

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** June 12, 2012

**TO:** **BOARD OF EDUCATION**

**FROM:** Joe A. Hairston, Superintendent

**SUBJECT:** **CONSIDERATION OF CONSENT TO CURRICULA**

**ORIGINATOR:** Renee A. Foose, Deputy Superintendent

**RESOURCE PERSON(S):** Roger Plunkett, Assistant Superintendent, Curriculum and Instruction  
John Quinn, Executive Director, Department of STEM  
Margaret Johnson, Director, World Languages

**RECOMMENDATION**

That the Board of Education authorizes full implementation of the following curricula for the 2012-2013 school year:

- IB IT Global Security Curriculum for 2012-2013
- Chinese IV Pilot Curricula and supplemental textbooks
- Latin I, II, and III Pilot Curricula and supplemental textbooks

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Attachments

IB-ITGS Executive Summary  
Chinese IV  
Executive Summary  
Curriculum Pilot Evaluation  
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Supplemental Materials Review  
Latin I, II, III  
Executive Summary  
Curriculum Pilot Evaluation  
Anecdotal Data from Pilot Teachers  
Supplemental Materials Review

## **Executive Summary**

### **Information Technology in a Global Society (ITGS)**

This course is part of the International Baccalaureate (IB) program. “The IB Diploma course, Information Technology in a Global Society (ITGS), is the study and evaluation of the impact of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the access and use of digitized information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts. Students come into contact with IT on a daily basis because it is so pervasive in the world in which we live. This increasingly widespread use of IT inevitably raises important questions with regard to the social and ethical considerations that shape our society today. ITGS offers an opportunity for a systematic study of these considerations, whose range is such that they fall outside the scope of any other single discipline” (International Baccalaureate Organization, 2010).

This course was requested by the schools who are currently offering the magnet IB program-- Kenwood High School and Milford Mill Academy. It will be offered in lieu of the IB Psychology course to fulfill the IB Diploma requirements. As it is replacing an existing course, no additional funding will be required for professional development. Curriculum writing is not necessary as the ITGS curriculum will be provided by the International Baccalaureate Organization and is in alignment with the STEM common core standards that will enhance technological literacy. This course meets the BCPS expectations for rigor and relevance. Students who successfully complete the course and pass the exam may be eligible for college articulated credit.

## **Executive Summary**

### **Chinese IV Curriculum Pilot**

The Chinese IV curriculum was written during the summer of 2011 as a continuation of Chinese I, II and III in order to ensure a sequential program of Chinese in Baltimore County Public Schools. It reflects the new National Standards for Foreign Language Learning and the Maryland State Curriculum for World Languages. During the 2011–2012 school year, the curriculum was piloted at Dulaney High, Towson High, Perry Hall High, and Hereford High Schools.

Pilot teachers have been meeting throughout the 2011–2012 school year to analyze data from the speaking and writing performance assessments. Additionally, teachers provided anecdotal data in the areas of content, instructional design, organization, assessment, equity, and alignment with standards. Professional development was provided by the Office of World Languages along with a master teacher to ensure that pilot teachers were implementing current best practices and strategies in their classrooms to teach Chinese in the target language. Teachers learned how to use AIM in order to create and revise instructional activities and assessment items. Resources were identified for teacher and student use.

In April 2012, several pilot teachers will be attending the Northeast Conference on the Teaching of Foreign Languages. They will have the opportunity to network with other teachers in the region and also examine resources that they and their students will be able to use in the classroom.

The master teacher will be trained to deliver professional development on the Chinese IV curriculum to all Chinese teachers in August 2012. The revised curriculum will be fully implemented during the 2012–2013 school year at all schools with a Chinese language program. Staff from the Office of World Languages will continue to provide professional development on the implementation of the written curriculum and to monitor daily instruction. Revisions will be made as needed. Activities and test items will continue to be created and added to AIM for all teachers to access.

Chinese IV  
Curriculum Pilot Evaluation

**Research Questions:**

1. To what extent was the pilot curriculum implemented as prescribed?
2. How did the professional development activities for pilot teachers enable teachers to deliver the pilot curriculum?
3. What was the impact of the pilot curriculum on student achievement?

**Research Question 1**

To what extent was the pilot curriculum implemented as prescribed?

