

EAST STROUDSBURG AREA SCHOOL DISTRICT

CURRICULUM GOALS

2006 – 2007

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2006 – 2007 Curriculum Goals

Elementary Level

Art

- A. Identify areas in the art curriculum that can be used to support concepts and content in the core subject areas of the curriculum.
- B. Create a permanent display of elementary artwork.
- C. Increase understanding and support for the arts in the school community, including instructional staff, administrators, and parents.
- D. Refine the art curriculum to incorporate additional 3-D projects.
- E. Develop rubric assessments for major projects and assignments.
- F. Update the inventory of art supplies and equipment which can be shared within the department and disseminate this information to all department members.
- G. Enhance the curriculum through the development of lessons that celebrate the diverse backgrounds of our students.
- H. Refine the curriculum to include discipline-based art education.

Communication Arts

- A. Explore and share current research and findings on proven best practices that support literacy development (literacy assessment tools; data analysis; grouping practices; learning styles; resources and materials; phonemic awareness; Guided reading instruction and use of leveled books and lexile information).
- B. Encourage a love and appreciation for reading and writing through support to students and parents.
- C. Continue to review supplemental instructional materials and resources that can be used in conjunction with the Scott Foresman Reading Program to support the development of reading skills and strategies and critical thinking skills, including the integration of trade books, guided reading, and staff development resources.
- D. Gain knowledge and skills in literacy through participation in workshops, conferences and trainings designed to foster professional growth.
- E. Encourage vocabulary development in all areas of the curriculum, including communication arts, math, science, and social studies.
- F. Instruct students in correct manuscript or cursive letter formation based on the Zaner-Bloser model, in order to develop handwriting skills for use in all areas of the curriculum.

Guidance

- A. Conduct classroom guidance lessons on a scheduled basis for all grade levels.
- B. Complete revisions to the Elementary Guidance Handbook.
- C. Continue to strive for consistency of responsibility procedures for Chapters 14, 15, and 16 referrals.
- D. Share professional information and resources from journals, conferences, and the Internet.
- E. Utilize student demographic information and performance data available using Performance Tracker.

Health and Physical Education

- A. Collaborate with members of the Health Services Department and administration to support students that are significantly overweight in making changes that promote a healthier life style.
- B. Reinforce the importance of good sportsmanship and respect for others.
- C. Refine the health curriculum to update information for those units that promote a heart-healthy life style.

Mathematics

- A. Use the Math Curriculum Pacing Guide as a framework for instructional decision-making.
- B. Use student performance data to make decisions in the design and delivery of mathematics instruction.
- C. Implement the Primary NWEA testing device for students in grades kindergarten, one and two.
- D. Continue to provide opportunities for the enrichment and acceleration of the mathematics curriculum for academically gifted and talented students through the Challenge Homeroom initiative for grades two through five.
- E. Encourage the use of mathematics vocabulary to improve the retention of mathematics concepts.
- F. Provide staff development designed to provide optimum utilization of calculators, computers, and the Internet in the classroom.
- G. Use student friendly rubrics to promote students' ownership for their own learning and self-evaluation of performance.
- H. Encourage the use of oral and written communication as a part of problem solving strategies and require students' justification of problem solving processes and solutions.

Science

- A. Refine the K-5 Science Curriculum to ensure that the eligible content is emphasized in preparation for the PSSA Science Assessment to be administered to grade five students in 2007. Refine the revised science curriculum, using adopted textbooks and ancillary.
- B. Use adopted textbooks and ancillary materials to design and deliver instruction that is student-centered, supports inquiry and problem solving, and facilitates real-life connections.
- C. Identify and reinforce the connections between the eligible content in science with the eligible content assessed on the PSSA Reading and Mathematics Assessments.
- D. Identify areas where technology can be integrated into instruction to support the delivery of the Science Curriculum and attainment of the Pennsylvania Academic Standards.

Social Studies

- A. Identify and reinforce connections between the Social Studies Curriculum and the eligible content assessed on the PSSA Reading and Mathematics Assessments.
- B. Disseminate Constitution-related resources to assist teachers in providing students with an instructional program on the U.S. Constitution as mandated by Congress.
- C. Identify instructional resources and activities designed to promote patriotism in the part of students.
- D. Update and disseminate information on high-quality books and instructional resources that support the Pennsylvania Academic Standards for Civics and Government, Economics, Geography and History.

