



AGENDA

Wisconsin Rapids Board of Education
Educational Services Committee

510 Peach Street · Wisconsin Rapids, WI 54494 · (715) 424-6701

Anne Lee, Chairperson
John Benbow, Jr.
Katie Bielski-Medina
Larry Davis
Sandra Hett
Mary Rayome
John Krings, President

October 2, 2017

LOCATION: Board of Education, 510 Peach Street, Wisconsin Rapids, WI
Conference Room A/B

TIME: Immediately following the Business Services Committee and Personnel Services
Committee meetings, but not before 6:15 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items

There are no actionable items.
- IV. Updates
 - A. Youth and Course Options
 - B. Renaissance Learning Contract: Accelerated Math and Reading
 - C. Wisconsin Student Assessment System (WSAS) Results: 2016-17
 - D. Department Course Offerings – Restructuring Proposals
 - E. New Course Proposals
- V. Consent Agenda Items
- VI. Future Agenda Items/Information Requests

The Wisconsin open meetings law requires that the Board, or Board Committee, only take action on subject matter that is noticed on their respective agendas. Persons wishing to place items on the agenda should contact the District Office at 715-424-6701, at least seven working days prior to the meeting date for the item to be considered. The item may be referred to the appropriate committee or placed on the Board agenda as determined by the Superintendent and/or Board president.

With advance notice, efforts will be made to accommodate the needs of persons with disabilities by providing a sign language interpreter or other auxiliary aids, by calling 715-424-6701.

School Board members may attend the above Committee meeting(s) for information gathering purposes. If a quorum of Board members should appear at any of the Committee meetings, a regular School Board meeting may take place for purposes of gathering information on an item listed on one of the Committee agendas. If such a meeting should occur, the date, time, and location of the Board meeting will be that of the particular Committee as listed on the Committee agenda.



BACKGROUND

Anne Lee, Chairperson
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There are no actionable items.

IV. Updates

A. Youth and Course Options

There are no Youth Options requests for the 2017-18 school year.

There are five students taking courses during semester one of the 2017-18 school year through the Course Options program. The courses are listed below.

	Course	Institution
Student 1	Japanese 1	UW-Stevens Point
	Intro. To Data Analytics	UW-Stevens Point
Student 2	Oral Communications	UW-Stevens Point
	Unveiling the Universe	UW-Stevens Point
Student 3	Japanese 2	UW-Stevens Point
Student 4	Nursing Assistant	MSTC
Student 5	Nursing Assistant	MSTC

B. Renaissance Learning Contract: Accelerated Math and Reading

An update regarding a contract with Renaissance Learning for Accelerated Reader and Accelerated Math will be shared with the Committee.

C. Wisconsin Student Assessment System (WSAS) Results: 2016-17

The 2016-17 WSAS results will be shared with the Committee. Information from the Forward Exam, ACT Aspire, and the ACT will be discussed. Attachment A sets out a brief overview of the performance of WRPS students on the statewide exams. Kathi Stebbins-Hintz, Director of Curriculum and Instruction will be present to provide a more detailed analysis of the 2016-17 assessment results.

D. Department Course Offerings – Restructuring Proposals

As a result of restructuring beginning in 2018-19, each CII sub-committee was asked to review their course offerings in grades six through twelve, and recommend changes based on the new grade configuration of six through eight, and nine through twelve. CII Chairs were asked to put their proposals in a flowchart. These were presented to the Council for Instructional Improvement on September 25, 2017. An advisory vote will be taken by the CII on each flowchart at their October meeting. Proposed modifications on the flowcharts are indicated by italics or deletion marks.

Kathi Stebbins-Hintz, Director of Curriculum & Instruction, will present each proposed flowchart to the Educational Services Committee for their review. At the November meeting, the committee will be asked to approve each flowchart. The flowcharts are presented in the attachments below:

- Attachment B – Agriculture
- Attachment C – Art
- Attachment D – Business and Marketing
- Attachment E – Computer Science
- Attachment F – English/Language Arts
- Attachment G – Family and Consumer Science
- Attachment H – Health
- Attachment I – Math
- Attachment J – Music
- Attachment K – Physical Education
- Attachment L – Science
- Attachment M – Social Studies
- Attachment N – Technology & Engineering
- Attachment O – World Language

E. New Course Proposals

Board Policy 332 Experimental/Innovative Programs, Board Policy 332.1 – Exhibit 1- Process Guidelines for Requesting New Courses Form, and Board Policy 332.2 – Exhibit 2- Process Guidelines for Pilot Programs or Curriculum Modifications Form, set out the requirements to add or modify courses or curriculum in WRPS. Any proposals for course or curriculum additions or modifications are submitted to the Director of Curriculum and Instruction for consideration no later than the end of September. In addition, before being submitted for consideration, such proposals must be reviewed by relevant CII Sub-Committees and building leadership committees. After review by the necessary committees, proposals are brought to the District CII Committee for review. The CII then casts an advisory vote on each proposal. Curriculum proposals are normally brought to the Educational Services Committee for review in November, but because of District restructuring, proposals will be brought forward in October. At the November Educational Services meeting, Committee members will be asked to vote on each proposal. The vote will occur after being presented with a summary of the CII's discussion and advisory vote.

Ms. Stebbins-Hintz will be present to explain the curriculum proposals. Each proposal is listed below, along with a corresponding attachment.

1. Agriculture: Introduction to Fisheries, Forestry, & Wildlife Resources (Attachment P)
2. Art
 - a. Advanced Art Courses: Drawing, Painting, Clay & Sculpture, Jewelry & Glass (Attachment Q)
 - b. AP Art History (Attachment R)
 - c. Photo I/Digital Art (Attachment S)
3. English/Language Arts
 - a. English IV: Composition (Attachment T)
 - b. Theatre Arts Production (Attachment U)
4. Family and Consumer Economics
 - a. Child Development (Attachment V)
 - b. Nutrition for Healthy Living (Attachment W)
5. Lincoln's Educational Alternative Program (LEAP): Lincoln Launch (Attachment X)
6. Math: Financial Algebra 2 (Attachment Y)
7. Physical Education
 - a. Strength & Fitness (Blended Learning) (Attachment Z)
 - b. WIAA Referee Certification (Attachment AA)
8. Social Studies
 - a. Human Geography (Attachment BB)
 - b. AP Human Geography (Attachment CC)

V. Consent Agenda Items

Committee members will be asked to decide which items should be placed on the consent agenda for the regular Board of Education meeting.

VI. Future Agenda Items/Information Requests

Agenda items are determined by the Committee Chair after consultation with appropriate administration depending upon other agenda items, presentation information, and agenda availability.

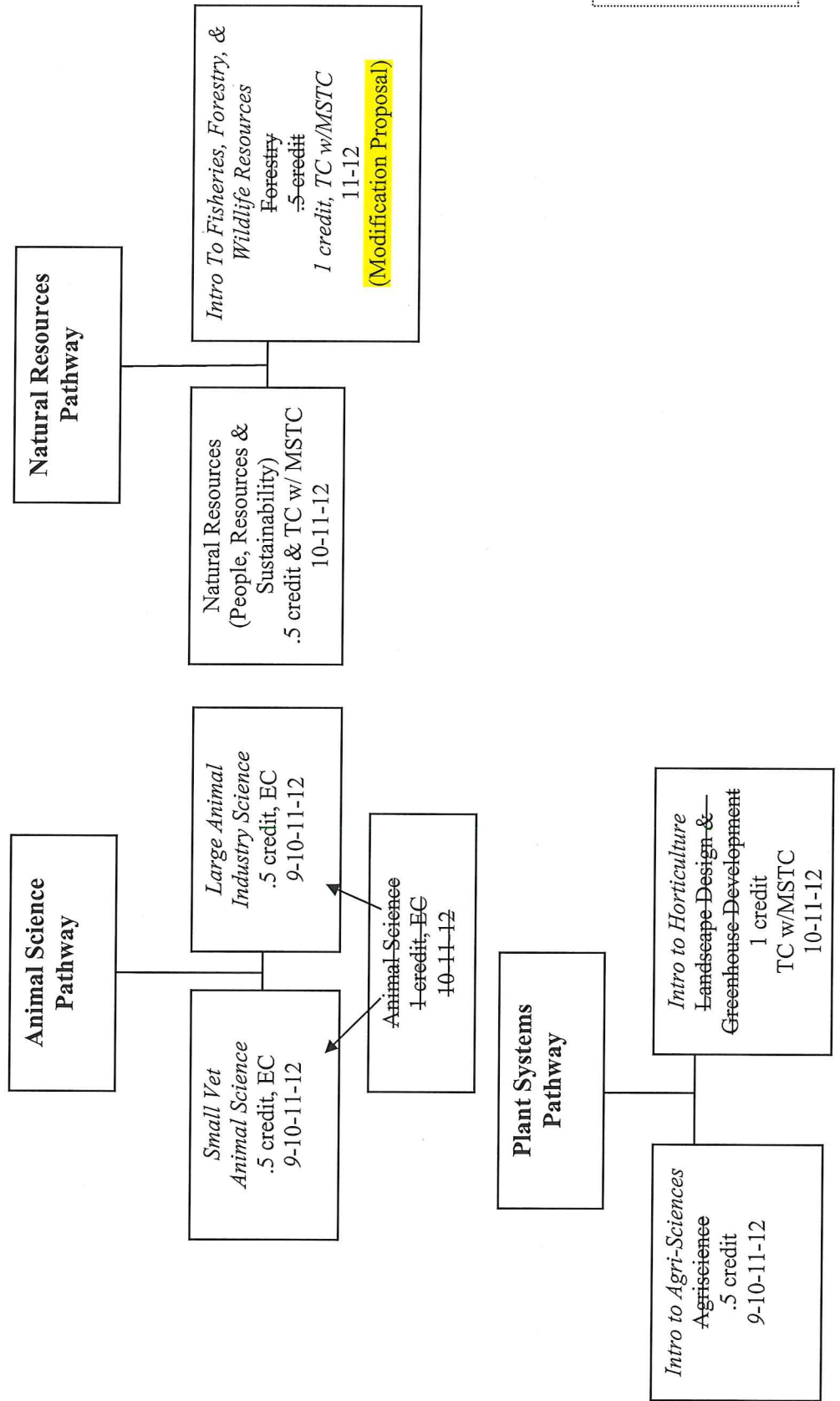
Future agenda items/information requests include, but are not limited to:

- School and District Report Cards (November)
- New Course Proposals – Decision (November)
- Department Course Offerings – Restructuring Decisions (November)
- Homeless Education Services (December)

ACT - GRADUATES
AVERAGE ACT SCORES

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2011	312	47,693	21.5	21.6	21.7	22.1	22.0	22.2	22.4	22.3	22.1	22.2
2012	246	47,588	20.9	21.5	21.5	22.0	21.6	22.1	21.8	22.1	21.6	22.1
2013	261	46,574	21.6	21.5	21.7	22.0	22.8	22.3	22.3	22.2	22.2	22.1
2014	222	46,870	21.7	21.6	21.3	22.0	22.7	22.4	22.3	22.3	22.1	22.2
2015	215	46,738	21.5	21.6	21.3	22.0	22.9	22.5	22.2	22.3	22.1	22.2
2016	398	66,564	20.0	19.7	19.7	20.4	20.4	20.7	20.2	20.7	20.2	20.5
2017	344	66,734	20.5	19.7	19.6	20.4	21.0	20.6	20.8	20.9	20.6	20.5

