



**CHESS CLUB**  
**CSC**  
**AND SCHOLASTIC CENTER**  
*of Saint Louis*

**SCHOOL CHESS, RESEARCH,  
& CURRICULUM  
DEVELOPMENT IN SAINT  
LOUIS**

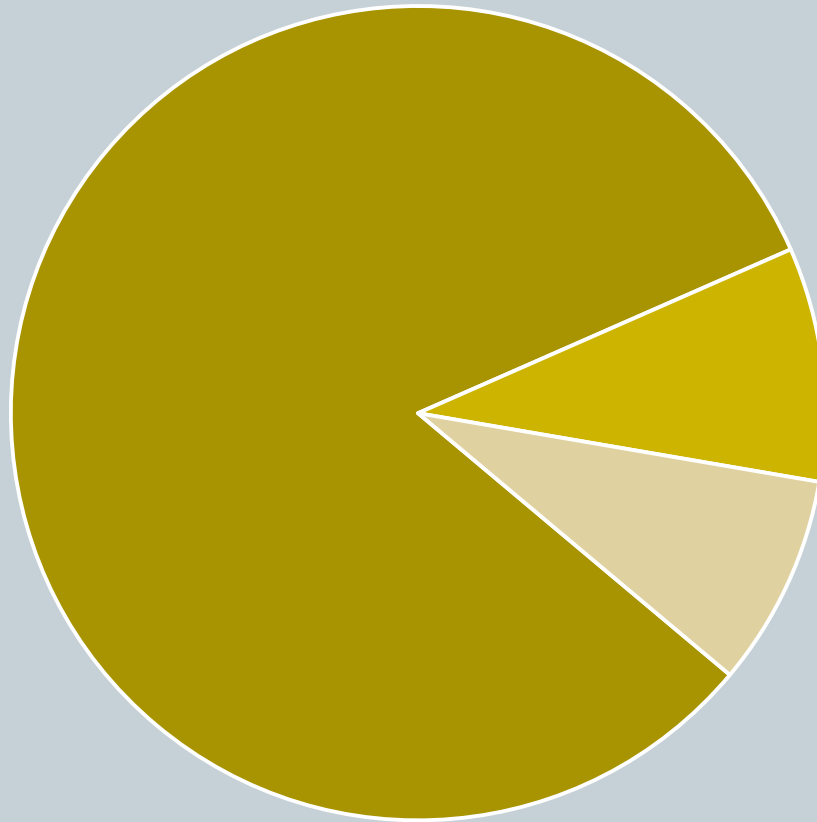
**BRIAN KISIDA &  
MAURICE ASHLEY**

<b>Fall 2016</b>	<b>After-School</b>	<b>In-School</b>	<b>Total</b>
<b>Number of Schools</b>	<b>57</b>	<b>19</b>	<b>76</b>
<b>Number of Clubs/Classes</b>	<b>87</b>	<b>134</b>	<b>224</b>
<b>Number of Students</b>	<b>1,477</b>	<b>2,568</b>	<b>4,045</b>
<b>Spring 2017</b>	<b>After-School</b>	<b>In-School</b>	<b>Total</b>
<b>Number of Schools</b>	<b>56</b>	<b>23</b>	<b>74</b>
<b>Number of Clubs/Classes</b>	<b>96</b>	<b>196</b>	<b>292</b>
<b>Number of Students</b>	<b>1,968</b>	<b>3,699</b>	<b>5,397</b>

# School Types

3

**Traditional  
Public 82%**



**Charter 9%**

**Private 8%**

# Grade Levels

4

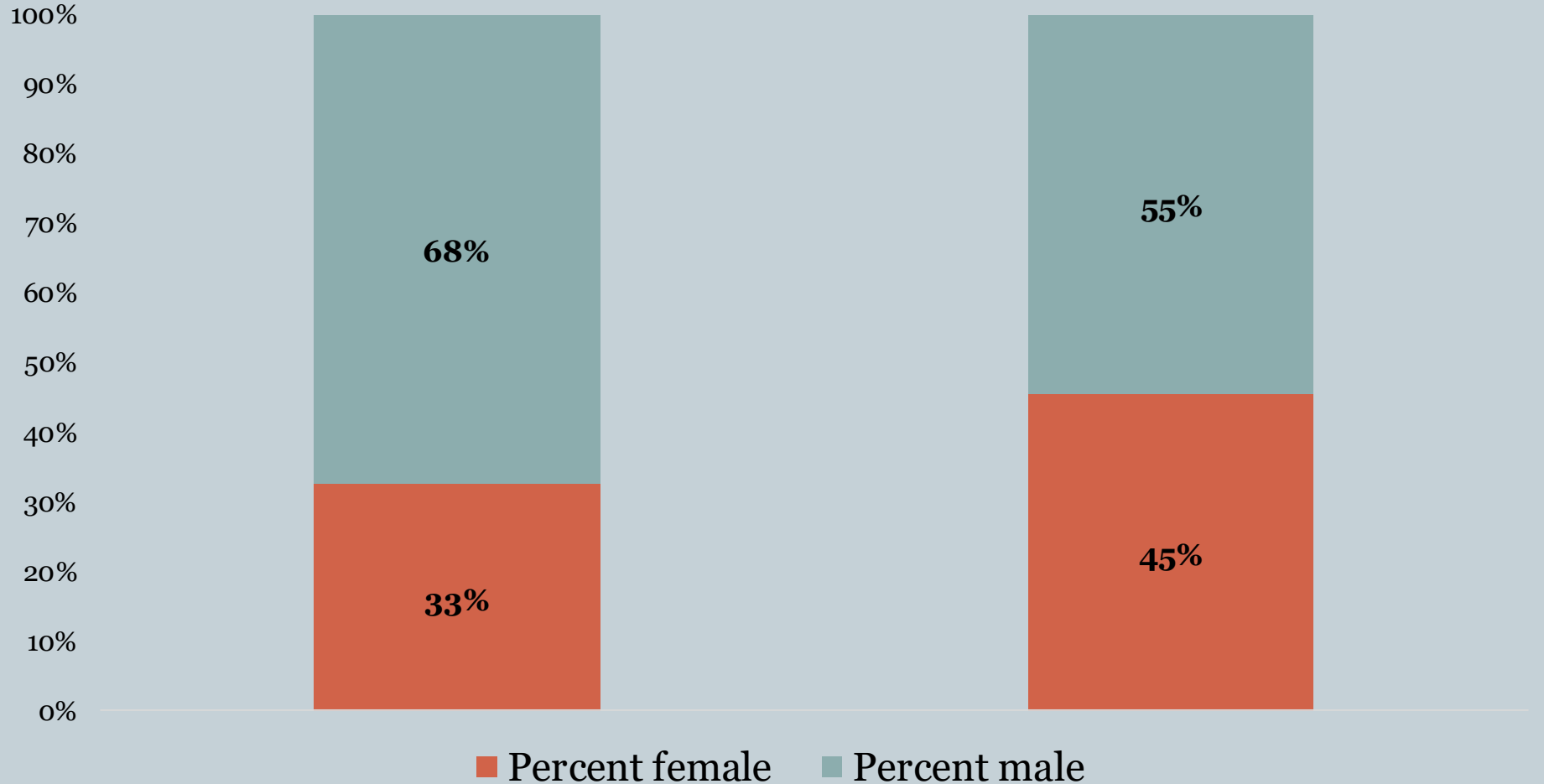
<b>Grade Level</b>	<b>Frequency</b>
<b>Elementary Schools</b>	<b>87%</b>
<b>Elementary/Middle Schools</b>	<b>4%</b>
<b>Middle Schools</b>	<b>4%</b>
<b>High Schools</b>	<b>3%</b>
<b>Middle/High Schools</b>	<b>2%</b>