- E. Encourage participation in Law Day by distributing the information available from the Pennsylvania Bar Association and participation in the programs sponsored by the Monroe County Bar Association.
- F. Integrate current events into ongoing Social Studies instruction.

Technology

- A. Expand the use of technology to support instruction in all areas of the curriculum.
- B. Offer teachers opportunities for professional development that support their use of technology for the design and delivery of instruction, including remediation and enrichment.
- C. Continue to update computer hardware and software.

Intermediate Level – J.T. Lambert

Communication Arts (English and Reading)

- A. Implement the revised Intermediate 6-8 English and Reading Curricula and newly adopted textbooks and instructional resources to address the writing and reading scope and sequence.
- B. Implement instructional strategies in grades 6, 7 and 8 designed to support improved student achievement and meet the performance goals on the PSSA Reading Assessment needed for AYP.
- C. Collaborate with all departments to integrate PSSA writing skills across the curriculum in grades 6, 7 and 8.
- D. Continue to work with the elementary and high school levels to facilitate the articulation and implementation of the K – 12 scope and sequence.
- E. Develop a vocabulary program at each grade level.

Foreign Language

- A. Design and deliver instruction in the target language to engage students in instructional activities and assessment methods using realistic scenarios.
- B. Incorporate TPR (Total Physical Response) techniques and scenarios into instruction at all levels.
- C. Continue to refine the Foreign Language Curriculum and use of the new textbooks and ancillary materials obtained as part of the recent curriculum revision.
- D. Review the process used to place students for foreign language instruction.
- E. Develop and incorporate strategies for large conversational classes with diverse language backgrounds.
- F. Implement instructional strategies designed to support efforts to improve student achievement and performance on the PSSA.

Health and Physical Education

- A. Revise the intermediate level Health and Physical Education curricula to align with the Pennsylvania Academic Standards.
- B. Continue to share information regarding instructional resources and techniques that promote the implementation of best instructional practices in Health and Physical Education.
- C. Provide the instruction that supports inclusion, offering the least restrictive environment for students eligible for adaptive physical education.
- D. Work in conjunction with the special education staff to ensure that each student is provided with the necessary support to help them achieve success.
- E. Continue the grade eight “Student Buddy Program” for special needs students participating in the Special Olympics.
- F. Incorporate technology into the Health instruction to support the goals of the Health Curriculum.
- G. Continue the implementation of community service projects: Jump Rope for Heart Girls’ and Women’s’ Night.
- H. Collaborate with the PTA to plan and implement grade level field days.

Mathematics

- A. Plan and implement instruction designed to support student achievement in meeting the Pennsylvania Academic Standards and attaining the proficiency criteria on the PSSA.
- B. Continue to work with the elementary and high school levels to facilitate the articulation and implementation of the K-12 scope and sequence of skills to support students' transition across levels.
- C. Use the Math Curriculum Pacing Guide as a framework for instructional decision-making.
- D. Continue to integrate reading, writing, and higher level thinking skills into mathematics instruction.
- E. Improve questioning strategies designed to support student inquiry and understanding of mathematical concepts.
- F. Refine assessments and grading practices to align with the PSSA test format and evaluation rubrics.
- G. Provide remediation and enrichment opportunities within the remedial and regular programs.
- H. Expand the use of technology in the classroom and obtain the number of calculators needed for use during the PSSA exam.
- I. Provide teachers with the opportunity for professional development, including conferences such as PCTM and NCTM.
- J. Refine the procedures used for placement of students, including the process used to identify students qualifying for remedial or tutorial support.

