

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** June 11, 2013  
**TO:** **BOARD OF EDUCATION**  
**FROM:** S. Dallas Dance, Superintendent  
**SUBJECT:** **CONSIDERATION OF CONSENT TO CURRICULA**  
**ORIGINATOR:** Kevin Hobbs, Deputy Superintendent  
**RESOURCE PERSON(S):** Patricia Lawton, Chief Academic Officer, Curriculum and Instruction

**RECOMMENDATION**

The Board of Education will review and approve implementation or deletion of the following curricula for the 2013-14 school year:

- Phase I Chinese VI
- World Languages – deletion of split-level courses
- Mathematics – termination of Algebraic Foundations and Algebraic Thinking Part 1

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**Executive Summary  
Chinese VI Course Concept Approval**

Students at Dulaney, Hereford, Towson, and Perry Hall High Schools will have completed the Chinese language sequence through level V by the end of the 2012-2013 academic year. Chinese VI AP will provide the next step for these students in their language study in 2013-2014 and is the second of two Advanced Placement courses. Chinese VI AP is the culminating course of study, and students are expected to take the Advanced Placement Chinese Language and Culture exam at the end of the course. This course is the capstone course of Chinese language and will provide students an opportunity to become proficient in the Chinese language and obtain a rich understanding of the Chinese culture that will benefit them in college and/or career. Students at other high schools will then have the opportunity to study Chinese through level VI after the pilot year.

**Executive Summary**  
**Terminate Course Approval Form – World Languages**

These courses do not have written curricula, but were created many years ago by splitting the curricula for level one world languages courses into 2 parts, and then adding projects and activities to provide middle school students with “hands-on” activities. Moving from broad to deep, the curricula have been revised several times, providing teachers with resources to provide rich, rigorous instruction. Having been charged with monitoring the taught curricula, it is believed that these courses do not mirror the written curricula that currently are aligned to the National Standards for World Languages Instruction. Middle schools in Baltimore County Public Schools offer world languages to those students who do not require additional reading support: traditionally these students are on the honors or GT track. It is not reasonable to believe that they are incapable of performing at a high level in world languages instruction when they are enrolled in higher level mathematics and/or science classes. In addition, it is believed that all students in BCPS should be provided with the same opportunities to study rigorous content. Students attending schools that offer only middle school courses are unable to earn high school credit and are at a disadvantage upon entering high school.

## Executive Summary

### Report on Phase III Course Changes for Middle School Mathematics

The PreK-12 mathematics program in Baltimore County Public Schools continues the transition to the Common Core State Mathematics Standards as we design and develop the mathematics curriculum aligned to the goals of *Blueprint 2.0* and the *Teaching and Learning Framework*. *Blueprint 2.0* Goal One “Academics” clearly outlines the expectations for all Baltimore County Public School students: *Every student will experience high academic achievement and continuous growth by participating in a rigorous instructional program designed to raise the academic bar and close achievement gaps so that every student will become a globally competitive citizen in a culturally diverse world.* The Office of Mathematics PreK-12 is committed to this goal and access for all students to a rigorous course of study.

The BCPS Common Core mathematics program is being designed to support teachers as they provide quality first instruction to meet the needs of all students. The middle grade courses (Mathematics 6, PreAlgebra, Mathematics 8, and Middle School Algebra 1) are being designed to provide opportunities for all students at all ability levels to have access to a rich, engaging, rigorous curriculum.

The Office of Mathematics recommends the termination of the following courses: *Algebraic Foundations and Algebraic Thinking Part 1*. These courses, developed to provide additional instructional time and student support daily, will be replaced by the BCPS Common Core Mathematics 6 and PreAlgebra courses, respectively. The BCPS Common Core Mathematics courses will embed the supports necessary for teachers to provide differentiated instruction to meet the needs of students. Students needing additional instructional time will have access through the respective grade level mathematics assistance classes.

The Office of Mathematics recommends the name changes for the following courses:

- *Algebraic Thinking 2* to *Mathematics 8*,
- *Math Assistance* to *Math Assistance MS6*, and
- *Math Assistance* to *Math Assistance MS8*.

*Algebraic Thinking 2* is the current grade 8 mathematics course aligned to the current state standards for MSA and utilizes a specific set of instructional resources. *Mathematics 8* is being designed to meet the expectations and rigor of the grade 8 Common Core Standards and *Blueprint 2.0*. The name changes for the *Math Assistance* classes provide clarity for scheduling students into the appropriate classes so that they can receive the additional instructional support to succeed in the respective mathematics classes. The *Math Assistance* classes provide additional time and opportunities for differentiated instruction that responds to the students identified needs.