# Gender Balance

5

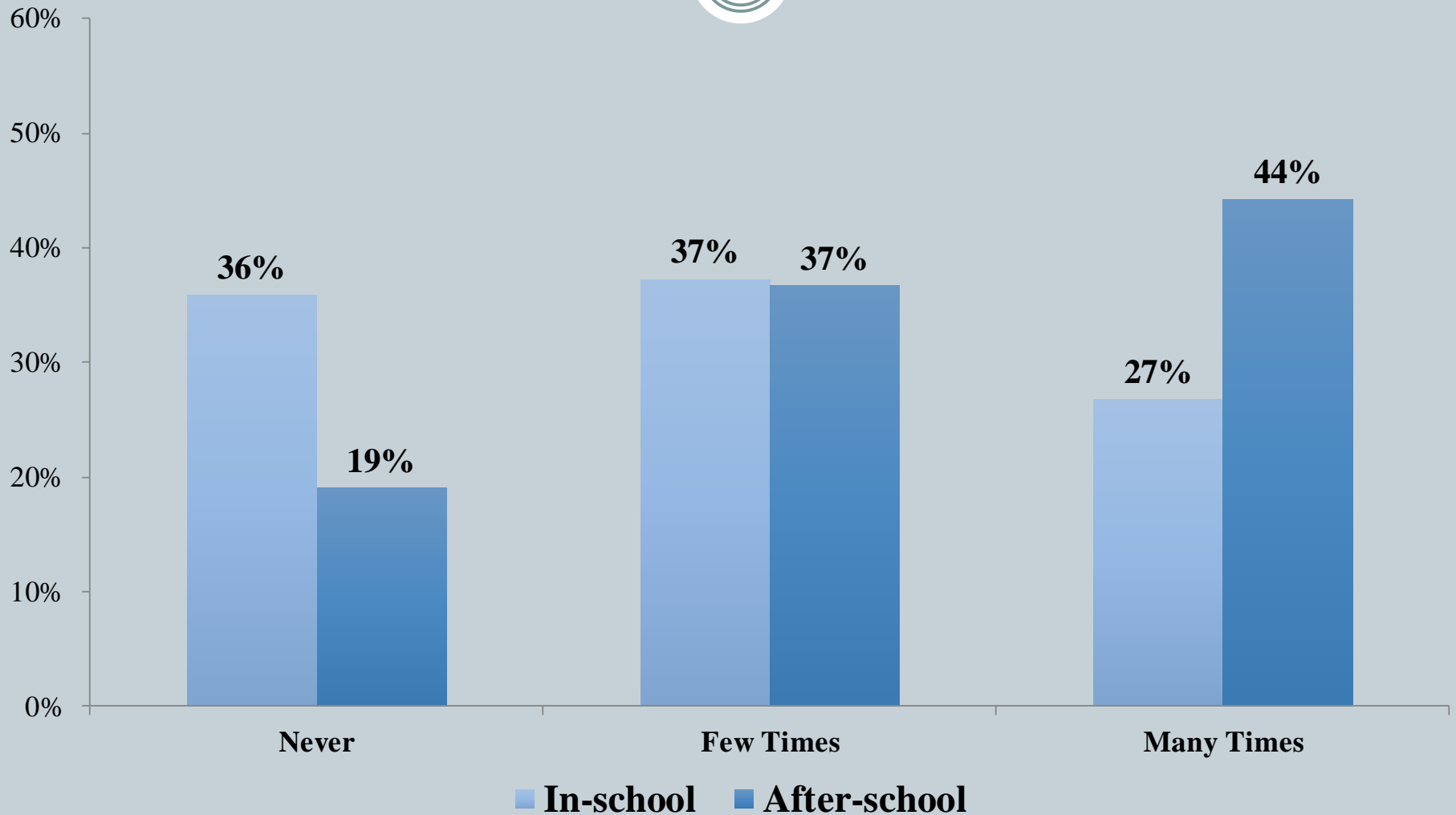
After-School

In-School



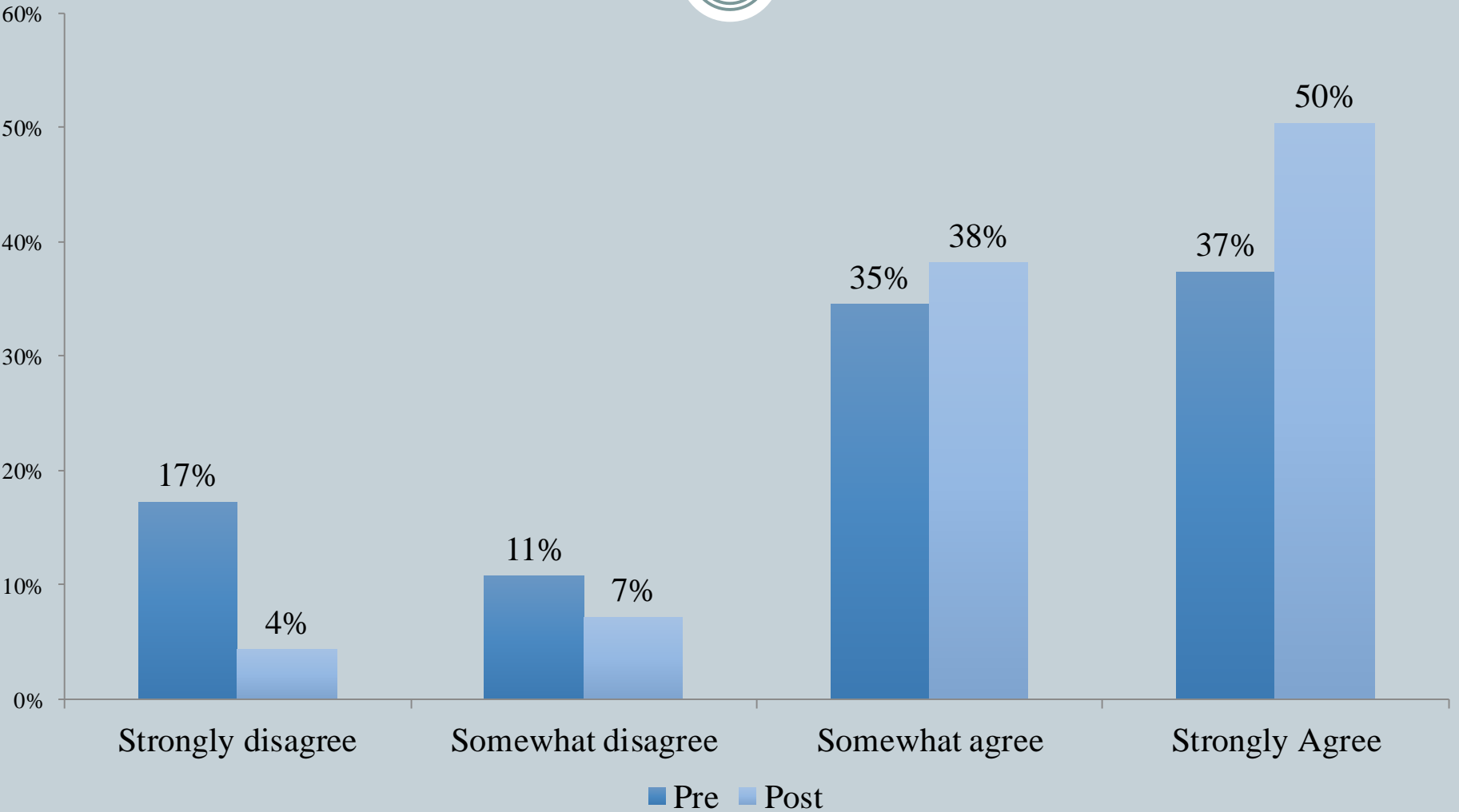