Science

- A. Conduct curricula aligned field trips and experiences outside the regular classroom for students designed to enhance learning and support the instructional goals contained in the 6-8 Science Curriculum. Experiences occurring outside of the classroom will serve as extensions of the inquiry and discovery-based approach to ongoing instruction.
- B. Continue to conduct the science fair providing an opportunity for students in grades 6, 7 and 8 to participate. Each science teacher or team will determine entry requirements, criteria for judging entries, and the prizes to be awarded. The Science Fair will be scheduled to coincide with parent conferences in February.
- C. Identify areas where technology can be used to support the delivery of the Science Curriculum, emphasizing the use of the Internet for instructional lesson design and delivery of instruction, as well as the identification of instructional resources and gathering of research information.
- D. Prepare students for the initial PSSA Science Assessment, to be administered beginning in 2007-2008. Preparation for the assessment will emphasize the application of scientific principles, process skills, and methods.
- E. Continue on-going refinement of the 6-8 Science Curriculum, to ensure alignment with the Pennsylvania Academic Standards and coverage of the identified eligible content to be assessed on the PSSA Science Assessment.

Social Studies

- A. Continue to develop ways to integrate current events into the curriculum.
- B. Expand the use of technology to plan and deliver instruction, including the design of daily lesson plans for Social Studies classes and remediation and extension activities occurring during the LAPTOP periods.
- C. Develop grade level units that incorporate use of CNN Headline News and the CNN website.

- D. Increase community involvement in the classroom by organizing guest speakers who are professionals in the fields that pertain to the curriculum and science-related career opportunities.
- E. Explore opportunities to gain community recognition through student participation in Social Studies competitions, conferences, and high profile events.
- F. Collaborate with intermediate colleagues at Lehman Intermediate during district staff development.
- G. Collaborate with the Communication Arts departments to develop additional PSSA formatted prompts and assessment questions designed to offer students varied opportunities to prepare for the PSSA Reading and Writing Assessments.

2006 – 2007 Curriculum Goals

Intermediate Level – Lehman

English

- A. Implement the revised Intermediate 6-8 English Curriculum and become familiar with the newly adopted textbooks and instructional resources, including writing, grammar, vocabulary, and PSSA preparation materials.
- B. Improve student achievement on the PSSA Writing Assessments and through the design and delivery of instruction that emphasizes the use of extensive vocabulary, incorporates PSSA writing rubric, and the implementation of the 4-Square Writing method.
- C. Create a department resource file / storage location for 6-8 English where information and materials are accessible to all department members.
- D. Develop lesson activities and instructional techniques in all areas of the curriculum that provide students with regular opportunities to practice using the formats used on the PSSA Reading and Writing Assessments.
- E. Coordinate the instruction provided by English classroom teachers and Remedial Reading teachers to ensure that students achieving below grade level receive the support necessary to achieve success in reading.
- F. Expand the use of technology in Communication Arts classrooms to plan and deliver instruction.
- G. Explore ways to encourage students to select independent reading books from the “Recommended Book List” published on the district web page.

Foreign Language

- A. Plan and deliver instruction in the target language designed to engage students in instructional activities and assessments that offer realistic scenarios.
- B. Design instruction that integrates opportunities for writing in the target language and reinforces the PSSA Assessment Anchors and core skills from other subject areas of the curriculum.
- C. Use technology in foreign language classrooms as an instructional tool to enhance the delivery of instruction.
- D. Develop emergency substitute plans for each language level.

Health and Physical Education

- A. Revise the intermediate level Health and Physical Education curricula to align with the Pennsylvania Academic Standards.
- B. Continue to share information regarding instructional resources and techniques that promote the implementation of the best instructional practices in Health and Physical Education.
- C. Work in conjunction with the Special Education staff to ensure that each student is provided with the necessary support to help them achieve success.
- D. Continue to provide students with varied instruction that promotes the idea of wellness and healthful living.
- E. Incorporate technology into the health instruction to support the goals of the Health Curriculum.
- F. Collaborate with Stroudsburg Area School District and Shepherd’s Maternity to integrate abstinence education into the Health Curriculum.

