



Wisconsin Rapids Board of Education  
**Educational Services Committee**

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

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

November 2, 2020

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

TIME: 6:00 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
  - A. World Languages Curriculum
  - B. World Languages Acquisition
  - C. Early College Credit Program (ECCP) and Start College Now (SCN)
  - D. Policy 447.11 – Use of Seclusion and Restraint With Students, and Policy 447.11 Exhibit – Notification & Reporting Form for Physical Restraint and/or Seclusion for First Reading
- IV. Updates
  - A. Innovation Grant Recipients
  - B. New Course Proposals and Current Course Offering Revisions
  - C. Lincoln High School Travel to France Postponed
  - D. Virtual School Enrollment Numbers
- 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.



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A. World Languages Curriculum

Jake Wendtland, CII Sub-Committee Chairperson for World Languages will be present to share proposed curricula in the content areas of (1) WLEX; (2) French; (3) German; and (4) Spanish. Over the past seven years the committee has followed the required process for curriculum development. They have utilized state and national standards, as well as research on best practice to create curriculum maps for their content area. Attachment A sets out a curriculum overview for the District's World Language program. Subsequent Attachments A-1 through A-5 provide further information about specific course outlines, the impact the World Language classes have on district students and the bias survey completed by the World Language department in regards to new materials to be purchased. The World Language Sub-Committee presented their proposed curricula to the District CII on October 7, 2020. The CII unanimously voted to recommend approval of the proposed curricula.

The administration recommends adoption of the proposed World Language Curriculum beginning with the 2021-2022 school year.

B. World Languages Acquisition

Jake Wendtland will share the World Language acquisition proposal for grades 6 - 12.

This acquisition will support the recently proposed curriculum. The World Languages Sub-Committee has examined potential materials to support the proposed

curriculum and piloted several programs. Parents were invited to come in and examine the proposed materials. Jake will explain to the committee in more detail the process used to arrive at this recommendation. Attachment B sets out the recommendation for the World Language acquisition. The Council for Instructional Improvement (CII) also discussed the World Language acquisition proposal. The vote was unanimous to approve.

The administration recommends approval of the proposed World Languages acquisition in the amount of \$42,831.23 to be purchased with WRPS curriculum funds.

C. Early College Credit Program (ECCP) and Start College Now (SCN)

There are no Early College Credit Program (ECCP) requests.

The Start College Now (SCN) Program allows high school students the opportunity to take one or more courses at any Wisconsin Technical College. Attachment C summarizes the attendance and achievement in both the SCN and ECC Programs for the 2019-20 school year.

There are 34 students applying to take 22 courses through the SCN program at Mid-State Technical College for Spring 2021. The chart below sets out information about these requests.

<b>Number of Students</b>	<b>Grade Level</b>	<b>Name of Course</b>
21	11, 12	Nursing Assistant
1	11	Finance and Budgeting
1	11	Project Management
1	11	Organizational Behavior
1	12	College Math
1	12	Business Law
1	12	Intro to Auto CAO
1	12	Fabrications Fundamentals 1
1	12	Fabrications Fundamentals 2
1	12	Basic GTAW
1	12	Gas Metal Arc Welding
1	12	Metal Cutting for Welding
1	12	Welding Metallurgy
2	12	Welding Inspections & Testing
3	11, 12	Welding Fundamentals 1
1	12	Pre-Algebra
1	12	Medical Terminology
1	12	Intro to College Writing
1	12	Intro to Psychology
1	12	Speech
1	12	Exploring Hospitality
1	12	Intro to Business

be present to explain the curriculum proposals. Each proposal is listed below along with a corresponding attachment.

1. New Course Proposals
  - a. History Through Media (Attachment F)
  - b. Introduction to Diversity Studies (Attachment G)
  - c. American History In Depth (Attachment H)
  - d. America's Voice (Attachment I)
  - e. America's Story (Attachment J)
  - f. Health, Safety and Nutrition Blended (Attachment K)
  - g. Physics I or Conceptual Physics (Attachment L)
  - h. Astronomy (Attachment M)
  - i. Topics in Physical Science (Attachment N)
  - j. PLTW Biomedical Science - Human Body Systems (Attachment O)
  - k. Topics in Life Science (Attachment P)
  - l. Environmental Science 1 (Attachment Q)
2. Name Change Proposals
  - a. CNS 10A to Chemistry 1 (Attachment R-1)
  - b. Principles of Chemistry to Chemistry 2 (Attachment R-2)
  - c. Chemistry Applications to Chemistry 3 (Attachment R-3)
  - d. CNS 10B (in part) to Microbiology (Attachment R-4)
  - e. Principles of Biology to Macrobiology (Attachment R-5)
  - f. Principles of the Environment to Environmental Science 2 (Attachment R-6)
  - g. CNS 9B to Earth Structures and Processes (Attachment R-7)
3. Pre-Requisite Changes
  - a. Change Prerequisite for Math Explorations (Attachment S)
4. Thoughts, Questions and Concerns from District CII Meeting on 10/7/2020 (Attachment T)

C. Lincoln High School Travel to France Postponed

Justine Horvath, World Language teacher at Lincoln High School, has decided to postpone the student trip planned for France in Summer 2021 to Summer of 2022. This will give all countries the chance to completely recover from the COVID 19 pandemic. Ms. Horvath will begin to promote the trip now so interested students may begin saving money and fundraising can begin.

D. Virtual School Enrollment Numbers

Ms. Filtz will provide an enrollment update on the off-campus/virtual programs. Attachment U provides the number of students enrolled as of October 26, 2020.

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.

The administration recommends approval of the 34 applications to participate in the 22 requested courses at Mid-State Technical College through the SCN program.

D. Policy 447.11 – Use of Seclusion and Restraint With Students, and Policy 447.11 Exhibit – Notification & Reporting Form for Physical Restraint and/or Seclusion for First Reading

Earlier this year, additional state law requirements went into effect governing the use of seclusion and physical restraint in schools. The law changes further restrict the use of seclusion and restraint, make its use safer when such use is deemed necessary, strengthens the training requirements for staff, and provides for greater public transparency regarding the use of seclusion and restraint through data collection, parent notification, and local and state reporting. This policy update reflects those changes as set out in Attachment D. Attachment E is the updated Notification & Reporting of Physical Restraint and/or Seclusion form.

Dr. Dani Scott, Director of Pupil Services, will be present to answer any questions the Committee may have about this revised policy.

The administration recommends approval of Policy 447.11 – Use of Seclusion and Restraint with Students, and Policy 447.11 Exhibit – Notification & Reporting Form for Physical Restraint and/or Seclusion for First Reading.

#### IV. Updates

A. Innovation Grant Recipients

Craig Broeren, Superintendent of Schools, will provide the committee with the results of WRPS Innovation Education Mini-Grant. The winning proposals will receive \$1,000.00 to spend on supplies and materials AND a \$1,000.00 stipend. The Quality Educator Committee helped choose the proposals that were funded.

B. New Course Proposals and Current Course Offering Revisions

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 Wisconsin Rapids Public Schools. 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. CII then casts an advisory vote on each proposal. At the December Educational Services Committee 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. A summary of the CII's initial discussion is included as Attachment T. Ms. Filtz, along with District CII subcommittee chair people will

## 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:

- New Course/Curriculum Proposals – Decision (December)
- Purchasing Policy (December)
- ESSER Funds Update (December)
- 2022-2023, 2023-2024, 2024-2025 School Calendars (January)
- Mid-Year AGR Report (February)
- Strategic Plan Updates (February)
- Student Travel Updates (February)

## Mission

To promote and facilitate the learning of world languages and cultures so that students will become lifetime participants in the global society of our increasingly interdependent world.

## Vision

The World Languages Department will offer comprehensive world language instruction beginning with 7th grade. We will increase the capacity of students' language acquisition and knowledge of diverse cultures throughout the course of their academic studies, thus increasing their global competence for future careers and world experiences.

## Best Practices

- We teach students to communicate in the language, not just learn it.
- We focus on the three modes of communication: interpersonal, interpretive, and presentational.
- We speak the target language extensively, encouraging the students to do so as well.
- We incorporate the teaching of higher order thinking skills in the classroom.
- We implement a variety of materials and media including technology to facilitate teaching and learning.
- We utilize the textbook as a tool, not as a curriculum.
- We use authentic texts to read about and to discuss relevant cultural topics and current events.
- We assess formatively and summatively to find out what students can do.
- We offer travel, field trips, access to the Internet, and invite guest speakers as extensions of our classroom learning.
- We recommend classes to be divided by level.

Standards - [National Standards](#)

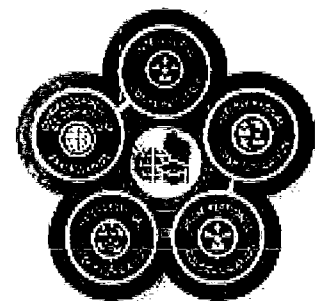
[Wisconsin Standards](#)

NATIONAL WORLD LEADERSHIP  
STANDARDS FOR  
LEARNING LANGUAGES

5 C's



WISCONSIN STANDARDS FOR  
World Languages



## Curriculum Overviews

[dpi.wi.gov](http://dpi.wi.gov)

[WLEX](#)

[French](#)

[German](#)

[Spanish](#)

[Global Education Achievement  
Certificate Initiative](#)

**GLOBAL  
WISCONSIN**

	Spanish IA	Spanish IB	Spanish 2A	Spanish 2B	Spanish 3A
Unit I	<u>Preliminares</u> <ul style="list-style-type: none"> <li>Greetings/Goodbyes</li> <li>Courtesy</li> <li>Alphabet</li> <li>Numbers</li> <li>Date</li> <li>Weather</li> <li>Time</li> </ul>	<u>En clase y después</u> <ul style="list-style-type: none"> <li>In school and after school vocabulary</li> <li>Present tense -ar verbs</li> <li>Ir/dar/estar</li> <li>places vocabulary/contractions al/del</li> <li>"Escuelas aquí y en Latinoamérica"</li> <li>"¿Quiénes trabajan?"</li> </ul>	<u>Repaso</u> <ul style="list-style-type: none"> <li>Regular present tense verbs</li> <li>Subject pronouns</li> <li>Tener/tener expressions</li> <li>Family vocabulary</li> <li>Agreement</li> <li>Possessive adjectives</li> <li>Ser</li> <li>School supplies</li> <li>Classroom expressions</li> </ul>	<u>En avión</u> <ul style="list-style-type: none"> <li>Airport/Airplane vocabulary</li> <li>Irregular yo-form present tense verbs</li> <li>Present Progressive</li> <li>&lt;&lt;Un avión en la América del Sur&gt;&gt; textbook reading</li> <li>Countries and capitals of the Spanish speaking world to include adjectives to describe nationality</li> </ul>	<u>Repaso D</u> <ul style="list-style-type: none"> <li>Sports vocabulary</li> <li>Interrogatives</li> <li>Regular present-tense verbs</li> <li>Stem-changing verbs</li> <li>Gustar-type verbs</li> </ul>
Unit II	<u>¿Cómo somos?</u> <ul style="list-style-type: none"> <li>Description vocabulary</li> <li>School vocabulary</li> <li>Subject pronouns</li> <li>Ser</li> <li>Interrogatives</li> <li>Agreement</li> </ul>	<u>¿Qué comemos y dónde?</u> <ul style="list-style-type: none"> <li>Food and restaurant vocabulary</li> <li>Present tense -er/-ir verbs</li> <li>Use of the infinitive</li> <li>"La comida en otras partes"</li> <li>"Una merienda, ¿Dónde?"</li> </ul>	<u>De vacaciones</u> <ul style="list-style-type: none"> <li>Summer/beach vocabulary</li> <li>Winter/ski vocabulary</li> <li>Regular -ar preterite verbs</li> <li>Irregular yo forms -car, -gar, -car</li> <li>Ir/ser in preterit</li> <li>Direct object pronouns</li> <li>&lt;&lt;Julio en Argentina&gt;&gt; textbook reading</li> </ul>	<u>Una rutina diferente</u> <ul style="list-style-type: none"> <li>Daily routine vocabulary</li> <li>Camping vocabulary</li> <li>Reflexive verbs</li> <li>Highlight stem changing reflexive verbs reviewing o-ue, e-ie, e-i (vestirse)</li> <li>&lt;&lt;Los mochileros&gt;&gt; textbook reading</li> </ul>	<u>Repaso E</u> <ul style="list-style-type: none"> <li>Airport/Plane vocabulary</li> <li>Irregular yo-form verbs (-go, -zco)</li> <li>Saber/Conocer</li> <li>Present Progressive</li> </ul>
Unit III	<u>La familia y la casa</u> <ul style="list-style-type: none"> <li>Family/House vocabulary</li> <li>Tener</li> <li>Tener expressions</li> <li>Possessive adjectives</li> </ul>	<u>Deportes</u> <ul style="list-style-type: none"> <li>Sports vocabulary</li> <li>Present tense stem-changing verbs</li> <li>Verbs like gustar</li> <li>"Los deportes de equipo"</li> <li>"Roberto Clemente"</li> <li>"La copa mundial"</li> </ul>	<u>En tu tiempo libre</u> <ul style="list-style-type: none"> <li>Party vocabulary</li> <li>concert/museum vocabulary</li> <li>Regular -er/-ir preterite tense verbs</li> <li>Dar/ver in the preterite</li> <li>&lt;&lt;Un día de cultura latina&gt;&gt;</li> </ul>	<u>En tren</u> <ul style="list-style-type: none"> <li>Train vocabulary</li> <li>Irregular preterite tense verbs: j, u, uv, i groups</li> <li>&lt;&lt;Viajes ferroviarias fabulosas&gt;&gt; textbook reading</li> </ul>	<u>Repaso F</u> <ul style="list-style-type: none"> <li>Daily routine vocabulary</li> <li>Reflexive verbs</li> <li>Ser/Estar</li> </ul>



			textbook reading		
Unit IV		<u>El bienestar</u> <ul style="list-style-type: none"> <li>• Personality/conditions/emotions vocabulary</li> <li>• Doctor's office/illness vocabulary</li> <li>• Ser vs. Estar</li> <li>• Indirect object pronouns</li> <li>• "La farmacia"</li> </ul>	<u>Vamos de compras</u> <ul style="list-style-type: none"> <li>• Shopping vocabulary</li> <li>• Numbers</li> <li>• Saber vs. conocer</li> <li>• Comparative</li> <li>• Superlative</li> <li>• Demonstrative adjectives</li> <li>• &lt;&lt;De compras&gt;&gt; textbook reading</li> </ul>	<u>En el restaurante</u> <ul style="list-style-type: none"> <li>• Restaurant vocabulary</li> <li>• Stem-changing verbs in both the present and preterite tenses</li> <li>• i-y verbs in the preterite tense</li> <li>• &lt;&lt;Sé lo que pedí&gt;&gt; textbook reading ?</li> </ul>	<u>Repaso G y el pretérito irregular</u> <ul style="list-style-type: none"> <li>• Summer/Winter</li> <li>• Activities vocabulary</li> <li>• Preterite tense verbs</li> <li>• Direct/indirect object pronouns</li> </ul>
Unit V					<u>Celebraciones</u> <ul style="list-style-type: none"> <li>• Cultural celebrations vocabulary/ (Patron Saints Day, Day of the Dead, Christmas, Three Kings Day, New Year, Hanukkah, Independence Days)</li> <li>• Imperfect tense</li> <li>• Lecturas culturales (2)</li> </ul>