Agriculture Education



ART

Grade 8 Art

Grade 7 Art Elective

Grade 6 Art

Grade 9 Courses

~~Art, Graphic Design & Technology
9
.5 credit~~

~~First Impressions
9
.5 credit~~

~~Express Yourself
9
.5 credit~~

~~Art 4 Everyday
9
.5 credit~~

Digital Imaging (Digital Art)
9, 10, 11, 12
.5 credit

Video Arts
9, 10, 11, 12
.5 credit

Computer Graphics
9, 10, 11, 12
.5 credit

Investigating Art
9, 10, 11, 12
.5 credit

AP Art History
10, 11, 12
1 credit

Computer Arts

Photography

Photography I
9, 10, 11, 12
.5 credit

Photography II
10, 11, 12
.5 credit

Photography III
10, 11, 12
.5 credit

Photography IV
10, 11, 12
.5 credit

Clay and Sculpture

Clay & Sculpture I
9, 10, 11, 12
.5 credit

Clay & Sculpture II
10, 11, 12
.5 credit

Clay & Sculpture III
10, 11, 12
.5 credit

Jewelry and Glass

Jewelry Fabrication, Casting & Glass Works I
9, 10, 11, 12
.5 credit

Jewelry Fabrication, Casting & Glass Works II
10, 11, 12
.5 credit

Jewelry Fabrication, Casting & Glass Works III
10, 11, 12
.5 credit

Drawing

Drawing I
9, 10, 11, 12
.5 credit

Drawing II
10, 11, 12
.5 credit

Drawing III
10, 11, 12
.5 credit

Painting

Painting I
9, 10, 11, 12
.5 credit

Painting II
10, 11, 12
.5 credit

Painting III
10, 11, 12
.5 credit

Fibers

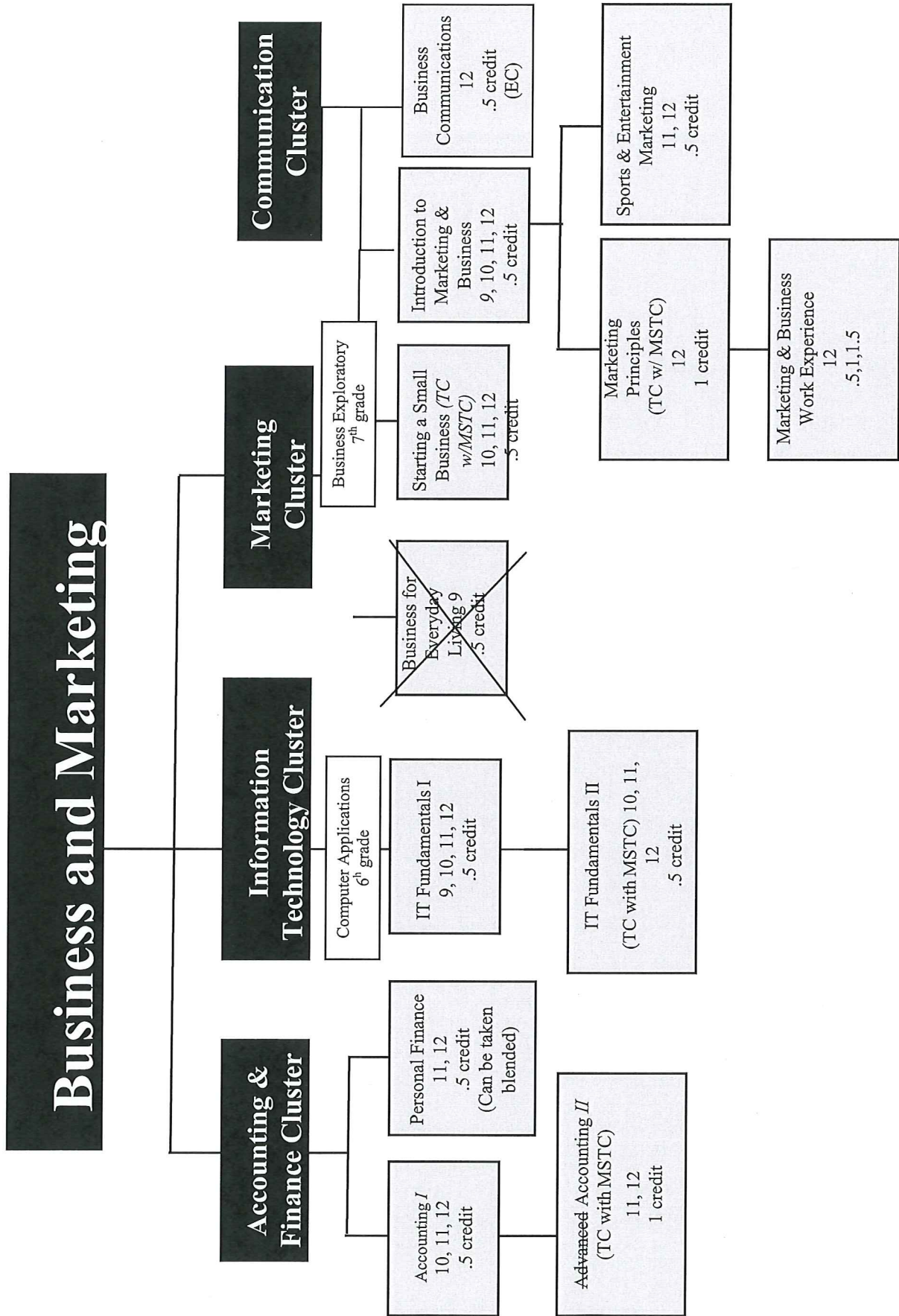
Fibers I
9, 10, 11, 12
.5 credit

Fibers II
10, 11, 12
.5 credit

Fibers III
10, 11, 12
.5 credit

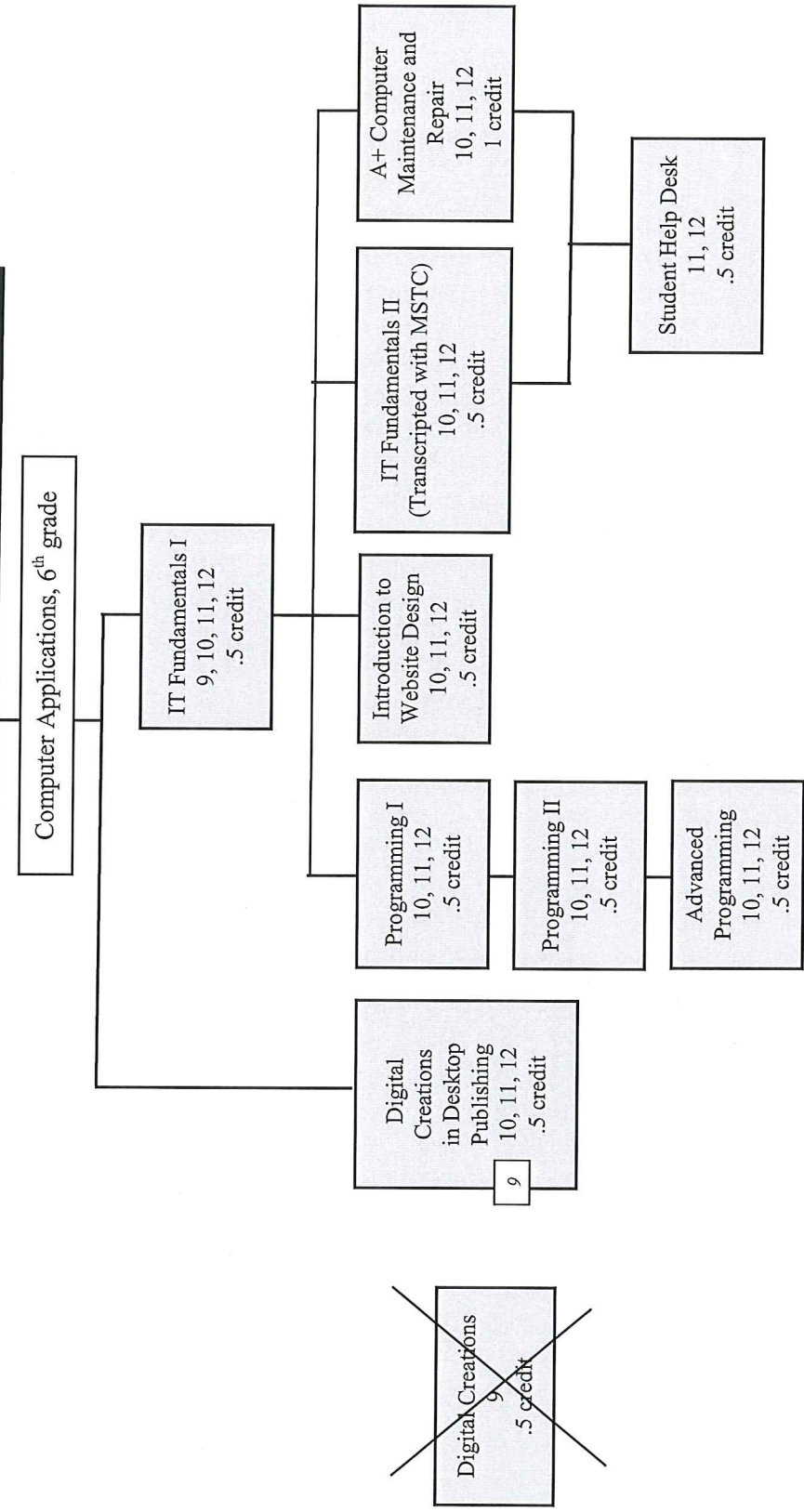
Fibers IV
10, 11, 12
.5 credit

BUSINESS EDUCATION, COMPUTER SCIENCE & MARKETING EDUCATION



BUSINESS EDUCATION, COMPUTER SCIENCE & MARKETING EDUCATION

Computer Science



Language Arts Course Options

Shaded areas are required classes

- Grade 6
ELA 6
- Grade 7
ELA 7
- Grade 8
ELA 8

Grade 9
English I
1 Credit

Grade 9
English I/III
Accelerated
English
1 Credit
(For Those Freshmen Who Qualify)

~~Grade 9
Drama
.5 credit~~

Grade 10 - Sophomores Who Have Not Taken English I/11 MUST take English II in 10th Grade
English II
1 Credit

Grade 9 Course Options

(Freshmen MUST take English I or I/II)
Additional Elective Options for Grades 9, 10, 11 and 12

Publications:
Yearbook
9, 10, 11, 12
1 elective credit

Speech
Communications I
9, 10, 11, 12
.5 credit

Theatre
Technology
9, 10, 11, 12
.5 credit

Introduction to
Theatre
9, 10, 11, 12
.5 credit

Grade 10, 11 and 12 Course Options

Poetry
10, 11, 12
.5 credit

Creative Writing
10, 11, 12
.5 credit

Speech Communications II
10, 11, 12
.5 credit
Prerequisite - Speech I

College English
101
11, 12
.5 Credit

American Dream
11
1 credit English
& 1 credit Social
Studies

American
Literature and
Composition
11, 12
1 credit

English III
11, 12
1 credit

Grade 12 Course Options

British Literature and Composition
12
1 credit

English IV
12
.5 credit

Environmental
Literature
11, 12
.5 credit

Advanced Drama
11, 12
.5 credit
Prerequisite: Intro
to Theatre, Theatre
Tech or School
Production

AP English
Literature and
Composition
11, 12
10th grade can
take if they have
completed
Accelerated
English their
Freshman Year
1 credit

College English
102
11, 12
.5 Credit

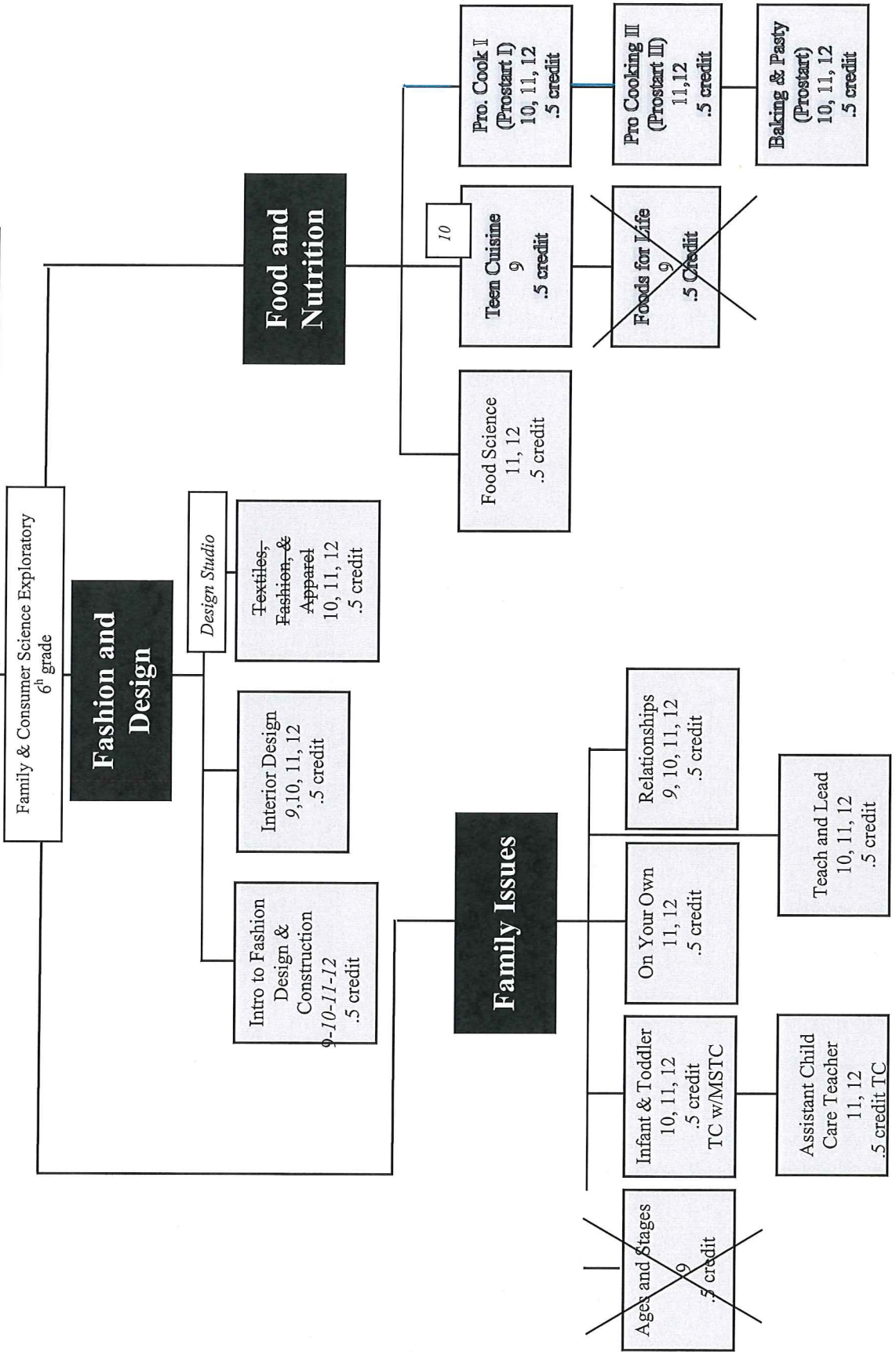
College English
250
11, 12
.5 Credit

Comprehensive Grammar and
Composition
11, 12
1.0

Grade 11 and 12 Course Options

FAMILY & CONSUMER SCIENCE

Family & Consumer Science



Health, Health Science & Central Cities Health Institute

Health Education
6

Health Education
8

Health Education
.5 credit
9-10

Human Anatomy & Physiology
.5 credit
11-12
(Science Credit)
(Prerequisite, Principles of Biology)