Mathematics

- A. Plan and deliver instruction that incorporates lesson activities and instructional techniques and strategies designed to improve student achievement enabling them to score in the proficient or advanced range on the PSSA Mathematics Assessment.
- B. Utilize the checklist format developed to combine the Pennsylvania Academic Standards for Mathematics, PSSA Assessment Anchors and Eligible Content, and the District Intermediate Mathematics Curriculum in ongoing instruction.
- C. Use the Math Curriculum Pacing Guide as a framework for instructional decision-making.
- D. Develop benchmark assessments to align with the Intermediate Mathematics Curriculum and 2007 PSSA Assessment Anchors.
- E. Plan and deliver instruction that incorporates lesson activities that integrate instructional techniques and strategies designed to increase student performance and attainment of the goals contained in the Pennsylvania Academic Standards and the PSSA Assessment Anchors and Eligible Content specific to each grade level necessary to meet the criteria for Adequate Yearly Progress.
- F. Facilitate communication among the building grade level teams and with sending schools at the elementary and receiving schools at the secondary levels to facilitate the articulation and implementation of the K-12 scope and sequence for mathematics.
- G. Incorporate technology into mathematics instruction to support the goals of the Pennsylvania Mathematics Standards, Mathematics Curriculum, and connections to mathematics in the world outside the classroom.
- H. Coordinate the instruction provided by mathematics classroom teachers and Remedial Mathematics teachers to ensure that students achieving below grade level receive the support necessary to achieve success in math.
- I. Provide teachers with the opportunity for professional development, including conferences such as PCTM and NCTM.

Reading

- A. Implement the revised Intermediate 6-8 Reading Curriculum and become familiar with the newly adopted textbooks and instructional resources, including the anthology and PSSA preparation materials, with an emphasis on the articulation across levels.
- B. Coordinate the instruction provided by Reading classroom teachers and Remedial Reading teachers to ensure that students achieving below grade level receive the support necessary to achieve success in reading.
- C. Collaborate with other departments to develop lessons; activities, and techniques to integrate PSSA formatted reading and writing practice across the curriculum.
- D. Continue to implement the Reading and Writing rubrics.
- E. Expand the use of technology in Reading and Remedial Reading classrooms to plan and deliver instruction.
- F. Explore ways to encourage students to select independent reading books from the “Recommended Book List” published on the district web page.

Science

- A. Prepare students for the initial PSSA Science Assessment, to be administered beginning in 2007-2008. Preparation for the assessment will emphasize the application of scientific principles, process skills, and methods.

- B. Continue on-going refinement of the 6-8 Science Curriculum, to ensure alignment with the Pennsylvania Academic Standards and coverage of the eligible content to be assessed on the PSSA Science Assessment.
- C. Conduct field trip experiences for students designed to support the instructional goals included in the revised 6-8 Science Curriculum.
- D. Identify areas where technology can be used to support the delivery of the Science Curriculum, emphasizing the use of the Internet for instructional planning and lesson design, as well as the identification of instructional resources and gathering of research information.

Social Studies

- A. Continue to incorporate the PSSA Assessment Anchors and Eligible Content into Social Studies lessons whenever applicable.
- B. Identify areas where technology can be used to support the delivery of the Social Studies Curriculum, emphasizing the use of the Internet for instructional planning and lesson design, as well as the identification of instructional resources and gathering of research information.
- C. Continue to develop ways to integrate current events into the curriculum.
- D. Integrate map skills whenever applicable.
- E. Maintain communication among the building grade level teams and with sending schools at the elementary and receiving schools at the secondary levels to facilitate the articulation and implementation of the K-12 scope and sequence for Social Studies.
- F. Encourage interdisciplinary planning within instructional teams to foster students' understanding of the connections existing among the various subject areas.
- G. Collaborate with intermediate colleagues at J.T. Lambert Intermediate to maintain a high level of communication and program consistency.
- H. Explore opportunities to gain community recognition through student participation in Social Studies competitions, conferences, and high profile events.
- I. Utilize the School Resource Officers as resources for teaching about laws and law enforcement as they relate to the Bill of Rights.

