

EAST STROUDSBURG AREA SCHOOL DISTRICT

CURRICULUM GOALS

2007 – 2008

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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 on the part of all stakeholders 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. Implement the revised Communication Arts curriculum and newly adopted instructional materials and resources for instruction in reading, writing, speaking, and listening.
- B. 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 the use of leveled books and lexile information.)
- C. Encourage a love and appreciation for reading and writing through information and support to parents.
- D. Foster the increase of professional knowledge and instructional skills of teachers of reading, regarding the development of students' literacy skills through participation in workshops, trainings and conferences (Kidwriting, Craft of Writing, Writing Process, and Thinking Maps).
- E. Focus on vocabulary development in all areas of the curriculum, including communication arts, math, science, and social studies.
- F. Instruct students in 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. Utilize the websites and materials outlined in the revised Guidance Handbook to design lessons for classroom guidance instruction.
- B. Work closely with the Special Education Office and the new Central Registration to facilitate the transfer of all new students.
- C. Continue to strive for consistency regarding the procedures for in matters relating to Chapters 14, 15, and 16
- D. Increase the sharing of professional information and resources from journals, conferences, and the Internet sources.

Health and Physical Education

- A. Implement the revised K-5 Health Education and Physical Education curricula and newly adopted instructional materials and resources for instruction.
- B. Continue to emphasize the importance of fitness and promote a heart-healthy life style.

Math

- A. Revise the Math Curriculum Pacing Guide to define further the mathematics content and skills necessary to foster instructional decision-making.
- B. Use PSSA and NWEA testing data to guide mathematics instruction and evaluate the use of the Primary NWEA assessments for students in kindergarten, grade one and grade two.
- C. Construct and disseminate weekly Performance Tasks for grades Kindergarten through grade five, emphasizing the construction of open-ended responses to problem solving.
- D. Work in concert with the educators of the Gifted Program to facilitate improved number sense for elementary students through the “24 Game” initiative.
- E. Provide staff development designed to provide optimum utilization of calculators, computers, and the Internet in the classroom.

Science

- A. Analyze and refine the K-5 Science Curriculum to ensure a correlation to the PSSA Science Assessment Anchors and eligible content in grade kindergarten to grade four and in grade five, in preparation for the PSSA Science Assessment administered in grade four and eight.
- 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. Utilize open-ended and multiple choice practice items, matched to grade-level curricula, to practice inquiry and content-based problem solving in science.
- D. Identify areas of need and plan for professional development for classroom teachers to strengthen best practices in the teaching of science.
- E. Identify areas where technology may be integrated into instruction to support the delivery of the Science Curriculum and attainment of the Pennsylvania Academic Standards.

Social Studies

- A. Identify and disseminate Constitution-related resources to assist teachers in providing students with an instructional program on the U.S. Constitution as mandated by Congress.
- B. Identify instructional resources and activities designed to promote patriotism in the part of students.
- C. 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.
- D. Promote the observance of Law Day sponsored by the Monroe County Bar Association, by encouraging teachers to invite lawyers and judges from Monroe County into their classrooms to help celebrate the event.
- E. 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 technological equipment and software.

2007 – 2008 Curriculum Goals

Intermediate Level – J.T. Lambert

Communication Arts (English and Reading)

- A. 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.
- B. Collaborate with all departments to integrate PSSA writing domains and rubrics across the curriculum in grades 6, 7 and 8.
- C. Continue to work with the elementary and high school levels to facilitate the articulation and implementation of the K – 12 Communication Arts , Reading, and English curricula scope and sequence.

Foreign Language

- A. Continue to develop, refine, and implement emergency lesson plans for substitutes that do not speak French or Spanish.
- B. Evaluate and update strategies for large conversational classes with diverse language backgrounds.
- C. Promote understanding and awareness regarding the issues facing cultures that speak the languages taught in our schools.

Health and Physical Education

- A. Implement the revised the Intermediate 6-8 Health and Physical Education curricula and newly adopted instructional resources.
- B. Revise, rewrite and align new lesson plans with the newly developed Health Education and Physical Education curricula.
- 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 new technologies into instructional programs.
- G. Continue the implementation of community service projects: Jump Rope for Heart and Girls’/Women’s’ Sports Night.
- H. Plan and conduct grade level Field Days, as a school-wide department project..

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. Continue use of the revised 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, emphasizing math as the “universal language”.
- E. Provide remediation through MathEdge instruction, as well as opportunities for remedial support as part of the regular program.
- F. Provide enrichment activities in all mathematics classrooms.
- G. Obtain computers in mathematics classrooms to support remediation, enrichment, and test prep.
- H. Provide career-based information and real-life applications for learned mathematical skills.
- I. Provide teachers with the opportunity for professional development, including conferences such as PCTM and NCTM.

