



**Baldwin-Whitehall School District**

**Curriculum and Instruction Recommendations**

**February 2022**

# **Curriculum Review Process**

**All approved recommendations are subject to budget constraints. Administrative approval of any recommendation should not be considered as implied approval for the related expenditures or summer curriculum writing. Workshops could include Differentiated Supervision Action Plans (DSAPs), paid curriculum writing hours, and/or Act 48 hours.**

### Curriculum Review Process

The first two stages of the curriculum review process include curriculum mapping, writing, and revisions. Curriculum writers are required to utilize a customized template, which is reflective of the Understanding by Design (UbD) process or “thinking with the end-mind.” During the curriculum writing process, teachers must complete following components of a curriculum map:

1. **UNITS:** The Units are reflective of the topics that will be taught throughout a school year. Each unit must be aligned to the Pennsylvania Core Standards and Eligible Content.
2. **BIG IDEAS:** The Big Ideas are reflective of what students should understand by the end of a unit. They help students to make sense of things that may be confusing.
3. **ESSENTIAL QUESTIONS:** Essential Questions are questions that students should be able to answer by the end of a unit. These questions are often broadly written, so that answers may vary, and students are not limited to one way of thinking.
4. **OBJECTIVES/KNOWLEDGE:** The purpose of Objectives is to provide goals for what students should eventually be able to do because of the knowledge gained/learned through a unit. The Knowledge is what students will acquire because of the unit.
5. **LEARNING ACTIVITIES:** The Learning Activities are provided to help students work toward mastery of the desired outcomes or objectives.
6. **PERFORMANCE TASKS/ASSESSMENTS:** Performance Tasks and Assessments are created and used to allow students to demonstrate their understanding of what is being taught in a unit.
7. **VOCABULARY:** The unit’s Vocabulary are words that every student should be able to use.
8. **INSTRUCTIONAL MATERIALS (Including Technology):** Instructional Materials are resources that best support the learning in a unit.

**English**



**BALDWIN-WHITEHALL SCHOOL DISTRICT  
CURRICULUM & INSTRUCTION RECOMMENDATIONS (2021-2022)**

**Names:** Rachel Murrman and Leah Younkins

**Grade-Level and/or Content Area:** English Elective (10th, 11th, 12th Grade)

**Date:** 1/15/22

**Recommendation:** Informational Writing and Literacy: Real World Application

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>In 2019, Baldwin started Mini-THON based upon the interest of students within the district who wanted to create an event to raise money for childhood cancer. Over the past three years, we have donated over \$60,000 to the Four Diamonds Fund to help with this cause.</p> <p>After three and a half years of planning this event, completely outside of the school day as a club, we have determined that in order to increase the success of this event, a course focused on researching and developing the framework for the project would be not only beneficial, but necessary.</p> <p>This new course, titled <b>Informational Writing and Literacy: Real World Application</b> would serve as a new, <b>full year English elective</b> for 10th, 11th, and 12th grade students. The course would explore the origins of philanthropic organizations and teach students how to research beyond just simple internet searches while also engaging them in using digital tools to design, integrate, evaluate, communicate and present information in an efficient and effective way. Students will explore archives, interviews, and mass media to create the final project for the class which is the annual event, Mini-THON. Students will also build upon their rhetorical skill set by increasing their levels of writing competency when drafting, organizing,</p>	<p>If approved, the initial outlining of the course would begin this Spring.</p> <p>Over the summer, both the syllabus and curriculum would be written using provided curriculum hours.</p>	<p>Curriculum writing hours</p> <p>Possible course materials</p>	<p>Approved. The in-school opportunities afforded the students will benefit both their futures and the efforts associated with miniTHON. Objectives for the course focus on PA Academic Standards of Reading, Writing, Speaking and Listening.</p>

revising, and editing documents to reach diverse audiences. Students will develop and refine their English skills while making real world contributions and establishing communication techniques that will benefit them in any element of life after high school.