Outcome	Criteria	Measures Used
Pilot teachers will implement the Chinese IV curriculum as prescribed.	<p>Teachers will report implementing the pilot curriculum as intended.</p> <p>100% of teachers will administer, per unit:</p> <ul style="list-style-type: none"> <li>• Written performance assessment</li> <li>• Speaking performance assessment</li> </ul> <p>100% of teachers will create and submit, per unit:</p> <ul style="list-style-type: none"> <li>• Three activities for inclusion in AIM</li> <li>• Three assessment items for inclusion in AIM</li> </ul>	<p>The percent of teachers implementing stated criteria.</p> <ul style="list-style-type: none"> <li>• % completed all 3 assessment items</li> <li>• % completing AIM activities</li> <li>• % completing AIM assessments</li> <li>• % completing ALL requirements</li> </ul> <p>C &amp; I observations</p> <p>Teacher reports</p>

Findings:

- Seventy-five per cent of the teachers implemented the curriculum as prescribed.\* Teachers still struggle with delivering one hundred per cent of the instruction in Chinese.
- Seventy-five per cent of the teachers administered the required assessments: the speaking performance assessments and the writing performance assessments.\* Seventy-five per cent of the teachers submitted the activities and assessment items for AIM through March 30. \* These will be entered into AIM when the technology that supports AIM accepts Asian characters.
- Teachers continue to identify resources since there is no specific text to support the curriculum. Teachers piloted three textbooks that support the curriculum. Parts of all three can be used as resources.

\*Four teachers piloted the Chinese IV curriculum. One of the teachers has been out of school for an extended period of time and classes are being taught by a long-term sub. The long term sub is using as much of the pilot curriculum as possible.

## Research Question 2

How well did the professional development activities enable teachers to deliver the pilot curriculum?

Outcome	Criteria	Measures Used
Teachers will report and C&I staff will observe that the professional development sessions and activities facilitated the delivery of the written curriculum.	Teachers will implement learned strategies in their daily instruction.  C&I staff will observe explicit use of learned strategies during classroom visits and observations.	Teacher feedback  Teacher focus groups  C & I classroom observation

### Findings:

- Monthly Chinese Teachers' Meetings were scheduled throughout the year. Topics included:
  - grading class participation
  - administering and grading performance assessments
  - on-going assessment during the lesson
  - teaching reading in the target language
  - selecting and evaluating authentic materials for use in the classroom
  - using pre-AP strategies in the classroom
  - preparing students for an integrated final exam
  - using and contributing to a dropbox
  - differentiating instruction in the combined level classrooms
  - using the on-line program *Skritter* for character recognition and writing practice
- One Chinese teacher is attending the Northeast Conference on the Teaching of Foreign Languages in April.
- All Chinese teachers attended a session presented by the College Board in order to become familiar with the AP Chinese Language and Culture Exam.
- C and I staff observed teachers using an increased amount of Chinese in their daily instruction. Vocabulary and grammar are taught in context. Teachers are developing communicative activities in the form of information gaps that require students to ask and answer questions to obtain information. Students are showing increased proficiency in the presentational, interpretive, and interpersonal modes of communication.

**Research Question 3**

What was the impact of the pilot curriculum on student outcomes?

<b>Outcome</b>	<b>Criteria</b>	<b>Measures Used</b>
Students will meet the appropriate proficiency standards for each level, as defined by the American Council on the Teaching of Foreign Languages (ACTFL).	80% of the students enrolled in the pilot course will score 75% or greater on the writing and speaking performance assessments in each unit.	Performance assessments
Student enrollment in courses required for Advanced Placement courses will increase.	The number of students enrolled in Chinese V after being enrolled in Chinese I, II, III, and IV.	Enrollment data.