# In the past, have you ever played chess?

6



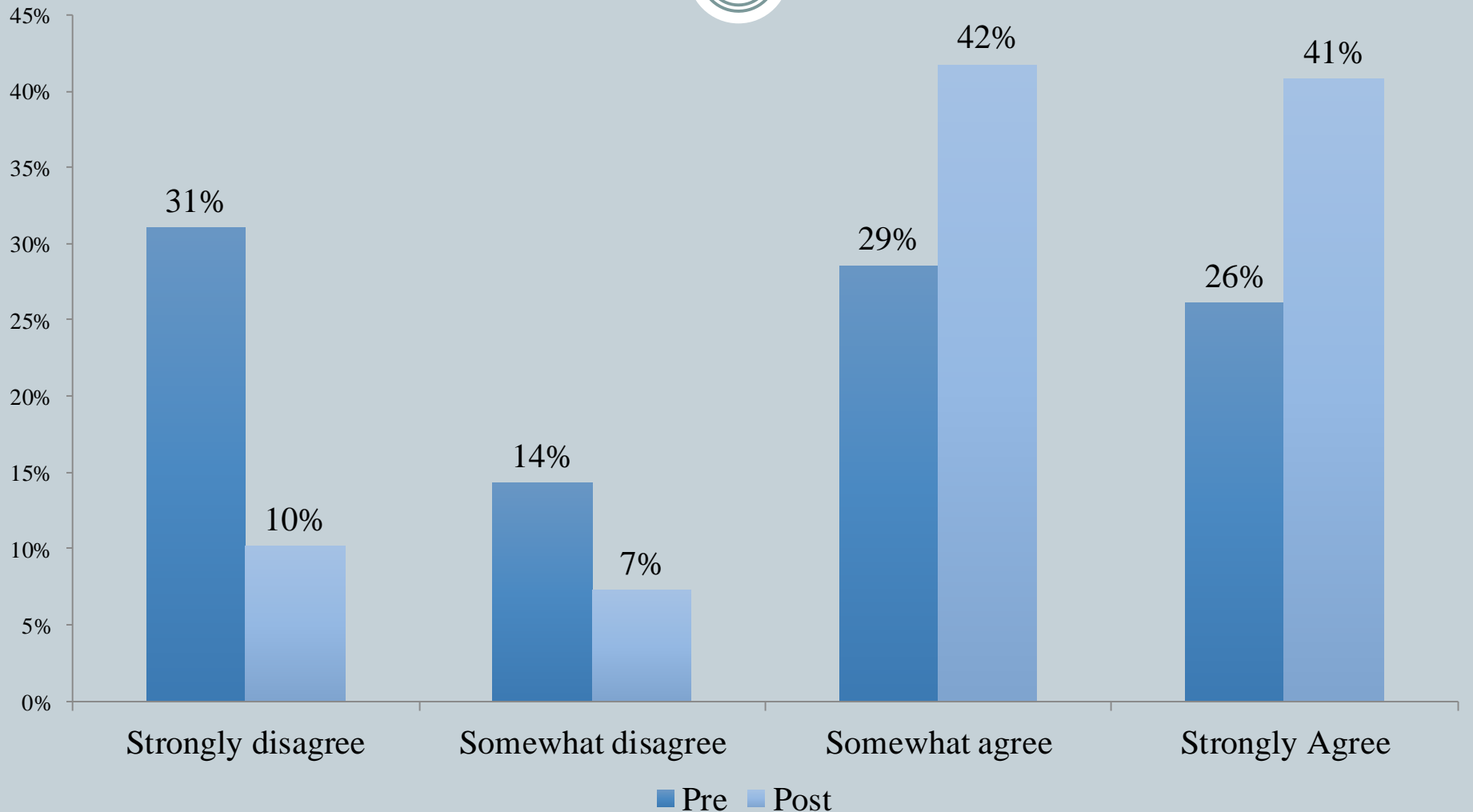
# After-School: Chess is something I am good at.