	Spanish 3B	Spanish 4A	Spanish 4B	Spanish 5A	Spanish 5B
Unit I	<u>Telecomunicaciones</u> <ul style="list-style-type: none"> <li>• Telecomunicaciones/ technology vocabulary</li> <li>• Preterit vs. Imperfect</li> <li>• Negative expressions</li> <li>• Personality vocabulary</li> </ul>	<u>Repaso C</u> <ul style="list-style-type: none"> <li>• Syllables/ Pronunciation</li> <li>• Preterit tense</li> <li>• Summer/Winter Vocabulary</li> <li>• Plane Vocabulary</li> <li>• Train Vocabulary</li> <li>• "Sala de espera"</li> <li>• "La llorona de Mazatlán"</li> </ul>	<u>Buena salud</u> <ul style="list-style-type: none"> <li>• Medical emergency vocabulary</li> <li>• Exercise Vocabulary</li> <li>• Subjunctive mood</li> <li>• Subjunctive with impersonal expressions</li> <li>• Por vs. Para (Ch. 10)</li> <li>• Comparisons</li> <li>• Superlatives</li> <li>• Comparisons of equality</li> <li>• "Bernardino"</li> <li>• "Vida activa y buena salud"</li> <li>• "Médicos Sin Fronteras"</li> </ul>	<u>La América Central 4-1</u> <ul style="list-style-type: none"> <li>• Geography, History, Culture of C.A.</li> <li>• Future Tense</li> <li>• Conditional Tense</li> </ul>	<u>El Caribe 6-1</u> <ul style="list-style-type: none"> <li>• Geography, History, &amp; Culture of the Caribbean</li> <li>• Reflexive and Reciprocal Action</li> </ul>
Unit II	<u>El hotel</u> <ul style="list-style-type: none"> <li>• Hotel vocabulary</li> <li>• Perfect tenses</li> <li>• Double object pronouns</li> <li>• Lecturas culturales</li> </ul>	<u>Repaso D</u> <ul style="list-style-type: none"> <li>• Cultural celebrations vocabulary (Day of the Dead,)</li> <li>• Imperfect tense</li> <li>• Shopping vocabulary</li> <li>• Gustar</li> <li>• Indirect object Pronouns</li> <li>• "La llorona de Mazatlán"</li> </ul>	<u>Fiestas</u> <ul style="list-style-type: none"> <li>• Celebrations &amp; rites of passage vocabulary</li> <li>• Subjunctive mood</li> <li>• Subjunctive with indirect commands</li> <li>• Subjunctive with emotions</li> <li>• Ser vs. Estar</li> <li>• Possessive pronouns</li> <li>• Cuento</li> <li>• Lecturas culturales</li> </ul>	<u>La America Central 4-2</u> <ul style="list-style-type: none"> <li>• Finances/Banking</li> <li>• Double Object Pronouns</li> </ul>	<u>El Caribe 6-2</u> <ul style="list-style-type: none"> <li>• Typical Restaurants</li> <li>• Comparative and Superlative</li> </ul>
Unit III	<u>La ciudad y el campo</u> <ul style="list-style-type: none"> <li>• City/Country vocabulary</li> <li>• Direct/ Indirect object pronouns</li> <li>• Future tense</li> <li>• Lecturas culturales</li> </ul>	<u>Repaso E</u> <ul style="list-style-type: none"> <li>• City/Country Vocabulary</li> <li>• Preterit vs. Imperfect</li> <li>• Direct object pronouns</li> <li>• "La llorona de Mazatlán"</li> </ul>	<u>Los servicios al público</u> <ul style="list-style-type: none"> <li>• Public Services vocabulary</li> <li>• Subjunctive mood</li> <li>• Subjunctive with expressions of doubt</li> <li>• Subjunctive with relative clauses</li> <li>• Subjunctive with adverbial clauses</li> <li>• Subjunctive with conjunctions of time</li> <li>• Compound tenses</li> <li>• "La conciencia"</li> <li>• Lectura cultural</li> </ul>	<u>La America Central 4-3</u> <ul style="list-style-type: none"> <li>• Journalism</li> <li>• Past Subjunctive</li> <li>• Present &amp; Past Subjunctive in Time Clauses</li> <li>• Literatura de Centro America</li> <li>• &lt;&lt;El nacimiento de la col&gt;&gt; and other legends</li> <li>• &lt;&lt;Me llamo Rigoberta Menchú y así me nació la conciencia&gt;&gt; excerpt</li> </ul>	<u>El Caribe 6-3</u> <ul style="list-style-type: none"> <li>• Subjunctive w/ Adverbial Clauses</li> <li>• Present and Past Perfect Subjunctive</li> <li>• Si clauses</li> </ul>

<p>Unit IV</p> <p><u>El carro y la carretera</u></p> <ul style="list-style-type: none"> <li>• Car/ Highway/ Driving Vocabulary</li> <li>• Affirmative Informal (Tú) Commands</li> <li>• Conditional Tense</li> <li>• Lecturas culturales</li> </ul>	<p><u>Repaso F</u></p> <ul style="list-style-type: none"> <li>• Hotel/ Restaurant Vocabulary</li> <li>• Compound Tenses</li> <li>• Direct and Indirect Object Pronouns</li> <li>• "La llorona de Mazatlán"</li> </ul>	<p><u>Literatura</u></p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Characters</li> <li>• Themes</li> <li>• Summary</li> <li>• Figurative language</li> <li>• Literary Analysis</li> </ul> <p>Trimester A:</p> <ul style="list-style-type: none"> <li>• "La llorona de Mazatlán"</li> <li>• "Sala de espera"</li> </ul> <p>Trimester B:</p> <ul style="list-style-type: none"> <li>• "Bernardino"</li> <li>• "La conciencia"</li> </ul>	<p><u>Mexico 5-1</u></p> <ul style="list-style-type: none"> <li>• Geography, History, &amp; Culture of Mexico</li> <li>• Commands</li> </ul> <p>Literatura de Mexico</p> <ul style="list-style-type: none"> <li>• &lt;&lt;El general Rueda&gt;&gt;</li> <li>• Mexican poetry</li> <li>• &lt;&lt;Como agua para chocolate&gt;&gt; excerpt</li> </ul>	<p><u>Literatura del Caribe</u></p> <ul style="list-style-type: none"> <li>• &lt;&lt;Una sortija para mi novia&gt;&gt;</li> <li>• Caribbean poetry from the textbook</li> <li>• &lt;&lt;El Beso de la Patra&gt;&gt;</li> <li>• Si clause poem</li> </ul>
<p>Unit V</p>	<p><u>La cocina hispana</u></p> <ul style="list-style-type: none"> <li>• Cooking/ kitchen vocabulary</li> <li>• Formal (Ud./Uds.) Commands</li> <li>• Informal (tú) commands</li> <li>• Nosotros Commands</li> <li>• Vosotros Commands</li> <li>• Direct/ Indirect Object Pronouns</li> <li>• "La dieta"</li> </ul>	<p><u>Mexico 5-2</u></p> <ul style="list-style-type: none"> <li>• Automovil travel/rental</li> <li>• Commands w/ pronouns</li> <li>• Progressive Tenses</li> <li>• Perfect Tenses</li> </ul>	<p><u>España 1-1</u></p> <ul style="list-style-type: none"> <li>• Geography, History, &amp; Culture of Spain</li> <li>• *El camaval novel</li> </ul> <p>*When Spanish 5B is 2nd term. Will be replaced w/ a short story -as necessary- during 3rd tr due to time restraints for seniors</p>	

Course: Spanish I  
 Unit: Chapter 3  
 Term: B

Length: approx. 3 weeks

Essential Questions	Content	Key Vocabulary	Skills/Learning Targets (I can...)	Standards	Assessments
<ul style="list-style-type: none"> <li>• What is my class schedule like?</li> <li>• What do I need for school?</li> <li>• What do students do during class and after school?</li> <li>• How do schools in Spanish-speaking countries compare to schools in the United States?</li> </ul>	<ul style="list-style-type: none"> <li>• In school and after school vocabulary</li> <li>• Present tense -ar verbs</li> <li>• Ir/dar/estar places</li> <li>• vocabulary contractions</li> <li>• al/del</li> <li>• "Escuelas aquí y en Latinoamérica"</li> <li>• "¿Quiénes trabajan?"</li> </ul>	<ul style="list-style-type: none"> <li>• In school and after school vocabulary</li> <li>• Present tense expressions</li> <li>• Infinitives</li> <li>• Conjugation</li> <li>• Contractions</li> <li>• Irregular verbs</li> <li>• Preposition</li> <li>• Direct object</li> <li>• Places vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Describe shopping for school and clothing by identifying and describing supplies, and articles of clothing.</li> <li>• Use -AR verbs to describe activities before, during, and after school.</li> <li>• Compare and contrast American schools with those in Latin America.</li> <li>• Compare and contrast school apparel in Spanish-speaking schools to schools in the United States.</li> <li>• Communicate ideas with the irregular verbs ir, dar, and estar.</li> <li>• Employ the contractions "al" and "del" and the "a personal."</li> <li>• Identify a variety of places or "lugares" in a community which are used with the verbs "ir" and "estar."</li> </ul>	<ul style="list-style-type: none"> <li>• WL.IT.1.a.n2</li> <li>• WL.IT.1.b.n2</li> <li>• WL.IT.1.c.n2</li> <li>• WL.IP.2.a.n2</li> <li>• WL.IP.2.b.n1</li> <li>• WL.IP.2.c.n1</li> <li>• WL.PS.3.a.n2</li> <li>• WL.PS.3.c.n2</li> <li>• WL.IC.4.b.n1</li> <li>• WL.GCE.5.e.n</li> </ul>	<ul style="list-style-type: none"> <li>• Written/ listening test</li> <li>• Oral test</li> </ul>

\*\*\*\* Add seasonally appropriate cultural celebrations by term. This does not have to be assessed. Add extra readings/videos to units as necessary.

Term 1: Day of the Dead - "Janitzio", Latin American Independence Days, Hispanic Heritage Month

Term 2: Christmas (Mexico)/Three Kings (6 de enero), Virgen de Guadalupe

Term 3: 5 de mayo - video

## **WRPS Graduates Earn Credits and Save Money through World Language Study**

### **World Languages Placement Testing Data Report (2015-2019)**

After contacting the UW System Testing Department at UW-Madison, the Wisconsin Rapids World Languages Department received a report about the placement testing results for their students upon enrolling at a UW System institution. Each UW System school has different cut-off criteria for their placement tests but this report uses the cut-off criteria for UW-Madison. Also, this data shows where students placed, it does not tell how the students did in the class into which they tested.

This data report has an individual report for each language by year, and then also has a report for each language based on performance by years of study.

After combing through the data, here are some overarching themes for the department:

Students that took the placement test after 4 and 5 years of study by language.

HS Level	French	German	Spanish	Total
4 years of HS	11	5	49	65
5 years of HS	24	9	77	110

## Testing results for LHS students after 4 years of study.

College Course	French	German	Spanish	Total
1st Semester	1	0	3	4
2nd Semester	3	2	27	32
3rd Semester	6	3	17	26
4th Semester	0	0	1	1
5th Semester	1	0	1	2

As a department, 45% (29/65) of students who studied 4 years of a World Language at LHS between 2015-2019, tested at least into a sophomore level college course. This means they were eligible to earn at least 8 retro-credits upon successful completion of their first course in college.

Credits earned by LHS students that took 4 years of a World Language between 2015-2019 and tested into at least 3rd semester in college.

Semester & Possible Retro-Credits	Total Students	Total Possible Credits Earned
3rd Semester (8 Credits)	26	208
4th Semester (12 Credits)	1	12
5th Semester (16 Credits)	2	32
Total --->	29	252

Collectively, these 29 students were eligible to earn 252 credits. This works out to an average of 8.69 credits earned per student that tested into at least 3rd semester.

**This data is also available for students that studied 5 years of a World Language at LHS.**

College Course	French	German	Spanish	Total
1st Semester	0	1	0	1
2nd Semester	2	2	19	23
3rd Semester	9	3	36	48
4th Semester	7	3	18	28
5th Semester	6	0	3	9

As a department, 78% (85/109) of students who studied 5 years of a World Language at LHS between 2015-2019, tested at least into a sophomore level college course. This means they were eligible to earn at least 8 retro-credits upon successful completion of their first course in college.

Credits earned by LHS students that took 5 years of a World Language between 2015-2019 and tested into at least 3rd semester in college.

Semester & Possible Retro-Credits	Total Students	Total Possible Credits Earned
3rd Semester (8 Credits)	48	384
4th Semester (12 Credits)	28	336
5th Semester (16 Credits)	9	144
Totals --->	85	864

Collectively, these 85 students were **eligible** to earn 864 credits. This works out to be an **average of 10.16 credits** earned per student, when they test into at least 3rd semester.

The total number of credits earned by these students increased with an extra year from 252 (4 years) to 864 (5 years). The average number of credits earned by these students also increased from 8.69 credits(4 years) to 10.16 credits(5 years).

After looking at the various UW System schools, the approximate cost of a credit is \$350.00. Applying that to the data from this report means:

4th year students potentially earned 252 credits X \$350/credit = \$88,200 collectively saved by our students.

5th year students potentially earned 864 credits X \$350/credit = \$302,400 collectively saved by our students.

Individually, the average 4th year student potentially earned 8.69 credits X \$350 = \$3,041.50 saved per student.

Individually, the average 5th year student potentially earned 10.16 credits X \$350 = \$3,556.00 saved per student.

Other testing data....



	German		French		Spanish	
	Grads	Test Taken	Grads	Test Taken	Grads	Test Taken
2015	24	21	7	5	117	35
2016	31 *	47		13	140	28
2017	31 *	25 *			168	35
2018	33 *	44		5	117	13
2019	24 *	26		9	140	24
		9 others		4 others		
Notes:						
1. Only ran report if 5 or more per year.						
2. Not all grads go to UW System School.						
3. Even so, why is the percentage so low?						
Level 4 & 5 Tests: Average Level 4 credits: Average Level 5 Credits: Total Grads for level 4 & 5						
2009-2013	282	9.51	11.35	577	0.4887348354	
2015-2019	175	8.69	10.16	410	0.4268292683	

**361 EXHIBIT 1 CHECKLIST FOR THE EVALUATION OF INSTRUCTIONAL MATERIALS FOR BIAS**

Wisconsin Rapids Public Schools Checklist for the Evaluation of Instructional Materials for Bias

Title: Así se dice Grade(s) 8-12

Author: Schmitt, Conrad Publisher/Date: McGrawHill 2016

DIRECTIONS: After looking through the material, noting both text and illustrations, respond to each of the questions below. Document each "yes" or "no" with quantitative and, where appropriate, descriptive data. For example: a "yes" for #1 might have as documentation the following statement: "Of a total of 28 stories and poems, 20 have men or boys as leading characters." A "no" for #8 might have as its documentation: "There appears to be a balance in the representation on non-Euro-Americans. Of the 9 characters including, 4 portray them in passive roles. The remainder are all active."

YES       NO      NA

1. Do most of the selections have boys or men as leading characters?  
Documentation:

NO

2. Do most of the selections have leading characters who are Euro-American?  
Documentation:

NA

3. Is the general male image active, that is, one of physical or mental activity, competence, and/or leadership?  
Documentation:

There are many people of indigenous, European, and African ancestry which is a reflection of the Spanish-speaking world.

NO

4. Is the general female image passive, that is one of inactivity, incompetence, silliness, service to male characters or a nuisance or problem to them?  
Documentation:

NO

5. Are there more portrayals of women/girls in traditional than in non-traditional female roles?  
Documentation:

NO

6. Are there more portrayals of men/boys in traditional than in non-traditional male roles?  
Documentation:

NO

See pages 200-01

7. Are non-Euro-Americans generally portrayed in roles which are stereotypical of their ethnic group?  
Documentation:

NO

8. Is the general non-Euro-American image passive, that is, one of inactivity, incompetence, silliness, service to Euro-Americans or a nuisance or problem to them?  
Documentation:

NO

see # 2

YES      NO      NA

9. Is the book generally uni-ethnic, that is, have characters of only one ethnic group interacting and interrelating with each other?

Documentation:

NO - See # 2

10. Does the book for the most part, exclude characters who are elderly, physically disabled, obese, "homely", etc.?

Documentation:

NO

11. If included, are elderly persons generally portrayed as inactive, incompetent, quaint, evil, or foolish?

Documentation:

see page 84<sup>NO</sup>

12. If included, are persons with handicapping conditions represented either as "super persons" or as non-productive, non-active members of society, that is, somehow as not part of "normal" society?

Documentation:

NO  
See pages 30, 167

Decision: Recommended

Comments: This is an updated version of the textbook we currently use

Name

Lisa Torres

Date:

03/17/20

Jake Wendtland

Based on checklists by Madison Metropolitan School District.

**361 EXHIBIT 1 CHECKLIST FOR THE EVALUATION OF INSTRUCTIONAL MATERIALS FOR BIAS**

Wisconsin Rapids Public Schools Checklist for the Evaluation of Instructional Materials for Bias

Title: Bien dit Grade(s) \_\_\_\_\_

Author: \_\_\_\_\_ Publisher/Date: \_\_\_\_\_

DIRECTIONS: After looking through the material, noting both text and illustrations, respond to each of the questions below. Document each "yes" or "no" with quantitative and, where appropriate, descriptive data. For example: a "yes" for #1 might have as documentation the following statement: "Of a total of 28 stories and poems, 20 have men or boys as leading characters." A "no" for #8 might have as its documentation: "There appears to be a balance in the representation on non-Euro-Americans. Of the 9 characters including, 4 portray them in passive roles. The remainder are all active."