Findings: As of March 30, 2012:

<b>Teacher 1</b>	<b>% of students scoring 75% or better on the speaking performance assessment</b>	<b>% of students scoring 75% or better on the writing performance assessment</b>
Unit 1	100%	83%
Unit 2	100%	83%
Unit 3		
Unit 4		
Unit 5		
Unit 6		
<b>Teacher 2</b>	<b>% of students scoring 75% or better on the speaking performance assessment</b>	<b>% of students scoring 75% or better on the writing performance assessment</b>
Unit 1	100%	100%
Unit 2	100%	100%
Unit 3		
Unit 4		
Unit 5		
Unit 6		
<b>Teacher 3</b>	<b>% of students scoring 75% or better on the speaking performance assessment</b>	<b>% of students scoring 75% or better on the writing performance assessment</b>
Unit 1	100%	100%
Unit 2	100%	100%
Unit 3	100%	100%
Unit 4		

Unit 5		
Unit 6		
<b>Teacher 4</b>	<b>% of students scoring 75% or better on the speaking performance assessment</b>	<b>% of students scoring 75% or better on the writing performance assessment</b>
Unit 1	Teacher 4 is a long term substitute teacher and did not administer the performance assessments as written.	
Unit 2		
Unit 3		
Unit 4		
Unit 5		
Unit 6		

- No enrollment data is available yet. We anticipate having AP Chinese at Towson High, Perry Hall High, Dulaney High, Randallstown High, Hereford High, and Patapsco Center for the Arts. Loch Raven High will begin a Chinese language program in the 2012-2013 school year.

**Next Steps:**

Full implementation of the Chinese IV curriculum will happen in August 2012.

- Teachers will be expected to conduct daily instruction totally in the target language.
- Professional development activities will be designed to give teachers the opportunity to increase their own proficiency in the spoken languages.
- Activities and test items in AIM reflect the integration of the skills of listening, speaking, reading, and writing. Teachers will be expected to use these items to enhance their instruction in addition to other resources. The Office of World Languages will continue to help teachers identify additional resources to use in the classroom.
- The Office of World Languages will continue to monitor the implementation of the Chinese IV curriculum and collect performance assessment data.

Chinese IV  
Anecdotal Data from Pilot Teachers

**Content:**

- The first two units were too lengthy. Content should be divided more equally among the six units.
- The curriculum as it stands is a good skeleton but needs more meat.
- Authentic resources need to be identified and made available to students and teachers.
- Even in Level IV, teachers are supplying the pinyin with new vocabulary. It is necessary for pronunciation.
- The original written text along with the PowerPoints about the regions of China in Unit 1 are far beyond the level of the learner and students lost focus. The texts *Harvest* and *Learn Chinese With Me Book 4* were used to supplement this unit.

**Instructional Design**

- The curriculum is designed in such a way that the expectation is for teachers to use the target language at least 90% of the time. One teacher reported using Chinese 50% during instruction.
- It takes a lot of time to locate materials not only for Chinese IV but for other levels. All of the high school teachers have multiple lesson preps, some as many as four. With the addition of AP Chinese anticipated next year, some will have five preps on a daily basis.

**Organization of Unit Materials**

- The grammar and vocabulary resource sheets for the teacher provide a good overview of what teachers should concentrate on.
- More sample lessons would be helpful.

**Assessment**

- Include more formative assessments in the guide.
- Students need more practice with the performance assessment rubrics. Teachers should use them frequently in class for speaking and writing activities.
- Students are keeping portfolios of written work to show their progress.

**Equity**

- The content is appropriate for a diverse population. Differentiation strategies are included in the unit overviews.
- Teachers who teach combined classes feel that they need more professional development on how to plan and implement lessons for classes that are a combination of Chinese I/II and Chinese III/IV. They tend to “take turns” teaching each level. One teacher said that she told a group of students in a combined class, “Today is not your turn for instruction. I’ll get back to you tomorrow.”

**Alignment with standards**

- The curriculum is aligned with the Maryland State Curriculum and the National Standards. The BCPS Articulated Instruction Module (AIM) also indicated this alignment.
- There needs to be revision and increased rigor in Levels I, II and III in order for students to be more successful in Level IV.
- Professional development has been beneficial in helping align lessons to standards. Teachers understand the expectation. The AP Chinese workshop was especially helpful in showing teachers what students need to know and be able to do in AP Chinese.

## **PUBLIC NOTICE**

### ***Chinese IV Supplemental Materials Review***

In accordance with Board of Education Policy and Superintendents Rule 6002, the Board of Education of Baltimore County and the Office of World Languages invite the public to review the instructional support text for all teachers and students of Chinese IV that supplements the current Chinese IV curriculum. This text, *Huanying, An Invitation to Chinese* (Cheng and Tsui, 2009), provides additional content to assist in aligning the Baltimore County Public Schools' current Chinese IV curriculum with the Maryland State Curriculum and the National Standards for Foreign Language Learning.

