solutions	9-12
Computer Science II G/T	9-12
Computer Science III AP G/T	10-12
Computer Science IV G/T	11, 12
E-Commerce and Entrepreneurship	11, 12
Financial Management	11, 12
Principles of Business	10-12
Principles of Marketing	11, 12
Software Applications I	9-12
Software Applications II	9-12
Software Applications III	10-12

OCTE-LM/Centralized Career Academies

Academy of Finance I G/T	11
Academy of Finance II G/T	12
Advanced Animation	12
Advanced Architectural Design	12
Advanced Geographic Information Systems and Remote Sensing	12
Advanced Graphic Design G/T	12
Allied Health II	12
Animation I	11, 12
Architectural Design	11, 12
Automotive Technology I	11, 12
Automotive Technology II	12

OCTE-LM/Centralized Career Academies - cont'd

	Grade(s)/Level
Biotechnology I G/T	11, 12
Biotechnology II G/T	12
Certified Nursing Assistant I & Clinical	12
Computer Networking I G/T	11,12
Computer Networking II G/T	12
Construction Technology I	11, 12
Construction Technology II	12
Emergency Medical Technician-Basic & Clinical	12
Foundations of Homeland Security and Emergency Preparedness	11, 12
Foundations of Medicine and Health Science	11
Geographic Information Systems and Remote Sensing	11, 12
Geospatial Applications Worksite Experience	12
Graphic Design I G/T	11, 12
Introduction to the Hotel and Restaurant Management Industry	11, 12
Management and Leadership in Hotels and Restaurants	12
Networking Essentials	12
PC Software and Hardware	11
Structures and Functions of the Human Body	11
Systems Engineering Innovation G/T	12
Systems Management Solutions G/T	11, 12

OCTE-LM/Career Research & Development (CRD)

Career Research & Development I	10-12
Career Research & Development II	12
Site-based Work Experience	12

OCTE-LM/Family & Consumer Sciences (FACS)

Advanced Culinary Science and Restaurant Operations	11, 12
Child Development	10-12
Culinary Sciences	11, 12
Field Experience in Education (Child Development Academy)	12
Field Experience in Education (Teacher Academy)	12
Food and Nutrition Technology	9-12
Foundations of Curriculum and Instruction	11, 12
Foundations of Fashion and Interior Design	9-12
Middle School Family and Consumer Sciences	6-8
Teaching As a Profession	11, 12

OCTE-LM/Library Media

Elementary Library Media	PreK-5
High School Library Media	9-12
Middle School Library Media	6-8
Television	11-12

ESSENTIAL CURRICULUM
2013 – 2014

OCTE-LM/Technology Education	*Grade(s)/Level*
6th Grade – Exploring Technology	6
7th Grade – Innovation and Invention	7
8th Grade – Applications of Technology	8
Advanced Design Applications	10-12
Advanced Technological Applications	10-12
Computer Integrated Manufacturing G/T	10-12
Digital Electronics G/T	10-12
Engineering Design	10, 11, 12
Engineering Design and Development G/T	12
Foundations of Technology	9-12
Introduction to Engineering Design	9-10
Principles of Engineering G/T	10-11

OFFICE OF INSTRUCTIONAL TECHNOLOGY

Instructional Technology Essential Curriculum	PreK-5
Instructional Technology Essential Curriculum	6-8
Instructional Technology Essential Curriculum	9-12

PHYSICAL EDUCATION

Physical Education Essential Curriculum	K-5
Aerobic Conditioning I	10, 11, 12
Aerobic Conditioning II	10, 11, 12
Lifetime Fitness	9
Middle School Physical Education	6, 7, 8
Specialty Sports	10, 11, 12
Sport for Life	10, 11, 12
Strength and Conditioning I	10, 11, 12
Strength and Conditioning II	10, 11, 12
Strength and Conditioning III	11, 12

SCIENCE

Anatomy and Physiology	10, 11, 12
Astronomy	11, 12
Biology	10, 11
Chemistry	10, 11, 12
Earth and Space Science	9, 10
Environmental Science	10, 11, 12
Forensic Science	11, 12
Introduction to Chemistry and Physics	11, 12
Marine Science	11, 12
Middle School Science Essential Curriculum	6-8
Physics	11, 12
Biology HSA Mastery	11, 12
Introduction to Ecological Systems	9, 10

SOCIAL STUDIES

African American Studies	10-12
American Government	10
American Government HSA Mastery	11-12
Ancient and Medieval History	11-12
Anthropology	11-12
Comparative Government - AP	*10-12*
Economics – Macro - AP	*10-12*

SOCIAL STUDIES – cont'd	*Grade(s)/Level*
Economics – Micro - AP	*10-12*
Economics - Micro/Macro - AP	*10-12*
European History - AP	*11-12*
Far Eastern Studies	11-12
Geography and World Cultures	*6*
Geography and World Cultures II	*7*
Government and Politics - AP	*10-12*
Human Geography - AP	*11-12*
Humanities I G/T	9
Humanities II AP G/T	10
Humanities III AP G/T	11
Humanities IV G/T	12
Law and the Citizen	11-12
Leadership	10-12
Modern World History	11-12
Native American Cultures	10-12
Political Science	11-12
Psychology	11-12
Psychology - AP	*11-12*
Sociology	11-12
Studies in Nonviolence	11-12
United States History - AP	*11-12*
United States History (G/T)	9
United States History (Standard and Honors)	9-12
United States History Through 1877	*8*
World History - AP	*11-12*
World Religions	11-12

