Exhibit **L**

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: August 9, 2011

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: <u>**CONSIDERATION OF THE SOCIAL STUDIES CURRICULUM**</u>
<u>**FOR GRADES 4 AND 5**</u>

ORIGINATOR: Dr. Renee A. Foose, Deputy Superintendent

RESOURCE
PERSON(S):   Roger Plunkett, Assistant Superintendent, Curriculum and Instruction
Sonja Karwacki, Executive Director, Liberal Arts
Rex Shepard, Coordinator, Secondary Social Studies
Tim Rualo, Supervisor, Secondary Social Studies

RECOMMENDATION

That the Board of Education approves the Social Studies Grades 4 and 5 curriculum.

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Attachment I – Executive Summary
Attachment II – Curriculum Pilot Evaluation
Attachment III – AIM Objectives and KSIs - Grade 4
Attachment IV – AIM Objectives and KSIs - Grade 5
Attachment V – Phase III - BCPS Course Request - Grade 4
Attachment VI – Phase III - BCPS Course Request - Grade 5

Executive Summary
Social Studies Grade 4 and Grade 5
June 2011

Grades 4 and 5 Timeline:

In accordance with the Curriculum Assessment and Evaluation Process, the Curriculum Development Process, and the procedures outlined in the Curriculum Development Handbook:

April and May 2009:
Data were gathered to evaluate Grades 4 and 5 social studies curricula, including:
- DRAA report on benchmark assessment data presented at the Superintendent's Retreat.
- Input from focus groups consisting of principals and teachers.
- Review of current research of best practices for social studies education.

Evaluation resulted in decision to revise Grades 4 and 5 social studies curricula.

June - July 2009:
- Curriculum writers hired.
- Curriculum writers trained.
- Curriculum workshop held.

August 2009:
Curriculum pilot organized in conjunction with input from the Department of Research, Accountability, and Assessment (DRAA).

August 2009 - June 2010:
Curriculum pilot program implemented.

June 2010:
Curriculum pilot evaluation completed with input from DRAA. Evaluation and newly adopted state standards indicated need for further revision before curricula could be implemented systemwide.

July 2010:
Curricula revised.

August 2010:
Curriculum pilot organized with input from DRAA.

August 2010 - June 2011:
Curriculum pilot program implemented.

June 2011:
Curriculum pilot evaluation completed with input from DRAA.

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Social Studies Grades 4 and 5
Curriculum Pilot Evaluation

Background:
The Offices of Elementary Social Studies and Science PreK-12 worked collaboratively throughout spring and summer 2009 to collect data from teacher and administrator focus groups to inform the curriculum writing activity for infusion of explicit language arts strategies into Grade 4 and 5 science and social studies curricula. In July 2009, the Offices of Elementary Social Studies and Science PreK-12 worked with staff from the Offices of Elementary Language Arts, Special Education, Instructional Technology, and Library Information Services during the curriculum writing process. The resulting curricula supported yearlong, daily instruction in science and social studies and provided students with opportunities to apply strategies learned in language arts in a meaningful, authentic context. Evaluation of the curriculum pilot resulted in the decision to further refine the curriculum and extend the pilot for a second year. The 2010-11 pilot involved additional schools and provided more flexibility in the time allotted to content instruction. This evaluation of the second year of the pilot addresses the following research questions:

Research Questions:
1. What were the expectations for implementation of the pilot curriculum?
2. How did the pilot curriculum impact the approach to content instruction?
3. What was the impact of the pilot curriculum on student achievement?

Research Question 1: What were the expectations for implementation of the pilot curriculum?

Outcome	Criteria	Measures Used
Pilot schools will implement social studies and science instruction as prescribed in the pilot curriculum.	Teachers and principals will report time devoted to science and social studies instruction	Teacher reporting

Principal reporting |

Schools implementing the pilot materials should have included a minimum of 45 minutes of science or social studies instruction into each school day at the fourth and/or fifth grade level.