	YES	NO	NA
1. Do most of the selections have boys or men as leading characters? Documentation:		No	
2. Do most of the selections have leading characters who are Euro-American? Documentation: "most" figures are Euro but there is a nice ex. of culture highlighting Senegal. Ch. 7.		No	
3. Is the general male image active, that is, one of physical or mental activity, competence, and/or leadership? Documentation:		No	
4. Is the general female image passive, that is one of inactivity, incompetence, silliness, service to male characters or a nuisance or problem to them? Documentation:		No	
5. Are there more portrayals of women/girls in traditional than in non-traditional female roles? Documentation:		No	
6. Are there more portrayals of men/boys in traditional than in non-traditional male roles? Documentation:		No	
7. Are non-Euro-Americans generally portrayed in roles which are stereotypical of their ethnic group? Documentation: However, the non-Euro examples are meant to show African culture. O.K.		No	
8. Is the general non-Euro-American image passive, that is, one of inactivity, incompetence, silliness, service to Euro-Americans or a nuisance or problem to them? Documentation: Non-Euro images modern and appropriate.		No	
	YES	NO	NA

9. Is the book generally uni-ethnic, that is, have characters of only one ethnic group interacting and interrelating with each other? No  
 Documentation: *However, there is a slight majority of Euro-Centric examples in book.*
10. Does the book for the most part, exclude characters who are elderly, physically disabled, obese, "homely", etc.? Yes  
 Documentation: *Kind of, there are few examples of these, but one ex. of disabled*
11. If included, are elderly persons generally portrayed as inactive, incompetent, quaint, evil, or foolish? No NA.  
 Documentation: .
12. If included, are persons with handicapping conditions represented either as "super persons" or as non-productive, non-active members of society, that is, somehow as not part of "normal" society? Na.  
 Documentation:

Decision: Recommended

Comments:

Name \_\_\_\_\_ Date: \_\_\_\_\_

Based on checklists by Madison Metropolitan School District.

**361 EXHIBIT 1 CHECKLIST FOR THE EVALUATION OF INSTRUCTIONAL MATERIALS FOR BIAS**

Wisconsin Rapids Public Schools Checklist for the Evaluation of Instructional Materials for Bias

Title: ImagineZ Grade(s) 9-12  
 Author: \_\_\_\_\_ Publisher/Date: \_\_\_\_\_

DIRECTIONS: After looking through the material, noting both text and illustrations, respond to each of the questions below. Document each "yes" or "no" with quantitative and, where appropriate, descriptive data. For example: a "yes" for #1 might have as documentation the following statement: "Of a total of 28 stories and poems, 20 have men or boys as leading characters." A "no" for #8 might have as its documentation: "There appears to be a balance in the representation on non-Euro-Americans. Of the 9 characters including, 4 portray them in passive roles. The remainder are all active."

	YES	NO	NA
1. Do most of the selections have boys or men as leading characters? Documentation: <i>Good mix of both male and female characters throughout.</i>		NO	
2. Do most of the selections have leading characters who are Euro-American? Documentation: <i>P. 170-171, 190, 156, 196, 248, 342</i>		NO	
3. Is the general male image active, that is, one of physical or mental activity, competence, and/or leadership? Documentation: <i>No examples found. Male portrayed in normal and progressive roles.</i>		NO	
4. Is the general female image passive, that is one of inactivity, incompetence, silliness, service to male characters or a nuisance or problem to them? Documentation: <i>P. 226, good ex. of strong women roles P. 248, too. P. 342</i>		NO	
5. Are there more portrayals of women/girls in traditional than in non-traditional female roles? Documentation: <i>Women are portrayed throughout as progressive. P. 272, 342</i>		NO	
6. Are there more portrayals of men/boys in traditional than in non-traditional male roles? Documentation: <i>multiple roles of men/boys, good mix of traditional and non-traditional P.</i>		NO	
7. Are non-Euro-Americans generally portrayed in roles which are stereotypical of their ethnic group? Documentation: <i>P. 132-133, P. 156</i>		NO	
8. Is the general non-Euro-American image passive, that is, one of inactivity, incompetence, silliness, service to Euro-Americans or a nuisance or problem to them? Documentation: <i>No examples of this found in text</i>		NO	
	YES	NO	NA

9. Is the book generally uni-ethnic, that is, have characters of only one ethnic group interacting and interrelating with each other? No.

Documentation: *multiple examples showing the broad range of Francophone culture throughout.*

10. Does the book for the most part, exclude characters who are elderly, physically disabled, obese, "homely", etc.? No.

Documentation:

11. If included, are elderly persons generally portrayed as inactive, incompetent, quaint, evil, or foolish? No

Documentation: *"Elderly" persons portrayed as successful. P. 170, 342*

12. If included, are persons with handicapping conditions represented either as "super persons" or as non-productive, non-active members of society, that is, somehow as not part of "normal" society? NA.

Documentation: *Few/no good examples of handicapped persons found.*

Decision: Recommended

Comments:

Name \_\_\_\_\_ Date: \_\_\_\_\_

Based on checklists by Madison Metropolitan School District.

**Total 2020-2021 World Language Acquisition Cost  
Paid for from Curriculum Core Acquisition Budget**

Attachment B

French - <u>Bien Dit</u> series -	\$ 8,535.68
French - <u>Imaginez</u> series -	\$ 3,719.99
Spanish - <u>Así se dice</u> series -	\$29,819.56
Spanish Readers	\$ 756.00
 Total =	 <b>\$42,831.23</b>





# Houghton Mifflin Harcourt

Proposal

Prepared For

## Wisconsin Rapids School Dist

510 Peach St  
Wisc Rapids WI 54494

Attention:

Justine Horvath  
justine.horvath@wrps.net

For the Purchase of:

## HMH Bien dit! National 2018

Prepared By  
Christopher Hodge  
christopher.hodge@hnhco.com

**Please submit this proposal with your purchase order.**

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.

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k12orders@hnhco.com

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## Wisconsin Rapids School Dist

ISBN	Title	Price	Quantity	Value of All Materials
<b>Level 1</b>				
<b>Hybrid Package ( w/6yr digital) Level 1</b>				
<b>Hybrid Student Resource Package (w/6yr digital) Level 1</b>				

1668373	9781328676610	2018 Bien ditl Hybrid Student Resource Package with 6 Year Digital Level 1	\$98.05	25	\$2,451.25
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## Package Includes:

- Student Edition Level 1
- Online Student Edition with Resources 6-Year Level 1 2018
- Downloadable eText ePub Student Edition 6-Year Level 1
- Cahier de vocabulaire et grammaire SE Level 1A/1B/1
- Downloadable Student Edition PDF Level 1

Online Student Edition with Resources is a mobile-ready Online Edition that includes:

- Interactive, scoreable activities for every single textbook activity
- HMHfyi Français provides links to authentic articles and videos
- Integrated Performance Assessments
- Cahier de vocabulaire et grammaire (Vocabulary and Grammar Workbook)
- Cahier d'activités (Activity Workbook)
- French InterActive Reader
- News and Networking
- Downloadable audio and video, and more.

**Premium/Hybrid Teacher Resource Package (w/6yr digital) Level 1**

1668413	9781328677013	2018 Bien ditl Premium/Hybrid Teacher Resource Package with 6 Year Digital Level 1	\$159.05	1	\$159.05
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## Package includes:

- Teacher Edition Level 1A/1B/1
- Online Teacher Edition with Resources 6-Year Level 1 2018
- Downloadable Teacher Resource Tool PDF Level 1
- Grammar Tutor Levels 1A/1B/1-3

Online Teacher Edition with Resources is a mobile-ready Online Edition that includes access to Online Student material plus all Teacher Resources.

## Including:

- Teacher's Edition
- NEW HMH Teacher Guides for Google® Expeditions
- NEW! HMH Authentic French Video Resources
- NEW Modality Crosswalks with correlations between the modes of communication and program content
- Cahier de grammaire (Grammar and Vocabulary Workbook) Teacher's Edition
- Cahier de grammaire et vocabulaire (Activity Workbook) Teacher's Edition
- ExamView Assessments
- Integrated Performance Assessment support, and more.

**Total for Hybrid Package ( w/6yr digital) Level 1**


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<b>Total for Level 1</b>			<b>\$2,610.30</b>		
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**Level 2****Hybrid Package (w/6yr digital) Level 2****Hybrid Student Resource Package (w/6yr digital) Level 2**

1668374	9781328676627	2018 Bien ditl Hybrid Student Resource Package with 6 Year Digital Level 2	\$98.05	25	\$2,451.25
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## Package includes:

- Student Edition Level 2
- Online Student Edition with Resources 6-Year Level 2 2018
- Downloadable eText ePub Student Edition 6-Year Level 2
- Cahier de vocabulaire et grammaire SE Level 2
- Downloadable Student Edition PDF Level 2

Online Student Edition with Resources is a mobile-ready Online Edition that includes:

- Interactive, scoreable activities for every single textbook activity
- HMHfyi Français provides links to authentic articles and videos
- Integrated Performance Assessments

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Page 2 of 5

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# Proposal for Wisconsin Rapids School Dist

ISBN	Title	Price	Quantity	Value of All Materials
	<ul style="list-style-type: none"> <li>-Cahier de vocabulaire et grammaire (Vocabulary and Grammar Workbook)</li> <li>-Cahier d'activités (Activity Workbook)</li> <li>-French InterActive Reader</li> <li>-News and Networking</li> <li>-Downloadable audio and video, and more.</li> </ul>			
<b>Premium/Hybrid Teacher Resource Package (w/6yr digital) Level 2</b>				
1668414	9781328677020 2018 Bien dit! Premium/Hybrid Teacher Resource Package with 6 Year Digital Level 2	\$159.05	1	\$159.05
	Package includes: -Teacher Edition Level 2 -Online Teacher Edition with Resources 6-Year Level 2 2018 -Downloadable Teacher Resource Tool PDF Level 2 -Grammar Tutor Levels 1A/1B/1-3  Online Teacher Edition with Resources is a mobile-ready Online Edition that includes access to Online Student material plus all Teacher Resources. Including: -Teacher's Edition -NEW HMH Teacher Guides for Google® Expeditions -NEW HMH Authentic French Video Resources -NEW Modality Crosswalks with correlations between the modes of communication and program content -Cahier de grammaire (Grammar and Vocabulary Workbook) Teacher's Edition -Cahier de grammaire et vocabulaire (Activity Workbook) Teacher's Edition -ExamView Assessments -Integrated Performance Assessment support, and more.			
<b>Total for Hybrid Package (w/6yr digital) Level 2</b>				
<b>Total for Level 2</b>		<b>\$2,610.30</b>		

**Level 3****Hybrid Package (w/6yr digital) Level 3****Hybrid Student Resource Package (w/6yr digital) Level 3**

1668375	9781328676634 2018 Bien dit! Hybrid Student Resource Package with 6 Year Digital Level 3	\$98.05	25	\$2,451.25
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**Premium/Hybrid Teacher Resource Package (w/6yr digital) Level 3**

1668415	9781328677037 2018 Bien dit! Premium/Hybrid Teacher Resource Package with 6 Year Digital Level 3	\$159.05	1	\$159.05
	Package includes: -Teacher Edition Level 3 -Online Teacher Edition with Resources 6-Year Level 3 2018 -Downloadable Teacher Resource Tool PDF Level 3 -Grammar Tutor Levels 1A/1B/1-3  Online Teacher Edition with Resources is a mobile-ready Online Edition that includes access to Online Student material plus all Teacher Resources. Including: -Teacher's Edition			

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ISBN	Title	Price	Quantity	Value of All Materials
-NEW HMH Teacher Guides for Google® Expeditions				
-NEW! HMH Authentic French Video Resources				
-NEW Modality Crosswalks with correlations between the modes of communication and program content				
-Cahier de grammaire (Grammar and Vocabulary Workbook) Teacher's Edition				
-Cahier de grammaire et vocabulaire (Activity Workbook) Teacher's Edition				
-ExamView Assessments				
-Integrated Performance Assessment support, and more.				

**Total for Hybrid Package (w/6yr digital) Level 3**

**Total for Level 3**

**\$2,610.30**

<b>Total Savings:</b>	<b>\$0.00</b>
<b>Subtotal Purchase Amount:</b>	<b>\$7,830.90</b>
<b>Shipping &amp; Handling:</b>	<b>\$704.78</b>
<b>Sales Tax:</b>	<b>\$0.00</b>

**Total Cost of Proposal (PO Amount):** **\$8,535.68**

Attention:  
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justine.horvath@wrps.net

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**Wisconsin Rapids School Dist****Total Cost of Proposal (PO Amount): \$8,535.68**

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- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
  - o Point of Contact for Print materials
  - o Point of Contact for Digital materials
  - o Point of Contact for Scheduling Professional Development
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.
 

<b>Ship to:</b>	<b>Sold to:</b>
Wisconsin Rapids School District	Wisconsin Rapids School District
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**Date of Proposal: 3/30/2020****Proposal Expiration Date: 10/14/2020****Houghton Mifflin Harcourt**

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# COST PROPOSAL

Quote Prepared On March 18, 2020  
 Quote Valid Through September 15, 2020  
 Payment Terms Net 30 Days  
 Quote No. 200335468  
 Version No. 2

<b>Prepared For</b>  Justine Horvath Wisconsin Rapids School District 510 Peach Street Wisconsin Rapids, WI 54494
--

<b>Prepared By</b>  Jose Diaz jdiaz@vistahigherlearning.com Vista Higher Learning 500 Boylston St, Suite 620 Boston, MA 02116-3736
--

Imaginez 4e					
Qty	Item Number	Description	Unit Price	Total Value	Total Cost
25	978-1-54330-556-2	Imaginez 4e Student Edition(Hardcover) + Supersite Plus (6 year license)	\$140.95	\$3,523.75	\$3,523.75
1	978-1-54330-557-9	Imaginez 4e Instructor Resource Pack A (w/ Instructor Annotated Edition)	\$401.00	\$401.00	\$0.00

<b>Total Value</b>	\$3,924.75
<b>Total Gratis</b>	\$401.00
<b>Total Cost</b>	\$3,523.75
<b>Est. Shipping (5%)</b>	\$196.24
<b>Est. Grand Total Cost</b>	<b>\$3,719.99</b>

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## **COST PROPOSAL**

Quote Prepared On March 18, 2020  
Quote Valid Through September 15, 2020  
Payment Terms Net 30 Days  
Quote No. 200335468  
Version No. 2



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**QUOTE PREPARED FOR:**

Wisconsin Rapids Pub Schs Bd of Ed  
510 PEACH STREET  
WISCONSIN RAPIDS, WI 54494  
ACCOUNT NUMBER: 468288

**SUBSCRIPTION/DIGITAL CONTACT:**

Lisa Torres  
lisa.torres@wrps.net  
7154246750

**CONTACT:**

Lisa Torres  
lisa.torres@wrps.net  
7154246750

**SALES REP INFORMATION:**

Paul Osen  
paul.osen@mheducation.com  
414-422-5026

Section Summary	Value of All Materials	Free Materials	Product Subtotal
<b>PRODUCT TOTAL*</b>	\$32,314.41	(\$3,917.16)	\$28,397.25
<b>ESTIMATED S&amp;H**</b>			\$1,422.31
<b>ESTIMATED TAX**</b>			\$0.00
<b>GRAND TOTAL*</b>			<b>\$29,819.56</b>

\* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

\*\*Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes are not included in the quote total. If applicable, actual tax charges will be applied at time of order.