2006 – 2007 Curriculum Goals

High School Level – North Campus

Business Education

- A. Successfully implement and revise, as needed, a 90-minute and a 45-minute Career Skills course.
- B. Successfully implement and revise, as needed, a 90-minute Personal Finance course.
- C. Successfully implement and revise, as needed, a 90-minute Small Business Management course.
- D. Collaborate with ITEC to redesign the layout of the Computer Lab (Room 209) to facilitate more efficient instruction.
- E. Increase the consistency regarding the implementation of the same course by different teachers in the department.
- F. Create centralized locations for departmental supplies and instructional materials and resources.
- G. Increase the attendance of department members at business education related conferences to keep current with changing business practices

English

- A. Implement the revised Intermediate 6-8 English Curriculum and become familiar with the newly adopted textbooks and instructional resources.
- B. Improve student achievement on the PSSA Reading and Writing Assessments through the design and delivery of instruction that emphasizes goals of the Pennsylvania Academic Standards for Reading and Writing instruction, the skills and information from Assessment Anchors and Eligible Content for Reading, and use of PSSA testing terms, and PSSA Writing Rubric as a model for evaluating student writing.
- C. Develop additional PSSA-formatted writing prompts for use with students in all high school grade levels.
- D. Develop a plan to implement a data-driven approach to lesson planning by individual classroom teachers and instructional decision-making at the department level.

Foreign Language

- A. Collaborate with other departments to increase student achievement on the PSSA.
- B. Increase the level of student proficiency in the target language and the number of students pursuing advanced level foreign language courses.
- C. Develop additional writing opportunities to increase student writing proficiency by incorporating Adopt-an-Anchor strategies, use of the PSSA writing rubric, journal writing, essays, and dialogs.
- D. Promote oral proficiency in the target language through the use of dialogs, skits, speaking activities and vocabulary bees.

Health and Physical Education

- A. Identify diversified instructional and community resources that can be used to promote a healthy life style for our students.
- B. Continue to promote the concept of wellness and provides a variety of activities that support fitness and healthy life choices and provide students with a variety of activities that can be pursued throughout life.
- C. Incorporate the eligible reading and mathematics content for the PSSA Assessment Anchors and PSSA-formatted activities into instruction wherever applicable.
- D. Consider additional instructional techniques and opportunities for fostering the development of decision-making and the development of positive self-image on the part of students.

- E. Evaluate the Driver Education program to provide quality theory instruction and practical experiences and techniques that can be incorporated into instruction to support the training of safe, conscientious drivers.

Mathematics

- A. Implement revised Math Edge courses to address the instructional needs of “at risk” students to support their meeting the performance criteria necessary to demonstrate proficiency on the PSSA Mathematics Assessment and meet the District’s proficiency for graduation.
- B. Implement the revised 45-minute, applied level mathematics courses.
- C. Implement instructional strategies that provide students with frequent experiences that will support their acquiring the skills needed to demonstrate proficiency on the PSSA Mathematics Assessment.
- D. Incorporate technology into mathematics instruction to support the goals of the Mathematics Curriculum and connections to mathematics in the world outside the classroom.
- E. Implement new math elective courses, Cryptology, History of Mathematics, and Consumer Mathematics, to increase enrollment in math electives and eliminate freshman and sophomore study halls.
- F. Provide extended day tutorial offerings to supplement regular instruction for those students that qualify for assistance.
- G. Use student performance data, including MAP test scores to properly place students in the appropriate level math courses and mandated remediation.

Science

- A. Refine the 9-12 Science Curriculum and use adopted textbooks and ancillary materials to design and deliver instruction, to ensure that the eligible content is emphasized in preparation for the PSSA Science Assessment to be administered to grade eleven students in 2007-2008.
- B. Incorporate the eligible reading and mathematics content for the PSSA Assessment Anchors and PSSA-formatted activities into science instruction wherever applicable.
- C. Promote new courses offered by the Science Department: AP Chemistry, AP Biology, Honors Anatomy and Physiology II, Honors Physics II, General Science II, CP Anatomy and Physiology, and Human Body and Basic Biology II.
- D. Integrate content related to the field of biotechnology into additional courses to promote students’ awareness of career opportunities.
- E. Incorporate technology into instruction to support the goals of the Science Curriculum and connections to science in the world outside the classroom.
- F. Increase the level of rigor for College Prep and Honors level courses.
- G. Review the curriculum to insure alignment with the PSSA Science Anchors and eligible content.

Social Studies

- A. Increase the number of students enrolled in Social Studies elective courses.
- B. Continue the implementation of the revised Social Studies curriculum at the eleventh grade level.
- C. Maintain communication among department members and communication with feeder schools to facilitate articulation and implementation of the K-12 scope and sequence for Social Studies.
- D. Refine the curriculum to integrate appropriate elements and principles of career education into Social Studies instruction.