Findings:
- The pilot curriculum is being used in a total of 23 elementary schools. Four schools are using fourth grade materials, five schools are using fifth grade materials, and fourteen schools are using both.
- All schools (100%) are implementing a minimum of 45 minutes of content area instruction daily.

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Research Question 2: How did the pilot curriculum impact the approach to content instruction?

Outcome	Criteria	Measures Used
Teachers and administrators will report that the pilot curriculum was beneficial to student engagement, teaching, and learning.	Teachers and administrators will report an increase in student engagement Teachers and administrators will report an increase in effective language arts instruction in content areas Teachers and administrators will report an increase in the effective integration of technology in content area instruction	Teacher feedback Principal feedback

Findings:
- Eighty-three percent (83%) of pilot teachers completing a curriculum evaluation form reported that students were engaged in interesting, active, cooperative, and differentiated learning.
- Administrators reported that the content instruction was engaging for students.
- Ninety-two percent (92%) of pilot teachers completing a curriculum evaluation form reported that technology was meaningfully embedded into the pilot curriculum.
- Administrators reported that technology was meaningfully embedded into the pilot curriculum.
- Seventy-five percent (75%) of pilot teachers completing a curriculum evaluation form reported that language arts instruction was meaningfully embedded into the pilot curriculum.
- Administrators reported that the pilot curriculum provided plenty of opportunity to integrate language arts.
- Notable quotes from teacher and administrator feedback:
  o "I LOVE this new unit! The embedded reading strategies and vocabulary activities are top notch."
  o "The reading activities were helpful and would be very helpful to a new teacher or someone who has not taught language arts."
  o "I really liked how the social studies and geology connected the geographic influences within the geology unit."
  o "My reading teacher remarked how it was much easier teaching it this year with the connections [the students] were making."
  o "A lot of the work [in content areas] provided background knowledge that many of my students did not have."
  o "Reinforcing language skills in the science curriculum is great. I think that's very important and we should make every attempt to make sure it happens."
  o "There is so much in this unit to engage students with rigor."
  o "It is very clear how reading is embedded and it makes sense to students as well."
  o "This curriculum is student-friendly, easy-to-use, and well-planned."

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Research Question 3: **What was the impact of the pilot curriculum on student achievement?**

Outcome	Criteria	Measures Used
Student scores on benchmark assessments will be higher in pilot schools than against the county average.	Student scores on Science Benchmark I will be higher in pilot schools than the county average	Science Benchmark I data
	Student scores on Social Studies Benchmark I will be higher in pilot schools than the county average	Social Studies Benchmark I data
	Student scores on Language Arts Benchmark II will be higher in pilot schools than the county average	Language Arts Benchmark II data

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Findings:

2011 SY Grade 4 Benchmark Comparisons

■ Pilot Schools   ■ BCPS Average

	Language Arts	Social Studies	Science
Pilot Schools	74.9	62.4	74.4
BCPS Average	75.7	69.7	74.8
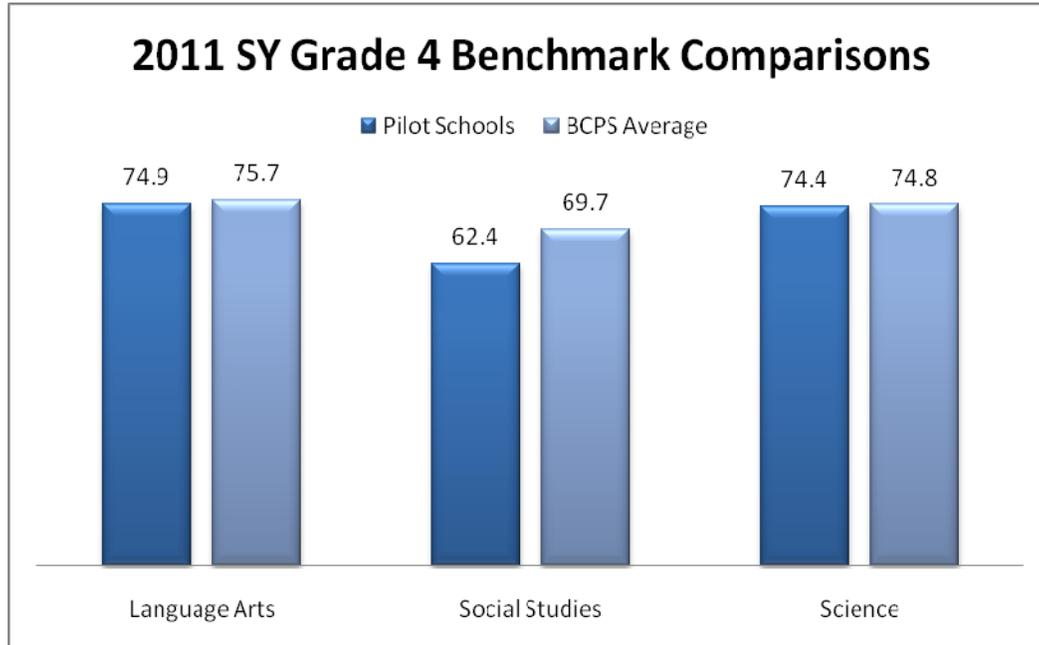
Note: For social studies, 1 Pilot School (Westchester) did not report data and 1 pilot school (Dogwood) was not listed in assessTraxx®. For Science, 9 Pilot Schools (50%) did not report data in assessTraxx®. Across BCPS, 28 elementary schools did not report data for social studies BM1 and 42 elementary schools did not report data for science BM1. All schools reported data for language arts.

- Grade 4 pilot schools showed similar performance in Language Arts and Science compared to the BCPS average, as measured by the benchmarks.
- Grade 4 pilot schools showed slightly lower performance in Social Studies, as measured by the benchmarks.

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2011 SY Grade 5 Benchmark Comparisons

■ Pilot Schools   ■ BCPS Average

	Language Arts	Social Studies	Science
Pilot Schools	72.8	67.5	73.0
BCPS Average	72.9	66.4	72.7
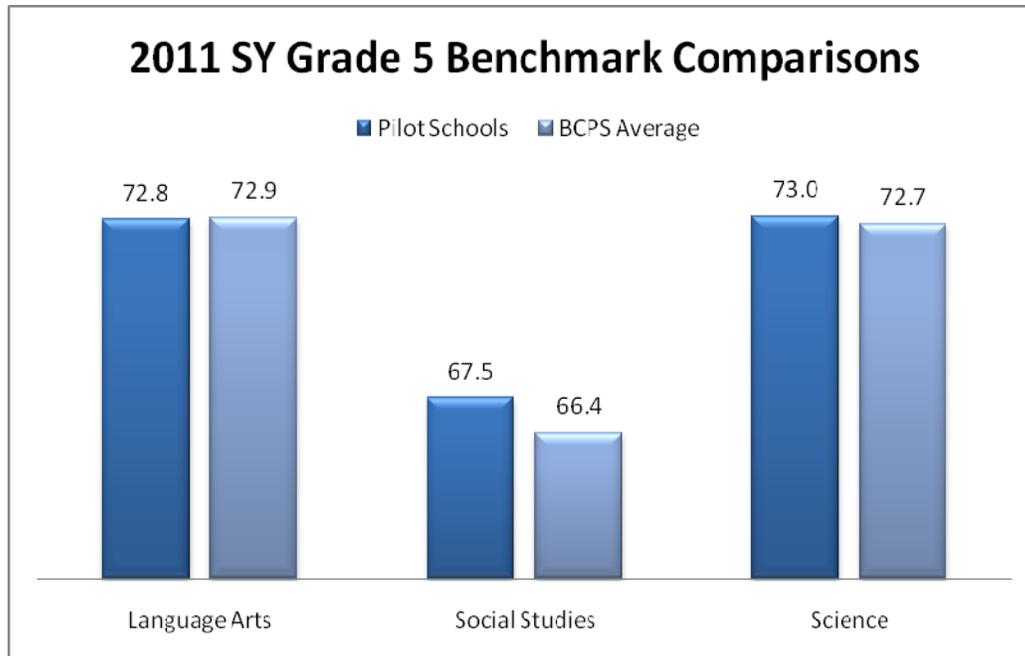
Note: For social studies, 6 (33%) Pilot Schools (Bear Creek, Bedford, Catonsville, Fort Garrison, Franklin, Pleasant Plains) did not report data and 2 pilot schools (Dogwood, Woodmoor) were not listed in assessTraxx®. For science, 9 (50%) Pilot Schools (Bear Creek, Bedford, Berkshire, Dogwood, Fort Garrison, Glenmar, Johnnycake, Lansdowne, Oliver Beach) did not report data in assessTraxx®. Across BCPS, 33 elementary schools did not report data for social studies BM1 and 43 elementary schools did not report data for science BM1. All schools reported data for language arts with the exception of Franklin, which was also a Pilot School.