Medical Terminology
1 credit
TC w MSTC
11-12

Intro to Health Science
~~Current Issues in Health~~
.5 credit
9-10-11-12

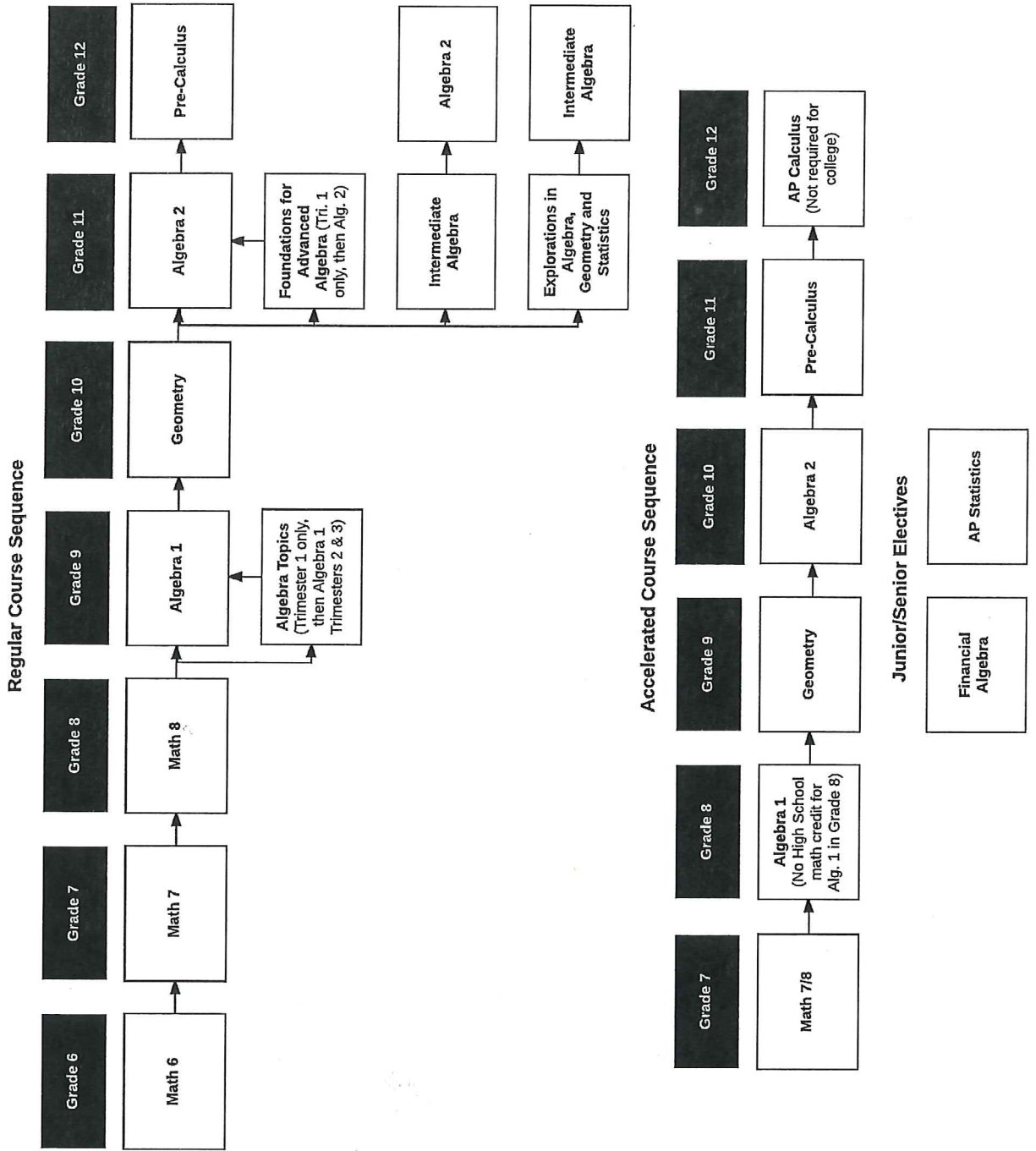
Medical Occupations
Exploration
1 credit
.5 credit
10-11-12

Certified Nursing Assistant
.5 credit
3 MSTC credits
11-12

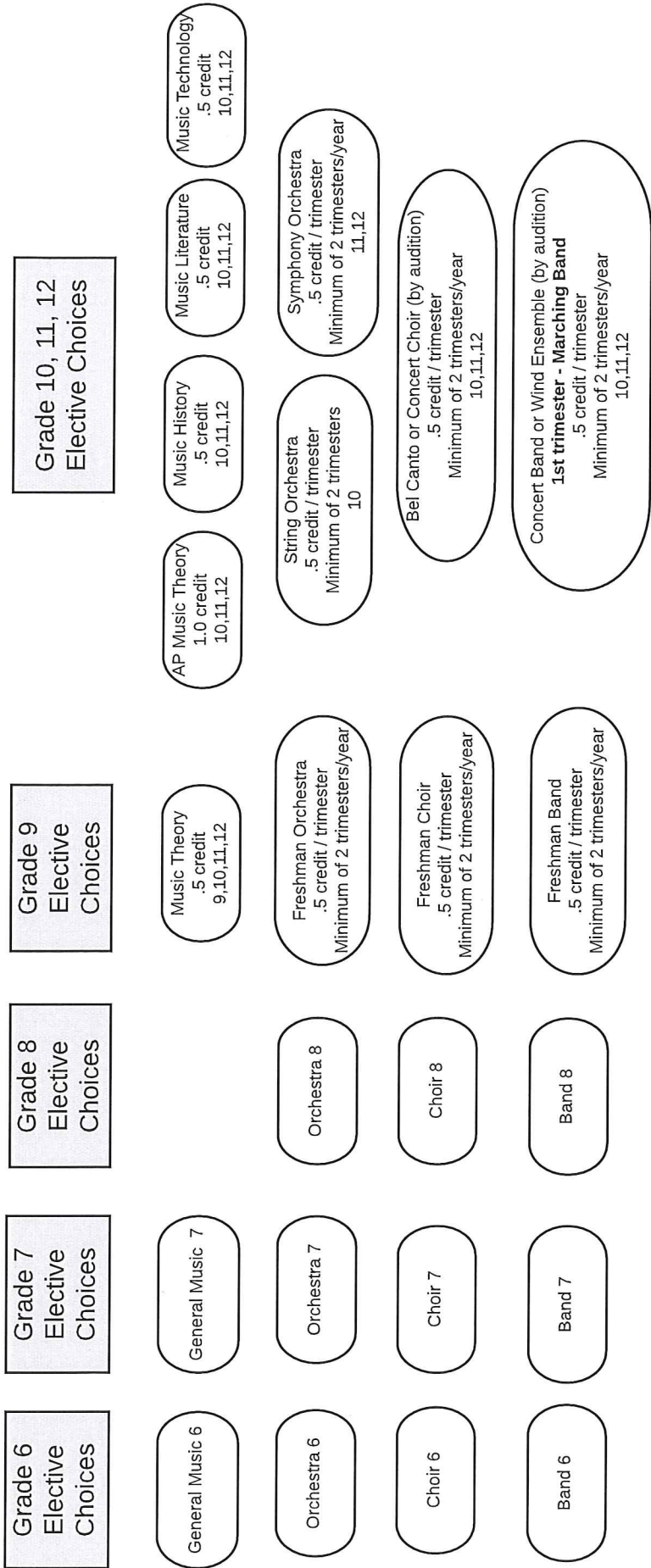
Health Science Foundations
.5 credit
10-11-12

Medical Occupations
Externship
.5
12
(Must take 4 additional
pathway courses 9-12)