**Comments:**

This quote is for Asi Se Dice, print and 7-year digital  
Level 1 is qty 150  
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QUOTE DATE: 09/23/2020

ACCOUNT NAME: Wisconsin Rapids Pub Schs Bd of Ed

EXPIRATION DATE: 11/07/2020

QUOTE NUMBER: POSEN-09232020-001

ACCOUNT #: 468288

PAGE #: 1





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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
ASI SE DICE LEVEL 1 STUDENT SUITE WITH LEARNSMART 7 YEAR BUNDLE	978-0-07-897757-2	150	\$90.15	\$0.00	\$13,522.50
ASI SE DICE LEVEL 1 TEACHER SUITE WITH LEARNSMART 7 YEAR BUNDLE	978-0-07-897761-9	5	\$435.24	\$2,176.20	*Free Materials
ASI SE DICE LEVEL 2 STUDENT SUITE WITH LEARNSMART 7 YEAR BUNDLE	978-0-07-897770-1	115	\$90.15	\$0.00	\$10,367.25
ASI SE DICE LEVEL 2 TEACHER SUITE WITH LEARNSMART 7 YEAR BUNDLE	978-0-07-897774-9	3	\$435.24	\$1,305.72	*Free Materials
ASI SE DICE LEVEL 3 STUDENT SUITE WITH LEARNSMART 7 YEAR BUNDLE	978-0-07-897781-7	50	\$90.15	\$0.00	\$4,507.50
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ACCOUNT NUMBER: 468288

**CONTACT:**

Lisa Torres  
lisa.torres@wrps.net  
7154246750

VALUE OF ALL MATERIALS	\$32,314.41
FREE MATERIALS	(\$3,917.16)
<b>PRODUCT TOTAL*</b>	<b>\$28,397.25</b>
ESTIMATED SHIPPING & HANDLING**	\$1,422.31
ESTIMATED TAX**	\$0.00
<b>GRAND TOTAL</b>	<b>\$29,819.56</b>

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Name of School Official (Please Print)

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QUOTE NUMBER: POSEN-09232020-001      ACCOUNT #: 468288      PAGE #: 3

Wisconsin Rapids Public Schools  
 510 Peach Street  
 Wisconsin Rapids, WI 54494

SKU #	Description	Qty Ordered	Unit Price	Amount
RDR-Guerra-Pkg	La Guerra Sucia Package: Spanish 25 Readers, 1 Audio book and 1 Premium Teacher's Guide on CD's	1	258.00	258.00T
RDR-Guerra	La Guerra sucia - Spanish Reader	5	6.00	30.00T
RDR-Llorona-Pkg	La Llorona de Mazatlan Package: Spanish 25 READERS, 1 Audio book on CD, 1Teacher's Resource Guide on CD.	1	258.00	258.00T
RDR-Llorona	La Llorona de Mazatlan - Spanish Reader	25	6.00	150.00T
Freight	Freight Charges		60.00	60.00T
<b>Sales Tax (0.0%)</b>				\$0.00
<b>Total</b>				\$756.00

This quote is valid for 90 days from the date given and can be shipped within ten days of receipt of purchase order. Any changes to titles or quantities will void this quote.

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**ReCap of SCN/ECCP 2019-2020 Program  
Combined Fall and Spring Semesters**

**Start College Now Program**

<b>Course</b>	<b># of Students</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>Withdrawn</b>	<b>Reimbursed WRPS</b>
Nursing Assistant	23	20	2				1	yes
Intro to Law Enforcement	1			1				
Court Procedure	1		1					
Corrections/ Correctional Int	1		1					
Fluid Process Systems	1	1						
Introduction to Instrumentation	1	1						
Electrical Circuits	1	1						
Community Policing	1		1					
Criminal Justice Ethics	1					1		yes
Conventional Machining	1	1						
Precise Machining Foundations	1	1						
Intro to Solid Modeling	1	1						
College Mathematics	1		1					

**Early College Credit Program**

<b>Course</b>	<b># of Students</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>Withdrawn</b>	<b>Reimbursed WRPS</b>
Calculus of Several Variables	1	1						

## 447.11 USE OF SECLUSION AND PHYSICAL RESTRAINT WITH STUDENTS

*Maintaining a safe and productive environment for student learning is a high priority of the Board of Education. Positive behavioral interventions and supports shall be considered and utilized to address behavior that interferes with the student's learning or the learning of others.* It is the policy of the School District of Wisconsin Rapids to permit the use of seclusion and restraint only when a student's behavior presents a clear, present, and imminent risk to the physical safety of the student or others, it is the least restrictive intervention feasible, and it is performed in a manner consistent with this policy and the law. All students, including students with disabilities, must be treated with dignity and respect. Behavior interventions and support practices must be implemented in such a way as to protect the health and safety of the students and others.

All employees and "covered individuals" shall comply with State and Federal law regarding the use of seclusion and physical restraint.

### SECLUSION

Seclusion is defined in the law as the involuntary confinement of a student, apart from other students, in a room or area from which the student is physically prevented from leaving.

Individuals covered by the law include employees of a public or charter school, and student teachers. The law specifically includes individuals contracted with the school to provide services, such as CESA employees and student teachers.

The "covered individuals" (school employees and contracted individuals who provide services for a public or charter school) may use seclusion with a student only if all of the following apply:

- A. The student's behavior presents a clear, present, and imminent risk to the physical safety of the student or others and it is the least restrictive intervention available;
- B. The seclusion lasts only as long as necessary to resolve the risk to physical safety;
- C. A covered individual maintains constant supervision of the student;
- D. The seclusion room or area is free of objects or fixtures that may injure the student;
- E. The student has adequate access to bathroom facilities, drinking water, necessary medication, and meals;
- F. No door connecting the seclusion room or area to other rooms or areas is capable of being locked *or has a lock on it.*

### PHYSICAL RESTRAINT

Physical restraint is defined as a restriction that immobilizes or reduces the ability of a student to freely move his/her torso, arms, legs, or head. *Restraint may never be used as a form of corporal punishment, as defined by state law to mean the intentional infliction of physical pain as a means of discipline. When a physical restraint technique is used, a covered individual should, to the extent practical, make reasonable attempts to de-escalate the student's behavior or other aspects of the situation with the goal of minimizing the duration of the need for restraint.* The "covered individuals" may only use physical restraint on or with a student only if all of the following apply:

- A. The student's behavior presents a clear, present, and imminent risk to the physical safety of the student or others and it is the least restrictive intervention available.
- B. The degree of force used and the duration of the physical restraint do not exceed the degree and duration that are reasonable and necessary to resolve the risk *to the physical safety of the student or others.*
- C. There are no medical contraindications to the use of physical restraint;

D. None of the following maneuvers or techniques are used:

1. those that do not give adequate attention and care to protecting the student's head
2. those that cause chest compression
3. those that place pressure or weight on the student's neck or throat
4. it does not constitute corporal punishment
5. neither mechanical nor chemical restraints are used

Actions that are specifically excluded from the definitions of seclusion and physical restraint above include: 1) if a student is not confined to an area from which she/he is physically prevented from leaving; 2) directing a disruptive student to temporarily separate himself/herself from the general activity in the classroom to allow the student to regain control, or for the teacher to maintain or regain classroom order; 3) directing a student to temporarily remain in the classroom to complete tasks; or 4) briefly touching or holding a student's hand, arm, shoulder, or back to calm, comfort, or redirect the student.

#### **PARENTAL NOTICE AND WRITTEN REPORT REQUIREMENTS**

Whenever seclusion or physical restraint is used with or on a student, the Principal or his/her designee shall notify the student's parent or guardian as soon as practicable but no later than one (1) business day after the incident. The notice shall advise the parent of the incident and of the availability, or pending availability, of the written report.

**For purposes of these procedures, "parent" includes a natural or adoptive parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian.**

The Principal shall prepare this written report, in consultation with the individuals involved, within two (2) business days of the incident. The written report shall include details of the student and staff involved in the incident; the date, time, and duration of the use of seclusion or physical restraint; a description of the incident including the actions of the student before, during, and after the incident; and the names and titles of the covered individuals present during the incident. This written report shall be retained as a record by the school district and within three (3) business days of the incident, ~~the report shall be made available to the parent for review~~ **provide a copy of the written report to the parent.**

Annually by September 1, the Principal of each school or his/her designee shall submit to the Board a report containing all of the following: 1) the number of incidents of seclusion and of physical restraint in the school during the previous school year; and 2) the total number of pupils who were involved in the incidents, and the number of children with disabilities who were involved in the incidents.

#### **POST-INCIDENT DEBRIEFING MEETINGS**

**Whenever a covered individual uses seclusion or restraint on a student, the principal or his/her designee shall meet with the covered individuals who participated in the incident to discuss all of the following:**

- A. **The events preceding, during, and following the use of seclusion or restraint.**
- B. **How to prevent the need for seclusion or restraint, including the factors that may have contributed to the escalation of behaviors; alternatives to restraint, such as de-escalation techniques and possible interventions; and other strategies that the principal or designee determines are appropriate.**

**Such post-incident debriefing meetings shall normally occur within 5 days of the incident.**

#### **INDIVIDUAL EDUCATION PROGRAM (IEP) REQUIREMENTS**

The law requires that for students with identified disabilities under the Individuals with Disabilities in Education Act (IDEA), the ~~first~~ **second** time that seclusion or physical restraint is used on a child with a disability **within the same school year** the student's Individual Education Program (IEP) team must convene as soon as possible after the incident **but no later than 10 school days after the incident.** The IEP team shall review the student's IEP to ensure that it contains appropriate positive behavioral interventions and supports to address behaviors that are of concern and to revise the IEP if necessary. **The interventions, supports, and other strategies included in the IEP related to a behavior that resulted in the use of seclusion or restraint should be based on a functional behavioral assessment of that behavior.**

**MANDATORY TRAINING FOR STAFF**

Staff who engage in the lawful use of physical restraint shall obtain training as to the methods of preventing the need for physical restraint, identification of dangerous behaviors that may indicate the need for physical restraint and the methods of evaluating risk of harm such that physical restraint is warranted, experience in administering and receiving various types of restraint, instruction on the effects of restraint, monitoring signs of distress during restraint, obtaining medical assistance and demonstrating proficiency in administering physical restraint.

Pursuant to State law, the Superintendent or his/her designee shall create and maintain a record of the training received by the employees and school staff covered by the State law governing seclusion and restraint.

**LIMITED TRAINING REQUIREMENT EXCEPTION**

Training for staff in the use of physical restraint is required unless the situation is an emergency and a trained individual is not immediately available due to the "unforeseen nature of the emergency." However, at a minimum the school in which physical restraint is used must ensure that at least one (1) employee has been trained in its use.

**DISCIPLINARY ACTION FOR A VIOLATION OF THIS POLICY**

In addition to any penalty prescribed by law, the Superintendent or his/her designee is directed by this policy to see that a Board employee who intentionally, knowingly, or recklessly violates this policy is subject to a disciplinary action up to and including dismissal. A Board employee engages in conduct "intentionally" if, when s/he engages in the conduct, it is his/her conscious objective to do so. A Board employee engages in conduct "knowingly" if, when s/he engages in the conduct, s/he is aware of a high probability of a violation of this policy. A Board employee engages in conduct "recklessly" if s/he engages in conduct in violation of this policy in a plain, conscious, and unjustifiable disregard of harm that might result to a student and the disregard involves a substantial deviation from acceptable standards of conduct established by this policy.

**RETALIATION FOR FULLY IMPLEMENTING OR REPORTING VIOLATIONS**

No Board employee shall be permitted to retaliate against a person for reporting or objecting to actions in violation of this policy or providing information regarding a violation of this policy.

LEGAL REF.:           Sections    115.787(2)(i)       Wisconsin Statutes  
  115.787(3)(b)(1)  
  118.13  
  118.164  
  118.305  
  118.31  
  939.48  
  Individuals with Disabilities Education Act (IDEA)

CROSS REF.:           411 Rule, Student Non-Discrimination and Anti-Harassment  
  447.1, Physical Force and Corporal Punishment  
  447.11, Exhibit – Notification & Reporting of Physical Restraint and/or Seclusion

APPROVED:           April 8, 2019  
  TBD



## Wisconsin Rapids Public Schools Notification & Reporting of Physical Restraint and/or Seclusion

Parents of pupil must be notified of the incident no later than 1 business day.  
This report shall be completed within 2 business days of the incident and must be *available for review by sent to the pupil's parents within 3 business days of the incident (1<sup>st</sup> class mail, electronic transmission, or hand delivery).*

<b>Person Completing Report:</b> Click or tap here to enter text.	<b>School Building:</b> Click or tap here to enter text.	<b>Date of Report:</b> Click or tap to enter a date.
<b>Pupil Name:</b> Click or tap here to enter text.	<b>Grade:</b> Click or tap here to enter text.	<b>Date of Incident:</b> Click or tap to enter a date.
<b>Parent Name:</b> Click or tap here to enter text.	<u><b>Student with IEP</b></u> Yes or No  <u><b>Student with 504 Plan</b></u> Yes or No	<b>Date of Notification:</b> Click or tap to enter a date.  <b>Method of Notification:</b> Choose an item.

**(A) Description of clear, present, and imminent risk: (additional details may be included on the back)**  
Click or tap here to enter text.

**(B) Description of strategies used to de-escalate student prior to seclusion/restraint: (additional details may be included on the back)**  
Click or tap here to enter text.

**(C) Description of pupil's actions: (additional details may be included on the back)**  
*Before the incident:*  
Click or tap here to enter text.

*During the incident: Document student's behavior every 5 minutes.*  
Click or tap here to enter text.

*After the incident:*  
Click or tap here to enter text.

**Name/Title of Staff Member(s) *and/or law enforcement officers* involved in *present during the incident:***

Name	Title	Involved in debriefing/Date
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

***Others (name, title, debriefing):*** Click or tap here to enter text.



List date(s), method(s), and outcome(s) for debriefing incident with student, parent, and staff (use additional pages as needed):

*Summary of debriefing with all who participated in the incident to discuss all of the following:*

*Events preceding, during and following the use of seclusion or physical restraint:*

*Click or tap here to enter text.*

*How to prevent the need for seclusion or physical restraint, including factors that may have contributed to the escalation of behaviors; alternatives to physical restraint, such as de-escalation techniques and possible interventions; and other strategies that the school principal or designee determines are appropriate.*

*Click or tap here to enter text.*

*If this was the 2<sup>nd</sup> time Seclusion or Restraint was used this school year, the IEP team must meet as soon as practicable, but no later than 10 school days after the incident.*

List any follow-up actions needed such as student meeting, IEP review, etc. (use additional pages as needed):

Click or tap here to enter text.

*Please print this form for signatures and date*

**Person Completing Form's Signature:**

**Date:**

**Principal/Designee Signature:**

**Date:**

### Incident Written Report

<b>SECLUSION</b>	Yes or No	<b>Date:</b> Click or tap to enter a date.	<b>Time:</b> Click or tap here to enter text.	<b>Duration:</b> Click or tap here to enter text.	<b>Location:</b> Click or tap here to enter text.
<b>RESTRAINT</b>	Yes or No	<b>Date:</b> Click or tap to enter a date.	<b>Time:</b> Click or tap here to enter text.	<b>Duration:</b> Click or tap here to enter text.	<b>Location:</b> Click or tap here to enter text.

This incident was recorded and report was filed in the building level seclusion and restraint log on the following date: \_\_\_\_\_

**NOTE: USE THE BACK SIDE OF THIS FORM TO ADD ADDITIONAL COMMENTARY TO THE REPORT**

**Additional Details:**

*(continued from page 1)*

**(A) Description of clear, present, and imminent risk**

**(B) Description of strategies used to de-escalate student prior to seclusion/restraint**

**(C) Description of pupil's actions before, during, or after the incident / debriefing details / follow-up actions needed**

# History through Media

## Class Proposal

**OBJECTIVE:** to provide an elective with a focus on history as presented through media (movies, propaganda, cartoons) which will allow students an opportunity to better examine and appreciate significant historical events. (focus on WW1 and WW2).

1. The movies, etc will provide visuals for significant events in history.
2. For each movie, background information will be examined, discussed, and assessed.