More specifically, within the course the topics we would focus on would include: Analyzing nonfiction literature pertaining to the topics of THON and childhood cancer research, philanthropies, Four Diamonds, and other various organizations linked to our cause; evaluating the structure and platforms used in written interviews, archives, and mass media to establish if the author developed clear, convincing, and engaging points and applying these to our own methods; writing and editing proposals maintaining a formal and objective tone to request donations from outside organizations and developing community relations and sponsorships; gathering relevant information from multiple authoritative print and digital sources on topics such as philanthropic organizations, current events, event management, and modern banking systems while also integrating multiple sources of information presented in diverse formats to build a social media platform. In addition, we would like to increase the responsibilities of the governing body by developing speaking and listening skills, building upon collaborative discussions, providing feedback on others' ideas and expressing individual thoughts and opinions in a clear and persuasive manner.

The above objectives for this course focus on PA Academic Standards of Reading, Writing, Speaking, and Listening, along with incorporating a focus on communication techniques and the concept of project based learning.

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Due to the dynamic project based nature of this course, it is designed to be co-taught by Mini-THON sponsors. Students will be working on a multitude of projects, activities, and assignments simultaneously. In order to manage all the aspects of the class, two teachers are needed.

**Course Description for Students:**

This full year project based course allows students to participate in a variety of activities showing how literacy applies to real life. It allows students the opportunity to learn about philanthropic organizations while making meaningful, charitable donations and developing their research skills focused on social media platforms and event management. Students will build upon their communication skills, making connections not only with their peers but community members and businesses. Students are required to plan and participate in fundraisers and the annual Mini-THON event. Students will also use skills developed in class to obtain corporate sponsorship(s) for BHS Mini-THON.

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**BALDWIN-WHITEHALL SCHOOL DISTRICT  
CURRICULUM & INSTRUCTION RECOMMENDATIONS (2021-2022)**

Name(s): Krystal Schulte

Grade-Level and/or Content Area: 12 / English

Date: 1-22-22

**Recommendation:**

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>The proposal is to change the current senior Advanced Placement English Literature and Composition course to a dual enrollment one (AP and College-in-the-High School). This modification would allow students (and parents potentially paying for college) more choice as those enrolled in the course will have the option to choose whether they want to pay the college credit fee and be guaranteed credit if they pass the course or to pay the fee to take the AP Exam in order to earn college credit if they pass the exam.</p>	<ol style="list-style-type: none"> <li>1. Research potential colleges/universities to partner with for a college-in-the-high school course to pair with our current Advanced Placement English Literature and Composition course. (step completed)</li> <li>2. Meet with the district's secondary curriculum director to choose a target institution. (step completed)</li> <li>3. Contact the target institution (Mount Aloysius) and attain necessary documents for a CHS agreement. (step completed)</li> <li>4. Revise the 12 AP Advanced Placement English Literature and Composition syllabus to align with Mount Aloysius's ENG 102 Introduction to Literature course by adding the college course's objectives to the high school course's syllabus. (step completed)</li> <li>5. Complete Mount Aloysius's "Course Approval Form" by explaining how Baldwin High School's AP English Literature and Composition course will meet the course objectives of Mount Aloysius's ENG 102 course. (step completed)</li> <li>6. Attain and scan high school course teacher's undergraduate and Master's degree transcripts. (step completed)</li> <li>7. Send high school course's syllabus, Course Approval form, and teacher's transcripts to Mount Aloysius for approval.</li> <li>8. Revise high school course's title (CHS/AP English Literature and Composition) and description in the Course Selection Guide.</li> </ol>	<p>None; no new materials/resources needed for the new course</p>	<p>Approved. The CHS credit opportunity added to our existing AP Lit course will expand students' opportunity to earn post secondary credit for their high school course work.</p>



**Math**



BALDWIN-WHITEHALL SCHOOL DISTRICT  
CURRICULUM & INSTRUCTION RECOMMENDATIONS

Names: Allison Levy-Drake

Grade-Level and/or Content Area: Mathematics - 9th grade / intervention math

Date: 12/13/21

Recommendation: Foundational Math - Full year

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>This class is proposed to address the academic struggles for many of our students in Algebra I. By offering additional time and support to remediate basic skills. This class would be in addition to the co-taught Algebra I class for struggling students. This class would not serve as the required math credit but an additional period of remediation.</p>	<p>Examine the following to determine if a student should participate in this math class:            -Teacher observation            -Standardized scores: PSSA scores            Local Assessment: CDT scores            -Monitored progress on basic skills in Math 8 and Algebra I</p>	<p>Cost of ALEKS  Curriculum writing hours.</p>	<p>Approved. This course will only be scheduled in conjunction with Algebra 1 or CT Algebra 1, and it cannot be considered one of the three Math credits required for graduation. This course will provide additional support for students struggling with basic math and algebraic skills.</p>

# Foundation Math

## General Requirements:

Students must meet all requirements to be considered for this course:

9th grade student enrolled in Algebra or Co-taught Algebra

Student's 8th Grade PSSA Math scores in the below basic range.