WORLD LANGUAGE

American Sign Language	*9-12*
Chinese I – IV (AP)	9-12
French Levels I – V (AP), Intermediate & Advanced Special Topics	7-12
German Levels I – IV (AP) Advanced Special Topics	9-12
Italian I – IV (AP)	9-12
Latin I – IV (AP) Advanced Special Topics	9-12
Russian I – IV	9-12
Spanish Levels I – V (AP Language and Literature), Intermediate & Advanced Special Topics	*7-12*

HCPSS-REQUIRED ASSESSMENTS
2013-2014

ELEMENTARY SCHOOL

preK
Maryland Model for School Readiness (MMSR) – (State requires MMSR in Kindergarten. HCPSS will require it in both preK and K)

Grades K-2
Primary Reading Assessments (see Primary Reading Instructional Assessment Guide –PRIAG)

Grades K-5
Writing Prompt Assessments
Three assessments (one for each purpose of writing)

Grades 1-5 (Identified Schools)
Fall and Spring Measures of Academic Progress (MAP) for Reading and Mathematics

Grades 3 and 5
CogAT

Grades 4-5
Fitnessgram Health Fitness

Grade 5
Social Studies Performance-Based Assessment

MIDDLE SCHOOL

Grades 6-8 (Identified Schools)
Fall and Spring Measures of Academic Progress (MAP) for Reading and Mathematics

Mathematics
Common Core Geometry GT Mid term and Final

World Languages
French
First Semester
Second Semester
Spanish
First Semester
Second Semester

Physical Education
Fitnessgram Health Fitness

HIGH SCHOOL

Grades 10 and 11
PSAT

Physical Education – Lifetime Fitness
Fitnessgram Health Fitness

All content areas will provide teachers with a variety of performance tasks and assessment items that teachers can use as they deem best to determine student progress and inform day-to-day instruction. Teachers will be able to use items from previous local assessments to develop quizzes, tests, and midterm and final examinations as long as the items align with current curriculum expectations.

Teachers will also have access to a variety of items that are aligned to the Common Core standards and to grade-appropriate content. Schools will be able to use these items to monitor student progress in mastering critical content and skills that will be assessed on the PARCC assessments.

APPENDIX E

PROPOSED COURSE ADDITIONS

The following new courses are recommended for **approval** to be included in the 2013-2014 *Catalog of Approved High School Courses*:

SUBJECT: Mathematics
Title of Course: **Mathematical Design**
Pre-requisite: Co-Requisite to Algebra II or Algebra II GT
Type of Credit: 1 credit
Grade Level 9, 10, 11, 12
Reason: This course is designed to support the following strategies outlined in Vision 2018 - Fulfilling the Promise of Preparation. 1.1.4 - Embed the development of creativity, innovation, problem-solving, and critical thinking into the instructional program; 1.1.5 - Provide learning opportunities that span multiple subject areas; 1.4.4 - Provide authentic learning experiences to solve real-world problems; and others. This course provides a true integrated experience for students.

SUBJECT: Mathematics
Title of Course: **Mathematical Design – GT**
Pre-requisite: Algebra II or Algebra II GT
Type of Credit: 1 credit
Grade Level 9, 10, 11, 12
Reason:

SUBJECT: OCTE – Centralized Career Academy Courses
Title of Course: **Business Design and Development – G/T**
Pre-requisite: Finance and Accounting Honors
Type of Credit: 1 credit
Grade Level 11, 12
Reason: This is the capstone course for the new Accounting Academy.

SUBJECT: Theatre Arts
Title of Course: **Musical Theatre II – G/T**
Pre-requisite: Musical Theatre I or Audition
Type of Credit: 1 credit
Grade Level 11, 12
Reason: Upon reflection and research, we determined that the addition of G/T level courses aid us in preparing students for collegiate auditions and college musical theatre programs. This course is intended for the serious musical theatre student whose aim is acceptance into a pre-professional musical theatre program. Studies have shown the increased research, production and performance opportunities in a secondary program result in more competent and confident theatre artists. In addition, this course offers in-depth and personalized support and opportunities to create and produce original work.

SUBJECT: Theatre Arts
Title of Course: **Musical Theatre III – G/T**
Pre-requisite: Musical Theatre II or Audition
Type of Credit: 1 credit
Grade Level 12
Reason: Upon reflection and research, we determined that the addition of G/T level courses aid us in preparing students for collegiate auditions and college musical theatre programs. This course is intended for the serious musical theatre student whose aim is acceptance into a pre-professional musical theatre program. Studies have shown the increased research, production and performance opportunities in a secondary program result in more competent and confident theatre artists. In addition, this course offers in-depth and personalized support and opportunities to create and produce original work.