6-12 Mathematics Course Overview

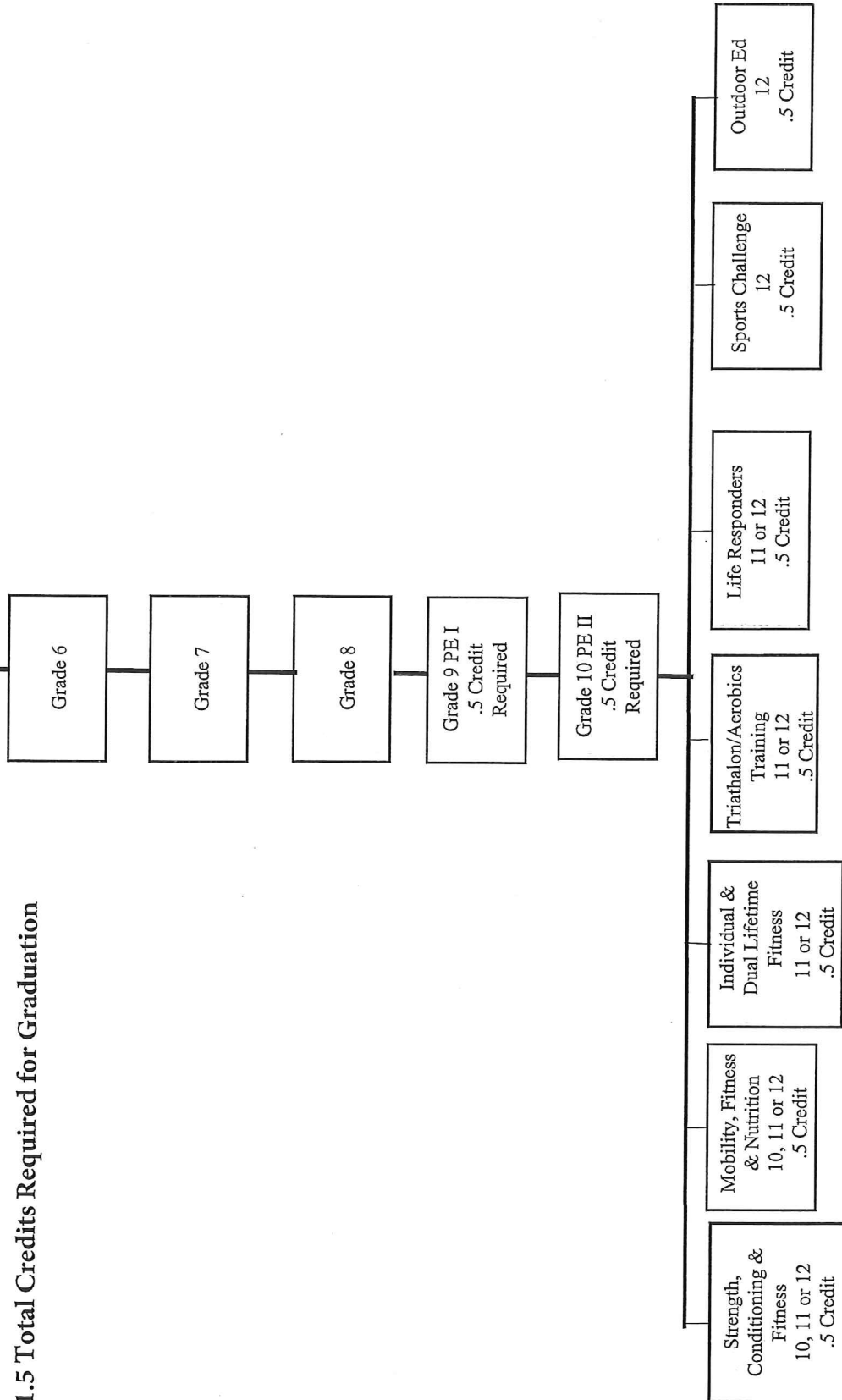


WRPS Music Course Overview



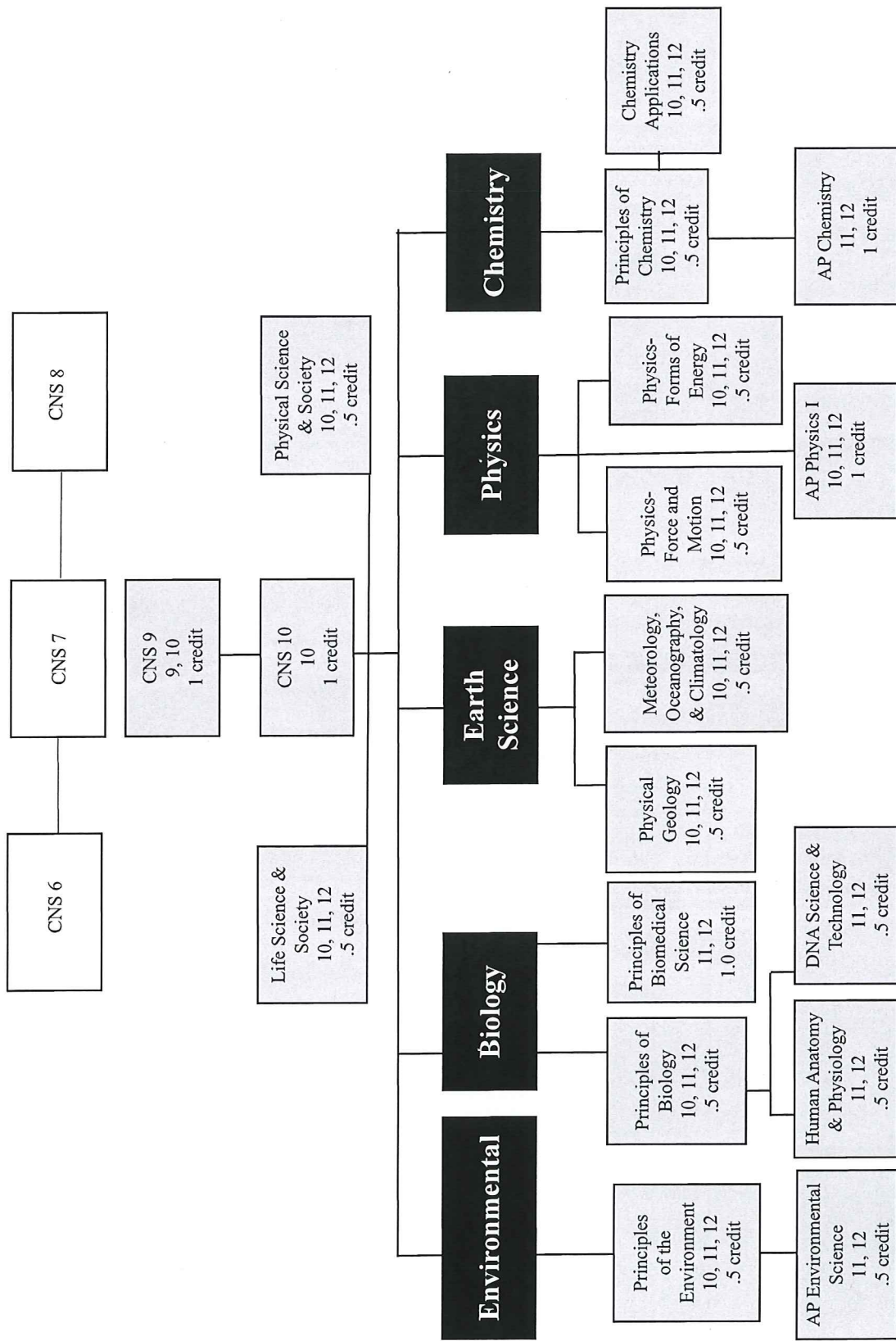
Physical Education

1.5 Total Credits Required for Graduation

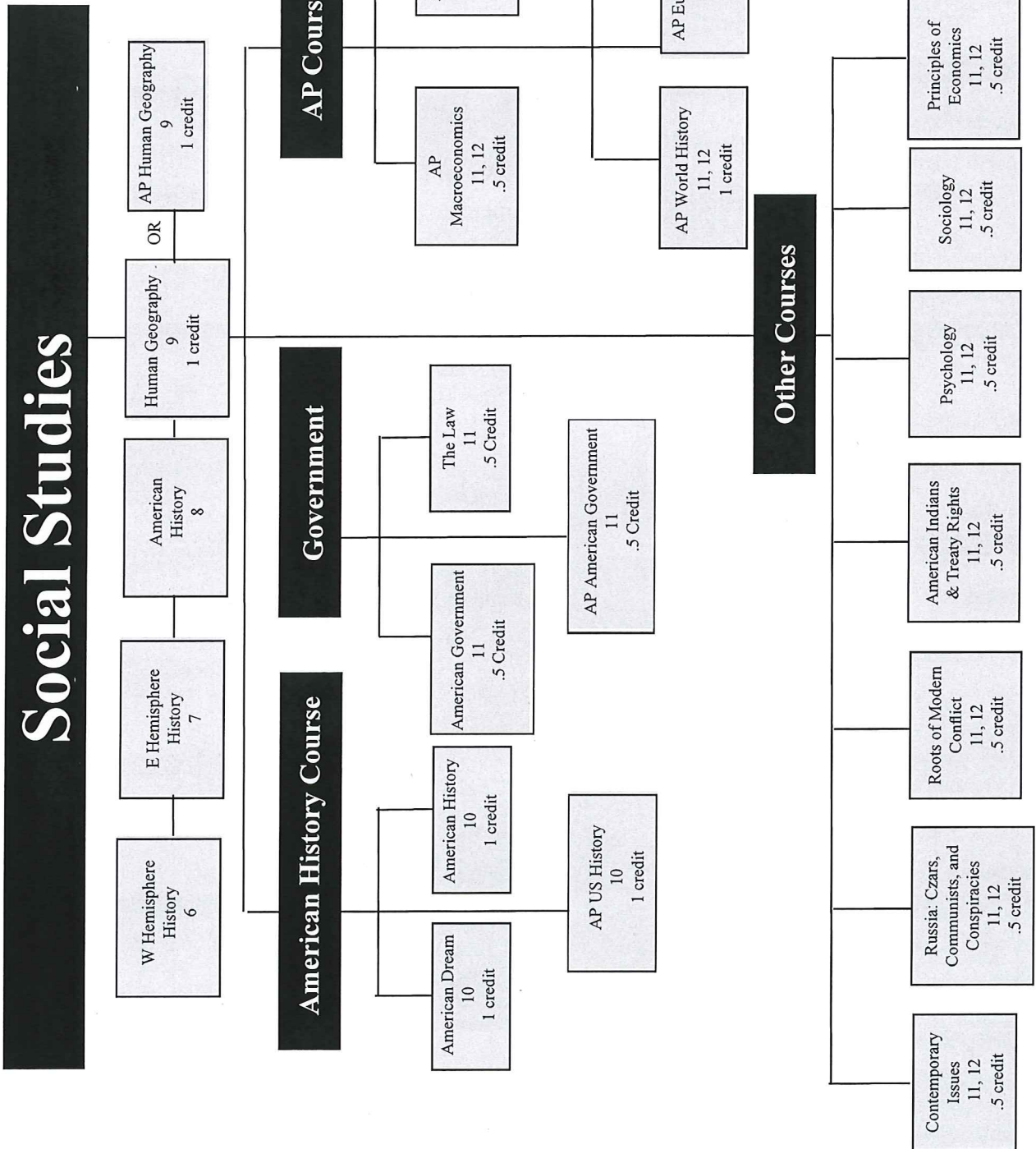


SCIENCE

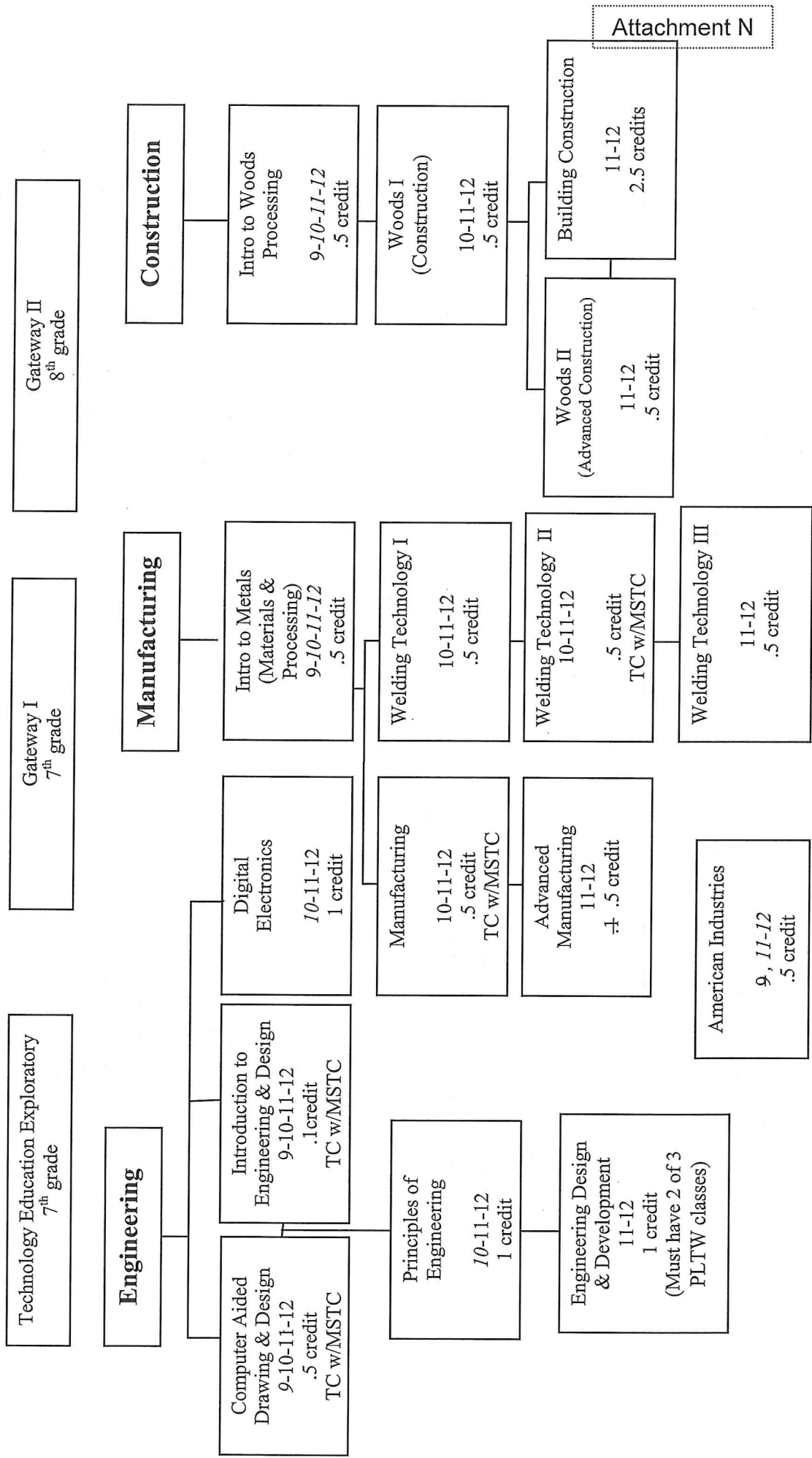
Science



SOCIAL STUDIES

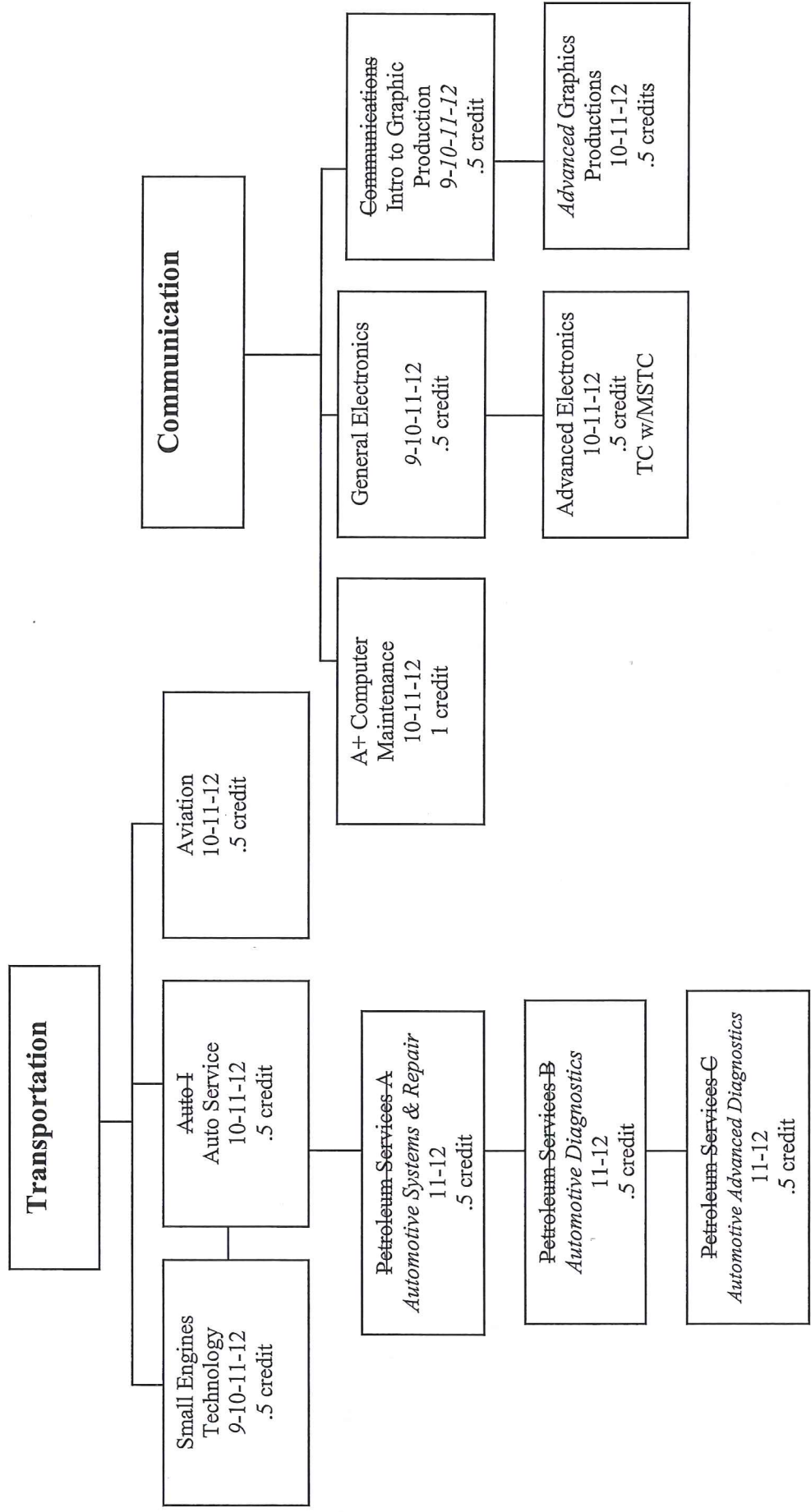


Technology & Engineering

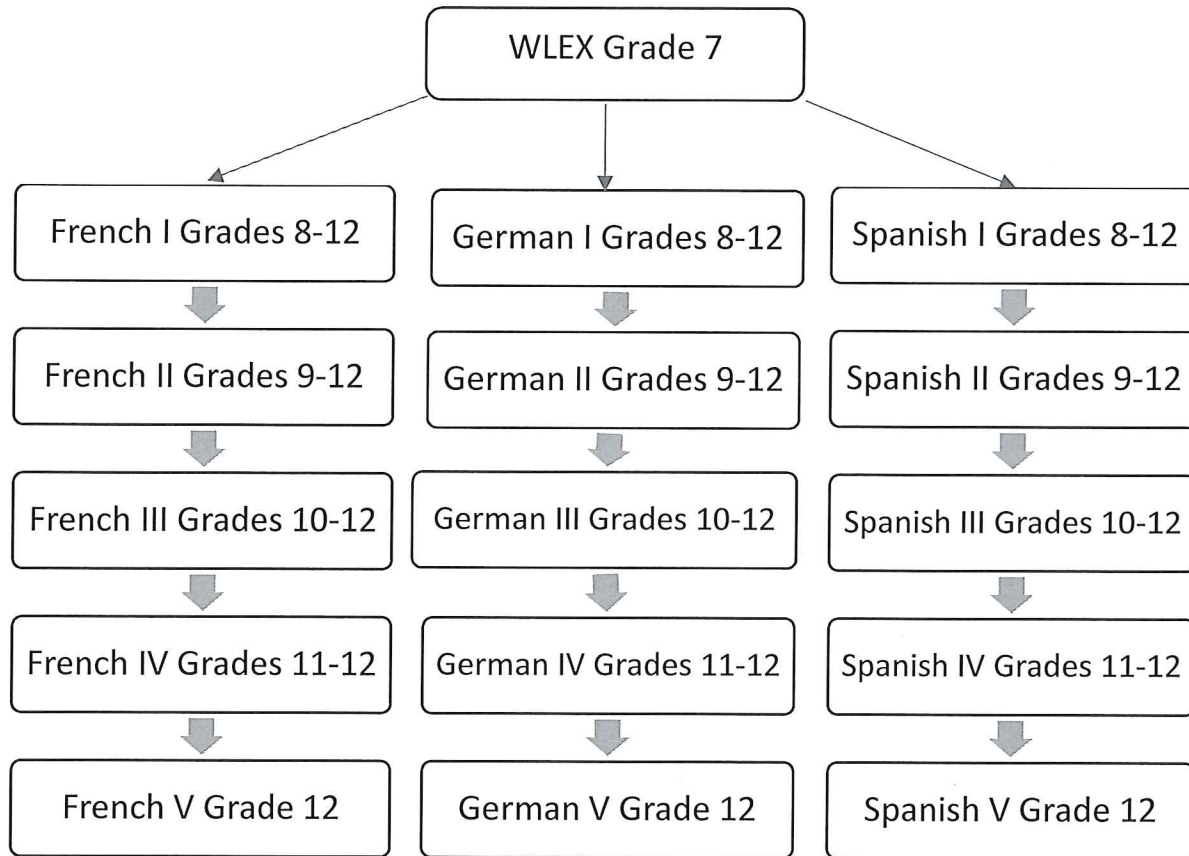


Attachment N

Technology & Engineering



World Languages 2018-2019



****Students may choose a language to study in Grade 8. If a student chooses to take Music in Grade 8, and begin language study in grade 9, the student may choose to take Levels 1A, 1B, and 2A as 9th graders, and Levels 2B, 3A, and 3B as 10th graders, so as to still complete 5 years of study before graduation.*

Modified Course Proposal

Modification of Course #784:

**FORESTRY
(0.5 Credit)**

TO

**INTRODUCTION TO FISHERIES,
FORESTRY, & WILDLIFE RESOURCES
(Capstone Course - 1.0 Credit, 11th & 12th)**

A full semester, MSTC Transcribed Credit course



Requested by:

Jeremy Radtke, Agriculture Education
Eric Siler, Career and Technical Education
Lincoln High School
September 2017

Rationale

According to the 2016 U.S. Department of Labor, Bureau of Labor Statistics, “employment of conservation scientists and foresters is projected to grow 7 percent from 2014 to 2024. Heightened demand for American timber and wood pellets will help increase the overall job prospects for conservation scientists and foresters.” In an effort to better align the existing LHS Forestry course curriculum with anticipated interest and demand, we are requesting a modification of course #784 – Forestry as follows:

- Increase the value from 0.5 to 1.0 credit. As is true for the existing Forestry course, this class would be offered as part of the Agriculture, Food & Natural Resources Career Cluster.
- As a capstone course, it would be recommended that a student enrolls in the Natural Resources course prior to taking forestry.
- Modify and expand the course curriculum to align with the introductory concepts applicable to MSTC Catalog Number 10001199 - Intro to Fisheries, Forestry, & Wildlife Resources (FF&WR).
- Obtain approval for the course and secure a transcribed credit agreement with MSTC.

Through this course, students will be introduced to a cohesive overview of fisheries, forestry, and wildlife management principles and best practices. By modifying the existing Forestry course into the proposed Intro to FF&WR course, students will, upon successful course completion, have the opportunity to simultaneously receive both high school (1.0 credit) and technical college credit (3.0) through MSTC. The authentic, hands-on learning offered through this course is a unique opportunity which enables students interested in this area to be one step closer to being technical college and/or career ready. Intro to FF&WR will address applicable contemporary issues surrounding the production of goods and services while minimizing ecosystem integrity deterioration. It is designed to assist students in developing a base for further forestry occupational education, or entry into a forestry-related field of work.

Communication

At a joint transcribed credit meeting with MSTC personnel in the Spring of 2017, it was questioned whether sufficient class time and field lab time existed at the 0.5 credit level to cover all required course topics in the current one term LHS Forestry course.

The timeline for the modification of Course 784 – Forestry is as follows:

Meeting with MSTC Deans and instructors	Spring 2017
CTE CII course discussion and approval to move forward.	Spring 2017
Crosswalk, curriculum & mapping work	Summer 2017
Draft proposal	September 2017
Draft Proposal to Director of Curriculum	September 2017
LHS cabinet	September 2017

District CII	Fall 2017
Board of Education	Fall 2017
Course offered in Program of Studies for 2018-2019	Winter 2018

Curriculum

Course outline attached.

- **Who will write the curriculum?**
Jeremy Radtke, LHS instructor, and MSTC Forestry faculty.
- **When will the curriculum be developed?**
The curriculum will be developed over the 2017/2018 school year to be introduced in the 2018/2019 school year.
- **What schedule or staff assignments may need to be changed?**
None; Existing licensed Agriculture instructors will teach the course
- **What professional development needs may be necessary to implement the curriculum?**
None at this time. Carl Perkins grant funds will be used for best practice site visits and curriculum development

Resources (covered under Carl Perkins Grant)

- Curriculum Development Time 12 hours
- Staff Development Time 8 hours
- Instructional Materials Undecided
- Staffing no change
- Space, equipment, furniture no change

Statement of Impact

It is vital that our high school continues to offer CTE courses, such as the proposed Intro to FF&WR course, to meet ever-changing employer needs and demands for workers. Progressive alignment of LHS Agriculture and Natural Resources course offerings with current workforce demands and trends will provide our students with education that is most relevant to today's environment. Real-world knowledge and basic skills gained under the proposed course curriculum will benefit Midstate-bound and post secondary education entrants as well as those who choose to enter the workforce upon high school graduation.

New Course Proposal

**Advanced Art Courses:
Drawing, Painting, Ceramics & Sculpture and Jewelry & Glass**

The LHS Art department is proposing a curriculum modification to the Advanced Drawing, Painting, Ceramics & Sculpture and Jewelry & Glass courses.

Requested by:

LHS Art Department, Instructors Jeanine Kleman, Dana Rice, and Kimberly Hansen

Explanations and Rationale:

Due to the upcoming district realignment of East Junior High School, the LHS Art Department is requesting a change in class structure to accommodate the freshman class starting the 2018-2019 school year. Currently, East Junior High offers four art courses for their 8th and 9th grade students. Rather than add the courses to the current course selection at Lincoln, we are suggesting we add an advanced level 4 option to Drawing, Painting, Ceramics and Sculpture, Jewelry and Glass. This option would better allow more time for students to build a portfolio of work for post high school Art related fields of study.