7



# In-School: Chess is something I am good at.

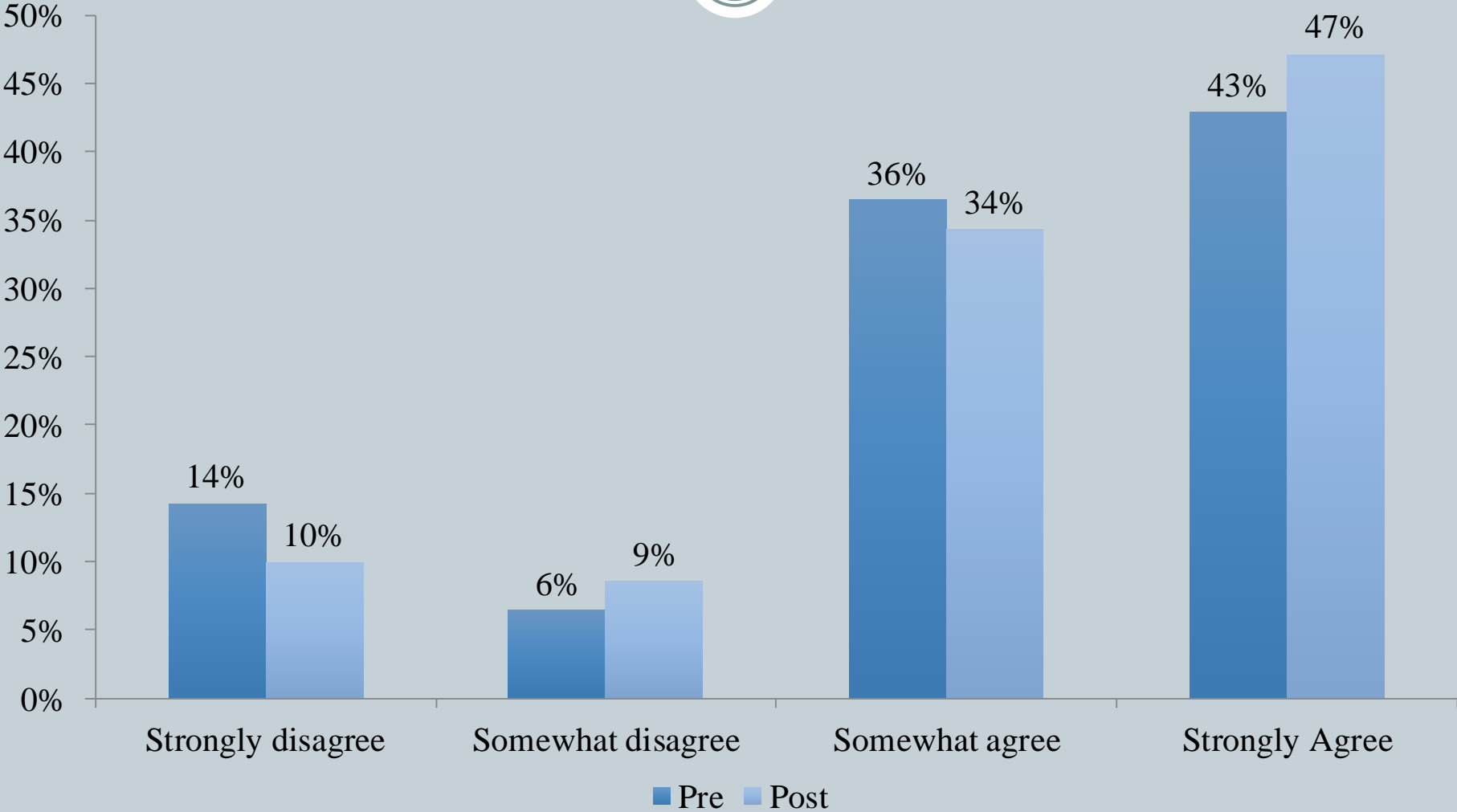
8





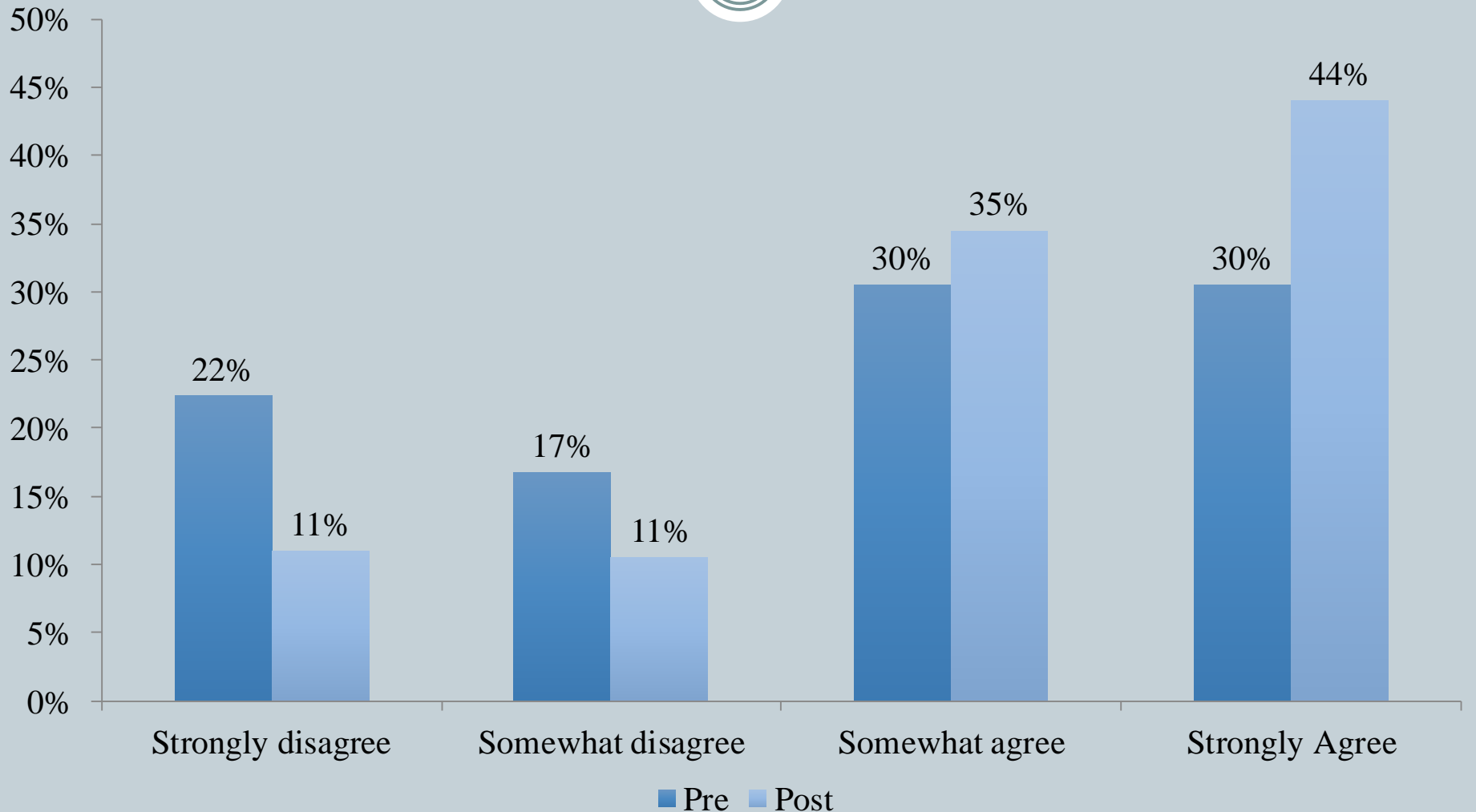