- In 2011, compared to the BCPS average, grade 5 pilot schools showed similar performance in Language Arts and Science and slightly increased performance in Social Studies, as measured by the benchmarks.

Note: Nine schools had missing data in one or both years and were not included: Bear Creek, Bedford, Chesapeake Terrance, Dogwood, Franklin, Johnnycake, Pleasant Plains, Westchester, and Woodmoor.

- 67% of Pilot schools reporting data in 2011 experienced growth in grade 4 science achievement as compared to 2010.

Next Steps:

o Implement curricula systemwide beginning in the 2011-12 academic year.
o Introduce teachers to the curricula during the August 24, 2011, Professional Study Day.
o Provide ongoing professional development throughout the 2011-12 academic year.
o Continue to refine science and social studies benchmark assessments under the guidance of the Department of Research, Accountability, and Assessment.

AIM Objectives and KSIs
Social Studies Grade Four

UNIT ONE

O-1   Describe the human and physical characteristics of places
       KSI A Interpret a variety of maps using map elements
       KSI B Locate physical and human features of Maryland and the United States
       KSI C Describe geographic characteristics of Maryland and the United States using
              photographs, maps, charts, graphs, and atlases

O-2   Describe the similarities and differences of regions using geographic characteristics
       KSI A Compare physical characteristics of different regions in Maryland and in the
              United States
       KSI B Compare human characteristics of different regions in Maryland and in the United
              States
       KSI C Describe how geographic characteristics of a region change over time
       KSI D Describe how geographic characteristics of a region affect the way people live
              and work

O-3   Describe how people adapt to, modify, and impact the natural environment
       KSI A Compare ways and reasons that people in Maryland and the United States modify
              the natural environment
       KSI B Explain how the growth of communities has consequences for the environment

O-4   Describe population growth and settlement patterns in Maryland and in the United States
       KSI A Explain how geographic characteristics affected settlement patterns in Maryland
              and in the United States
       KSI B Explain how changes in transportation and communication networks affected
              settlement patterns in Maryland and in the United States
       KSI C Determine reasons for the movement of people to, from, and within Maryland and
              the United States

O-5   Explain how limited economic resources are used to produce goods and services in
              Maryland and in the United States
       KSI A Determine opportunity costs of economic decisions made by individuals,
              businesses, and governments in Maryland and in the United States
       KSI B Explain how the availability of economic resources determine what is produced
       KSI C Explain how changes in technology impacts the lives of consumers
       KSI D Evaluate the risks and benefits of entrepreneurship

O-6   Explain the process of making informed, financially responsible decisions
       KSI A Develop a spending plan indicating income and expenses
       KSI B Describe the services that financial institutions provide
       KSI C Differentiate between banked versus unbanked consumers
       KSI D Describe how personal characteristics and interests affect career decisions

UNIT TWO

O-7   Describe the cultures of Native American societies in Maryland and the Americas
        KSI A Explain how culture influences people
        KSI B Describe the unique and diverse cultures of Native American societies