Restructuring the curriculum will also allow students to take AP studio credit to be considered in a future proposal.

1. **Course offerings simplified and streamlined.** The art department currently maintains 23 course offerings. The advanced courses often run numerous levels in one class. The practice will continue and the added level will offer students more time to take on larger and more complex work. By not moving the East Junior High courses to our curricular options, we will save staff professional development time and simplify the number of course curriculums staff will be required to learn and teach. Students will have more options to take courses more specific to their media interest. This proposal also eliminates duplication of course material. Freshman students will be allowed to sign-up for our level 1 courses in Drawing, Painting, Fibers, Photography, Sculpture and Clay, Glass and Jewelry, Computer Graphics, Investigating Art, Video Arts, and Digital Arts(currently called Digital Imaging).
2. **Students are better prepared for college.** Because students will be learning and researching their area of interest more in depth, they will be better prepared for college degrees in art and design since they will be using the media and equipment necessary to be successful in college and the workplace. This option also allows for more time to build a stronger portfolio of work for acceptance into their preferred art program and have the option to take AP studio credit in high school.
3. Research and best practice: Artsedsearch.org
4. Wisconsin State Art Standards: A12.2,B12.5,C12.9

At this time, we currently have 3 course levels in the areas of Drawing, Painting, Ceramics & Sculpture and Jewelry & Glass running this year. We would like to implement the Level 4 options during the 2018-2019 school year.

Communication/Timeline

Stakeholders: 9-12 Students

LHS Art Department

Building Administration

Spring 2017: Board voted to move 9th graders to Lincoln High School in the 2018-2019 school year.

Spring 2017: A meeting and email communication took place with art department members discussing the courses being offered at East Junior High. Staff agreed lessons from those courses could be incorporated into the the curriculum at WRAMS.

September 2017: Proposal shared with WRPS Art staff and CII subcommittee, LHS Cabinet, Director of Curriculum, EPIC, WIC

October 2017: Proposal shared with board and CII

Curriculum

Curriculum writing and lesson planning will take place during the 2017-2018 school year and the summer before the 2018-2019 school year. This will be completed by high school art staff.

Resources

STAFFING: No additional staffing needed.

SPACE, EQUIPMENT, FURNITURE: No additional equipment needed. Materials and equipment currently at East Junior High will be split between LHS and WRAMS.

PROFESSIONAL DEVELOPMENT: Instructors will work together to write curriculum as needed. PLC time can be used to collaborate with staff.

INSTRUCTIONAL MATERIALS: No additional materials needed.

Evaluation

Student/teacher satisfaction with the courses will be evaluated at the end of the first year of implementation.

Summary/Statement of Impact

The 4 course options are being added to our high school curriculum, however, four courses are being removed from our Junior High curriculum to accommodate the change.

Course Proposal for Art History AP (teamed)

A. Request proposed by Kelly Bluell (GT Coordinator), Jeanine Kleman (Art Teacher/Dept Chair) and Paula Reaves (Social Studies Teacher/Dept Chair)

B. Rationale

The proposed **Art History AP (teamed)** course would

- Be an art history course option for Grades 11 - 12 students at Lincoln High School
- Provide a cross-curricular course between the art and social studies disciplines
- Offer students opportunities to take both an art (elective course) and social studies (required course) concurrently and avoid having to choose between the two based off of graduation requirements
- Provide students who are seeking the Global Certificate for their transcripts another course opportunity when it has been demonstrated that there are few classes to meet those strict requirements
- Offers 3 Humanitarian college credits for our students who obtain a qualifying score on the AP exam

C. Communication

The Art History AP course that is currently offered at LHS is taught by an art teacher and is scheduled for 2 terms. However, with fewer students signing up to take it, the course has not run in the past few years. It has been voiced that fewer students are taking/signing up for this course because of higher graduation requirements in our core areas and having to choose between electives and core area classes. Jeanine Kleman (LHS art department chair) approached Kelly Bluell (Secondary GT Coordinator) about concerns with this course not currently running. Additionally, after meeting with the LHS art department, it was determined that many of our gifted art students could excel and thrive through the running of this course. Kelly Bluell then spoke with Paula Reaves concerning this issue and discussed a way to benefit both departments and students through an alternative approach/structure to this course.

D. Curriculum

The curriculum will be the current Art History AP course curriculum. It's break down appears below:

Topic	Approximate Percentage
I. Global Prehistory, 30000-500 BCE:	4%(11 works)
II. Ancient Mediterranean History, 3500 BCE-300 CE:	15% (36 works)
III. Early Europe and Colonial Americas, 200-1750 CE:	20%(51 works)
IV. Later Europe and Americas, 1750-1980 CE:	22 % (54 works)
V. Indigenous Americas, 1000 BCE-1980 CE:	6% (14 works)
VI. Africa, 1100-1980 CE	6% (14 works)
VII. West and Central Asia, 500 BCE-1980 CE:	4% (11 works)
VIII. South, East, and Southeast Asia, 300 BCE-1980 CE:	8% (21 works)
IX. The Pacific, 700-1980 CE:	4% (11 works)
X. Global Contemporary, 1980 CE-Present:	11% (27 works)

These topics combine art content standards with social studies content standards.

The course curriculum will be adapted and restructured by the LHS Art and Social Studies Departments with input from the Art CII and Social Studies CII during the 2017-2018 school year using professional development time, collaboration time, and PLC time. The LHS Art and Social Studies Departments will prepare a course map for inclusion with the district Social Studies and Art curriculum maps.