# After-School: I am the type of person who plays chess.

9



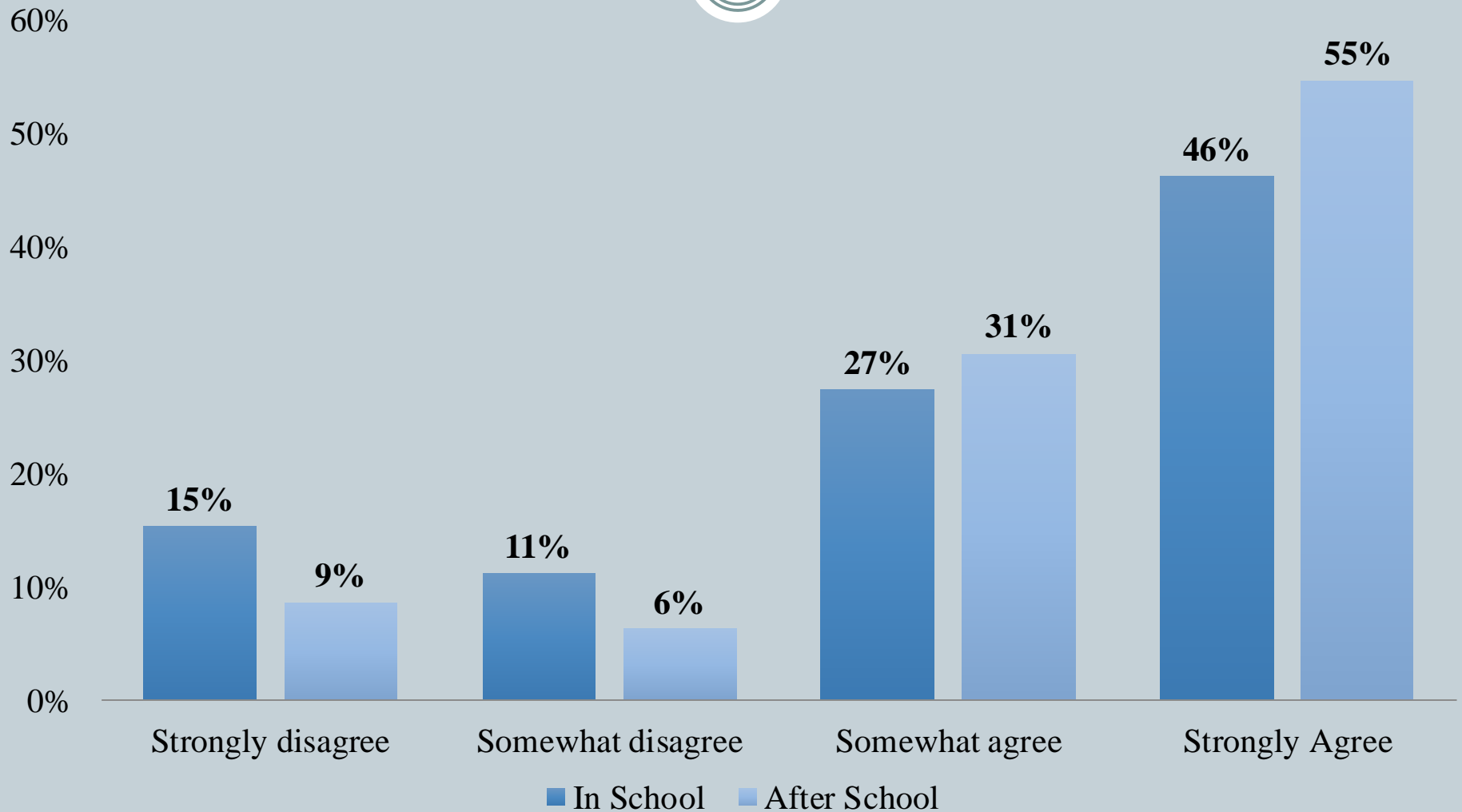
# In-School: I am the type of person who plays chess.