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. 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.
- C. Continue review and ongoing refinement of the science curriculum and modify instruction to align with the PA Academic Standards and PSSA Science Assessment Anchors. The ongoing refinement of the curriculum will identify the essential eligible content to prepare students for the 2008 PSSA Science Assessment.
- D. Provide for differentiation of instruction necessary to meet the needs of regular or special education students that are reading significantly below expected grade level.

Social Studies

- A. Integrate the use of service learning into the delivery of the Social Studies 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 PIAP periods.
- C. Increase community involvement in the classroom by organizing guest speakers who are professionals in the fields that pertain to the curriculum and related career opportunities.
- D. Explore opportunities to gain community recognition through student participation in Social Studies competitions, conferences, and high profile events.
- E. Collaborate with the Communication Arts departments to improve PSSA formatted prompts and assessment questions designed to offer students varied opportunities to prepare for the PSSA Reading and Writing Assessments.

2007 – 2008 Curriculum Goals

Intermediate Level – Lehman

Communication Arts (English and Reading)

- A. 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.
- B. Improve student achievement on the PSSA Writing Assessments through the design and delivery of instruction that emphasize the use of extensive vocabulary and incorporate the PSSA writing rubric.
- C. Collaborate with all departments to integrate PSSA writing domains and rubrics across the curriculum in grades 6, 7 and 8.
- D. 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.
- E. Continue to work with the elementary and high school levels to facilitate the articulation and implementation of the K–12 Communication Arts , Reading, and English curricula scope and sequence.
- F. Expand the use of technology in Communication Arts classrooms to plan and deliver instruction.

Foreign Language

- A. Plan and deliver instruction designed to engage students in instructional activities and assessments that are based on realistic scenarios.
- B. Share experiences, practices and resources that involve technology with the high school foreign language department.
- C. Explore opportunities to share current events in class from places where the target language is spoken.
- D. Coordinate instruction in each language and level to ensure that the students enter the next level of instruction with similar linguistic bases.
- E. Explore ways to have students engaged in higher level instruction and assist beginning language students through demonstration of real-life scenarios.

Health and Physical Education

- A. Implement and refine the revised 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. Revise and update the Intermediate 6-8 Mathematics Planned Course and select instructional resources needed to support the revised curriculum.
- B. 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.
- C. 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.
- D. Use the revised Math Curriculum Pacing Guide as one framework for instructional decision-making.
- E. Use benchmark assessments to align with the Intermediate Mathematics Curriculum and 2007 PSSA Assessment Anchors.
- F. Implement the pre-Algebra curriculum for accelerated 6th grade students.
- G. 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.
- H. 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.
- I. 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.
- J. 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.
- K. Provide teachers with the opportunity for professional development, including conferences such as PCTM and NCTM.
- L. Provide teachers with the opportunity for professional development, including conferences such as PCTM and NCTM.

Science

- A. Prepare students for the operational PSSA Science Assessment, to be administered beginning in April 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, insuring its alignment with the Pennsylvania Academic Standards and eligible content assessed on the PSSA Science Assessment.
- C. Continue the development of the Interpretative Trail Project.
- D. Provide teachers with the opportunity for continuing professional development to maintain and enhance expertise in science instruction.
- E. Identify strategies and resources that will be used to involve students in projects emphasizing higher-level thinking to prepare them better for the PSSA Science

Assessment.

Social Studies

- A. Incorporate the PSSA Assessment Anchors and Eligible Content into Social Studies lessons whenever applicable, particularly during P.I.A.P, as well as during regular social studies classes.
- 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. Follow current events via the media and 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. Also, share lesson plans, resources and instructional strategies with J.T. Lambert Intermediate teachers during staff development to maintain a high level of program consistency.
- F. Utilize P.I.A.P. sessions to reinforce or enrich curriculum areas, as well as to improve test-taking strategies, map skills, writing skills, and interpretation of charts and graphs.
- G. Encourage interdisciplinary planning with other departments to foster students' understanding of the connections existing among the various subject areas.
- H. Explore opportunities to gain community recognition through student participation in Social Studies essay contests, competitions and other high profile events.
- I. Expand the use of technology 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.
- J. Utilize the School Resource Officers as resources for teaching about laws and law enforcement, as they relate to the Bill of Rights.