The objective of this course proposal is to initiate a dual-credit Art and Social Studies teamed AP course. Part of one social studies teacher and one art teacher's FTE will include this teamed course if enough students are enrolled to take the course. The chosen teachers may need to attend an AP refresher course during the summer of 2018.

Implementation of this course should have no effect on the number of students registering for social studies or art in grades 11 and 12.

Registration for this course will be open to grades 11 and 12 students.

E. Resources

Curriculum Development Time:

- Professional Development collaboration time
- Secondary Art & Social Studies Department PD meeting time
- PLC meeting time
- Possible summer curriculum collaboration and planning time
- Summer AP refresher course

Staff Development Time

- None anticipated

Instructional Materials:

- No extraordinary new instructional resources are anticipated Existing Art History AP course materials will be utilized

Staffing:

- No additional staff would be needed. No other departments should be affected.

Space, Equipment, Furniture:

- No additional space or equipment needed.

F. Statement of Impact

The proposed **Art History AP (teamed) course** will be a two term AP course that is teamed by both an Art and Social Studies teacher. The content will become enriched and deepened through the collaboration of having both experts from the two disciplines teaching the course together. Students will

have the opportunity to earn a ½ credit of Art and a ½ credit of Social Studies towards high school graduation. Furthermore, students may earn 3 AP Humanitarian credits through a qualifying AP exam score.

It is anticipated that we should see a shift in students in art and social studies to take this course which may cause other courses in art and social studies to not run. Basically, trading one section of students from one art course to this one and likewise for social studies.

Junior and Senior level students who normally have to choose between core social studies classes and elective art courses now have the opportunity to get both through this cross-curricular 1 credit offering. This course will provide rich history lessons empowered through art which will serve the needs of our gifted and talented art and social studies students. Additionally, it will serve the strong need for student opportunities to take courses for their Global Education Achievement Certificate.

Modified/New Course Proposal

Photo I/Digital Art

The LHS Art department is proposing a curriculum modification to the Photo I film and Digital Imaging courses.

Requested by:
LHS Art Department, Instructors Jeanine Kleman and Dana Rice

Explanations and Rationale:

Photo I is currently offering curriculum in 35 mm film photography. The 35 mm film cameras we ordered through the Vivitar company have now been discontinued. They were the only company selling the cameras. We are requesting to change the current course to digital photography. Students taking the advanced Photo II course will have the option to experiment with film and darkroom work as a unit.

Restructuring the curriculum to a digital photography class updates the course to currently used technology.

1. **Students save money.** Students who take a photo course will save money. Currently students pay \$32 for paper and an additional \$7 for film. If we go to a full digital environment, students will no longer need these supplies. Students in the advanced course, will purchase film as needed and paper will be supplied via the photo budget.
2. **Students are better prepared for college.** Because students will be learning the updated technology, they will be better prepared for college degrees in art and graphic design since they will be using the programs and equipment necessary to be successful in college and the workplace.

At this time, we currently have 4 courses of photography running this year. We would like to move the digital photography lessons out of our Digital Imaging course and place them into the Photo I curriculum. In the Digital Imaging course, those assignments will be replaced with animation and illustrator lessons. The course name will be changed to Digital Art. A computer lab will be needed for both courses.

The following programs will be used in the photo courses:

Adobe Lightroom
Adobe Photoshop

The following programs will be used in the Digital Art course:

Adobe Photoshop
Adobe Illustrator

Communication/Timeline

Stakeholders: 10-12 Students

LHS Art Department

Spring 2015: Vivitar discontinued manufacturing 35mm cameras. Department discussions started concerning where to go next.

Fall 2016: A meeting took place with art department members, Ron Rasmussen and Brian Daleige.

September 2016: Proposal shared with WRPS Art staff and CII subcommittee

October 2016: Proposal shared with LHS cabinet members

Curriculum

Curriculum writing and lesson planning will take place during the 2016-2017 school year and the summer before the 2017-2018 school year.

Resources

STAFFING: No additional staffing needed.

SPACE, EQUIPMENT, FURNITURE: 24 Cameras will need to be purchased before the start of the 2017-2018 school year. The art department is currently preparing to make purchases for their acquisition year. Most of the cost will be covered through acquisition. Some cameras will be purchased with LHS Department funds.

PROFESSIONAL DEVELOPMENT: Instructors will work together to write curriculum and learn the Adobe programs. Classes are offered through Milwaukee Institute of Art and Design.

INSTRUCTIONAL MATERIALS: 24-30 Digital SLR (Single Lens Reflex) cameras, 10-15 tripods, computer lab with Adobe suite programs(already purchased), Wacom tablets and styluses(already purchased)

Evaluation

Student/teacher satisfaction with the courses will be evaluated at the end of the first year of implementation.

Summary/Statement of Impact

The course proposal is a modification to our current art program. We are not adding new courses at this time. The new proposal changes in curriculum will better meet the needs of students. Understanding 21st century technology will be emphasised in these courses.

Modified/New Course Proposal

English IV: Composition

(Course title may require modification after course review for NCAA eligibility)

Requested by:

LHS Language Arts Department, Miranda Moody, Department Chair

Explanations and Rationale:

Over the last few years, the Language Arts department at Lincoln has seen a reduction in the number of students taking Search for Identity, Literary Media Studies, and Contemporary Literature. Due to this decrease in student interest, the Language Arts department discussed eliminating these three classes and replacing the three options with a new one-term course, English IV. This single class, English IV, is in its first year and is already running four sections. Because of this, the ELA Department at Lincoln believes that a second English IV class should be added to the curriculum. With the addition of the new English IV class, the two English IV classes would be renamed to clarify and focus their emphasis. Thus, we would offer an English IV: Literature (the class that is currently running) and an English IV: Composition. The new EIV: Composition class would replace the existing class: Comprehensive Grammar and Composition.

These courses could be taken together or as stand alone classes with other senior level options. These two English IV courses are designed to more fully address the strands of the ELA standards and be a continuation of material and content that students learned in their junior level English class.

Communication/Timeline

Stakeholders:	12th grade students LHS Language Arts Department
Spring 2017:	Course idea shared with LHS Lang. Arts department and administration
Spring 2017:	Course idea shared with Language Arts CII sub-committee
Fall 2017:	Proposal shared with LHS Lang. Arts department and Lincoln administration
Fall 2017:	Proposal shared with Lang. Arts CII sub-committee and Lang. Arts CII committee
February 2018:	Students are informed of the course through the registration process.
2018-2019:	Course implementation.

Curriculum

The course description for English IV will be:

This single-term course is for seniors who are looking to strengthen reading and writing skills through a focused study of grammar and composition. Students can expect to read and analyze both fiction and non-fiction/ informational text related to 21st Century Skills and other course themes. Grammar studies focus on the specific skills that students need most to be college and career ready. Composition work includes mainly informative/explanatory and persuasive/argument pieces, but also includes work in the narrative genre. Class activities and

practice will include independent and collaborative work, which are both necessary to be successful in the 21st Century.

Resources

Curriculum Development Time: 40 hours at \$18.00/hr

Staff Development Time: None

Instructional Materials: Using materials already in the department

Space, Equipment, Furniture: None

Staffing: An LHS staff member. No additional FTE's are required.

Evaluation

Student success in this course will be evaluated at the end of the course. Any modifications to the criteria for student enrollment can then be made for the following year.

Evaluation will be conducted by the LHS Language Arts Staff and administration, and shared with the Language Arts CII.

Summary/Statement of Impact

This class is designed to continue the education that students receive in their junior-level English courses. The curriculum and content taught will prepare students to be college and career ready, regardless of their future educational path. By implementing this course, the Language Arts Department at Lincoln will provide students an additional option to earn graduation credit, as well as, continuing to give them options that best suit their needs and interests.

Modified/New Course Proposal

Theatre Arts Production

Theatre Arts Production will be offered to students wishing to produce a one-act play and enter the production into the State Theatre Festival.

Requested by:

LHS Language Arts Department, Sara Danke Lukaszewicz, Instructor.

Explanations and Rationale:

Students interested in acting will audition for a One Act show that the class will compete in the WHSFA competition. Students interested in technical theatre will sign up for the technical requirements of the one act. The whole trimester is taken over with building the set, rehearsing and gathering costumes for the competition, performing for other classes/community and then finally competing.

Using the skills learned in previous theatre classes or co-curricular productions, the students will work on all aspects of theatre including; publicity, set design/ construction, costume design/construction, lighting, sound, makeup, and props as well as stage management and direction. The skills also extend into using 21st century skills such as collaboration, communication, critical thinking and creativity.

Communication/Timeline

Stakeholders: 10th through 12th grade students in the LHS Language Arts Dept
February 2017: Course idea shared with LHS Language Arts dept and administration.
September 2017: Proposal shared with Language Arts Dept and Administration.
October 2017: Proposal shared with Language Arts CII committee.
February 2018: Students are informed of the course through the registration process.
2018-2019 academic year: Course implemented in the first trimester.

Curriculum

Theatre Arts Production class will follow the Wisconsin Theatre Standards, as well as the National Theatre Arts Standards. It will have a strong emphasis on writing, reading, and critical analysis.

Overall, the class will produce a one act play to enter into the State Theatre Festival in November. This will have students participating in acting, costume design, analysis of script, historical research, publicity, directing, constructive criticism, lighting and sound design, running and construction crew and stage managing. There will be graded written assignments, projects and performances of each student's task.

These skills will strengthen a student in the all areas of the theatre. Furthermore, it will strengthen the 21st century skills of collaboration, creativity, communication and critical thinking.

Resources

STAFFING: An LHS staff member who is certified to teach theatre. No additional FTE's are required. Additional help will be by the PAC manager. Again, no FTE's are required for PAC manager. Course would be for one trimester and only in the first trimester.

SPACE, EQUIPMENT, FURNITURE: This class size is unlimited for 10-12 grade students. The flexibility of a one act play is that it can involve any number of students. Ideally, it would be nice to have no more than 30 in one class. The PAC and Green Room will be needed for this class. All equipment will be the PAC equipment.

PROFESSIONAL DEVELOPMENT: The instructor will be developing the curriculum based on standards as well as attending theatre conferences and contacting other theatre teachers around the state and nation. Teachers from Neenah, Waupaca and Homestead have already been contacted and curriculum development is based on their curriculums. Also for further research and inquiries, Adam Jacobi, Executive Director of WHSFA, and retired teacher, Ted Moskonas, have been in communication.

INSTRUCTIONAL MATERIALS: Royalties, set materials, props or costumes will be paid from the school's Drama account that is currently in place. No additional account is needed. Since this one act play will be for the fall show as well, it is considered to be part of the fall show account.

Evaluation

Student success in this course will be evaluated throughout the course as well as with a strong emphasis on the completion of the one act play.

Student/teacher/parent satisfaction with the course will be evaluated at performance nights toward the end of the trimester.

Evaluation will be conducted by the Instructor.

Summary/Statement of Impact

This course would replace the current EJH Drama class and continue to be listed under the Language Arts Department offerings. The ninth grade students will instead be taking either "Introduction to Theatre" or "Theatre Technology." This course would provide more opportunity for our students in grades 10-12. Students first time taking this class will receive English credit and any time afterwards is considered an elective credit. Having unlimited enrollment in this course provides the best education in theatre for students. It elevates their knowledge to the next level in producing a play in every theatrical aspect. Having this type of

course will set our district to being one of the top theatre schools in Wisconsin and give students skills to succeed in the 21st century.

Modified Course Proposal

Modification of Course

Ages & Stages
(0.5 Credit, 9th grade)

TO

Child Development
(0.5 Credit, 10-11-12)

&

MSTC Transcribed Credit course



Requested by:

Lynn Borski, Valerie DeVries-Polman, LouAnn Horgan & Laura Cronan
Family and Consumer Sciences
Eric Siler, Career and Technical Education
Lincoln High School
September 2017

Rationale

The Family and Consumer Sciences (FCS) program is a partner in the state's and district's mission to prepare students for success with college, careers, and 21st Century workplace skills. We feel that by changing name and grade level offering of our current 9th grade course Ages and Stages to Child Development and offer it to 10-12 grade students as a Mid-State Technical College (MSTC) transcribed credit it will increase the relevance and rigor of our Family Issues Pathway.

Course competencies include: analyze social, cultural, and economic influences on child development; summarize child development theories; analyze development of children age three through age eight; summarize the methods and designs of child development research; analyze the role of heredity and the environment; examine the role of brain development in early learning (ages 3-8). This course will give our students an opportunity to earn an elective credit (.5) and transcribed credit through MSTC (sophomore-senior standings) while they explore the Education and Training and Human Services career cluster, as well as the Professional Support Services field. Research supports that academic achievement is improved for many students when core content is taught in an authentic context. Family and Consumer Sciences is an authentic context for learners. The course will encourage students to integrate strategies that support diversity and anti-bias perspectives, analyze social, cultural, and economic influences on child development, summarize child development theories, analyze development of children ages three to eight, analyze the role of heredity and the environment, and examine the role of brain development in early learning (ages 3-8). Students will have the opportunity to implement theories learned and submit to an ACP portfolio.

Communication

MSTC & WPRS transcribed credit discussions	Fall & Spring 2016-17
CTE CII course discussion and approval to move forward	Spring 2017
Crosswalk, mapping and curriculum work	Summer 2017
Draft Proposal completion	Summer 2017
Draft Proposal to Director of Instruction	September 2017
District CII	September 2017
LHS cabinet	October 2017
Board of Education	Fall 2017
Course offered in Program of Studies for 18-19 school year	Winter 2018

Standards & Curriculum Resources

I. Wisconsin Common Career Technical Standards (WCCTS)

Content Area: 4C: Creativity, Critical Thinking, Communication, and Collaboration.