10



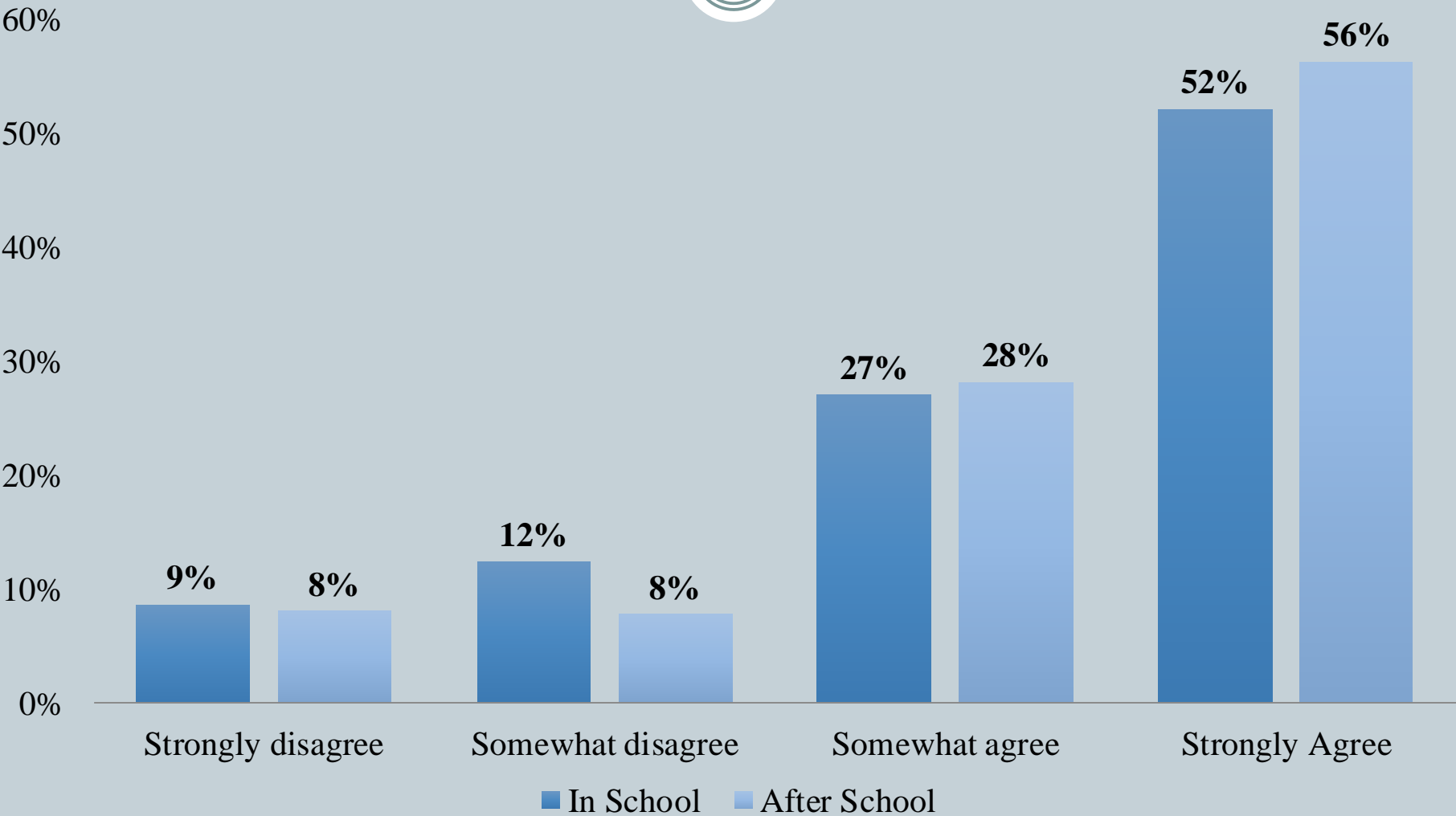
# I look forward to school more on days when I have chess.