The goal of this class is to learn History through watching movies. Each film will consist of 6 to 8 days of class work. This class work will be divided into three different areas. The first area will be the introduction. At this point we will introduce the time period and what the film is about. The second area will be the actual watching of the movie with discussion. The third and final area will be the post work which may include discussion questions, work sheets, film reviews and/or essays

**Mediums:** Supplemental Research (per the era, events)

- Cartoon interpretations
- Movies that best represent the era/event - evaluate the movies for truth and historical relevance
- Propaganda

**Scope of History:**

1. American only OR World
2. Key Events
3. Key People
4. Turning Points in History

**Assessments:** Tests and Worksheets/prompts

**Timetable**

- One Trimester
- Units: theme-based, date-based, or countries
- 8 - 10 movies (about every 7 days)

**EXAMPLE**

- Movie: Saving Private Ryan
- Background: reading/website on D-Day in general and events leading up to the U.S. involvement in WWII in particular.
- During the movie: A day in the life for soldiers (rations, transportation, mindset, actual letters, etc); mapping out the progress in the movie, but also as it occurred historically
- Anticipatory Set: What do you think is going through the minds of the marines as they are travelling to the beaches of Normandy on the amphibious vehicles?
- Assessment example:

On what date did D-Day occur? → June 6, 1944

**Classes found on internet** (look at film list, syllabus, parent forms, etc. for ideas)

- <http://www.dcstigers.org/Syllabi/Mr.%20Zarkowski/History%20Through%20the%20Media.pdf>
- <https://www.smores.com/vtpty-us-history-through-film>
- [https://www.melroseschools.com/sites/g/files/vyhli876/f/uploads/history\\_through\\_film\\_syllabus.pdf](https://www.melroseschools.com/sites/g/files/vyhli876/f/uploads/history_through_film_syllabus.pdf)
- <https://wabisabilearning.com/blogs/stem/teaching-history-with-film>
- file:///C:/Users/gawlitabm/Downloads/Teaching%20Social%20Studies%20Through%20Film%20(2009).pdf (list beginning on page 20)

### Mediums:

- Cartoon interpretations which supplement the events, era
- Movies that best represent the era/event - evaluate the movies for truth and historical relevance
- Propaganda used during the era

### Scope of History:

1. American only OR World
2. Key Events
3. Key People
4. Turning Points in History

### Assessments: Tests and Worksheets/prompts

### Timetable

- One Trimester
- Units: theme-based, date-based, or countries

### Possible Movies (cover chronologically) - **Bold** are for sure, *italics* are possibilities (trailer in parentheses)

1. *Amistad* (1997) - Slave rebellion - court trial (<https://www.youtube.com/watch?v=BJFDOvGMD0U>)
2. **Lincoln** (2012) - Emancipation Proclamation (<https://www.youtube.com/watch?v=KJVuqYkI2jQ>)
3. **Glory** (1989) - 54th black regiment during the Civil War (<https://www.youtube.com/watch?v=0hVrYRqeT5M>)
4. **Modern Times** (1936) - industrialization (<https://www.youtube.com/watch?v=NNznUyDmSFc>)
5. **Cinderella Man** (2005) - Great Depression (<https://www.youtube.com/watch?v=VZzqbaYPV6E>)
6. *Inherit the Wind* (1960) - Scopes Monkey Trial (<https://www.youtube.com/watch?v=Dq3SqiOBfdQ>)
7. **Schindler's List** (1993) - Holocaust (<https://www.youtube.com/watch?v=gG22XNhtnoY>)
8. **Saving Private Ryan** (1998) - World War II (<https://www.youtube.com/watch?v=zwhP5b4tD6g>)
9. *Das Boot* (1981) - German U-Boat during WWII (<https://www.youtube.com/watch?v=FRKXemPhYI>)
10. *Atomic Cafe* (1982) - threats of nuclear weapons (<https://www.youtube.com/watch?v=AymBFIo2-sM>)
11. **Mississippi Burning** (1988) - Civil Rights murders (<https://www.youtube.com/watch?v=SUtIJwfNEtI>)
12. *Long Walk Home* (1989) - Montgomery Bus Boycott (<https://www.youtube.com/watch?v=J-YwJKIqyOE>)
13. **All the President's Men** (1976) - Watergate (<https://www.youtube.com/watch?v=yV3y-LRj2pE>)
14. **The Killing Fields** (1984) - Cambodia and Pol Pot (<https://www.youtube.com/watch?v=0Um2j1iEj1k>)

### Questions for class Discussion related to the movies

- When was the movie made and how does that impact its interpretation of history?
- What parts of the movie were not historically accurate?
- Is the story true? Based on a true story?
- Did this movie break from any tradition in movie making or story telling? How? Why?
- Character development - character depth, good/bad, shades of grey

- Symbolism in the film?
- Theme? Was the filmmaker attempting to teach a lesson or make the audience think? What? How?
- Was the film well received? Publicly or by critics?
- Was there any controversy around the film?
- Has the film stood the test of time? How? Why? Why not?
- Problems with the film?
- **New version of the film - who would star? How would you make it better? Make a movie poster. OR re-title the film**
- Did the film make you uncomfortable? Why? Defensive? Thoughtful? Why? How?
- Typical war themes? Loss of innocence, futility of war, sacrifice, brotherhood, loss of youth, impact of war physically and mentally, shell shock, catch-22,

- Site on Top Ten Most Accurate Historical Movies: [https://www.youtube.com/watch?v=\\_q8NCKx3Pgw](https://www.youtube.com/watch?v=_q8NCKx3Pgw)
  - Come and See (1985) - Russian battles vs Hitler in WWII
  - Flags of Our Fathers (2006) - WWII Battle of Iwo Jima
  - Tora! Tora! Tora! (1970) - Attack on Pearl Harbor
  - 12 Years A Slave (2012) - Slavery
  - The Pianist (2002) - Jews during WWII
  - Downfall (2004) - Hitler's last 10 days
  - Apollo 13 (1995)
  - Honorable Mention
    - Gettysburg (1993)
    - Milk (2008)
    - The Imitation Game (2004)
    - City of God (2002)
- Second List (Accurate War Movies)
  - Full Metal Jacket (1987)
  - Apocalypse Now (1979) - Psychological impact
  - Come and See (1985)
  - We Were Soldiers (2002) - Vietnam
  - Black Hawk Down (2001)
  - Platoon (1986)
  - Letters From Iwo Jima (2006) - from Japanese viewpoint
- Third List
  - Matewan (union/strike movie) 1987
  - Iron Jawed Angels (suffrage movement)
  - Thirteen Days (Cuban Missile Crisis)
  - Good Night and Good Luck (McCarthyism)
  - JFK (assassination conspiracy film)
  - Remember the Titans - integration
  - Far and Away
  - *Little Big Man - 1970s through the west (too sexual - innuendos?)*
  - Bury My Heart at Wounded Knee
  - The Men Who Made America - docudrama
  - Rough Riders
  - All Quiet on the Western Front

- The Lost Battalion
- A League of Their Own
- The Untouchables
- Red Tails
- Woodstock
- The Fog of War
- Good Morning Vietnam
- Argo
- A Raisin in the Sun
- Malcolm X
- Smoke Signals
- The Hurt Locker
- Roger and Me
- An Inconvenient Truth
- Bowling for Columbine
- Norma Rae
- The Help
- Unbroken
- High Noon
- Any Spike Lee film about race????
- American Experience Documentaries? Ex. The Poison Squad, The Lobotomist, The Influenza of 1918
- Ghosts of Mississippi

## New Course Proposal

**Introduction to Diversity Studies--Elective Course, Grades 11-12  
(Transcripted Credit--Mid State)**

Introduction to Diversity Studies will be offered as a 0.5 social studies credit.

Requested by: Social Studies Department

**Course Information**

**Description** Introduces learners to the study of diversity from a local to a global environment using a holistic, interdisciplinary approach. Encourages self-exploration and prepares the learner to work in a diverse environment. In addition to an analysis of majority/minority relations in a multicultural context, the primary topics of race, ethnicity, age, gender, class, sexual orientation, disability, religion are explored.

**Explanations and Rationale:**

Our American Indians and Treaty Rights course has not run in three years. We are proposing Introduction to Diversity Studies be offered in place of the American Indians and Treaty Rights course in an effort to generate additional interest in multicultural topics. The course examines multicultural topics through a sociological lens, an approach unique to our other course offerings.

**Communication/Timeline:**

September 2020 - New Course explained to and approved by Social Studies CII  
September 2020 - New Course explained to and approved by LHS cabinet  
October 2020 - New course proposed to District CII

**Curriculum:**

Unit 1: Individual Attitudes and Interpersonal Relations  
Unit 2: Introduction to Subordinate Group Status, Immigration, and Globalization  
Unit 3: History of Subordinate Groups  
Unit 4: Institutional Discrimination, Gender, and the Media  
Unit 5: Privilege and Poverty  
Unit 6: Social Justice, Ableism, and Final Project

**Resources:**

**STAFFING:** No additional.

**SPACE, EQUIPMENT, FURNITURE:** no additional needed

**PROFESSIONAL DEVELOPMENT:** Teacher will need time to build the curriculum and collaborate with other districts.

**INSTRUCTIONAL MATERIALS:** Needed materials may include textbooks, a/v resources, and additional teacher resources. See quote from Savvas Learning Company.

### **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.

## New Course Proposal

**American History In Depth**

American History In Depth will be offered as a .5 social studies credit.

Requested by: Social Studies Department

**Explanations and Rationale:**

This is a seminar styled course which allows students to conduct in depth explorations of specific themes in US history. By emphasizing research, projects, and writing, students will practice skills employed by professional historians including evaluating sources, analyzing and synthesizing information, and developing and proving a thesis. All of these skills will help prepare students for college as well as AP history exams.

This course would be open to 10th grade APUSH students as well as any other LHS student who has completed their American History requirement. This project based course allows students to dive deeper into topics of their choice. It also fulfills many of the new inquiry based state social studies standards. The amount of content required combined with the trimester schedule makes it difficult to incorporate enough inquiry activities to satisfy students' appetite for history and new state standards. This would also allow students and the school the opportunity to participate in National History Day.

**Eligibility:** 10th graders enrolled in APUSH as well as 11th and 12th grade students who have completed their LHS American history requirement

**Term:** only 3rd trimester

**Communication/Timeline:**

May 2020 - course idea approved by LHS Social Studies Department

September 2020 - brought to Social Studies CII for approval

October 2020- LHS cabinet approval

**Curriculum:**

Units of study will be organized thematically emphasizing significant events in American History. Themes for the course include American Foundations, Migration and



Settlement, Labor and Industry, Politics and Power, Culture and Society, and Foreign Affairs. The inquiry process - developing an inquiry question, gathering sources, developing a claim, and communicating claims - will be taught and practiced alongside instruction. At least four research projects will be completed throughout the course.

**Resources: no additional**

**STAFFING:** No additional.

**SPACE, EQUIPMENT, FURNITURE:** no additional needed

**PROFESSIONAL DEVELOPMENT:** none

**INSTRUCTIONAL MATERIALS:** none

### **Evaluation**

Student success in this course will be evaluated based on: 1) improved historical thinking skills and the ability to apply them in other courses 2) participation in National History Day or similar event 3) building school and community ties through projects 4) improved APUSH test scores

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 since social studies will eliminate the elective Roots of Modern Conflict. Thereby, keeping the number of social studies electives unchanged. Expected enrollment - one section.

New Course Proposal

**America's Voice**

A team taught sophomore-level course.

.5 Social Studies Credit

.5 Language Arts Credit

Requested by:

John Schmitt, Social Studies Instructor

Miranda Moody, Language Arts Instructor

**Explanations and Rationale:**

Over the course of the last 20+ years, students have had the unique opportunity to take a class that blends American History with American Literature titled: American Dream. This course offers students the ability to experience the history curriculum while reading literature that reflected the era that students were studying. While this course has a unique learning atmosphere, with the changes in the move to the trimester schedule, the social studies curriculum changes, and the language arts scope and sequence, we had to ask ourselves these questions:

1. Do our departments value the learning opportunity that was offered with the team taught class?
2. How can we effectively integrate the curriculum required in the junior-level language arts curriculum with the move to the government focus at the junior-level in the social studies curriculum?
3. When looking at all the options, what is best for our students?

After looking at our options, we decided our best course of action is to create a new course at the sophomore level by combining the A time periods of American History with the skillset from English II A. The benefits of this proposal, America’s Voice, include:

- The course will run one-hour for two terms.
- The course will eliminate grade requirements. All students who finish their freshman level language arts and social studies credits are eligible to take this class during their sophomore year making it more equitable for all students.

**Communication/Timeline:**

Winter 2020	Proposal shared with Social Studies and Language Arts Departments
Winter 2020	Proposal shared with Social Studies and Language Arts CII Sub-Committees
Winter 2019	Proposal shared at District CII
Winter 2020	Pilot Course approved for the 2020-2021 school year

**Curriculum:**

Term 1 (Keep in mind, these are approximate time frames):

Unit	Social Studies	Language Arts	POSSIBLE Summative Assessments	Resources
America’s Voice	Create historical context for the course	Ourselves and Others: Who influences our beliefs? How does that affect our decisions?	Personal Narrative about the Student’s Voice	Class discussions; interviews
Progressive Era	Progressive Movement, Rise of Big Business, Immigrant Experience	Ourselves and Others: How do groups still work toward a common goal when individuals bring different skills, experiences, personalities, ideas, and beliefs to the table?	ACT Style Essay (Argumentative Writing), Virtual Immigrant Experience	<i>The Jungle</i> by Upton Sinclair, <i>From There to Here: The Immigrant Experience</i>

WWI & Imperialism	American Imperialism, Causes of WWI, WWI, Short and Long Term Effects of the War	Ourselves and Others: We need to know and watch out for ourselves, but we must also be aware of what happens to the people around us.	Project - Show the impact that WWI had on the soldiers.	<i>All Quiet on the Western Front</i> by Erich Maria Remarque
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Term 2 (Keep in mind, these are approximate time frames):

Unit	Social Studies	Language Arts	POSSIBLE Summative Assessments	Resources
1920's	Red Scare, PopCulture, Flappers, Gangsters, Prohibition, Roaring Twenties, New American Dream	How We See Things: Our view of the world depends upon more than just our five senses. We develop perspective and understanding from reading/hearing about others' experiences.	Research Paper on Prohibition and the Rise of Organized Crime.  Demand Writing about novel	<i>The Great Gatsby</i> by F. Scott Fitzgerald, <i>Only Yesterday: An Informal History of the 1920's</i> by Frederick Lewis Allen
Great Depression	Causes of the Great Depression, Effect of the Depression on Americans, New Deal and Expansion of Federal Power	How We See Things: We develop perspective and understanding from reading/hearing about others' experiences.	Debate: Was the New Deal a success?	<i>Indubious Battle</i> movie; <i>Our Town</i> by Thornton Wilder
WWII	Causes of WWII, Rise of Dictators, War on the Homefront, Japanese Internment	How We See Things: We cannot change the past, but we can learn from it--as long as we are exposed to it or we actively seek the knowledge.	Essay: Students will write an informative /explanatory essay.	<i>Presidents at War</i> documentary; <i>House on the Corner of Bitter and Sweet</i> by Jamie Ford

**Resources:**

Curriculum Development Time: Instructors will receive DEU time to develop curriculum

Instructional Materials: Units will be created using content that is available within the social studies and language arts departments.

Staffing: Each instructor will teach one period in the first two trimesters.

Space, Equipment, Furniture: no additional resources needed.

**Statement of Impact:**

We believe America's Voice will effectively combine the government and language arts curriculum while offering multiple benefits to students at Lincoln. Having this course as an offering will give students the option of choosing a team-taught social studies and language arts class, more choice with course offerings within each department, and free up space in student schedules during the third trimester.

## America's Story

### Course Description:

America's Story will cover American history from the end of WW II until the present day. There will be a detailed analysis of the major historical figures and events that shaped America's political, social, and economic institutions. The use of novels, biographies, short stories, speeches, letters and a host of other primary sources will be used to teach the curriculum. Students will engage in the study of the curriculum through discussions, role plays, historical simulations, and a host of other hands-on activities. There will be traditional multiple choice and short answer tests, however the primary means of assessment will be through essays, Document Based Questions, historical research papers and other writing assignments. The course would be taught by a Social Studies teacher and students would get .5 credits for their American History requirement.

### Course Structure:

When students sign up for the required American History their sophomore year, they will have three options (Contemporary American History, A.P. U.S. History, or America's Voice & America's Story). Students that sign up for America's Voice trimester 1 & 2 will be required to take America's Story 3rd trimester.