2007 – 2008 Curriculum Goals

High School Level – North Campus

Business Education

- A. Redesign the current Accounting II curriculum to insure a seamless transition / alignment from / with the Accounting I and Accounting II curricula.
- B. Implement the new Accounting II planned course, expanding upon the scope and sequence of the Accounting I and Accounting II courses.
- C. Integrate 21st Century Skills into instruction for all classes offered by the Business Education Department, to prepare our students better for successful careers in the future.
- D. Make data-informed decisions to drive instruction, using the student performance information that can be accessed through Performance Tracker.
- E. Support ongoing professional development by offering after-school professional development sessions supporting the integration of technology across the curriculum.
- F. Engage students in a wide variety of instructional activities and assessments that are based on realistic scenarios.
- G. Explore opportunities to share current events that relate to the various areas of the Business Education curriculum.
- H. Expand and improve upon differentiated instructional techniques and methods to improve instruction and student learning.
- I. Develop emergency substitute plans for the entire Business Education Department.

English

- A. Improve student achievement on the PSSA Reading and Writing Assessments through the design and delivery of instruction, emphasizing the 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.
- B. Expand the use of technology to support the delivery of the English, emphasizing the use of the online resources and the Internet for research purposes.
- C. Continue to refine and improve the methodology for teaching writing skills, emphasizing persuasive and informative pieces. Expanding the strategies for teaching writing will focus on reluctant writers.
- D. Continue to refine and improve the methodology for teaching grammar skills.
- E. 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, as well as increase the number of students opting to take the AP Foreign Language exams..
- 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. Increase the number of class listening exercises to improve language proficiency in the target language.
- E. Explore ways to generate increased interest in foreign travel through extending invitations to guest speakers.
- F. Investigate Smartboard technology and applicable applications in the foreign language classroom.

Health and Physical Education

- A. Implement and refine the revised Health Education and Physical Education planned courses and use of the newly adopted texts and instructional resources.
- B. Identify diversified instructional and community resources that can be used to promote a healthy life style for our students.
- C. Continue to promote the concept of wellness and provide a variety of activities that support fitness and healthy life choices that can be pursued throughout life.
- D. Incorporate the eligible reading and mathematics content for the PSSA Assessment Anchors and PSSA-formatted activities into instruction wherever applicable.
- E. 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.

Mathematics

- A. Continue offering Math Edge courses and tutoring sessions to supplement regular instruction to address the instructional needs of “at risk” students and support their meeting the performance criteria necessary to demonstrate proficiency on the PSSA Mathematics Assessment and meet the District’s proficiency requirements for graduation.
- B. Implement the Applied level Consumer Mathematics course curriculum.
- C. Implement instructional strategies that provide students with frequent experiences, supporting acquisition of the skills needed to demonstrate proficiency on the PSSA.
- D. Incorporate technology into instruction to support the goals of the Mathematics Curriculum and connections to mathematics in the world outside the classroom.
- E. Increase student awareness of mathematics and technology skills required for various career pathways.
- F. Use student performance data, including MAP test scores to place students in the appropriate level math courses and mandated remediation.
- G. Provide teachers with professional development opportunities to increase the variety of instructional strategies used in the classroom.

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 April, 2008.
- B. Incorporate the eligible reading and mathematics content for the PSSA Assessment Anchors and PSSA-formatted activities into science instruction wherever applicable.
- C. Expand and improve upon differentiated instructional techniques and methods to improve instruction and student learning.

- D. Implement a uniform laboratory 'write-up procedure to be used throughout the department.
- E. Incorporate technology into instruction to support the goals of the Science Curriculum and connections to science in the world outside the classroom.
- F. Incorporate the use of additional graphing activities using Excel into instruction.

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 12th 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.
- G. Incorporate technology into instruction to support the goals of the Social Studies Curriculum and connections to social studies in the world outside the classroom.

2007 – 2008 Curriculum Goals

High School Level – South Campus

Business Education

- A. Implement and revise, as needed, the new Small Business Management course.
- B. Investigate the need for an additional level of Career Skills, as well as an Everyday Law course.
- C. Develop a Fashion Marketing course to compliment the Sports and Entertainment Marketing course currently being offered.
- D. Reinstate the offering of Keyboarding Level 2, as an elective offering, modifying the course content to accommodate a 45-minute format.
- E. Integrate the use of Adobe Photoshop into all relevant business courses.