- E. Collaborate with other departments to promote the development of cross-curricular activities, including those that support the skills and concepts found in the Pennsylvania Assessment Anchors and eligible content.
- F. Mentor and assist new department members in assimilating into the department.

2005 – 2006 Curriculum Goals

High School Level – South Campus

Business Education

- A. Successfully implement and revise, as needed, the new Small Business Management course.
- B. Upgrade the computer equipment throughout the department and fully network all printing functions. Upgrade to Office XP and Computer Applications courses to reflect software changes.
- C. Develop new 45-minute courses in employment skills, personal finance, and software applications.
- D. Discuss the importance of maintaining the status of either the Computer Applications I or another 45-minute applications course as a graduation requirement.
- E. Modify and implement College Note Taking as a 45-minute course.
- F. Research the Fashion Marketing and Management course as a counterpart to Sports and Entertainment Marketing.
- G. Continue to encourage students to pursue certification as a Microsoft Office Specialist (MOS).

English

- A. Implement the revised Intermediate 6-8 English Curriculum and become familiar with the newly adopted textbooks and instructional resources.
- B. Improve student achievement on the PSSA Reading and Writing Assessments through the design and delivery of instruction that emphasizes goals of the Pennsylvania Academic Standards for Reading and Writing, instruction that includes the skills and information from Assessment Anchors and Eligible Content for Reading, and use of PSSA Writing Rubric as a model for evaluating student writing.
- C. Collaborate with the High School-North English Department to develop PSSA-formatted questions and writing prompts that correspond to the revised English curriculum.
- D. Develop and implement a summer reading program component for the College Prep and Applied level classes, beginning in August 2006.
- E. Incorporate newly acquired technology resources from Prentice Hall into instruction to support the goals of the revised 9-12 English curriculum.
- F. Develop and implement department final exams for newly revised core English course that will be used in all classes at each high school.

Foreign Language

- A. Increase the level of student proficiency in the target language and the number of students pursuing advanced level foreign language courses.
- B. Develop additional writing opportunities that incorporate use of the PSSA writing rubric to increase student writing proficiency in the target language.
- C. Continue to collaborate with the High School-North Foreign Language Department to evaluate the current criteria for determining department award recipients.
- D. Refine the curriculum for Introductory French and Spanish courses.
- E. Plan and offer professional development regarding use of technology to support the delivery of the Foreign Language curriculum, involving in-house department members and commercial curricular consultants.

Health and Physical Education

- A. Identify diversified instructional and community resources that can be used to promote a healthy life style for our students.
- B. Continue to stress the importance of fitness as a healthy life choice and provide students with a variety of physical and movement activities that can be pursued throughout life.
- C. Incorporate the eligible reading and mathematics content for the PSSA Assessment Anchors and PSSA-formatted activities into instruction wherever applicable.
- D. Consider additional instructional techniques and opportunities for fostering the development of decision-making and the development of positive self-image on the part of students.
- E. Evaluate the Driver Education program to determine additional experiences and techniques, as well as continue programs such as Junior Licensing that can be incorporated into instruction to support the training of safe, conscientious drivers.
- F. Use technology to support the delivery of the Health and Physical Education curricula, including the use of program materials and Internet resources for planning and lesson design, delivery of instruction, and student evaluation.
- G. Develop additional opportunities to integrate technology and business / community partnerships into the Sports Nutrition course offerings.
- H. Increase the number of tenth grade students certified in the use of the AED.
- I. Design a one-week refresher course to recertify students in the AED and CPR.
- J. Collaborate as a department to plan fund-raising activities and pursue grant applications intended to obtain equipment and resources to enhance the physical education program.
- K. Change the procedures for Physical Education class make-ups to include 500 yards of swimming and 2 miles on the track per class. The fall schedule for make-ups will be developed prior to the beginning of the school year.
- L. Explore the offering of a Fitness Club, involving 30-45 minutes of walking or running, in the mornings or afternoons. Planning will consider procedures for logging mileage over an extended period of time and incentives or recognition for attaining individual goals.
- M. Offer additional opportunities for Adaptive Physical Education, to better meet the individual needs of student dealing with obesity, emotional difficulties, and socialization issues.