### Social Studies Course Flow Chart:

Grade Level	Social Studies Class Options
9	Human Geography (1.0 cr) or Advanced Placement Human Geography (1.0 cr)
10	America's Voice (.5 cr) AND America's Story (.5 cr) Or Contemporary American History A & B (1.0 cr) Or A.P. U.S. History (1.0 cr)
11	American Government (.5cr) Or A.P. Government and Politics (.5 cr) Or Law (.5 cr)
12	Students can choose from any of the Social Studies elective course options to fulfill their final .5 cr Social Studies graduation requirement

**Curriculum/Syllabus:**

Unit	Curriculum	Assessments
Early Cold War Era	Cold War Beginnings Truman Doctrine Containment Korean War Red Scare McCarthyism 1950's Society Cuban Missile Crisis	- Mock Trial - <u>Who was more at fault for the start of the Cold War?</u>  - Multiple Choice Exam
Civil Rights	History of the Civil Rights Movement Plessy v Ferguson Lynchings Brown v Board of Ed Montgomery Bus Boycott Sit-ins March on Washington MLK and Civil Rights Martyrs Civil Rights Act	- Obituary for a Civil Rights Leader  - Argumentative Essay - What is the best way to protest for change?
1960's & Vietnam	JFK LBJ - Great Society Identify and evaluate the different perspectives of the war abroad and at home. Counterculture Credibility Gap Bombing of Sterling Hall	- <u>Informative essay on the values of the 1960's</u>  - Mock Trial (Dwight Armstrong)  - <u>Essay on the Vietnam war protests</u>
1970's & 1980's	Richard Nixon Watergate EPA Jimmy Carter Energy Crisis Oil Embargo Iran Hostage Ronald Reagan Rise of Conservatism Reaganomics	DBQ - Assess the validity of the statement that there was great progress in the struggle for political and social equality for women and Native Americans from 1965 - 1980.  <u>Unit Exam</u>
1990's thru Present Day	Bill Clinton	Iraq War Simulation - Should the U.S.

	Stock Market deregulation Rise of Cable News 9/11 and its aftermath War in Afghanistan War in Iraq War on Terror - Syria and ISIS Globalization	invade Iraq  Final Project - <u>Research Paper on a major issue in the world today</u>
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# **New Course Proposal**

## **2021-22 School Year**

### **Health, Safety and Nutrition**

### **Blended**

**( 0.5 Credit, 10-11-12)**

**&**

### **MSTC Transcribed Credit course**



**Requested by:**

**Laura Cronan, Valerie DeVries-Polman, and Caitlin Engel**

**Family and Consumer Sciences**

**Eric Siler, Career and Technical Education**

**Lincoln High School**

**September 2020**



## **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 21<sup>st</sup> Century workplace skills. We feel a new course called Health, Safety and Nutrition will address the growing concern over the shortage of early childhood teachers and offering the course to 10-12 grade students as a Mid-State Technical College (MSTC) transcribed credit will increase the relevance and rigor of our Family Issues Pathway. The National Education Association reported in June 2020 that all communities would be affected by the loss of one-fifth of the workforce (educators) over the next three years. According to US Department Office of Postsecondary Education, 2016-17 statewide academic disciplines or subject matter already experiencing teaching shortages are: Career and Technology Education, Business Education, Family and Consumer Education (FACE), Technology Education, Special Education, Cognitive Disabilities Cross Categorical, Deaf and Hard of Hearing, Early Childhood–Special Education, Emotional/Behavioral Disorders, Learning Disabilities, School Speech and Language Disabilities, Visual Disabilities, Standard Disciplines, ESL/Bilingual Education, Foreign Languages, Library Media, Mathematics, Music, Reading and Sciences.

Course competencies include: Integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives, examine governmental regulations and professional standards as they apply to health, safety, and nutrition, plan a safe early childhood environment, plan nutritionally sound menus, examine child abuse and neglect issues and mandates, describe Sudden Infant Death Syndrome (SIDS) risk reduction strategies, describe strategies to prevent the occurrence of Abusive Head Trauma (AHT) and Incorporate health, safety, and nutrition concepts into the children's curriculum. 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. Students will have the opportunity to earn certifications that are necessary in the workplace.

## **Communication**

MSTC & WPRS dual credit discussions & meetings	2019-20
MSTC & WPRS dual credit workshops	Summer 2020
CTE CII	September 2020
LHS Cabinet	September 2020
District CII	October 2020

## **Curriculum / Standards & Curriculum Resources**

### **Course Outline - In development stage for blended learning**

The course competencies include: Integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives, examine governmental regulations and professional standards as they apply to health, safety, and nutrition, plan a safe early childhood environment, plan nutritionally sound menus, examine child abuse and neglect issues and mandates, describe Sudden Infant Death Syndrome (SIDS) risk reduction strategies, describe strategies to prevent the occurrence of Abusive Head Trauma (AHT) and Incorporate health, safety, and nutrition concepts into the children's curriculum. (Health, Safety, and Nutrition Syllabus)

#### **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: EC1 : Students will create a physically safe and emotionally secure environment for children both inside and outside of the center according to the licensing regulations.

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:**

Department of Children and Families, Wisconsin Administrative Code DCF 251: Licensing Rules for Group Child Care Centers

Department of Children and Families, Wisconsin Administrative Code DCF 250: Licensing Rules for Family Child Care Centers

Hartjes, A: Book of Handouts

Darkness to Light: Stewards of Children: A Prevention Program for Adults Workbook

- **Who will write the curriculum?**  
WRPS FCS and MSTC instructors
- **When will the curriculum be developed?**  
The curriculum will be updated during the summer of 2020
- **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.

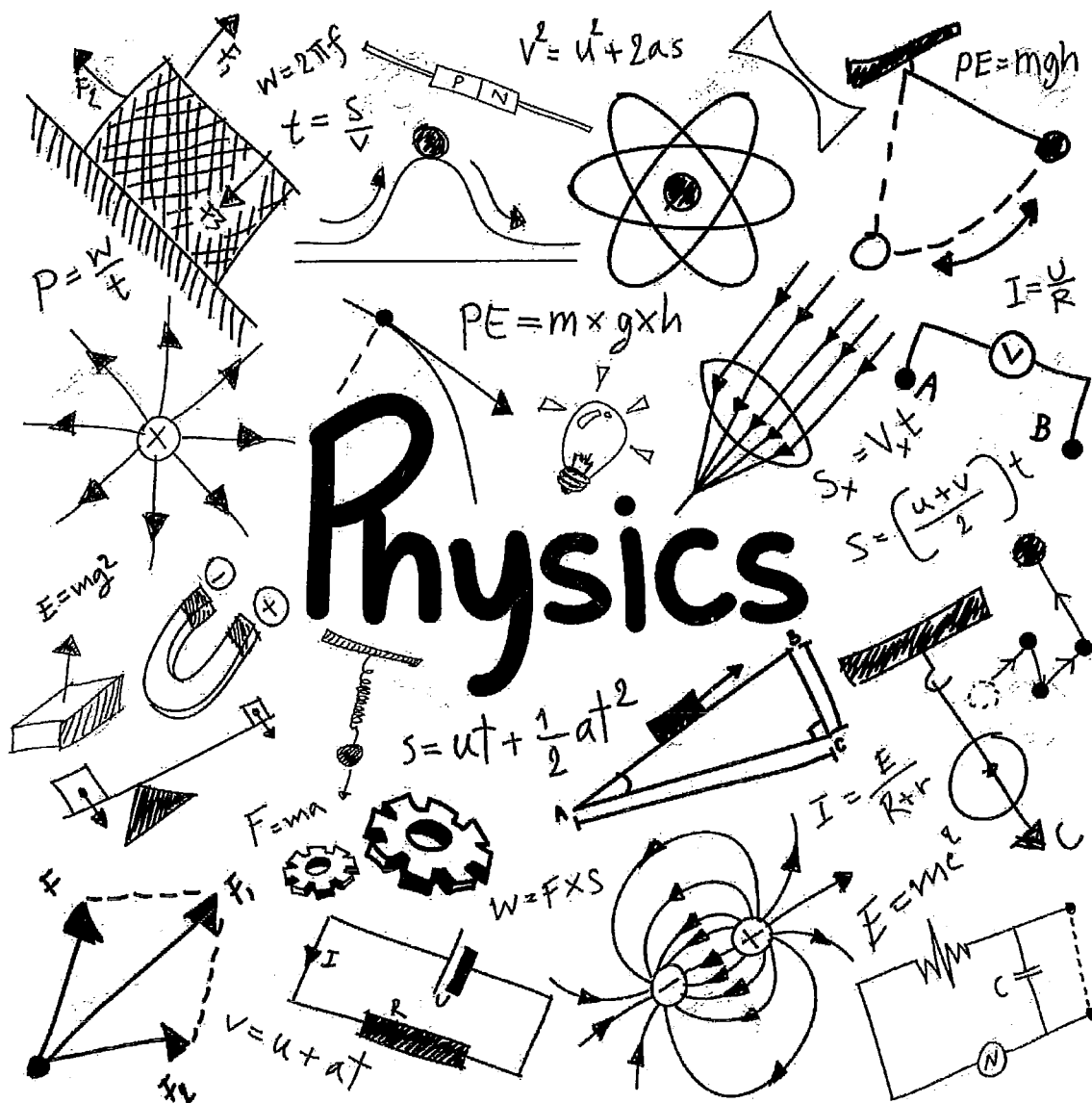
### Resources

Curriculum Development Time	Up to 24 hours (District DUE's)
Staff Development Time	8 hours (Carl Perkins & MSTC grants)
Instructional Materials	textbooks / online resources (Carl Perkins)
Staffing anticipating	1 section <b>blended</b>
Space, equipment, furniture	no change

### Statement of Impact

This course will give students in the Family Issues Pathway the opportunity to complete an additional three dual credits and the possibility of twelve post-secondary credits at Mid-State Technical College. Students will also have the opportunity to earn an industry based certification necessary to work in child care settings.

Physics 1 or Conceptual Physics  
(Replaces and Expands on CNS 9A)  
0.5 credit (1 trimester)



Requested by:  
LHS Science Department

Written by:  
Dave Bergerson, Physics Teacher/Science Coordinator

## B. Rationale

Twenty years ago when the Comprehensive Natural Science Course sequence was created it was driven by several factors:

1. The first National and State science standards were created and required an inquiry approach and covering of several content standards.
2. The state required 2 years of science which mandated instruction in Life Science and Physical science.
3. WKCE was more fact driven than process driven.
4. A State mandated graduation test was in development (but never came to fruition)

Today, things are substantially different:

1. We have new standards, the Next Generation Science Standards.
2. The state now requires 3 credits of science versus 2 but they can be from any natural science area.
3. The FORWARD/ACT exams are more process/practice driven than content driven.

The WRPS Mission Statement states “... **providing the best education for every student**”. This course allows a student as early as the freshman year to have an experience in physics that is appropriate to their mathematical readiness level (no math prerequisite). All other courses in physics require at least geometry if not higher. All science courses at LHS utilize the best practices summarized below:

### **Best Practices in Teaching Science:**

1. Build on students' innate curiosity and prior knowledge.
2. Help students immerse themselves in science and engineering practices.
3. Enable students to
  - a. know, use and interpret scientific explanations.
  - b. generate and evaluate scientific evidence and explanations.
  - c. understand the nature and development of scientific knowledge.
  - d. participate productively in scientific practices and argumentation.
4. Balance individual learning and collaborative group work.
5. Guide students to become self-directed learners.
6. Use meaningful assessment(s) to evaluate and inform learning.

Adapted from *Best Practices* by Zemelman (2012)

This course is based on the Next Generation Science Standards and the Wisconsin Science Standards which parallel the NGSS.

## C. Communication

Spring of 2020 - Informed Director of Instruction of incoming Science Proposals.

Summer of 2020 - Development of New Course Proposal

Fall of 2020 (Dates TBD) - Science CII (Late August/Early September) LHS Cabinet (Late September), WIC (September, if needed)  
October/November - CII  
November/December - Board of Education  
2021-2022 School Year - Pilot new curriculum (full pilot)  
July 2022 - Acquisition of New Materials

#### D. Curriculum

Course Outline:

##### **Physics 1 (no math prereq, 9-12)**

- A) Motion (1D and 2D) - 2 D with minimal math (~2 weeks)
- B) Newton's Laws (~3 weeks) [HS-PS2-1, HS-PS2-4 (conceptually)]
  - Define Forces/Interaction (Electrostatics, Magnets, Gravity)
  - Force Diagramming
  - Balanced & Unbalanced Forces ( $F=ma$  & inertia)
- C) Momentum - Systems (~1.5 weeks) [HS-PS2-2, HS-PS2-3]
  - Define Momentum
  - Conservation of Momentum
  - Impulse
- D) Work and Energy (~2 weeks) [HS-PS3-1, HS-PS3-2, HS-PS3-3, HS-PS3-5]
  - Define Work and Power
  - Work Changes Energy
  - Conservation of Energy - Conceptually
- E) Waves - Mechanical (no Sound) (~1.5 weeks) [HS-PS4-1]
  - Medium
  - $v=f*\lambda$
  - Characteristics of Waves - A, v, f,  $\lambda$
  - Phenomena
    - Reflection, Refraction, Diffraction (Ripple tank work)
    - Interference
- F) Light (~2 weeks) [HS-PS4-1, HS-PS4-3, HS-PS4-4, HS-PS4-5]
  - No medium
  - $v=f*\lambda$
  - Electromagnetic Spectrum
  - Intro of Scientific Notation??
  - Phenomena

Implementation plan:

Who will write the curriculum?

Dave Bergerson and current CNS 9 teachers.

When will the curriculum be developed?

Spring and Summer of 2021

What schedule or staff assignments may need to be changed?

Minimal change to staff schedules.

What professional development needs may be necessary to implement the curriculum?

None

## E. Resources

Curriculum Development Time: Maximum of 24 Hours or Two DEUs Total

Staff Development Time: None

Instructional Materials: None

Staffing: expect no additional staffing but shifting within department

Space, Equipment, Furniture: Current situation will suffice.

## F. Statement of Impact

This change will provide students with a choice as freshman (or any level) related to physics. It removes the requirement of CNS 9A but still makes an expanded option available to students. It will be a course open to all students and will not limit who can take it based on mathematical achievement level.

**Astronomy**  
(Replaces and Expands on CNS 9A)  
0.5 credit (1 trimester)



# *Astronomy*

Requested by:  
LHS Science Department

Written by:  
Pete Larsen, LHS Science Teacher  
William Dally, LHS Science Teacher



## B. Rationale

Twenty years ago when the Comprehensive Natural Science Course sequence was created it was driven by several factors:

1. The first National and State science standards were created and required an inquiry approach and covering of several content standards.
2. The state required 2 years of science which mandated instruction in Life Science and Physical science.
3. WKCE was more fact driven than process driven.
4. A State mandated graduation test was in development (but never came to fruition)

Today, things are substantially different:

1. We have new standards, the Next Generation Science Standards.
2. The state now requires 3 credits of science versus 2 but they can be from any natural science area.
3. The FORWARD/ACT exams are more process/practice driven than content driven.

The WRPS Mission Statement states “... **providing the best education for every student**”. This course allows students to investigate scientific ideas about the relationship between Earth, the Solar System, and the Universe, and to understand the scientific processes that help us improve our understanding of this relationship. All science courses at LHS utilize the best practices summarized below:

### **Best Practices in Teaching Science:**

1. Build on students' innate curiosity and prior knowledge.
2. Help students immerse themselves in science and engineering practices.
3. Enable students to
  - a. know, use and interpret scientific explanations.
  - b. generate and evaluate scientific evidence and explanations.
  - c. understand the nature and development of scientific knowledge.
  - d. participate productively in scientific practices and argumentation.
4. Balance individual learning and collaborative group work.
5. Guide students to become self-directed learners.
6. Use meaningful assessment(s) to evaluate and inform learning.

Adapted from *Best Practices* by Zemelman (2012)

This course is based on the Next Generation Science Standards and the Wisconsin Science Standards which parallel the NGSS.

## C. Communication

Spring of 2020 - Informed Director of Instruction of incoming Science Proposals.

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October/November - CII  
November/December - Board of Education  
2021-2022 School Year - Pilot new curriculum (full pilot)  
July 2022 - Acquisition of New Materials

#### D. Curriculum

Course Outline:

##### **Astronomy**

- A) Solar systems (4 weeks) [HS-ESS1-1, HS-ESS1-3, HS-ESS1-4, HS-ESS1-6]
  - Main structures - historic to present conceptualization
  - Methods of investigation
  - Formation
- B) Stars (3 weeks) [HS-ESS1-1, HS-ESS1-3]
  - Formation
  - Life cycle
  - Exoplanets
  - Methods of investigation
- C) Galaxies (3 weeks) [HS-ESS1-2]
  - Structure
  - Black holes
  - Clusters, Super clusters
  - Methods of investigation
- D) Universe (2 weeks) [HS-ESS1-2, HS-ESS1-3]
  - Scale
  - Origin
  - Methods of investigation

Implementation plan:

Who will write the curriculum?

Pete Larsen and current CNS 9 teachers.

When will the curriculum be developed?