This resource will help students learn vocabulary and grammar to negotiate meaning in context and affords them the opportunity to construct their own understanding of new concepts and therefore become more effective learners. The text is divided into six units, with each unit focusing on one theme, many of which appear in the Chinese IV curriculum. Authentic resources included in the text and accompanying workbook include Chinese poems, idioms, proverbs, stories and other cultural material, both contemporary and classical. Professional development is planned for August 2012 to provide all Chinese teachers training on the Chinese IV curriculum and to participate in vertical teaming.

This textbook will be on display for public review outside of Room 114, in the ESS Building, at 6901 Charles Street, Towson, MD, between the hours of 9 a.m. and 4:30 p.m., Monday through Friday beginning April 16, 2012, for one month. Any citizen who is concerned about an item shall fill out a Request for Reconsideration form in accordance with Superintendents Rule 6002. The form shall be submitted to the Division of Curriculum and Instruction. The Division will forward the form to the office designated on the form. Please feel free to contact the individuals listed below with questions regarding these curriculum materials:

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## **Executive Summary**

### **Latin I, II, III Curricula Pilot**

The Latin I, II, and III curricula were revised during the summer of 2011 to reflect the new National Standards for Foreign Language Learning and the Maryland State Curriculum for World Languages. During the 2011–2012 school year, the curricula were piloted at Ridgely Middle, Dumbarton Middle, Sparrows Point High, Dulaney High, Hereford High, Towson High, and Eastern Technical High Schools.

Pilot teachers have been meeting throughout the 2011–2012 school year to analyze data from the speaking and writing performance assessments. Additionally, teachers provided anecdotal data in the areas of content, instructional design, organization, assessment, equity, and alignment with standards. Professional development was provided by the Office of World Languages along with two master teachers to ensure that pilot teachers were using current best practices and strategies in their classrooms to teach Latin in the target language. Teachers learned how to use AIM in order to create and revise instructional activities and assessment items. Resources were identified for teacher and student use.

In February 2012, seven of the ten teachers piloting the curricula participated in a full Latin immersion weekend with other Latin teachers from around the country. Teachers spent Friday and Saturday conversing completely in the target language. Sessions were held on current best practices and Latin teachers shared what was happening in their school districts. In April, the two master teachers are presenting at the Northeast Conference on the Teaching of Foreign Languages and three additional Latin teachers will attend the conference.

The two master teachers will be trained to deliver professional development on the revised curricula to all Latin teachers in August 2012. The revised curricula will be fully implemented during the 2012–2013 school year at all schools that offer a Latin language program. Staff from the Office of World Languages will continue to provide professional development on the implementation of the written curricula and to monitor daily instruction. Revisions will be made as needed. Activities and test items will continue to be created and added to AIM for all teachers to access.

Latin I, II, III,  
Curriculum Pilot Evaluation

**Research Questions:**

1. To what extent was the pilot curriculum implemented as prescribed?
2. How did the professional development activities for pilot teachers enable teachers to deliver the pilot curriculum?
3. What was the impact of the pilot curriculum on student achievement?

**Research Question 1**

To what extent was the pilot curriculum implemented as prescribed?

Outcome	Criteria	Measures Used
Pilot teachers will implement the revised Latin I, II, III, curricula as prescribed.	<p>Teachers will report implementing the pilot curricula as intended.</p> <p>100% of teachers will administer, per unit:</p> <ul style="list-style-type: none"> <li>• Written performance assessment</li> <li>• Speaking performance assessment</li> </ul> <p>100% of teachers will create and submit, per unit:</p> <ul style="list-style-type: none"> <li>• Three activities for inclusion in AIM</li> <li>• Three assessment items for inclusion in AIM</li> </ul>	<p>The percent of teachers implementing stated criteria.</p> <ul style="list-style-type: none"> <li>• 90% completed all 3 assessment items</li> <li>• 90% completed AIM activities</li> <li>• 90% completing AIM assessments</li> <li>• 90% completing ALL requirements</li> </ul> <p>C &amp; I Observations</p> <p>Teacher reports</p>

Findings:

- All pilot teachers implemented the curricula as prescribed. Some teachers still struggle with delivering one hundred per cent of the instruction in Latin. A portion of each professional development activity is conducted totally in Latin to give teachers the opportunity to improve their productive language skills.
- One hundred per cent of the teachers administered the required assessments: the speaking performance assessment and the writing performance assessment. Ninety per cent of the teachers submitted the activities and assessment items for AIM through April 10. Teachers continue to identify resources since there is no specific text to support the curricula.