English

- A. 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.
- B. Maintain the current status of the English Department computer / writing lab to facilitate the implementation of the online essay scorer throughout each semester and during final exams.
- C. Continue to implement and assess the summer reading program that has been incorporated into all levels of English for all students.
- D. Continue to implement the Reading Edge classes to support those students who need to strengthen their reading and writing skills in order to demonstrate proficiency on the PSSA Reading and Writing Assessments and meet the proficiency requirements for graduation.
- E. Implement and refine the common English department final exams for all core English courses.
- F. Incorporate the newly acquired technology resources from Prentice Hall and the “Getting –to-One” and/or “Classrooms for the Future” grants into instruction.
- G. Implement a data-driven approach to lesson planning by individual teachers to enhance differentiation of instruction and into decision-making regarding the instructional scheduling for the department.
- H. Encourage the spirit of collaboration among grade level instructors to promote the sharing of knowledge, technology resources, and teaching materials.

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

- examine and evaluate the current criteria for determining department award recipients.
- D. 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. Implement and refine the revised Health, Physical Education, and Driver Education curricula and use of the newly adopted texts and instructional resources to support the delivery of instruction.
- B. Identify diversified instructional and community resources that can be used to promote a healthy life style for our students.
- C. 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.
- D. Incorporate the eligible reading, writing, and mathematics content for the PSSA Assessment Anchors and PSSA-formatted activities into instruction wherever applicable.
- E. Develop a plan to certify the Health and Physical Education department members as CPR and AED instructors.
- F. Incorporate the Health and Wellness policy into the Health and Physical Education curricula.
- G. Expand the use of 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.
- H. Develop additional opportunities to integrate technology and business / community partnerships into the Sports Nutrition course offerings.
- I. Explore the offering of a Fitness Club or Physical Education 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.
- J. Offer additional opportunities for Adaptive Physical Education, to meet better the individual needs of students dealing with obesity, emotional difficulties, and socialization issues.

Mathematics

- A. Maintain the increased 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 that support 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. Use MAP student performance data to make decisions and to differentiate the design and delivery of mathematics instruction.
- E. Plan and implement instruction that incorporates specific classroom activities, assignments, and assessments that focus on PSSA Assessment Content Anchors and

eligible content, including the use of PSSA practice materials, warm-up activities created within the department, online resources, rubrics, and open-ended performance tasks.

- F. Analyze the PSSA and MAP results to design a department plan for improving student performance on future assessments.
- G. Increase the number of students participating in the extended day tutorial offerings by grouping participants with their current mathematics teacher.
- H. Incorporate technology into mathematics instruction to support the goals of the Mathematics Curriculum and connections to mathematics in the world outside the classroom. Provide and maintain a site for online resources that is available to teachers and students.
- I. Increase student awareness of the mathematics skills required for various career tracks involving degree / vocational training programs.
- J. Continue the development of Moodle courses by District staff.

Science

- A. Implement the Study Island activities in all classes in preparation for the Science and Technology PSSA.
- B. Incorporate the eligible reading and mathematics content for the PSSA Assessment Anchors and PSSA-formatted activities into instruction wherever applicable.
- C. Expand the integration of technology into science instruction to support the goals of the science curriculum and connections to science in the world outside of the classroom.
- 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. Encourage greater participation in the Science Olympiad.

Social Studies

- A. Implement and refine the required fourth year social studies course.
- B. Increase the number of department members participating in Classrooms of the Future initiative.
- C. Incorporate the various technologies provided by the Classrooms of the Future initiative into classroom instruction and curriculum to support the goals of the Social Studies curriculum and connections to social studies in the world outside the classroom; thereby serving as models for other teachers to emulate.
- D. Evaluate the impact of the required fourth year of social studies on elective offerings and seek to expand the number of electives if appropriate.
- 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. Continue to develop and implement strategies consistent with the PSSA assessment anchors and eligible content.
- G. Refine the curriculum to integrate appropriate elements and principles of career education into Social Studies instruction.

2007 – 2008 Curriculum Goals

K-12 and 6-12 Departments

Art 6 – 12

- A. Continue opportunities to expose secondary students to artwork created by the faculty and staff of the high schools.
- B. Incorporate technology into art instruction to support the goals of the Art Curriculum, including the development of Power Point and iMovie presentations.
- C. Expand the display of student artwork within the buildings
- D. Encourage representatives of the secondary art departments to attend school board meetings.
- E. Continue efforts to facilitate ways to “bridge the gap” between the intermediate and high school art programs to garner student interest in art courses, including the development of a presentation for eighth grade students to view an exhibit of high school artwork prior to the spring scheduling of courses.
- F. Explore professional development opportunities that support proven best practices in Art Education.
- G. 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.