Students will think and work creatively to develop innovative solutions to problems and opportunities

Content Area: CD: Career Development

Students will consider, analyze and apply awareness of self, identity, and culture to identify skills and talents.

Content Area: GCA: Global and Cultural Awareness

Students will propose solutions and initiatives related to global issues

Content Area: IMT: Information, Media, and Technology Skills

Students will access, interpret, and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas, and initiatives

II. Wisconsin Standards for Family and Consumer Sciences: Family and Community Services

Standard: FCS1: Students will synthesize knowledge, skills and practices required for careers in family and community services

Standard: P1: Students will evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families.

Standard: HD1: Students will analyze factors that influence human growth and development

II. Family Career and Community Leaders of America Project-based learning.

Career Pathway Portfolio, Child Services, Elderly Services are available to participate and are project based.

Textbook:

- **Who will write the curriculum?**
WRPS FCS staff and MSTC
- **When will the curriculum be developed?**
The curriculum will be updated during the summer of 2018
- **What schedule or staff assignments may need to be changed?**
None, FCS licensed teachers are certified to teach the course.
- **What professional development needs may be necessary to implement the curriculum?**
Carl Perkins grant funds will be used for best practice site visits and curriculum development.

Resources (covered under Carl Perkins grant & MSTC grants)

Curriculum Development Time	8 hours
Staff Development Time	4 hours
Instructional Materials	textbooks / online resources
Staffing anticipating	1 section initially
Space, equipment, furniture	no change

Statement of Impact

The Child development course will examine child development within the context of the early childhood education setting. The course competencies include: analyze social, cultural, and economic influences on child development; summarize child development theories; analyze development of children age three to eight; summarize the methods and designs of child development research; analyze role of heredity and environment; examine the role of brain development in early learning (ages 3-8). Students will also complete a project based project in career pathways, child services, or elderly services as this will allow student choice to focus on content areas they are passionate about.

Modified Course Proposal

Modification of Course

Foods for Life
(0.5 Credit, 9th grade)

TO

Nutrition for Healthy Living
(0.5 Credit, 10-11-12)

&

MSTC Transcribed Credit course



Requested by:

Lynn Borski, Valerie DeVries-Polman, LouAnn Horgan & Laura Cronan
Family and Consumer Sciences
Eric Siler, Career and Technical Education
Lincoln High School
September 2017

Rationale

The Family and Consumer Sciences (FCS) program is a partner in the state's and district's mission to prepare students for success with college, careers, and 21st Century workplace skills. We feel that by changing the name and grade level offering of our current 9th grade course Foods for Life to Nutrition for Healthy Living and offer it as a Mid-State Technical College (MSTC) transcribed course it will increase the relevance and rigor of our Food and Nutrition pathway. Healthy eating concepts focus on individual decision making and behavior change with sustainable interventions rooted in evidenced based practice. Students investigate nutrition myth versus fact and explore how policy and environment impact nutritional choice. This course will give our students an opportunity to earn an elective credit (.5) and transcribed credit through MSTC (sophomore-senior standings) while they explore the Health Science, Education and Training, and Human Services career clusters Research supports that academic achievement is improved for many students when core content is taught in an authentic context. Family and Consumer Sciences is an authentic context for learners. The course will encourage students to define nutrition and explain its impact on health, characterize micro and macro nutrients, contrast lifespan nutritional requirements, locate and utilize evidenced based online tools and guidelines to make nutrition choices, differentiate between media reported research and evidence based practice, interpret food labels, summarized how to achieve and maintain nutritional balance and healthy eating patterns, contrast the tenets of special population diets, facilitate individual healthy nutrition choice behavior change, appraise how social policy and environment impacts food access and choice, and identify barriers to health food choices and interventions to mitigate barriers. The FCS Career and Technical Student Organization (CTSO), Family, Career, and Community Leaders of America (FCCLA) has an excellent model in place for students to carry out a standards based project to design a community presentation about Nutrition and Wellness.

Communication

MSTC & WPRS transcribed credit discussions	Fall & Spring 2016-17
CTE CII course discussion and approval to move forward	Spring 2017
Crosswalk, mapping and curriculum work	Summer 2017
Draft Proposal completion	Summer 2017
Draft Proposal to Director of Instruction	September 2017
District CII	September 2017
LHS cabinet	October 2017
Board of Education	Fall 2017
Course offered in Program of Studies for 18-19 school year	Winter 2018

Standards & Curriculum Resources

I. Wisconsin Common Career Technical Standards (WCCTS)

Content Area: 4C: Creativity, Critical Thinking, Communication, and Collaboration.

Students will think and work creatively to develop innovative solutions to problems and opportunities

Content Area: CD: Career Development

Students will consider, analyze and apply awareness of self, identity, and culture to identify skills and talents.

Content Area: GCA: Global and Cultural Awareness

Students will propose solutions and initiatives related to global issues

Content Area: IMT: Information, Media, and Technology Skills

Students will access, interpret, and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas, and initiatives

II. Wisconsin Standards for Family and Consumer Sciences: Family and Community Services

Standard: FSDN1: Students will integrate the knowledge, skills and practices required for careers in food science, food technology, dietetics and nutrition.

Standard: NW1: Students will demonstrate nutrition and wellness practices that enhance individual and family well-being.

Standard: FPS1: Students will integrate knowledge, skills and practices required for careers in food production and services.

II. Family Career and Community Leaders of America Project-based learning.

Career Pathway Portfolio and Nutrition and Wellness are available to participate and are project based.

Textbook:

- **Who will write the curriculum?**
WRPS FCS staff and MSTC
- **When will the curriculum be developed?**
The curriculum will be developed during the summer of 2018
- **What schedule or staff assignments may need to be changed?**
None, FCS licensed teachers are certified to teach the course.

- **What professional development needs may be necessary to implement the curriculum?**
Carl Perkins grant funds will be used for best practice site visits and curriculum development.

Resources (covered under Carl Perkins grant & MSTC grants)

Curriculum Development Time	8 hours
Staff Development Time	6 hours
Instructional Materials	textbooks / online resources
Staffing anticipating	1 section initially
Space, equipment, furniture	no change

Statement of Impact

The Nutrition for Healthy Living course will encourage students to define nutrition and explain its impact on health, characterize micro and macro nutrients, contrast lifespan nutritional requirements, locate and utilize evidenced based online tools and guidelines to make nutrition choices, differentiate between media reported research and evidence based practice, interpret food labels, summarize how to achieve and maintain nutritional balance and healthy eating patterns, contrast the tenets of special population diets, facilitate individual healthy nutrition choice behavior change, appraise how social policy and environment impacts food access and choice, and identify barriers to health food choices and interventions to mitigate barriers. This course allows the student to explore youth options in the field of health and wellness promotion. Students will have an opportunity to earn an elective credit (.5) and transcribed credit through MSTC (sophomore-senior standings) while they explore the Health Science, Education and Training, and Human Services career clusters

9th Grade Transition/Intervention Course Proposal:

“Lincoln Launch”

For new 9th grade Lincoln High School Students entering as ‘At-Risk’

Requested by:
LHS LEAP PLC

Explanation and Rationale:

Research has supported the observation that the transition from 8th to 9th grade (high school) has been a critical point in the educational; experience of students. Students who are, or are eventually deemed at-risk of not graduating from high school have tremendous difficulty with this transitional period. There is current research that shows some promise in minimizing the negative effect of this particular transitional period, and several studies have focused on specific curricular areas that are of need.

Selected students will take this course in their freshman year as an elective to help them acclimate to the high school atmosphere and curriculum.

This course would weave in a variety of the WI DPI State Standards: Wisconsin Academic Standards
The main focus would be on improving skills for academic success, as these are the areas that we feel are holding these students back from fulfilling the rest of the standards. They may include (from Model Academic Standards for School Counseling):

A.12.3.1 Demonstrate the ability to be dependable, productive, and take initiative for school success

B.1 Apply the skills necessary to improve learning and make successful academic transitions

C.1 Understand how to relate school to life experiences

C.12.1.2 Understand how school success and lifelong learning enhance future career opportunities

D.12.2.1 Demonstrate skills for establishing and maintaining meaningful relationships

E.1 Apply self-knowledge in the decision making or goal setting process

I.2 Apply decision-making skills to career planning and development

The benefits of taking (being enrolled in) this course:

1. Improved self-confidence and self-esteem.

Being enrolled in this course with peers with similar challenges or interests in a unique setting will allow students to build their skills in an emotionally safe environment.

2. Students learn to navigate the demands of the high school atmosphere.

Students who will be enrolled in this course will have the opportunity to participate in a wide-range of developmentally-appropriate activities that can be done as individuals or in groups throughout the term.

3. Stress & Anxiety Reduction.

Students who will be enrolled in this course will have an outlet for releasing tension and anxiety which will facilitate emotional stability. Identifying with peers that are in unique situations as well as an understanding that some experiences some may have not had to deal with will allow students to feel more at ease compared to a traditional classroom setting.

4. Strengthened Peer Relationships.

Students enrolled in this course will be provided opportunities for helping others and learn positive people skills. During adolescence, being able to participate in activities or projects, grow as leaders, and collaborate with their peers is an important part of teenage culture.

5. Strengthened Staff Relationships.

Students enrolled in this course will have opportunities to assist other staff members and strengthen positive interaction skills. This can increase the ability and effort to seek out trusting adults and provide for extra support outside of the student's own classroom teachers. An increase connectedness to a caring adult is an extremely positive step in increasing resiliency skills.

Students can take this class based on the following criteria:

1. Identified as at-risk in 8th grade
2. Demonstrated at-risk tendencies in first term in 9th grade
3. Enrolled for 1-2 terms (trimesters) with counselor/parent or guardian discretion.

Stakeholders: 9th grade students
LHS Encore Departments

Communication/Timeline

May 2017: Course idea shared with LHS Administration & Cabinet
Fall 2017: Proposal shared with LHS Administration & Cabinet
Fall 2017: Proposal shared with WRPS Behavior & Mental Wellness Committee
November 2017: Counselors informed of the course intervention process
2018-2019: Course implementation.

Curriculum (may include)

- Study skills for academic success
- Note-taking strategies
- Transition/issues help
- Time management
- Setting goals
- Literacy
- Character development
- Thinking skills
- Academic assistance & core subject support
- Possible tutoring assistance
- Career exploration (ACP process)
- Service Learning

Resources

Curriculum Development Time: 40 hours at \$18.00/hr

Staff Development Time: 5-10 hours at \$18.00/hr

Instructional Materials: Using materials already available or may be web-based

Space, Equipment, Furniture: 1 classroom at LHS that has tables and chairs

Staffing: An LHS staff member (certification with at-risk students is preferred).

Instructional Materials: Information will be selected based on the criteria set by both the current research, LHS LEAP PLC, and the instructor selected. It is likely to include the topics of literacy, character development, thinking skills, core subject support, study skills, career exploration, academic success, and other transition issues.

Evaluation

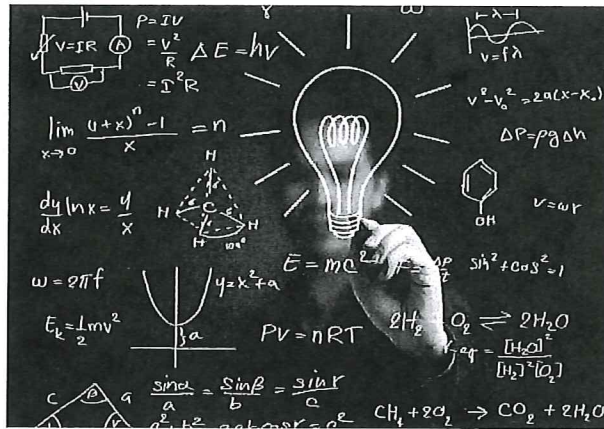
Student success in this course will be evaluated at the end of the course. Any modifications to the criteria for student enrollment can then be made for the following year.

Evaluation will be conducted by the LHS counselors, administration and LEAP department.

Summary/Statement of Impact

While this is a class that would benefit any student taking it, the guiding premise is that it is designed to be an alternative setting for identified at-risk students who may not be prepared for or aware of the challenges and demands of the high school setting. Final enrollment in the course is with counselor approval.

Math Course Proposal



Financial Algebra 2

Requested by:

Stacy Moyer / LHS Math Department

Math Department course proposal: Financial Algebra 2

A. **Request** proposed by Stacy Moyer (secondary mathematics teachers)

B. **Rationale**

The proposed **Financial Algebra 2** course would:

- Be a math course option for Grade 12 students at Lincoln High School who have completed Algebra 1, Geometry, and Algebra 2 or Intermediate Algebra.
- Provide 0.5 math credit option that would also meet the Financial Literacy Requirement.
- Offer students with more math abilities a more rigorous option for meeting the Financial Literacy Requirement than the current Financial Algebra course whose main purpose was for students needing a 3rd math credit to meet graduation requirements.

C. **Communication**

Lincoln High School math teachers have found that middle level students do not have many options for a senior-level math class. Students who have passed Algebra 2 their junior year have already met both their high school graduation and college entrance requirements. Currently the only options for their senior year are Precalculus, AP Statistics, or Financial Algebra. While Precalculus and AP Statistics are challenging, rigorous courses, Financial Algebra is a more basic course intended for non-college bound students who need a third credit of math. This leaves no appropriate course for the middle-level student.