Student's 8th Grade CDT Math scores -Red Level

Teacher recommendation based on CBA.

## **Course Description Narrative**

Include a description of the scope and sequence of the proposed course, as well as a justification for taking the course based off of a gap in current offerings, student interest, and its importance within the broader department.

This course is designed to support students who struggle with Algebra readiness skills. Students that lack Algebra readiness skills will struggle with the Algebra concepts in the Algebra I curriculum.. This class is designed to close the gap and promote student success. Local Assessments, such as ALEKS and the CDT, will be used to determine readiness skill levels and a program will be designed to remediate those skills. The class will utilize the ALEKS program, not only for assessment purposes, but for student engagement. The ALEKS program is designed to identify student learning gaps and then create a pathway for personal learning. Teachers will facilitate individual student learning and classroom instruction. Topics will include, but are not limited to Arithmetic Readiness, Real Numbers and Algebraic Expressions, Linear Equations, and Lines and Functions.

**Science**



**BALDWIN-WHITEHALL SCHOOL DISTRICT  
CURRICULUM & INSTRUCTION RECOMMENDATIONS**

**Names:** Tina Gaser

**Grade-Level and/or Content Area:** 10-11 Advanced Placement Environmental Science

**Date:** 10-15-2021

**Recommendation:** AP Environmental Science - full year course with 1 day per week double block lab period (per research/recommendation from other districts to make it a full year course rather than a semester)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<ol style="list-style-type: none"> <li>1. By offering this course, BHS students will develop critical thinking and analytical skills to engage in current day issues surrounding our environment and the impact it has on our health and our economy.</li> <li>2. This is a relevant and timely course. The proposed new PA standards include a significant change to the current standards to incorporate environmental education. "The committee proposes a fifth domain, "Environmental Literacy and Sustainability" (ELS), that incorporates the essential principles of environmental education (labeled a–g per charge #1) into three core ideas: ELS.1 Agricultural and Environmental Systems and Resources; ELS.2 Environmental Literacy Skills; and ELS.3 Sustainability and Stewardship.</li> <li>3. Student’s have been requesting an environmental course for several years now. BHS students who want to major in environmental law, environmental engineering, and conservation biology have limited exposure during their high school career. According to a survey conducted of a sampling of the student body, 69.7% of the students indicated that they are very interested in taking AP Environmental Science. The total sampling size was 267 students.</li> <li>4. Employment in Environmental fields are expected to grow 8-12% in the next 8 years.</li> </ol>	<ol style="list-style-type: none"> <li>1. Research course.</li> <li>2. Assess the need/desire of the student body for APES.</li> <li>3. Determine the expected cost of having 1 section of this course.</li> <li>4. Receive course approval</li> <li>5. Review and adopt textbooks.</li> <li>6. Plan lab sequencing</li> <li>7. Purchase supplies</li> <li>8. Develop Scope and Sequence and pacing guide</li> <li>9. Complete AP Course Audit.</li> <li>10. Develop Curriculum</li> <li>11. Implementation</li> </ol>	<p><b>Initial lab supply cost:</b> \$3346.40 Carolina 19-lab Bundle supplies for 1 section of 32 students.</p> <p>Each additional section as well as yearly refurbishment kits per section of 32 students: up to \$900.00.</p>	<p>Approved. This content area is an important one for students. According to CSPGs, faculty holding any of the secondary-level Science certificates can teach the course. This course aligns with environmental standards in science.</p>

<p>5. According to research from AP forums and other schools across the state and nation, this course is more effective as a year long course rather than a semester long course.</p>		<p><b>Textbooks for class of 30 and teacher edition:</b> \$5287.20 plus shipping</p> <p>Additional section:</p>	
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## Advanced Placement Environmental Science

### General Requirements:

- ❖ Algebra 1 and Biology and enrolled concurrently in chemistry

### **Course Description Narrative**

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires students to identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, ecology, environmental studies, chemistry and geography.