ESL (English As A Second Language) K – 12

- A. Strengthen the partnership and improve 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.
- B. Redefine the ESL curriculum to support improvement of student achievement and attainment of the English language proficiency levels, within the instructional domains, the PA Academic Standards and PSSA Assessment Content Anchors and eligible content.
- C. Expand the use of instructional technology to support the goals of the ESL Curriculum and attainment of English proficiency and TESOL and PA Academic Standards.
- D. Plan and deliver engaging instruction in the four domains: listening, speaking, reading, and writing, while using assessments that offer authentic experiences.

Family and Consumer Science 6 – 12

- A. Provide students with information and experiences related to Family and Consumer Science career choices.
- B. 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.
- C. 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.
- E. Continue efforts to promote communications within the department and between buildings / levels to maintain consistency regarding department procedures and to share instructional strategies and resources.

Guidance 6 – 12

- A. Assist in addressing the Career Education and Work Standards through curriculum programming that heightens the awareness of intermediate level students to career opportunities in their future.
- B. Refine the scheduling process to meet better the needs of a growing, increasingly diverse population to prepare our students best for the competition they will face beyond high school.
- C. Improve the transition process for Chapter 15 students moving from the intermediate level to the high school level.
- D. Increase the counselors' knowledge regarding the use of the Progress Book Program and the enhanced technical features of the program, such as how it interfaces with AS400.
- E. Continue to promote Career Pathways outlined in the Program of Studies to increase the number of students preparing for careers by planning their coursework in high school.

Health Services K – 12

- A. Improve student attendance and increase time in the classroom by exploring and sharing current research and findings on evidence-based practices that support health, wellness, and disease prevention.
- B. Explore opportunities to develop school, community, and parent involvement in support of our District health and wellness policies.
- C. Gain knowledge and improve skills in school nursing through participation in workshops, conferences, and training designed to foster professional growth.
- D. Refine the referral process for vision and hearing to improve compliance.
- E. Identify areas where technology can be used to support the delivery of health services.
- F. Collaborate with the Secondary Health Services department to provide a coordinated school health model.

Instrumental Music K-12

- A. Establish an electronic tracking record for each student enrolled in the instrumental music program beginning at the elementary level
- B. Incorporate one or more instructional lessons found on www.vicfirth.com for all percussion students in grades 4 through 12.
- C. Implement a consistent counting system and rhythm syllable system (Kodaly) for students when they are labeling notation in music passages and when reciting rhythm patterns.

Library

- A. Create an ESASD Library Procedural Manual.
- B. Initiate the process of preparation for next year's revision of the K-12 Library curriculum, by researching current trends in our field and examining curriculum models from other school districts which incorporate "The Big Six" research model.
- C. Revise and update both our Secondary and Elementary websites.
- D. Continue to expand the Elementary Materials Organizer (ELMO) through collaboration with classroom teachers and through expansion of the service into subject areas across the curriculum.
- E. Foster a love of reading in ESASD students.
- F. Instruct ESASD students to be independent library users.

- G. Collaborate with teachers involved in the “Classrooms for the Future” to determine ways that services in our libraries can support instruction in their classrooms, including exploring areas such as online databases geared to a variety of subject areas, sharing instructional strategies involving tools designed to aid students in the production of research papers such as Noodletools, as well as instructional tools intended to illustrate the importance of using educationally sound sources for the collection of data.
- H. Continue to update our print holdings through the careful weeding of collections and the selection of new titles to supplement areas in the collections that currently do not adequately meet the needs of our curriculum.

Technology Education 6-12

- A. Continue to refine the Technology Education curriculum and seek resources to update the department’s instructional resources, provide for the professional development needs of teachers and support a safe learning environment for all levels of students.
- B. At the south high school, work with member of the department and administration to create a smooth transition to the new Technology Education classrooms.
- C. 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.
- D. Foster an ongoing professional relationship and maintain communication between the Technology Education departments at the North and South campuses.
- E. Design new course offerings to align with and support the Pennsylvania Academic Standards for Science and Technology.
- F. Continue to evaluate classroom practices and procedures to maintain a safe learning environment in each of the Technology Education classrooms.
- G. Implement and refine the new Energy, Power, and Transportation course.
- H. Design new course offerings to support and align with the PA 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 on 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. Develop a Music Department mission statement.
- E. Explore opportunities to increase the number of arts-related assemblies offered in our schools.
- F. Develop K-5 guideline for use by new music teachers.
- G. Explore professional development opportunities that support proven best practices in Music Education during District staff development days and through resources outside of the District.
- H. Work with the District administration to discuss solutions to the problems vocal music teachers experience when they are not assigned a classroom and move around to individual classrooms.