O-8   Describe Native American societies in Maryland and the Americas before European
        colonization
        KSI A Describe the development of indigenous societies from Paleo-Indians to the
               Woodland Indians
        KSI B Compare the ways that Native American societies used the natural environment
               for food, clothing, and shelter

UNIT THREE

O-9   Analyze the key events during the age of European exploration
        KSI A Describe European and African societies in the 1400s
        KSI B Explain how changes in technology influenced exploration
        KSI C Compare the origins, destinations, and goals of European explorers in the New
               World
        KSI D Evaluate the results of the interactions between Europeans, Africans, and Native
               Americans

O-10   Analyze the key events leading to early settlements in the Americas
        KSI A Compare incentives for European colonization of the Americas
        KSI B Describe the early settlers' motives for migration
        KSI C Describe the difficulties that early settlers encountered
        KSI D Evaluate the success of early colonial settlements
        KSI E Describe how key events impacted Native American societies

O-11   Compare geographic characteristics of early settlements in the Americas
        KSI A Describe the geographic characteristics of early colonial settlements
        KSI B Explain how geographic characteristics influenced early settlement

O-12   Analyze how native societies were influenced by the diverse cultures of the explorers and
        settlers
        KSI A Compare perspectives of Native Americans and European explorers and settlers
        KSI B Compare the impact of French, Spanish, and English exploration and settlement
               on Native American societies

UNIT FOUR

O-13   Compare geographic characteristics of colonial settlements
      KSI A Evaluate geographic characteristics of various locations for potential colonization
      KSI B Explain how geographic characteristics influenced colonial settlement patterns

O-14   Analyze incentives for migration to the colonies
      KSI A Explain various reasons that Europeans migrated to the colonies
      KSI B Describe the costs and benefits of indentured servitude
      KSI C Explain the impact of the institution of slavery in colonial America

O-15   Describe how the political structure of early settlements developed and changed over time
      KSI A Evaluate the risks and benefits of proprietor colonies
      KSI B Describe how early American settlements were established and governed
      KSI C Explain how Europe's philosophies affected the political structure of the early American colonies
      KSI D Explain examples of self-government in the early colonies

O-16   Describe the culture of colonial societies
      KSI A Describe the social, political, and religious characteristics of the colonies
      KSI B Determine how interactions between various groups resulted in the sharing of technology and traditions
      KSI C Evaluate the ways that Native Americans and colonists influenced each others' cultures

O-17   Analyze the key events in the settlement of Maryland
      KSI A Explain the political, economic, and religious motives for the Maryland colony
      KSI B Explain how the Maryland colony was established
      KSI C Describe the development of places and regions in colonial Maryland

O-18   Analyze the documents and democratic ideas that developed in the Maryland colony
      KSI A Describe how the colony of Maryland was governed
      KSI B Analyze how colonial Maryland law influenced individuals

AIM Objectives and KSIs
Social Studies Grade Five

UNIT ONE

O-1　Describe the human and physical characteristics of places
　　　KSI A　Interpret a variety of maps using map elements
　　　KSI B　Construct maps using map elements
　　　KSI C　Locate physical and human features of colonial America
　　　KSI D　Describe geographic characteristics of colonial America using photographs, maps, charts, graphs, and atlases
　　　KSI E　Compare locations and geographic characteristics of colonial settlements

O-2　Describe the similarities and differences of colonial regions using geographic characteristics
　　　KSI A　Compare physical characteristics of the three colonial regions
　　　KSI B　Compare human characteristics of the three colonial regions
　　　KSI C　Describe how geographic characteristics of a region change over time
　　　KSI D　Describe how geographic characteristics of a region affect the way people live and work

O-3　Compare cultures of colonial regions
　　　KSI A　Describe the social, political, and religious components of life in the New England colonies
　　　KSI B　Describe the social, political, and religious components of life in the Middle Atlantic colonies
　　　KSI C　Describe the social, political, and religious components of life in the Southern colonies