D. **Curriculum**

The curriculum will be developed by Stacy Moyer with input from the LHS Math Department and will align with Wisconsin's Model Academic Standards for Personal Financial Literacy and Wisconsin's Standards for Mathematics-*Standards for Mathematical Practice*. Standards from Algebra 2 of the Common Core Standards will also be incorporated into the curriculum with the intent of preparing students for post-secondary education. The curriculum breakdown will be approximately as follows:

<i>Topic</i>	<i>Approximate Percentage</i>
<u>*Personal Financial Literacy Standards</u>	50%
-Relating Income and Education	
-Money Management	
-Credit & Debt Management	
-Planning, Saving, and Investing	
-Becoming a Critical Consumer	
-Community & Financial Responsibility	
-Risk Management	
<u>*Algebra 2 Standards</u>	50%
-Linear, Absolute Value, Quadratic, Exponential, Logarithmic, Radical, Piecewise, and Trigonometric Functions	
-Systems of Equations and Inequalities	
-Review of Data & Statistics - measures of center, scatterplots, stem-and-leaf plots, box plots, etc.	
-Formulas & Order of Operations	

The course curriculum will be developed by Stacy Moyer with input from the LHS Math Department during the 2017-18 school year using professional development time, collaboration time, and PLC time. Additional time may be needed in Summer, 2018.

Implementation of this course should have no effect on the number of students registering for math in Grade 12. It may lower the Math Department's overall course requests by 1 section if students choose the 0.5 credit Financial Algebra 2 option over the current 1.0 credit Financial Algebra option. For the past several years, we have had 2 sections of Financial Algebra; I anticipate 1 of each, Financial Algebra and Financial Algebra 2.

E. Resources

Curriculum Development Time:

- Professional Development collaboration time
- Secondary Math Department PD meeting time
- PLC meeting time
- Possible summer curriculum-writing time

Staff Development Time

- None anticipated

Instructional Materials:

- No extraordinary new instructional resources are anticipated. Existing Algebra 2 and Financial Algebra resources will be used as primary resources.

Staffing:

- No additional staff would be needed. No other department should be affected.

Space, Equipment, Furniture:

- No additional space or equipment needed.

F. Statement of Impact

The proposed Financial Algebra 2 course would be a one-term, half credit math course that will not only meet the Financial Literacy graduation requirement but also help maintain and further those math skills needed for post-secondary education. It will create a half credit mathematics option for students who desire to take more math during their senior year and need to meet the Financial Literacy requirement as well. Since it is only 0.5 credits versus the current 1.0 credit Financial Algebra course, seniors would have 0.5 more credits available for other elective courses. In addition, this course will teach the Personal Financial Literacy standards through the use of mathematical skills from Algebra 2, thus providing the stronger student a more appropriate option than the current Financial Algebra course, which focuses on only basic math concepts. The only course impacts anticipated would be a shift of one 1.0 credit math section to one 0.5 credit math section.

New Section/Course Proposal 2017 (2018)

**STRENGTH & FITNESS
(Blended-Learning PILOT Section)**

Requested by:

LHS Physical Education Department, Tony Biolo, Instructor

Explanations and Rationale:

In an effort to enhance the lifestyle of our students and accommodate their busy lives, we would like to pilot a “blended learning” style class of Physical Education. This class would be available for all 12th grade students.

Any student could take this course in their Senior year as a .5 credit towards their PE requirement or elective.

This course would cover the same material as the current Strength & Fitness course, only the daily requirement to attend would not be expected. There will be certain required days of the week for physical attendance, as well as finding time to schedule one-on-one time with the instructor, but 2-3 days each week students could accomplish the curriculum using activities approved by the instructor and documented through in an online format(website). (These would be opportunities for these students to workout on their own time and document what they have done online).

The benefits of taking (being enrolled in) this “blended” section:

1. Scheduling: Students will workout at their own pace and on their own time.

Students that are in this course will be much more confident and motivated as they will have opportunities to choose when/where they will get their daily workout in.

2. Time Management Skills: Students learn to appreciate the ability to be active daily and understand how it feels in a “real-life” scenario of scheduling their daily activity.

Students who will be enrolled in this course will have the opportunity to develop a routine of when/where they will “fit” in their daily exercise.

Communication/Timeline

Stakeholders: 11th and 12th grade students

Fall 2017: Course idea/proposal shared with LHS Physical Education Department & administration.

January/February 2018: Students are informed of the course/section through the registration process.

2018-19 Academic Year: Course/Section implementation

Curriculum

The course will utilize the current Strength & Fitness requirements in addition to utilizing online resources. Below is the current listing in the LHS Program of Studies: *This course will emphasize the general principles of fitness. Students will be given the opportunity to improve their general physical preparedness (GPP) by working within the 10 Physical Skills: cardiovascular, stamina, strength, flexibility, power, speed,*

coordination, agility, balance & accuracy. Students will also be exposed to sport-specific preparation (SPP) by creating individualized strength programs. Out of class time will be expected.

RESOURCES

STAFFING: An LHS Physical Education staff member.

SPACE, EQUIPMENT: This course would utilize classroom, fieldhouse & outdoors.

PROFESSIONAL DEVELOPMENT: Instructor will work with LHS Physical Education Staff and online resources to continue to develop best practices to the blended learning climate of Physical Education.

INSTRUCTIONAL MATERIALS: Information will be selected based on criteria set by both the district instructor, LHS Physical Education PLC as all of them hold an interest in these students becoming successful in Physical Education.

Evaluation

Student success in this course will be evaluated weekly with online record keeping, tests and reflections as well as in class observation, written and physical testing.

Evaluation will be conducted by the LHS Physical Education Department and Administration.

Summary/Statement of Impact

This is a class that would benefit any student taking it. But it is designed to help/support those students that either dislike working out in large groups, or are already using their free time to participate in strength and fitness activities; therefore, they can use those activities as documentation for this class. This will free up their already busy schedules and will allow them to continue adding in activities that will promote a healthy lifestyle with a focus on strength and fitness.

New Course Proposal 2017 (2018)

WIAA Referee Certification

Requested by:

LHS Physical Education Department, TBD, Instructor

Explanations and Rationale:

In an effort to positively impact all students we are proposing a new class of WIAA Officials Certification. This class would be available for all 11th and 12th grade students.

Any student could take this course in their Junior or Senior year as a .5 credit towards their PE requirement.

This course would cover many basics of officiating and rules of the games. Students will have the ability to become WIAA registered officials in a variety of sports including, but not limited to: Soccer, Basketball, Volleyball, Baseball, Softball & Football.

Do you have a love of athletics and kids, on-the-spot decision making skills, self-confidence, the dedication and determination necessary to work hard, and personal integrity? Consider becoming a certified WIAA referee! Learn the rules of the sports in which you're interested and the ins-and-outs of officiating, with the goal of preparing you to earn your license required for the world of working as a WIAA referee.

This course will also meet four of the six Wisconsin DPI State Standards in Physical Education (1, 2, 3 & 5). The main focus would be on standards 2 & 5, as these are the areas that most apply to knowledge and movement of officiating.

STANDARD 1

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

STANDARD 2

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performances of physical activities.

STANDARD 3

Participates regularly in physical activity.

STANDARD 5

Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

The benefits of taking (being enrolled in) this course:

1. Improved Self-confidence and Self-esteem (Students see/feel improvements).

Students that are in this course will be much more confident in defining and describing the rules of play and specifics of game-play to others after learning the intricacies within these sports

2. Students learn to appreciate the rules of the game as well as developing empathy for those (officials/referees) that have to enforce the rules.

Students who will be enrolled in this course will have the opportunity to develop a wide-range of

knowledge of the rules as well as the implementation of those rules from the official's perspective.

3. Job Applicable Skills. Students who will be enrolled in this course will have an immediate job opportunities and applicable skills as WIAA licensed officials (if they pass the test). This class will prepare them both mentally and physically for this opportunity

4. Strengthened Peer Relationships & Ability to Work well with Others. Students enrolled in this course will be provided opportunities for helping and working with others and learn positive people skills. During adolescence, being able to participate in games, sports & dances is an important part of peer culture.

Communication/Timeline

Stakeholders: 11th and 12th grade students

Fall 2017: Course idea/proposal shared with LHS Physical Education Department & administration.

January/February 2018: Students are informed of the course through the registration process.

2018-19 Academic Year: Course implementation

Curriculum

The course will utilize the WIAA website and sports rule books along with guest speakers, lecturers and attending/observing sporting contests from an officials point of view.

Resources

STAFFING: An LHS staff member.

SPACE, EQUIPMENT: This course would utilize classroom, fieldhouse & outdoors.

PROFESSIONAL DEVELOPMENT: Instructor will work with WIAA & Athletic Director as well as other schools that run officials courses.

INSTRUCTIONAL MATERIALS: Information will be selected based on criteria set by both the district instructor, Athletic Director and the LHS Physical Education PLC as all of them hold an interest in these students becoming successful in Physical Education and officiating.

Evaluation

Student success in this course will be evaluated weekly with observation and testing as well as utilizing the WIAA Officials Rules Tests from the sports selected.

Evaluation will be conducted by the LHS Physical Education Department and Administration.

Summary/Statement of Impact

This is a class that would benefit any student taking it. But is designed to help/support those students that would like to move towards officiating as a part-time job opportunity in high school and college.

New Course Proposal

HUMAN GEOGRAPHY

AP Human Geography will be offered as a 1.0 social studies credit.

Requested by: Social Studies Department

Explanations and Rationale:

The Social Studies CII, in collaboration with k - 12 teachers, revised the Social Studies scope and sequence to better meet the needs of our students and to satisfy the requirements of the state. As part of that change, all 9th graders will be required to take 1 credit of Human Geography. The course will emphasize modern global developments, an area previously missed due to time restraints. The course will build on historical information covered during a student's 6th and 7th grade social studies course.

Communication/Timeline:

April 2015 - Social Studies CII reviewed scope and sequence with recommended changes.

October 2016 - Social Studies 6 - 12 teachers drafted a revised scope and sequence

December 2016 - Social Studies 6 - 12 teachers approved scope and sequence

January 2017 - Social Studies CII approved revised scope and sequence

April 2017 - District CII approved scope and sequence

October 2017 - New course proposed to District CII

Curriculum:

Unit 1: Geography: It's Nature and Perspective

Unit 2: Population and Migration

Unit 3: Geography of Identity

Unit 4: Political Organization of Space

Unit 5: Development

Unit 6: Agriculture, Food Production and Rural Land Use

Unit 7: Industrialization and Services

Unit 8: Cities and Urban Land Use

Unit 9: Environmental and Resource Challenges

Resources:

STAFFING: No additional.

SPACE, EQUIPMENT, FURNITURE: no additional needed

PROFESSIONAL DEVELOPMENT: Teachers in the department will need time to build the curriculum.

INSTRUCTIONAL MATERIALS: Needed materials include textbooks, a/v resources, and additional teacher resources.

Evaluation

Student success in this course will be evaluated at the end of the course. Any modifications can then be made for the following year.

Student and teacher satisfaction with the course will be evaluated at the end of the first year of implementation.

Evaluation will be conducted by the LHS Social Studies Department and administration, and shared with the Social Studies CII.

Summary/Statement of Impact

The course will have minimal, if any, financial impact on the district.

There is no expectation of a negative impact on other students or courses outside the social studies department. This course is essentially replacing the former 10th grade requirement of World History.

New Course Proposal

AP HUMAN GEOGRAPHY

AP Human Geography will be offered as a 1.0 social studies credit.

Requested by: Social Studies Department

Explanations and Rationale:

The Social Studies CII, in collaboration with k - 12 teachers, revised the Social Studies scope and sequence to better meet the needs of our students and to satisfy the requirements of the state. All 9th graders will be required to take 1 credit of Human Geography. Advanced Placement Human Geography will satisfy that requirement along with giving students an opportunity to take a more challenging, in depth course. AP Human Geography will be a two term, 1 credit course. Course objectives will match those drafted by the College Board for AP Human Geography.

Communication/Timeline:

April 2015 - Social Studies CII reviewed scope and sequence with recommended changes.

October 2016 - Social Studies 6 - 12 teachers drafted a revised scope and sequence

December 2016 - Social Studies 6 - 12 teachers approved scope and sequence

January 2017 - Social Studies CII approved revised scope and sequence

April 2017 - District CII approved scope and sequence

October 2017 - New course proposed to District CII

Curriculum:

Unit 1: Geography: It's Nature and Perspective

Unit 2: Population and Migration

Unit 3: Geography of Identity

Unit 4: Political Organization of Space

Unit 5: Development

Unit 6: Agriculture, Food Production and Rural Land Use

Unit 7: Industrialization and Services

Unit 8: Cities and Urban Land Use

Unit 9: Environmental and Resource Challenges

Resources:

STAFFING: No additional.

SPACE, EQUIPMENT, FURNITURE: no additional needed

PROFESSIONAL DEVELOPMENT: Teachers in the department will need time to build the curriculum. Two teachers will attend an AP summer institute.

INSTRUCTIONAL MATERIALS: Needed materials include textbooks, a/v resources, and additional teacher resources.

Evaluation

Student success in this course will be evaluated at the end of the course. Any modifications can then be made for the following year.

Student and teacher satisfaction with the course will be evaluated at the end of the first year of implementation.

Evaluation will be conducted by the LHS Social Studies Department and administration, and shared with the Social Studies CII.

Summary/Statement of Impact

The course will have minimal financial impact on the district.

There is no expectation of a negative impact on other students or courses outside the social studies department. This course is essentially replacing the former 10th grade requirement of World History.