APPENDIX E

PROPOSED COURSE ADDITIONS

SUBJECT: Theatre Arts
Title of Course: **Technical Theatre II G/T**
Pre-requisite: Technical Theatre
Type of Credit: 1 credit
Grade Level 11, 12
Reason: This course is a replacement for Stagecraft II. Upon reflection and research, we determined that G/T level courses aid us in preparing students for collegiate portfolio review. This course is intended for the serious technical theatre student whose aim is acceptance into a technical theatre program of study. Increased research, production and design opportunities in a secondary program result in more competent and confident theatre artists. In addition, this course offers in-depth and personalized support and opportunities to create and produce original work.

SUBJECT: Visual Arts
Title of Course: **Photography I G/T**
Pre-requisite: Art I
Type of Credit: 1 credit
Grade Level 10, 11, 12
Reason: After reviewing our current program, we determined that the addition of this G/T level course would prepare photography students for advanced level AP courses and for college level experiences beyond high school. There currently is a gap between Art I studio experience and the rigor of Photography II AP/GT. The Photography I G/T course will offer more focused opportunities for students adept at mastering technical photographic skills at a demanding pace and develop personal meaning and thematic responses. Students taking Photo I G/T will make original work that can be used for the breadth section of the AP exam.
To parallel the more rigorous photographic image making experience that students will receive, we will also introduce rigor in the quality of written work for the G/T student and the presentation of both the image and text in their digital/online portfolio. While we do not want the G/T student to simply write more papers, we do expect them to bring their own original interpretation of their experiences, processes, and interpretations about personal artworks while evaluating and supporting their ideas with authoritative evidence from other photographic artists.

APPENDIX E

PROPOSED COURSE DELETIONS

The following courses are recommended for ***deletion*** and will not appear in the 2013-2014 *Catalog of Approved High School Courses:*

SUBJECT: English
Title of Course: **Preparing for Standardized Assessments**
Pre-requisite: None
Type of Credit: ½ - 1 credit
Grade Level 10
Reason: The revised seminar course, Common Core English Seminar, addresses skills needed for success and is available to sophomores and juniors. In addition, SAT preparation courses are now available in all high schools and as an HCPSS after school course at seven of the twelve high schools.

SUBJECT: OCTE – Centralized Academy Courses
Title of Course: **Allied Health II**
Pre-requisite: Allied Health I
Type of Credit: 3 credits
Grade Level 12
Reason: Changes to Academy of Health Professions program of study

SUBJECT: OCTE – Centralized Academy Courses
Title of Course: **Certified Nursing Assistant I**
Pre-requisite: Successful completion of Biology and Common Core Algebra I
Type of Credit: 3 credits
Grade Level 12
Reason: Changes to Academy of Health Professions program of study

SUBJECT: OCTE – Centralized Academy Courses
Title of Course: **Certified Nursing Assistant I - Clinical**
Pre-requisite: Successful completion of Biology and Common Core Algebra I
Type of Credit: 1 credit
Grade Level 12
Reason: Changes to Academy of Health Professions program of study

SUBJECT: OCTE – Centralized Academy Courses
Title of Course: **E-Commerce and Entrepreneurship**
Pre-requisite: None
Type of Credit: 1 credit
Grade Level 11, 12
Reason: Changes to MSDE Business & Computer Management Systems program of study

SUBJECT: OCTE – Centralized Academy Courses
Title of Course: **Emergency Medical Technician Basic**
Pre-requisite: C average in English
Type of Credit: 2 credits
Grade Level 12
Reason: Changes to Academy of Health Professions program of study

SUBJECT: OCTE – Centralized Academy Courses
Title of Course: **Emergency Medical Technician Basic - Clinical**
Pre-requisite: C average in English
Type of Credit: 2 credits
Grade Level 12
Reason: Changes to Academy of Health Professions program of study

APPENDIX E

PROPOSED COURSE DELETIONS

SUBJECT: OCTE – Centralized Academy Courses
Title of Course: **Financial Management**
Pre-requisite: None
Type of Credit: 1 credit
Grade Level 9, 10, 11, 12
Reason: Changes to MSDE Business & Computer Management Systems program of study

SUBJECT: OCTE – Centralized Academy Courses
Title of Course: **Software Applications I**
Pre-requisite: None
Type of Credit: 1 credit
Grade Level 9, 10, 11, 12
Reason: Changes to MSDE Business & Computer Management Systems program of study

SUBJECT: OCTE – Centralized Academy Courses
Title of Course: **Software Applications II**
Pre-requisite: Software Applications I
Type of Credit: 1 credit
Grade Level 9, 10, 11, 12
Reason: Changes to MSDE Business & Computer Management Systems program of study

SUBJECT: OCTE – Centralized Academy Courses
Title of Course: **Software Applications III**
Pre-requisite: Software Applications II or staff recommendation
Type of Credit: 1 credit
Grade Level 10, 11, 12
Reason: Changes to MSDE Business & Computer Management Systems program of study