O-4　Explain how migration and economic development affected cultural diversity in colonial America
　　　KSI A　Describe the religious, political, and economic motives for migration to North America
　　　KSI B　Explain how immigration led to economic development and cultural diversity
　　　KSI C　Describe the establishment and growth of slavery in colonial America

O-5　Analyze population growth and settlement patterns in colonial America
　　　KSI A　Explain how geographic characteristics affected settlement patterns in colonial America
　　　KSI B　Explain the importance of shipping and trading to the development of the colonies

O-6　Explain why and how people adapt to and modify the natural environment
　　　KSI A　Describe ways that the colonists in the New England region adapted to and modified the environment
　　　KSI B　Describe ways that the colonists in the Middle Atlantic region adapted to and modified the environment

KSI C Describe ways that the colonists in the Southern region adapted to and modified the environment

O-7 Explain how limited economic resources were used to satisfy unlimited wants in colonial America
KSI A Describe how the availability of economic resources affected production in colonial America
KSI B Explain how technology impacted production in colonial America

O-8 Analyze the consequences of specialized work on interdependence and trade
KSI A Explain how specialization led to interdependence within the colonies
KSI B Explain how specialization led to interdependence with England
KSI C Explain the roles of specialization and interdependence in the triangle trade routes

UNIT TWO

O-9 Analyze the causes of the American Revolution
KSI A Explain the interactions between the colonists and the British during the pre-Revolutionary period
KSI B Describe how European policies affected the interactions of colonists and Native Americans during the French and Indian War
KSI C Sequence and describe key events from the French and Indian War to the American Revolution

O-10 Analyze the perspectives of various groups in colonial America
KSI A Evaluate the viewpoints of Patriots and Loyalists regarding British colonial policy after the French and Indian War
KSI B Analyze the roles and viewpoints of individuals and groups during the Revolutionary period

O-11 Analyze the significance of the Declaration of Independence
KSI A Explain the content and importance of the Declaration of Independence
KSI B Describe the contributions of individuals associated with drafting and signing the Declaration of Independence

UNIT THREE

O-12 Analyze the philosophies, documents, and practices that are the foundation of the American political system
KSI A Explain how democratic principles influenced our funding documents
KSI B Determine the successes and failures of government under the Articles of Confederation
KSI C Explain the principles outlined in the Preamble, Constitution, and Bill of Rights
KSI D Compare the individual powers and responsibilities of the three branches of government

O-13   Analyze examples of compromise and conflict in the creation of the American political
        system
        KSI A Explain the impact of Shays' Rebellion on American government
        KSI B Evaluate the compromises made during the Constitutional Convention
        KSI C Explain the influence that the anti-federalists had on American government

O-14   Explain how the United States government protects the rights of individuals and groups
        KSI A Describe the impact that the rule of law has on individuals and groups
        KSI B Describe the individual freedoms that resulted from the formation of the United
               States government
        KSI C Evaluate the balance between providing for the common good and protecting
               individual rights

O-15   Determine the importance of civic participation as a citizen of the United States
        KSI A Describe the contributions of individuals associated with the framing of the
               Constitution
        KSI B Describe individual responsibilities associated with the rights of citizenship
        KSI B Compare ways that individuals can participate in the political process
        KSI C Evaluate various sources of information used to make political decisions

O-16   Explain the development of the political structure in Maryland
        KSI A Describe the democratic principles and values included in the Maryland State
               Constitution
        KSI B Explain the importance of the Office of the Governor
        KSI C Explain the structure and function of the Maryland General Assembly
        KSI D Describe the role of the Maryland state judiciary system

O-17   Analyze the role of government in Maryland regarding public policy
        KSI A Explain the effect that special interests have on shaping government policy
        KSI B Describe how land use and urban growth are influenced by governmental
               decisions

Executive Director >>> *Associate Superintendent* >>> *Executive Leadership Team* >>> *Board of Education* >>> *Office of Student Data*