Mathematics

- A. Increase the level of rigor for grade 9 Honors, College Prep, and Applied Level math courses.
- B. Plan and deliver instruction that incorporates activities and instructional strategies, including use of online resources for rubrics, and open-ended problems, designed to provide students with frequent, PSSA-formatted experiences, supporting their acquisition of skills necessary to demonstrate proficiency on the PSSA Math Assessment.
- C. Implement “Math Edge” remedial mathematics classes and tutorial support designed to address the instructional needs of “at risk” students to support their meeting the performance criteria necessary to demonstrate proficiency on the PSSA Mathematics Assessment, and meet the District’s proficiency requirements for graduation.
- D. Implement the newly applied level curriculum.
- E. Use student performance data to make decisions in the design and delivery of mathematics instruction.
- F. Implement extended day tutorial offerings that will supplement regular instruction for those students that qualify for remedial assistance.
- G. Increase the number of students enrolled in mathematics electives.

- H. Incorporate technology into mathematics instruction to support the goals of the Mathematics Curriculum and connections to mathematics in the world outside the classroom.
- I. Increase student awareness of the mathematics skills required for various career tracks and degree / vocational training programs.

Science

- A. Implement and refine the 9-12 Science Curriculum, using adopted textbooks and ancillary materials to design and deliver instruction that is student-centered, supports inquiry and problem-solving, and facilitates real-life connections.
- B. Collaborate with the High School-North Science Department to align the 9-12 Science Curriculum to ensure that the PSSA Assessment Anchors and eligible content is emphasized in preparation for the PSSA Science Assessment to be administered to grade eleven students in 2007-2008.
- C. Incorporate the eligible reading and mathematics content for the PSSA Assessment Anchors and PSSA-formatted activities into instruction wherever applicable.
- D. Integrate content related to the field of biotechnology into course content and promote awareness of career opportunities in the field of biotechnology.
- E. Incorporate technology into instruction to support the goals of the Science Curriculum and connections to science in the world outside the classroom.
- F. Increase the level of rigor for College Prep and Honors level courses.
- G. Continue to focus on safety practices within the classes offered by the department.

Social Studies

- A. Continue to implement and refine the Social Studies curriculum, including the implementation of the revised curriculum at grade 11.
- B. Increase the number of students enrolled in Social Studies elective courses.
- C. Develop proposals for new social studies electives that will include full block and half-block course options, to facilitate the elimination of study halls in grade 9 and 10.
- D. Plan for the expansion of elective course offerings for grades 11 and 12, in 2007-2008 school year by developing full block and half-block course options.
- E. Maintain collegiality among department members and communication with feeder schools to facilitate articulation and implementation of the K-12 scope and sequence for Social Studies.
- F. Encourage greater participation in social studies-oriented activities, such as the Model United Nations, essay contests, and other competitions.
- G. Collaborate with other departments to promote the development of cross-curricular activities, including those that support the skills and concepts included in the Pennsylvania Assessment Anchors and eligible content that support improved performance on the PSSA Assessment Anchors and eligible content that support improved performance on the PSSA Assessment.
- H. Expand the use of technology, including LCD projectors and the Internet to enhance the delivery of instruction and support the goals of the Social Studies Curriculum.

2006 – 2007 Curriculum Goals

K-12 and 6-12 Departments

Art 6 – 12

- A. Collaborate with other Monroe County high schools to plan and implement a “Teen Arts Day” that incorporates a student art gallery, opportunities for peer interaction and guided critic artwork, and participation in hands-on activities and seminars conducted by artists-in-residence.
- B. Incorporate technology into art instruction to support the goals of the Art Curriculum, including the development of Power Point and iMovie presentations.
- C. Explore professional development opportunities that support proven best practices in Art Education.
- D. Collaborate with institutions of post-secondary education and training to offer additional presentations designed to provide students with information regarding post-secondary art education opportunities and arts-related career choices.
- E. Assess the need for additional arts electives and develop planned course addendums based on student interest and staffing resources.