11



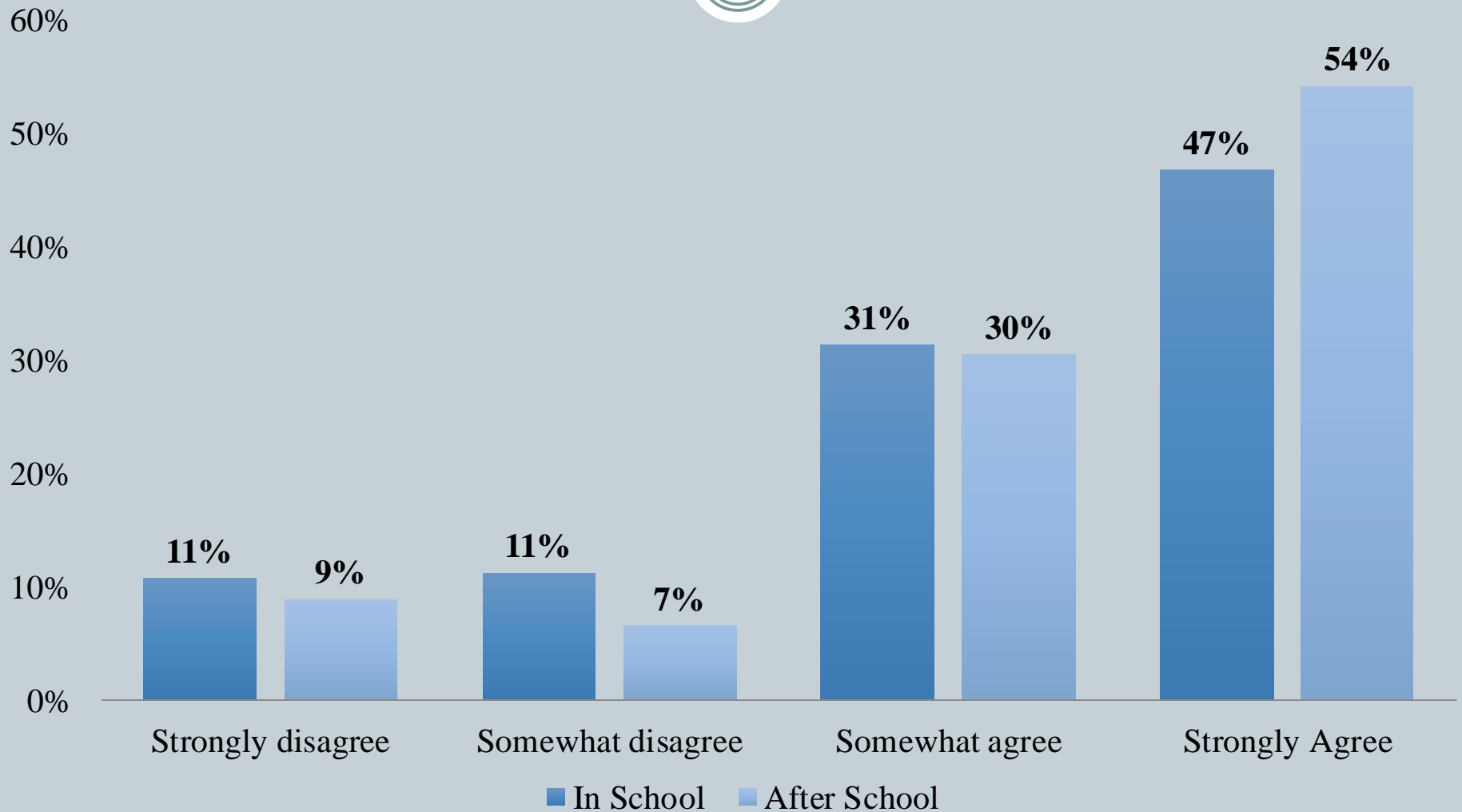
# Learning to play chess has taught me that I can complete difficult tasks if I work hard.

12



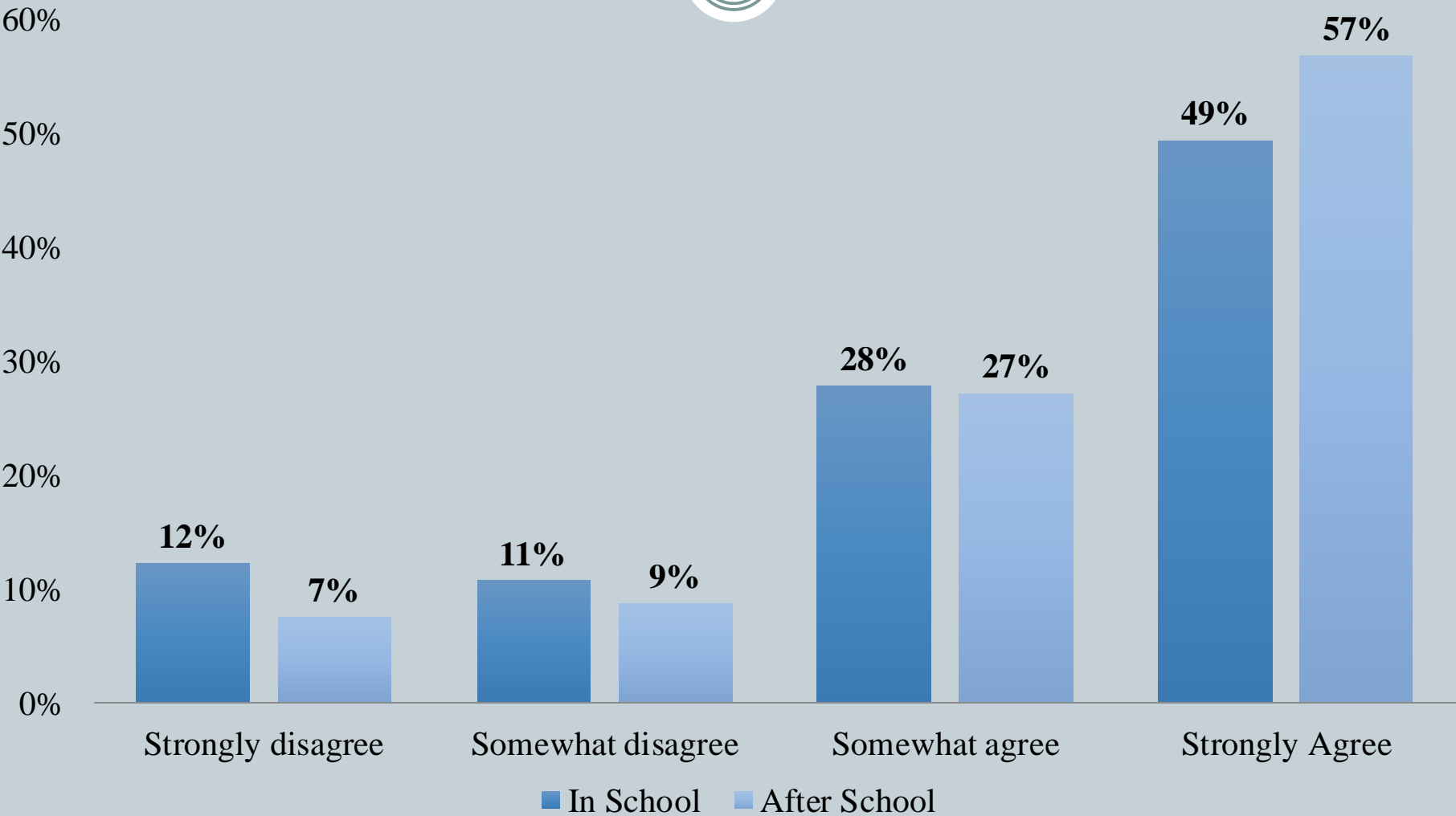
# Learning to play chess has made me more confident that I can learn difficult material.