Spring and Summer of 2021

What schedule or staff assignments may need to be changed?

Minimal change to staff schedules.

What professional development needs may be necessary to implement the curriculum?

None

#### E. Resources

Curriculum Development Time: Maximum of 24 Hours or Two DEUs Total

Staff Development Time: None

Instructional Materials: None

Staffing: expect no additional staffing but shifting within department

Space, Equipment, Furniture: Current situation will suffice.

#### F. Statement of Impact

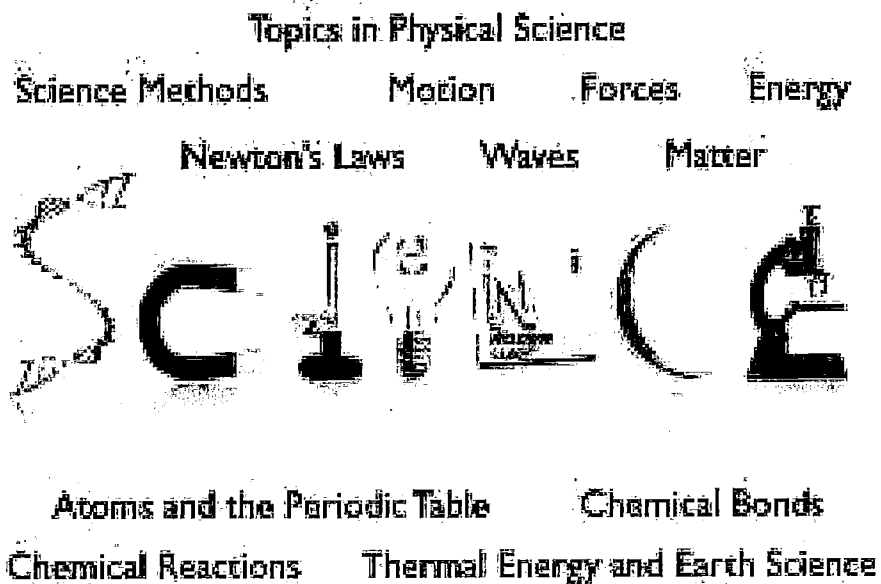
This change provides students with a chance to study Astronomy in more depth than in our current curriculum. It removes the requirement of CNS 9A while making an expanded option available to students in grades 11 and 12. Astronomy is an area of strong interest for students and this course will provide an opportunity for students to study science regardless of career goals.

#### G. Course Description for Program of Studies

ASTRONOMY Course: Credit: .5 Grade: 11, 12 Prerequisite: None Fee: None

Students will explore the Universe and Earth's place in it along with the scientific processes that we use to understand it. Students will learn about the development of models that improved our understanding of the broader universe. Topics will include the formation, scale, and structure of our solar system, stars, galaxies, and the greater universe. This course will help students with an interest in Astronomy meet graduation requirements.

**Topics in Physical Science**  
**A course for Grades 9-10**  
**0.5 credit (1 trimester)**



Requested by:  
LHS Science Department

## B. Rationale

Twenty years ago when the Comprehensive Natural Science Course sequence was created it was driven by several factors:

1. The first National and State science standards were created and required an inquiry approach and covering of several content standards.
2. The state required 2 years of science which mandated instruction in Life Science and Physical science.
3. WKCE was more fact driven than process driven.
4. A State mandated graduation test was in development (but never came to fruition)

Today, things are substantially different:

1. We have new standards, the Next Generation Science Standards.
2. The state now requires 3 credits of science versus 2 but they can be from any natural science area.
3. The FORWARD/ACT exams are more process/practice driven than content driven.
4. We have seen an increase in the number of students who need a "lower level" science. This prompted the creation of "Society courses" we now teach for grades 11-12.

The WRPS Mission Statement states "... **providing the best education for every student**". This course allows a struggling student as early as the freshman year to have an experience in physical science that is appropriate to their needs.

### **Best Practices in Teaching Science:**

1. Build on students' innate curiosity and prior knowledge.
2. Help students immerse themselves in science and engineering practices.
3. Enable students to
  - a. know, use and interpret scientific explanations.
  - b. generate and evaluate scientific evidence and explanations.
  - c. understand the nature and development of scientific knowledge.
  - d. participate productively in scientific practices and argumentation.
4. Balance individual learning and collaborative group work.
5. Guide students to become self-directed learners.
6. Use meaningful assessment(s) to evaluate and inform learning.

Adapted from *Best Practices* by Zemelman (2012)

This course is based on the Next Generation Science Standards and the Wisconsin Science Standards which parallel the NGSS.

## C. Communication

Spring of 2020 - Informed Director of Instruction of incoming Science Proposals.

Summer of 2020 - Development of New Course Proposal

Fall of 2020 (Dates TBD) - Science CII (Late August/Early September) LHS Cabinet (Late September), WIC (September, if needed)

October/November - CII

November/December - Board of Education

2021-2022 School Year - Pilot new curriculum (full pilot)

July 2022 - Acquisition of New Materials

#### D. Curriculum

Course Outline:

Topics in Physical Science - Storyline (or phenomenon) class

General intro to chemistry, physics, earth science topics through storyline or phenomenon exploration such as:

- 1) Hot packs/cold packs - chemical bonds & energy (model with magnets!)
- 2) Sounds - wave properties, energy transfer
- 3) Collisions - force & motion, Newton's 2nd and 3rd laws + momentum
- 4) Explosions - Energy & energy transfer
- 5) Antarctic fossils - Earth History & plate tectonics
- 6) Extreme weather
- 7) Flat Earth
- 8) How do cell phones work

Implementation plan:

Who will write the curriculum?

Selected LHS Science Teachers

When will the curriculum be developed?

Spring and Summer of 2021

What schedule or staff assignments may need to be changed?

This is a completely new course so someone will need to take it on but could be taught by any LHS science person as it is considered "introductory level" by DPI.

What professional development needs may be necessary to implement the curriculum?

None

#### E. Resources

Curriculum Development Time: Maximum of 24 Hours or Two DEUs Total

Staff Development Time: None

Instructional Materials: To be determined by pilot, acquired as part of acquisition year.

Staffing: expect no additional staffing but shifting within department

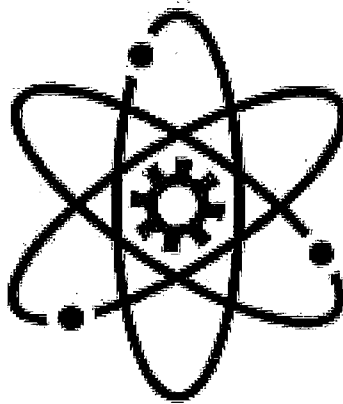
Space, Equipment, Furniture: Current situation will suffice.

#### F. Statement of Impact

This course will provide struggling students with another option to earn credit during their Freshman or sophomore year. This course is not designed for those on a college/university track.

New Course Proposal  
**PLTW Biomedical Science - Human Body Systems (HBS)**  
2 Trimesters, 1.0 credit

Proposed by Kristin Pollack  
CNS 9 &10 Teacher for 2021-2022 School Year



PROJECT LEAD THE WAY

**PLTW**

## Rationale

Effective as of 2017, “legislature included new requirements for the Accountability Report Cards. Act 59 requires DPI to annually report college and career ready data” (College & Career Readiness Requirements, 2018). As a result, Lincoln High School has made a conscious effort to provide ample opportunities for students to create their own vision for post-secondary success. This includes implementing the ACP process and providing the ACP College, Career, and Volunteer Center. Lincoln High School is dedicated to providing college readiness resources for all students, which includes exposing these students to their chosen career through academic classes and volunteer opportunities. One avenue LHS does this is through the PLTW program.

The Project Lead the Way (PLTW) Biomedical Program has four courses that empower tomorrow’s biomedical science professionals today. This rigorous curriculum challenges students to solve biomedical problems in the context of real-world, hands-on activities and projects. In this program, students gain exposure to a range of biomedical careers by learning their necessary college requirements, and playing the role of these professionals in the classroom. Upon completion, students have the potential to earn college credit while in high school.

Over 20 years of implementation of the PLTW program, studies have shown that “PLTW has a positive influence on students’ career interest and likelihood to continue their education; PLTW students in Texas scored higher on the state’s mathematics assessment and were more prepared for higher education institutions in the state; and PLTW students outperform their peers in school, are better prepared for post-secondary studies” (Our Impact, 2018).

While LHS already offers the first course of the PLTW biomedical program, I am proposing offering the second course of this curriculum (Human Body Systems). The HBS curriculum is specifically and directly aligned with the Next Generation Science Standards, practices, and crosscutting concepts organized and outlined on their website (<https://www.pltw.org/our-programs/standards-alignment>). This enhances students’ abilities across multiple subjects by integrating reading, writing, and math into each unit.

## Sources

*College & Career Readiness Requirements*. (2018). Wisconsin Department of Public Instruction. Retrieved 9 September 2018, from <https://dpi.wi.gov/accountability/report-cards/readiness-requirements>

*Our Impact, PLTW*. (2018). PLTW. Retrieved 9 September 2018, from <https://www.pltw.org/about-us/our-impact>

## Communication/Timeline

Stakeholders: LHS students & LHS Science Teachers

- **Spring of 2020:** Informed Director of Instruction of incoming Science Proposals
- **Summer of 2020:** Development of New Course Proposal
- **Fall of 2020** (Dates TBD): Science CII (Late August/Early September) LHS Cabinet (Late September), WIC (September, if needed)
- **October/November:** CII
- **November/December:** Board of Education
- **July 2021:** Acquisition of new materials
- **2021-2022 School Year:** Pilot new curriculum (full pilot)



## Curriculum

In the second level of the PLTW Biomedical Science program, students will build on and add to the skills and knowledge learned in the first course. Students will explore the concepts of the human body, medicine, and concepts of biology. Throughout the outline of the course, students will learn and apply the concepts of the human body systems to design a small mannequin. In doing so, students will participate in and design technology based labs, hands-on learning activities, write and uncover research techniques.

### Course outline:

#### Unit 1 Identity

- Human
- Tissues
- Molecules and Cells

#### Unit 2 Communication

- The brain
- Electrical communication
- Chemical communication
- Communication with the outside world

#### Unit 3 Power

- Introduction to power
- Food & Digestive system
- Oxygen & Respiratory system
- Water & Urinary system

#### Unit 4 Movement

- Joints and motion
- Muscles
- Blood flow
- Energy and motion -- Exercise physiology

#### Unit 5 Protection

- The skin & Integumentary system
- Bones & Skeletal system
- Lymph and Blood Cells

#### Unit 6 Homeostasis

- How the body systems work together
- Health and wellness

A more detailed outline of the course outline can be found at: <http://www.pccsk12.com/home/showdocument?id=1723>

### Program Description

Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the role of bio-medical professionals to solve medical mysteries.

### Implementation Plan

The curriculum is already written and provided to PLTW instructors upon approval of the course. If this course is approved, I, Kristin Pollack, will need a change in schedule in order to open my class periods to teach the course. Absolutely no professional development nor training cost is necessary to implement the course, as I have already been trained in the program.

### Resources

- Curriculum Development Time: **For actually prepping for the course, none. To create a WRPS map for the course, no more than 24 hours/2 DEUs.**
- Staff Development Time: **None, I am already trained**
- Staffing: **I, Kristin Pollack, would be assigned to teach this class; the hiring of additional staff members would not be required**

- Anticipated Instructional Materials:
  - **Durable Equipment:** \$ 7,000
  - **Consumables (first year):** \$ 1,500
  - **Consumables (per year following):** \$ 800
  - **TOTAL:** \$ 9,300
  - **NOTE** After the initial purchase of supplies, ongoing supplies will need to be purchased using money from student lab fees (currently \$10, this course may need higher one to fund all consumables)
  
- Space, Equipment, Furniture: **Most already exists, other equipment needed included in durable equipment costs above. All sections of HBS will need to be scheduled in the same classroom due to the amount and nature of equipment involved.**

## Statement of Impact

This course will provide students with the interest in pursuing a medical career and advanced and continued exposure to higher level skills, tools, and careers that apply to the medical field. This is also another route for students to potentially earn college credit while provided the opportunity to pursue a rigorous program. This ensures that all students can leave WRPS as college- or career-ready citizens. While this is the second course of the program, it is not required that all students take the first course before they enroll in this second course. It is also another option for students to meet their science credit requirement.

This is a 2 trimester course, and it may therefore be possible that other courses will have to be cut as a result of students taking this new course. Some courses may be science courses or some may be outside of science. However this course will provide a more specific college ready path for students who take this class which will make them more prepared to handle the rigour and scope of their chosen college path. WRPS will be doing its part, in accordance with the LHS vision and beliefs, by providing an efficient way of ensuring all students are provided the opportunity to:

- gain a vision of what careers and educational opportunities might be best for them,
- earn post-secondary credits while in high school, and
- grow proficient in using a variety of technology.
- integrate knowledge from all disciplines and experiences to solve real world problems.
- Development of critical thinking, problem-solving, and communication skills in students is critical to a student's success in school and afterwards.

Another area of impact is that of the science teacher workload. LHS science teachers generally have 3 or 4 courses that they need to prep for each trimester; and adding a new course will exacerbate that situation. Although potential reduction of other science courses may also occur as our curriculum is modified, and new course offerings replace current ones.

**Topics in Life Science**  
**A course for Grades 9-10**  
**0.5 credit (1 trimester)**



Requested by:  
LHS Science Department

**B. Rationale**

Twenty years ago when the Comprehensive Natural Science Course sequence was created it was driven by several factors:

1. The first National and State science standards were created and required an inquiry approach and covering of several content standards.
2. The state required 2 years of science which mandated instruction in Life Science and Physical science.
3. WKCE, administered annually to Sophomores at LHS, was more fact driven than process driven.
4. A State mandated graduation test was in development (but never came to fruition)

Today, things are substantially different:

1. We have new standards, the Next Generation Science Standards.
2. The state now requires 3 credits of science versus 2 but they can be from any natural science area.
3. The FORWARD/ACT exams, administered annually to Sophomores at LHS, are more process/practice driven than content driven.
4. We have seen an increase in the number of students who are more successful in science when involved in a more project-based science course. This prompted the creation of the two "Society courses" we now teach for grades 11-12; this "Topics" course will be available to students in grades 9 & 10.

The WRPS Mission Statement states "... **providing the best education for every student**". This course allows a struggling student as early as the freshman year to have an experience in biological/life science that is appropriate to their needs.

### **Best Practices in Teaching Science:**

1. Build on students' innate curiosity and prior knowledge.
2. Help students immerse themselves in science and engineering practices.
3. Enable students to
  - a. know, use and interpret scientific explanations.
  - b. generate and evaluate scientific evidence and explanations.
  - c. understand the nature and development of scientific knowledge.
  - d. participate productively in scientific practices and argumentation.
4. Balance individual learning and collaborative group work.
5. Guide students to become self-directed learners.
6. Use meaningful assessment(s) to evaluate and inform learning.

Adapted from *Best Practices* by Zemelman (2012)

This course is based on the Next Generation Science Standards and the Wisconsin Science Standards which parallel the NGSS.

### C. Communication

Spring of 2020 - Informed Director of Instruction of incoming Science Proposals.

Summer of 2020 - Development of New Course Proposal

Fall of 2020 (Dates TBD) - Science CII (Late August/Early September) LHS Cabinet (Late September), WIC (September, if needed)

October/November - CII

November/December - Board of Education

2021-2022 School Year - Pilot new curriculum (full pilot)

July 2022 - Acquisition of New Materials

### D. Curriculum

Course Outline:

## Topics in Life Science - Storyline class

General intro to biology topics through storyline (or phenomenon) exploration such as:

- 1) Melanoma storyline - cells & cell cycle, DNA & mutations,
- 2) Africa storyline - ecological relationships, trophic relationships & energy transfer, niche partitioning,
- 3) Dog storyline - evolution
- 4) Melanin storyline - genetics
- 5) Are seeds alive? Characteristics of living things
- 6) Kelp/otter/urchin - keystone species
- 7) Return of the Cicadas - diversity of life, insects, life cycle
- 8) Parasites - Kingdoms/classification, relationships, life cycles
- 9) Climate Change - link to pbs "lab" + activities

Implementation plan:

Who will write the curriculum?

Selected LHS Science Teachers

When will the curriculum be developed?

Spring and Summer of 2021

What schedule or staff assignments may need to be changed?

This is a completely new course so someone will need to take it on but could be taught by any LHS science teacher as it is considered "introductory level" by DPI.