## Research Question 2

How well did the professional development activities enable teachers to deliver the pilot curriculum?

Outcome	Criteria	Measures Used
Teachers will report and C&I staff will observe that the professional development sessions and activities facilitated the delivery of the written curricula.	<p>Teachers will implement learned strategies in their daily instruction.</p> <p>C&amp;I staff will observe explicit use of learned strategies during classroom visits and observations.</p>	<p>Teacher feedback</p> <p>Teacher focus groups</p> <p>C &amp; I classroom observation</p>

### Findings:

- Sixteen professional development activities were scheduled throughout the year. Topics included:
  - grading class participation
  - administering and grading performance assessments
  - creating formative assessments
  - teaching reading in the target language
  - using videos to enhance the written curricula
  - designing extended writing activities
  - integrating culture into daily instruction
  - selecting and evaluating authentic materials for use in the classroom
  - infusing pre-AP strategies in the classroom
  - preparing students for an integrated final exam
  - analyzing TPRS and its place in the Latin classroom
  - designing drills and exit tickets
  - using and contributing to a dropbox
  - designing and implementing communicative activities
  
- Seven of the ten Latin teachers attended an immersion weekend in February where only Latin was spoken. Teachers were able to network with teachers from other school districts to discuss the challenges and rewards of teaching Latin as a spoken language. Teachers reported that this was one of the most valuable professional development activities in which they have participated. Baltimore County Public Schools’ teachers emerged as being cutting edge in regards to teaching Latin as a spoken language. Teachers requested additional professional development in the area of total immersion.
  
- Five Latin teachers attended the Northeast Conference on the Teaching of Foreign Languages in April. Two teachers presented at this conference.

- C and I staff observed teachers using the target language for direct instruction. Vocabulary and grammar are taught in context. Teachers are developing communicative activities in the form of information gaps that require students to ask and answer questions to obtain information. Both students and teachers show increased proficiency in the presentational, interpretive, and interpersonal modes of communication. Latin lessons look very similar to other world languages lessons.

### Research Question 3

What was the impact of the pilot curriculum on student outcomes?

Outcome	Criteria	Measures Used
Students will meet the appropriate proficiency standards for each level, as defined by the American Council on the Teaching of Foreign Languages (ACTFL).	80% of the students enrolled in the pilot course will score 75% or greater on the writing and speaking performance assessments in each unit.	Performance assessments
Student enrollment in courses required for advanced placement courses will increase.	The number of students enrolled in Latin IV and V after being enrolled in (revised) Latin I, II, and III.	Enrollment data.

Findings: As of April 10, 2012

Unit Number	LATIN I - % of students scoring 75% or better on speaking performance assessment	LATIN II - % of students scoring 75% or better on speaking performance assessment	LATIN III - % of students scoring 75% or better on speaking performance assessment	LATIN I - % of students scoring 75% or better on writing performance assessment	LATIN II - % of students scoring 75% or better on writing performance assessment	LATIN III - % of students scoring 75% or better on writing performance assessment
1	77%	70%	70%	79%	65%	40%
2	85%	63%	60%	80%	65%	60%
3	78%	63%	60%	76%	60%	66%
4	81%	58%	70%	79%	65%	
5	87%	68%		80%	60%	
6						
7						
8						

The enrollment data is not yet available. We anticipate that one high school, Franklin High, will add a Latin program beginning in the 2012–2013 school year.

#### Next Steps:

Full implementation of the Latin I, II, III curricula will happen in August 2012.

- Teachers will be expected to conduct daily instruction totally in the target language.
- Professional development activities will be designed to give teachers the opportunity to increase their own proficiency in the spoken languages.