Currently, our department does not offer an environmental course. Many of our students express interest in environmental studies with some intending to major in it in college. By providing this course, we will be promoting self and global awareness, respect for our rights and responsibilities as a global citizen, and an understanding of how action can facilitate positive change. Furthermore, the job outlook for environmental scientists is excellent. Employment is projected to grow 8-12% from 2020 to 2030.

Per a survey conducted of a sampling of the student body, 69.7% of the students have indicated that they would be interested in taking AP Environmental Science. 30.3% indicated that they are not interested.



**BALDWIN-WHITEHALL SCHOOL DISTRICT  
CURRICULUM & INSTRUCTION RECOMMENDATIONS**

**Names:** Elizabeth Giles & Rachel Neil

**Grade-Level and/or Content Area:** High School Science

**Date:** for 2022-23 school year

**Recommendation:** Rename Honors Physics to AP Physics 1 - stays full year  
Replace AP Physics 1 with AP Physics 2 - stays full year

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p><b>Honors to AP1</b> In the summer of 2021, College Board made a change to the scope &amp; sequence of their AP Physics 1 course. It used to contain 3 units of study that they have now completely removed from its course content. (They instead added them to the AP Physics 2 course.) The remaining units exactly match the scope &amp; sequence of our present Honors Physics course, so it makes sense to rename our honors course AP Physics 1.</p>	<p><b>Honors to AP1</b> Simply make the name change to the course in the 2022-2023 Course Catalog, Skyward, and anywhere else it's officially listed.</p>	None	Approved. Faculty have conferred with School-level administrators and have explained the changes that have been made by the College Board. The scope and sequence of both courses aligns to concepts recommended from the College Board.
<p><b>AP1 to AP2</b> The 3 units of study College Board removed from AP Physics 1, were added into AP Physics 2's scope &amp; sequence, so again, AP 2 is now basically Baldwin's old AP 1, with a few additional areas of content. These additional areas of content will better prepare our graduating seniors to handle their college physics courses <i>beyond</i> their 1st semester freshman year physics course in mechanics.</p>	<p><b>AP1 to AP2</b> The name change in Course Catalog &amp; Skyward are essential. We will also need to add the additional topics to the description of the course, as well as to the scope &amp; sequence of it.</p>	None	

## AP Physics 1 (Renamed from Jr year Honors Physics)

### General Requirements:

- ❖ Prerequisite: Honors Chemistry and Honors Algebra II
- ❖ Co-requisite: Honors Trigonometry and Pre-Calculus

### **Course Description Narrative**

Note, I was able to use the description for Honors Physics that is presently in the Course Catalog, but instead of just saying “mechanics,” I listed the specific topics in the scope & sequence of a mechanics course, as required by College Board.

Description: This course is offered for serious, college-bound students preparing themselves to enter the sciences or scientific fields such as engineering, research, or medicine. It is also recommended for those who intend to study law or other professions where problem solving and critical thinking are necessary. It covers the fundamental topics of mechanics kinematics, dynamics, circular motion, gravitation, energy, momentum and rotational mechanics. It requires a deep conceptual understanding of these topics, as well as challenging mathematical problem solving using algebra, geometry, and trigonometry.

## AP Physics 2 (Replaces AP Physics 1 as the 2nd year/Sr course)

### General Requirements:

- ❖ Prerequisite: AP Physics 1 or AP Physics C in the junior year.

### **Course Description Narrative**

Note, I was able to use the description for AP Physics 1 that is presently in the Course Catalog. Omissions are struck through; additions are highlighted.

Description: This course is offered for college-bound seniors who have completed an in-depth study of mechanics, by taking ~~Honors Physics~~ **AP Physics 1** or AP Physics C in their junior year, and would now like to further their understanding of the world around them by studying the topics of electricity & magnetism; ~~waves, both sound & light~~ **waves, including geometric optics; thermodynamics; and atomic & nuclear physics**. It requires a deep conceptual understanding of these topics, as well as challenging mathematical problem solving using algebra, geometry, and trigonometry. ~~It will also include a review of the topic of mechanics, in preparation for the AP Exam.~~