ESL (English As A Second Language) K – 12

- A. To implement the revised English As A Second Language Curriculum, using the newly adopted textbooks and ancillary materials to design and deliver instruction that is student-centered and facilitates the acquisition of English proficiency within the four domains: listening, speaking, reading, and writing. Implementation of the curriculum will offer students authentic assessment experiences.
- B. To strengthen the partnership and communication between the school and the parents of English language learners, including the use of translators and translated documents, and the design and implementation of family literacy workshops.
- C. Expand the use of technology into instruction to support the goals of the ESL Curriculum and attainment of English proficiency and the TESOL and Pennsylvania Academic Standards.
- D. Plan and implement staff development presentation designed to increase regular classroom teachers’ understanding of the challenges confronting English language learners and instructional accommodations that will support their academic success.

Family and Consumer Science 6 – 12

- A. Implement the revised Intermediate 6-8 Family and Consumer Science Curriculum and newly adopted instructional resources designed to provide students with essential skills and experiences required functioning in the home and contributing to the community. The implementation will emphasize consistency at each grade level and between each building department.
- B. Provide students with information and experiences related to Family and Consumer Science career choices.
- C. Collaborate with the Communication Arts, Mathematics, and Science departments to develop Adopt-an-Anchor activities that support preparation for the PSSA Reading, Writing, and Mathematics Assessments.
- D. Identify areas where technology can be used to support the delivery of the Family and Consumer Science Curriculum, emphasizing the use of the Internet for instructional lesson design and delivery of instruction, as well as the identification of instructional resources and gathering of research information.

Guidance 6 – 12

- A. To successfully implement the first phase of the newly expanded Career Development Program to incorporate the senior project required of all students to graduate.
- B. To continue to develop a warm, invitational environment in the counseling office where all students feel welcome and confident to find support for their individual academic and personal needs.
- C. To increase the number of students availing themselves of the Career Pathways outlined in the Program of Studies.
- D. To refine the scheduling process to better meet the needs and demands of an ever-growing, diverse population.

Health Services K – 12

- A. Refine the district Implementation of the BMI standards.
- B. Assist with the implementation of the district Wellness Policy.
- C. Develop procedures to implement the new immunization standards for 2007-2008.

Library

- A. Continue to provide effective instruction and assistance to students and staff on the integrated K – 12 Library Services Web Site, ESASD Library Information Center to serve as the primary access to information which meets curriculum goals and standards.
- B. Foster a love of reading in ESASD students.
- C. Instruct ESASD student to be independent library users.
- D. Create multimedia presentations that address specific research skills and techniques related to the ESASD Library Information Center for use by classroom teachers and students when needed.
- E. Post on the District Library Web Site a grade level guideline for research citations.
- F. Identify the Content areas of the “Applied Sciences,” “Geography,” and “Global Social Customs” in Collection Development for grades kindergarten through twelve.
- G. Follow the established District weeding policy regarding obsolete information in the content areas of “Applied Sciences,” “Geography,” and “Global Social Customs” in Collection Development for grades kindergarten through twelve.
- H. Increase the use of scholarly subscription databases for research by educating students and staff as to what is available through our ESASD Library Web Site and Access PA.

Technology Education 6 – 12

- A. Continue to refine the Technology Education curriculum and use resources obtained as part of the recent curriculum revision to meet student instructional needs and provide a safe learning environment.
- B. Identify areas where technology can be used to support the delivery of the Technology Education curriculum, emphasizing the use of the Internet for instructional lesson design and delivery of instruction, as well as the identification of instructional resources and gathering of research information.
- C. Maintain close collaboration with the newly formed South Technology Education Department.
- D. Design new course offerings to align with and support the Pennsylvania Academic Standards for Science and Technology

Vocal Music K – 12

- A. Continue education and reinforcement of appropriate concert manners and behavior of audiences, students, and adults.
- B. Through concert programs and the District Newsletter, continue to educate the East Stroudsburg community the importance of a K-12 music education program.
- C. Continue to maintain the high level of student involvement in the Choral Program, offered in grades 4–12.
- D. Implement a district-wide Elementary Vocal Concert
- E. Arrange more arts-related assemblies in our schools.
- F. Explore professional development opportunities that support proven best practices in Music Education.