- Activities and test items in AIM reflect the integration of the skills of listening, speaking, reading, and writing. Teachers will be expected to use these items to enhance their instruction in addition to other resources. The Office of World Languages will continue to help teachers identify additional resources to use in the classroom.
- The Office of World Languages will continue to monitor the implementation of the Latin I, II, III curricula and collect performance assessment data.

Latin I, II, III  
Anecdotal Data from Pilot Teachers

**Content:**

- There is enough content in Latin I, II, and III to spread over four years to include Latin IV.
- There are too many vague vocabulary words, especially in Latin I, that are not necessary and have been eliminated.
- A greater amount of AP content could be included in the curricula, such as vocabulary for names and places drawn from literature incorporated into the AP exam.

**Instructional Design**

- Latin I should have been implemented first, followed by Latin II and then Latin III. It was too much to do at once. The students in Latin II and Latin III were not taught in the same way in previous years, i.e. in the target language, vocabulary and grammar in context, and no translation.
- Lesson seeds are helpful, as are suggestions for supporting learning styles.
- Greater attention could be paid to suggesting lesson and unit plans that include content assessed on the AP exams, for example, writing and communicative activities with premises drawn from Vergil's Aeneid.

**Organization of Unit Materials**

- Teachers would like to see more sample lessons included in the curriculum guides.

**Assessment**

- Students need assistance in using the graphic organizers effectively to capture key information and then transfer that information to the task. They don't often see the connection between pre-writing and the final product.
- Assessments should be authentic to what was happening in the ancient world. For example, in Latin I, Unit I, the assessment reads:  
*Today you are meeting your teacher for the first time. In your conversation, she will ask you some questions in Latin. Respond to the questions in Latin. Be sure to reflect on vocabulary and verbs that we have discussed throughout Unit 1. Remember to speak in complete Latin sentences.* It is suggested that perhaps the assessment read:  
*Today you are meeting Cicero for the first time. In your conversation, he will ask you some questions in Latin. Respond to the questions in Latin. Be sure to reflect on vocabulary and verbs that we have discussed throughout Unit 1. Remember to speak in complete Latin sentences.*

**Equity**

- The content is appropriate for a diverse population. Differentiation strategies are included in the unit overviews.

**Alignment with standards**

- The curriculum is aligned with the Maryland State Curriculum and the National Standards. The BCPS' Articulated Instruction Module (AIM) also indicated this alignment.
- Professional development has been beneficial in helping align lessons to standards. Teachers understand the expectation. The two master teachers coordinating the monthly meetings share current best practices and strategies with teachers.
- Presentational, interpersonal, and interpretive communicative activities are sometimes hard to design. It is difficult to keep students in the target language.

## **PUBLIC NOTICE**

### ***Latin I, II, and III Supplemental Materials Review***

In accordance with Board of Education Policy and Superintendents Rule 6002, the Board of Education of Baltimore County and the Office of World Languages invite the public to review the instructional support text for all teachers and students of Latin I, II, and III that supplements the revised Latin curricula. This text, *Lingua Latina, Pars I: Familia Romana* (Focus, 2005), provides additional content to assist in aligning the Baltimore County Public Schools' current Latin curricula with the Maryland State Curriculum and the National Standards for Foreign Language Learning.

This resource will help students learn vocabulary and grammar to negotiate meaning in context and afford them the opportunity to construct their own understanding of new concepts and therefore become more effective learners. Teachers can use different portions of the text to differentiate learning. Culture is integrated and not taught in isolation. This resource works well with additional authentic ancient and medieval text. Professional development is planned for August 2012 to provide all Latin teachers training on the revised Latin curricula, to illustrate how to utilize this text as an effective resource, and to continue articulation and vertical teaming between middle and high schools and from Level I through AP.

This textbook will be on display for public review outside of Room 114, in the ESS Building, at 6901 Charles Street, Towson, MD, between the hours of 9 a.m. and 4:30 p.m., Monday through Friday beginning April 16, 2012, for one month. Any citizen who is concerned about an item shall fill out a Request for Reconsideration form in accordance with Superintendents Rule 6002. The form shall be submitted to the Division of Curriculum and Instruction. The Division will forward the form to the office designated on the form. Please feel free to contact the individuals listed below with questions regarding these curriculum materials:

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