1. **BEGIN HERE** Before completing this form, verify that that the course whose number you are seeking to change is in the Master Course List for Baltimore County Public Schools.
2. **PRINT** a hard copy of this form for future reference and then **SAVE** this form using the following format: "Course Request Change Terminate Approval Form_<<*Curricular Office*>>_<<*Originator's name*>>_ <<*Proposed course name*>>_<<*Date submitted*>>" (**ex: Course Change Terminate Approval Form_World Languages_Peggy Johnson_Chinese4_July 2014.**)
3. For course content changes requiring a new course number, DO NOT continue with this form. Instead, complete the "Phase I-BCPS Course Concept Review and Approval Form." For course content changes with the original course number, complete sections 1, 2, and 3. For course termination, complete sections 1, 2, and 4 only. For course number changes, complete sections 1, 2, and 6. For all other changes (including renaming a course, changing a course's credits, and identifying restrictions on course offerings), complete sections 1, 2, and 5. Once the required sections are complete (including the approval signature lines), forward to Frank Curnoles, manager of the Office of Student Data.
4. Need **HELP** completing this form? Call the Office of Student Data (OSD) at #7846.

Section I: Course Information

Course Number	Course Name	Master Course File *(Ex: 2013-2014, v1)*
0515400	*Social Studies Grade 4*	*2011-2012, v2*

Section II: Date to be instituted   Sponsoring Office:

2010-2011   LIBERAL ARTS-Language Arts, Elementary

Section III: Request to Change Course Content with the Original Course Number

Complete this section only if you desire to change the objectives and/or KSIs for a course number that currently appears in the Master Course File.

Success in social studies enables students to prosper in a global society that is constantly restructuring itself due to changing cultural patterns, newly emerging technologies, expanding frontiers, and rapidly developing interconnections. Interactions within this context require a knowledge base that includes an understanding of the community, nation, and world as well as the abilities to make decisions and solve problems.

Research indicates that effective social studies instruction is inter-disciplinary and cross-disciplinary, and requires students to act as historians, geographers, economists, sociologists, and other social scientists as they acquire, process, and apply knowledge of the world in which they live. Social studies is a vehicle for students to demonstrate mastery of 21st Century Skills, including communication, collaboration, and critical thinking. The Grade 4 social studies program, *Our Country's Heritage: Beginnings,* integrates language arts strategies and references to technology within the instructional suggestions to ensure that students develop essential literacy skills.

Our Country's Heritage: Beginnings is designed to provide all students with a learning experience that integrates challenging content and dynamic instruction. Following the principles of Universal Design for Learning, teachers are provided with multiple, flexible methods of presentation, expression, and engagement.

This course revision will support the use of current resources and engage students with more contemporary real-world problems and issues.

Section IV: Request to TERMINATE Course

Complete this section only if you desire to remove a course number from the Master Course File; from STARS, and from AIM. For all other changes, proceed to Section V.

Rationale (Be specific):

Section V: Request to Change School Type, Number of Credits, Course Name, or Course Availability

Rationale (Be specific):

- **SCHOOL TYPE change desired**

No change

- **NUMBER OF CREDITS change desired**

No change

- **COURSE NAME change desired**

Type desired 30-character course name here

- **COURSE AVAILABILITY change desired**

Systemwide: All schools within the "School Type" identified above may offer course.	YES
Specific School(s): Only school(s) within the "School Type" identified above and listed below may offer course.	NO
•	
•	

Section VI: Request to Change Course Number

Rationale (Be specific):

Original Course Number	New Course Number	Course Name
Type original course number here	*Type new course number here*	*Type 30-character course name here*

For Approval Use Only:
Executive Director⟩⟩⟩*Associate Superintendent*⟩⟩⟩*Executive Leadership Team*⟩⟩⟩*Board of Education*⟩⟩⟩*Office of Student Data*

Executive Director *After obtaining required signatures, forward this form to Frank Curnoles, manager of the Office of Student Data.*

Executive Director's Approval:	*Date:*	
Assistant Superintendent of C&I's Approval:	*Date:*	
Superintendent's Approval (In accordance with the Executive Leadership Team's review):	*Date:*	
Board of Education's Approval: (if necessary)	*Date:*	