13



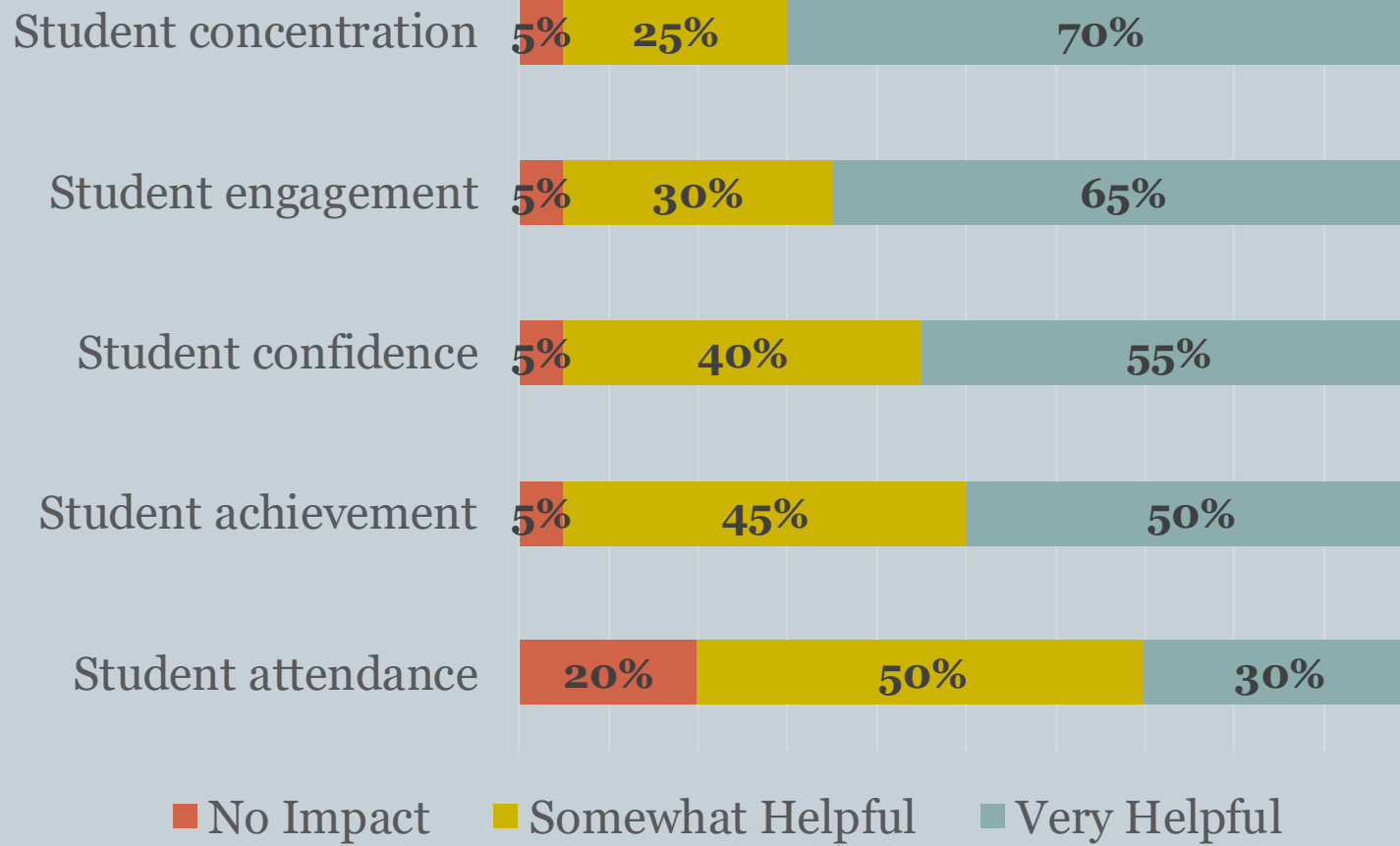
# My experiences playing chess make me want to challenge myself more in the future

14



# Administrators' Perceptions of the Impact of Chess on...

15



# Standards



- **Standards:** Concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education.
  - *“What to learn”*
- **Curriculum:** The lessons and academic content taught in a course or program. This includes include standards, objectives, units, lessons, assignments, and assessments.
  - *“How to learn”*
- **Assessment:** Measuring progress and identifying needs.
  - *“Are they learning”*



# Standards



- **Competency-Based – Not linked to a specific grade, no arbitrary timeline.**
- **Approximately a Semester Length – It is helpful to have a benchmark-- Our twelve instructional Levels**
- **Sequentially-Ordered – To facilitate a logical progression from a chess beginner to advanced player**
- **Grouped by Theme – Grouped by overarching thematic principles**
- **Universal – The Standards are designed to be used within both in-school and after-school classes**

# Standards



## Chess Club and Scholastic Center of Saint Louis Instructional Standards

*At the End of Each 10-Week Level, Students Should Be Able To...*

### **1 Level 1: Rules and Terminology**

- 1.1 Describe and practice chess classroom etiquette (put away boards, set up board after done, be respectful)
- 1.2 List the attributes of the chess board including squares, square colors, ranks, files and diagonals
- 1.3 Recognize individual square coordinates and use this terminology when discussing chess
- 1.4 Identify the pieces on a chessboard
- 1.5 Demonstrate how to set up a chess board
- 1.6 Demonstrate how each piece moves on a board, including pawn promotion (not castling, not *en passant*)
- 1.7 Demonstrate how each piece captures
- 1.8 Explain what check is
- 1.9 Identify check on a chessboard
- 1.10 Demonstrate how to put a king in check

# Curriculum

19

- Teaching more than chess...