# **World Languages**



**BALDWIN-WHITEHALL SCHOOL DISTRICT  
CURRICULUM & INSTRUCTION RECOMMENDATIONS (2022-2023)**

**Name(s):** Latin FLEX

**Grade-Level and/or Content Area:** 7th Grade World Language      **Date:** January 27, 2022

**Recommendation:** Switch current 7th grade FLEX rotation from German to Latin

**Course Description:** Foreign Language Exploratory (FLEX) is designed for 7th grade students to sample the French, Spanish, and Latin languages and cultures so that they may establish a solid foundation in order to continue on to a Level 1 World Language in their 8th grade year. The main objective of the FLEX program is to initiate language learning through the communicative approach, giving students the necessary tools to be successful in subsequent levels. During the Latin rotation, students will learn basic Latin sentence structure and vocabulary, learn about the connection between Latin and other languages, and explore Roman history and culture.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
Without a German teacher at the high school, students in the middle school program have no way of continuing with German past grade 8. However, because there is an existing Latin program at the high school, switching to Latin at the middle school gives middle school students a language option they will be able to continue in high school and supports the existing high school Latin program.	<ul style="list-style-type: none"> <li>● Meet with high school Latin teacher for alignment of program goals and content</li> <li>● Create a Latin FLEX and Cultural Maker Spaces curriculum</li> <li>● Develop a Canvas course for both</li> </ul>	Needed course materials. Curriculum writing hours.	Approved. This is not a new course, but a change in the course description adding the Latin component and removing German.



**BALDWIN-WHITEHALL SCHOOL DISTRICT  
CURRICULUM & INSTRUCTION RECOMMENDATIONS (2022-2023)**

**Name(s):** Latin 1

**Grade-Level and/or Content Area:** 8th Grade World Language      **Date:** January 27, 2022

**Recommendation:** Switch current 7th grade FLEX rotation from German to Latin

**Course Description:** This course will provide students with a basic understanding of the language, history, and culture of ancient Rome. While emphasizing a literary understanding of the Latin language, this course will enable students to read edited Latin texts, which not only focus upon grammar and syntax, but also upon ancient history and culture. Careful vocabulary study within each unit will facilitate a deeper understanding of both Latin texts and English word origins and derivatives. Due to the nature of the Latin Language, which includes various noun and verb endings, a strong emphasis will be placed on both English and Latin grammar. Memorization is also a key component of this course.

<b>Reason(s) for Recommendation</b>	<b>Implementation Steps</b>	<b>Cost</b>	<b>Administrative Reaction</b>
Without a German teacher at the high school, students in the middle school program have no way of continuing with German past grade 8. However, because there is an existing Latin program at the high school, switching to Latin at the middle school gives middle school students a language option they will be able to continue in high school and supports the existing high school Latin program.	<ul style="list-style-type: none"><li>● Meet with high school Latin teacher for alignment of program goals and content and to review current Latin 1 curriculum</li><li>● Develop a Canvas course for 8th grade Latin 1</li></ul>	Materials needed for the course. Curriculum writing hours.	Approved. This course reflects a change in the course description adding the Latin component and removing German.



**BALDWIN-WHITEHALL SCHOOL DISTRICT  
CURRICULUM & INSTRUCTION RECOMMENDATIONS (2021-2022)**

Name(s): Lindsey Graney

Grade-Level and/or Content Area: World Language (9-11 grade)

Date: 1-24-22

Recommendation: American Sign Language ASL 1

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>American Sign Language (ASL) is recognized as a foreign language within the United States and could serve as fulfillment for the requirement for college acceptance.</p> <p>This course would serve as an introduction to the language and an understanding of the Deaf community. There has shown to be a desire by the student body to offer instruction in some form for ASL.</p> <p>ASL is a visual language and brings access to communication for individuals with hearing loss. For students who desire to take a foreign language but struggle with auditory memorization, auditory processing, or listening comprehension, they may excel with learning a visual language such as ASL.</p> <p>The Baldwin Whitehall School District has prided itself over the years with creating a program for students who are Deaf and Hard of Hearing. Many of those students communicate utilizing ASL. By creating this course and educating students, we would be expanding communication access in the classroom and school environment for peer interaction.</p>	<p>Students are in the process of sending a poll out to the student body to assess interest.</p> <p>A singleton course will be created at the high school for the start of the 22-23 school year offered to students from grades 9-11.</p>	<p>Signing Naturally Student Copy (Unit 1-6) \$84.95 per student</p> <p>Signing Naturally Teacher Curriculum Set (Unit 1-6) \$98.95</p>	<p>Approved. This would be a valuable offering for our students and help to create a more inclusive school environment..</p>