For Office of Student Data Use Only:

Course details revised in SILK MAIN district course.	*Type date here*	OSD staff name
Parent course deactivated in STARS course maintenance for desired school year, if applicable)	*Type date here*	OSD staff name
Course deactivated in Data Warehouse for desired school year.	*Type date here*	OSD staff name
Course removed from AIM for desired school year.	*Type date here*	AIM staff name

CHANGE/TERMINATE APPROVAL FORM*

Executive Director >>> Associate Superintendent >>> Executive Leadership Team >>> Board of Education >>> Office of Student Data

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Section I: Course Information

Course Number	Course Name	Master Course File *(Ex: 2013-2014, v1)*
0515500	*Social Studies Grade 5*	*2011-2012, v2*

Section II: Date to be instituted   Sponsoring Office:
2010-2011   LIBERAL ARTS-Language Arts, Elementary

Section III: Request to Change Course Content with the Original Course Number
Complete this section only if you desire to change the objectives and/or KSIs for a course number that currently appears in the Master Course File.

Success in social studies enables students to prosper in a global society that is constantly restructuring itself due to changing cultural patterns, newly emerging technologies, expanding frontiers, and rapidly developing interconnections. Interactions within this context require a knowledge base that includes an understanding of the community, nation, and world as well as the abilities to make decisions and solve problems.

Research indicates that effective social studies instruction is inter-disciplinary and cross-disciplinary, and requires students to act as historians, geographers, economists, sociologists, and other social scientists as they acquire, process, and apply knowledge of the world in which they live. Social studies is a vehicle for students to demonstrate mastery of 21st Century Skills, including communication, collaboration, and critical thinking. The Grade 5 social studies program, *Our Country's Heritage: From Colonies to Country,* integrates language arts strategies and references to technology within the instructional suggestions to ensure that students develop essential literacy skills.

Our Country's Heritage: From Colonies to Country is designed to provide all students with a learning experience that integrates challenging content and dynamic instruction. Following the principles of Universal Design for Learning, teachers are provided with multiple, flexible methods of presentation, expression, and engagement.

This course revision will support the use of current resources and engage students with more contemporary real-world problems and issues.

Section IV: Request to TERMINATE Course

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Rationale (Be specific):

Section V: Request to Change School Type, Number of Credits, Course Name, or Course Availability

Rationale (Be specific):

- **SCHOOL TYPE change desired**

No change

- **NUMBER OF CREDITS change desired**

No change

- **COURSE NAME change desired**

Type desired 30-character course name here

- **COURSE AVAILABILITY change desired**

Systemwide: *All schools within the "School Type" identified above may offer course.*	YES
Specific School(s): *Only school(s) within the "School Type" identified above and listed below may offer course.*	NO
•	
•	

Section VI: Request to Change Course Number

Rationale (Be specific):

Original Course Number	New Course Number	Course Name
Type original course number here	*Type new course number here*	*Type 30-character course name here*

For Approval Use Only: *Executive Director* ⋙ *Associate Superintendent* ⋙ *Executive Leadership Team* ⋙ *Board of Education* ⋙ *Office of Student Data*		
Executive Director *After obtaining required signatures, forward this form to Frank Curnoles, manager of the Office of Student Data.*		
Executive Director's Approval:	*Date:*	
Assistant Superintendent of C&I's Approval:	*Date:*	
Superintendent's Approval (In accordance with the Executive Leadership Team's review):	*Date:*	
Board of Education's Approval: (if necessary)	*Date:*	

For Office of Student Data Use Only:		
Course details revised in SILK MAIN district course.	*Type date here*	OSD staff name
Parent course deactivated in STARS course maintenance for desired school year, if applicable)	*Type date here*	OSD staff name
Course deactivated in Data Warehouse for desired school year.	*Type date here*	OSD staff name
Course removed from AIM for desired school year.	*Type date here*	AIM staff name