What professional development needs may be necessary to implement the curriculum?

None

## E. Resources

Curriculum Development Time: Maximum of 24 Hours or Two DEUs Total

Staff Development Time: None

Instructional Materials: To be determined by pilot, acquired as part of acquisition year.

Staffing: expect no additional staffing but shifting within department

Space, Equipment, Furniture: Current situation will suffice.

## F. Statement of Impact

This course will provide struggling students with another option to earn credit during their Freshman or Sophomore year. This course is not designed for those on a college/university track.



## B. Rationale

Twenty years ago when the Comprehensive Natural Science Course sequence was created it was driven by several factors:

1. The first National and State science standards were created and required an inquiry approach and covering of several content standards.
2. The state required 2 years of science which mandated instruction in Life Science and Physical science.
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Today, things are substantially different:

1. We have new standards, the Next Generation Science Standards.
2. The state now requires 3 credits of science versus 2 but they can be from any natural science area.
3. The FORWARD/ACT exams are more process/practice driven than content driven.

The WRPS Mission Statement states “.... **providing the best education for every student**”. This course allows a student as early as the freshman year to have an experience in physics that is appropriate to their mathematical readiness level (no math prerequisite). All other courses in physics require at least geometry if not higher. All science courses at LHS utilize the best practices summarized below:

### **Best Practices in Teaching Science:**

1. Build on students' innate curiosity and prior knowledge.
2. Help students immerse themselves in science and engineering practices.
3. Enable students to
  - a. know, use and interpret scientific explanations.
  - b. generate and evaluate scientific evidence and explanations.
  - c. understand the nature and development of scientific knowledge.
  - d. participate productively in scientific practices and argumentation.
4. Balance individual learning and collaborative group work.
5. Guide students to become self-directed learners.
6. Use meaningful assessment(s) to evaluate and inform learning.

Adapted from *Best Practices* by Zemelman (2012)

This course is based on the Next Generation Science Standards and the Wisconsin Science Standards which parallel the NGSS.

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2021-2022 School Year - Pilot new curriculum (full pilot)

July 2022 - Acquisition of New Materials

#### D. Curriculum

##### Course Outline:

- Biomes/Ecosystems-global and local
- Transfer of energy-food webs
- Populations-effects of limiting factors and carrying capacity. Monitoring, Human populations.
- Cycles--natural cycles----does the water cycle belong here or
- Human Impact on the environment--invasive species, water (wells and waste), endangered species,

##### Implementation plan:

Who will write the curriculum?

Scott Stankowski

When will the curriculum be developed?

Spring and Summer of 2021

What schedule or staff assignments may need to be changed?

Minimal change to staff schedules.

What professional development needs may be necessary to implement the curriculum?

None

#### E. Resources

Curriculum Development Time: Maximum of 24 Hours or Two DEUs Total

Staff Development Time: None

Instructional Materials: None

Staffing: expect no additional staffing but shifting within department

Space, Equipment, Furniture: Current situation will suffice.

#### F. Statement of Impact

This change will provide students with a choice as freshman (or any level) related to environmental science. It will be a course open to all students.



## LHS Science Class Name Change Proposal

from **Comprehensive Natural Science - Chemistry/Biology A (CNS 10 A)** to  
**Chemistry 1**

Craig Ontl

### Rationale:

Currently, CNS 10 A focuses on chemistry and the nature of matter. Topics include atomic structure, the organization of the periodic table, chemical bonding, chemical reactions, and nuclear reactions. With the exception of nuclear reactions those same topics will also be taught in "Chemistry 1".

The change in name is important for 3 reasons. First, the name change will more clearly represent the content and focus of the course. Secondly, the name change, along with other name changes, will convey how the course is the first part of a sequence of chemistry focused classes. That sequence being Chemistry 1 (previous named CNS 10 A), Chemistry 2 (previously named Principles of Chemistry), and Chemistry 3 (previously named Chemistry Applications). Lastly the name change helps illustrate that these 3 courses are scaffolded and build off of knowledge covered in earlier courses in the sequence, which is not evident in the current course names.

### Course Organization:

#### **Unit 1 - Periodic Table:**

Review of measurement, introduction to periodic table, organization of the periodic table & periodic law.

**Unit 2 - Atomic Structure:** Models of the atom, Bohr model & energy levels, emission spectra, electron configurations, valence electrons, quantum mechanical model of the atom and electron orbitals

#### **Unit 3 - Chemical Bonding:**

Octet rule & valence shell filling, types of bonding, ionic bonding, ionic compound formation & charge balancing, types of ions, naming of ionic compounds, Lewis structures for ionic compounds, covalent bonding, naming covalent compounds, modeling/Lewis structures for covalent compounds, comparison of physical & chemical properties

#### **Unit 4 - Chemical Reactions:**

Law of conservation of matter & balancing equations, types of chemical reactions, energy changes & chemical reactions, acid-base reactions, and oxidation-reduction reactions

## LHS Science Class Name Change Proposal

from **Principles of Chemistry to Chemistry 2**

Craig Ontl

### Rationale:

Currently, Principles of Chemistry is a course that builds on the concepts introduced in CNS - 10 A. Topics include a brief review of the periodic table, atomic structure, & chemical bonding, chemical reactions, stoichiometry, and the chemistry of acids & bases. All the topics taught in Principles of Chemistry will also be taught in "Chemistry 2".

The change in name is important for 2 reasons. First, the name change, along with other name changes for chemistry-centered classes, will convey how the course is the second part of a sequence of chemistry focused classes. That sequence being Chemistry 1 (previously named CNS 10 A), Chemistry 2 (previously named Principles of Chemistry), and Chemistry 3 (previously named Chemistry Applications). Lastly the name change helps illustrate that these 3 courses are scaffolded and build off of knowledge covered in earlier courses in the sequence, which is not evident in the current course names.

### Course Organization:

#### **Unit 1 - Introduction to Chemistry:**

Review of measurement, review of periodic table & atomic structure, review of periodic law and element families, chemical bonding, and chemical nomenclature.

**Unit 2 - Chemical Reaction:** Collision theory of chemical reactions, chemical notation in chemical reactions, balancing equations and chemical reactions, classifying chemical reactions, reaction rate.

#### **Unit 3 - Introduction to Stoichiometry:**

Dimensional analysis and converting units, mole concept, conversion of moles to mass, conversion of moles to volumes, conversion of moles to concentration

#### **Unit 4 - Applications of Stoichiometry:**

Percent composition by mass, empirical formulas & find chemical formulas, mole ratio, mass to mass stoichiometry, variations on reaction stoichiometry

#### **Unit 5 - Acid & Bases**

Definitions of acids & bases, strong & weak acids & bases, pH & concentration, acid-base reactions, titrations,

## LHS Science Class Name Change Proposal

from **Chemistry Applications** to **Chemistry 3**

Craig Ontl

### Rationale:

Currently, Chemistry Application is a course that builds on the concepts introduced in CNS - 10 A & Principles of Chemistry. Topics include a brief review of stoichiometry, the behavior of gases, intermolecular forces & molecular structure, thermochemistry, & Redox reactions & electrochemistry. All the topics taught in Chemistry Applications will also be taught in "Chemistry 3".

The change in name is important for 2 reasons. First, the name change, along with other name changes for chemistry-centered classes, will convey how the course is the last part of a sequence of chemistry focused classes. That sequence being Chemistry 1 (previously named CNS 10 A), Chemistry 2 (previously named Principles of Chemistry), and Chemistry 3 (previously named Chemistry Applications). Lastly the name change helps illustrate that these 3 courses are scaffolded and build off of knowledge covered in earlier courses in the sequence, which is not evident in the current course names.

### Course Organization:

#### **Unit 1 - Review of Stoichiometry:**

Review of measurement, mole concept, & reaction stoichiometry

#### **Unit 2 - Behavior of Gases:**

Kinetic Molecular Theory & measuring gases, law of partial pressure & mole fractions, Boyle's Law, Charles's Law, Guy-Lussac's Law, Combined Gas Law, Avogadro's Law, and the Ideal Gas Law.

#### **Unit 3 - Intermolecular Forces & Molecular Structure:**

Modeling molecular structure & Lewis structures, VSEPR theory, orbital hybridization, polarity & electronegativity, dipole forces & London dispersion forces, effect of intermolecular forces on physical properties

#### **Unit 4 - Thermochemistry:**

Enthalpy and energy, changes in enthalpy, heat of solution, heat capacity, phase changes, Hess's Law.

#### **Unit 5 - Redox Reactions & Electrochemistry**

Definitions of oxidation & reduction reactions, oxidation states, half-reactions, galvanic cells, electrolytic cells, standard electric potential

## LHS Science Class Name Change Proposal

from **CNS 10 B** to **Microbiology**

Terry Krzyzkowski

Rationale: The Lincoln High School science department is in the process of re-writing the entire science curriculum in order to provide the best science education for every student. Because we have students with such a wide range of academic talent and disparate future goals, we must create a selection of science courses that will prepare students for many different future academic and career choices. Science is constantly changing, yet some things remain constant. Some of our new curriculum will consist of entirely new courses and some courses will remain essentially the same, but will be offered with a slightly different focus or format. Currently, CNS 10 B focuses on natural systems and cycles, cells and inheritance, and the evolution of life on Earth - biology on a cellular level. This is what will also be taught in "Microbiology".

**Unit 1 - cells:** organelles; cell processes (diffusion & active transport); cell organelles: nucleus, plasma membrane, cytoplasm, mitochondria, ribosome, chloroplast; DNA structure/replication/protein synthesis; cell cycle & cell division - mitosis; prokaryotic v eukaryotic cells

**Unit 2 - genetics & inheritance:** meiosis - segregation & independent assortment; errors/mutations - nondisjunction & trisomy; Mendelian genetics & probability - one trait & two trait punnett squares; complete, incomplete, & co-dominance; mono- and poly-genetic inheritance; epigenetics

**Unit 3 - evolution:** Darwin's theory; natural selection; adaptation; geographic isolation; gradualism v punctuated equilibrium

## LHS Science Class Name Change Proposal

from **Principles of Biology** to **Macrobiology**

Terry Krzyzkowski

Rationale: The Lincoln High School science department is in the process of re-writing the entire science curriculum in order to provide the best science education for every student. Because we have students with such a wide range of academic talent and disparate future goals, we must create a selection of science courses that will prepare students for many different future academic and career choices. Science is constantly changing, yet some things remain constant. Some of our new curriculum will consist of entirely new courses and some courses will remain essentially the same, but will be offered with a slightly different focus or format. In Principles of Biology, students learn the major characteristics of organisms in each of the currently recognized Kingdoms, and study representatives of each of the Kingdoms. Through the study of the evolution of life on Earth and hereditary genetics, students learn about the history of life and processes that result in change to organisms. This is what will also be taught in "Macrobiology" - the study of large organisms & their place in nature.

**Classification:** describe and apply a variety of classification systems (cladogram/dichotomous key/Linnaean system)

**Study the 5 kingdoms:** describe general characteristics of each kingdom; comparative anatomy of 9 animal phyla (via dissections); investigate live organisms from each kingdom

**Viruses:** describe the structure; entry into host; replication; immune system response

**Systems:** describe the ways living things are interconnected & interact with each other

## LHS Science Class Name Change Proposal

from **Principles of the Environment** to **Environmental Science 2**

Scott Stankowski

Rationale: The Lincoln High School science department is in the process of re-writing the entire science curriculum in order to provide the best science education for every student. Because we have students with such a wide range of academic talent and disparate future goals, we must create a selection of science courses that will prepare students for many different future academic and career choices. Science is constantly changing, yet some things remain constant. Some of our new curriculum will consist of entirely new courses and some courses will remain essentially the same, but will be offered with a slightly different focus or format.

### Units of Study:

- I. Sustainability
- II. Silviculture-Forest concepts
- III. Aquaculture-impact of surface water
- IV. Renewable Energy
- V. Animal Management

from **Comprehensive Natural Science - Physics / Earth Science B** to **Earth Structure and Processes**

Will Dally

Kevin Jorgensen

Pete Larsen

Kristin Pollack

### Rationale for Name Change

The framework that guided the development of our current science courses has changed significantly. Wisconsin's Model Academic Standards for Science were replaced with Next Generation Science Standards. 18 week semesters and 50 minute class periods were replaced with 12 week trimesters and approximately 70 minute class periods. While our courses necessarily evolved to match our new circumstances, we hope to make larger changes to our curriculum to maximize the opportunities provided by updated standards and longer class periods. The proposed name change reflects the additional changes that we would like to make to our curriculum in order to match our instructional practice to our current standards and building schedule. The new name will also more accurately communicate the focus of course content.

Earth Structure and Processes will remain an introductory course within our reorganized course offerings. The course will be built around the following outline:

- Internal layers
  - What are they?
  - What are they made of?
  - How do we know they're there?
  
- Plate tectonics
  - Plate movement
  - Boundary interactions
    - Volcanoes
    - Earthquakes
    - Mountains
  
- Weather
  - Sun and Earth relationship
  - Atmospheric layers
  - Predicting weather conditions
  - Global wind patterns
  - Ocean currents

The study of Earth Chemistry and Minerals that was previously included in the course will be expanded on within the existing Physical Geology course. The study of the Water Cycle and Groundwater that was previously included in the course will be expanded on within Environmental Science courses.

## **FOR PROGRAM OF STUDIES**

Earth Structure and Process is an introductory course in Earth Sciences. Students will learn about how scientists study Earth and the processes that happen around us. Topics will include Earth's interior layers, Plate Tectonics and its impacts, and factors that influence weather and climate. Students will learn what we know about Earth and how we know it.



## Changing Math Department Course PreRequisites

### Current Prerequisites:

1. A student must attempt Algebra 1 prior to taking Geometry
2. A student must attempt Algebra 1 and Geometry prior to taking Explorations

### Proposed Prerequisites:

1. A student must pass Algebra 1 prior to taking Geometry
2. A student must pass Algebra 1 and attempt Geometry prior to taking Explorations

### Reasoning:

Math is sequential. A student will not be successful in courses beyond Algebra 1 if s/he didn't pass it. Algebra 1 is the foundation for all future math courses, Geometry included. You can see this visually on our map linked below. Originally, these were our Prerequisites but were changed 8-10 years ago. Since then, our standards in Math have been changed and updated, in that, Algebra 1 concepts are integrated throughout all of the courses beyond it. It truly is the foundation for ALL other math courses and we need to ensure they are building a good foundation for future courses. Additionally, reports have shown Algebra 1 is a course that many students need to retake in college because their foundation wasn't strong enough when taking the entrance exam.

We are already seeing a struggle in the past few years with students who are not successful in Algebra 1 that are also not successful in their subsequent math classes (Geometry and Explorations traditionally). Getting pushed along makes it more difficult on the student and can be very discouraging and make them afraid of failing again when taking a higher level course. They have a great chance of not having enough credits to graduate and/or have to transfer to River Cities to earn credits to graduate.

Students finding success earlier on in high school math courses will build not only content knowledge, but confidence in the ability to do mathematics- mindset is a huge thing in math classes.

### How it will be different:

While we cannot guarantee anything, we do know what we can control in the classroom. Teachers will communicate with the student's new Algebra 1 teacher the reasons for failing: life circumstances, medical, truancy, a student just not doing work, among others. We will discuss adaptations that can be made to help: change in assignments (length, type, etc); video lessons; front-loading information; resources for support/intervention; counselor support if it was a behavioral issue. And most importantly, have the discussion with the student of what is available for help and keeping open communication regarding how we are trying to help them find success.

Many students find that a different classroom setting and simply another year of maturity and growth makes a large difference in their success.

### Ways to earn Algebra 1 credit if failed the first time:

Given our trimester schedule at LHS, students can be placed back into Algebra Part A Term 2 and move their Part B to Tri 3. Likewise, if they fail Part B Tri 2, they can repeat it in Tri 3. If fitting it in their schedule is difficult (making adjustments mid-year), we can look to place them in Math Essentials to take the course virtually with our interventionist supporting the whole way. Summer school is also an option to earn Algebra 1 credit.

Passing Algebra 1 is pivotal in having credits to graduate.      [Math Course Map](#)

Possible High School Paths for graduation we've seen among this group of students:  
(need 3 credits)

Alg 1, Geometry, Explorations, Intermediate Algebra (MSTC/2 year bound students)

Alg 1, Geometry, Explorations, Financial Algebra (non-college bound students, possibly 2 year)

In general, a majority of the students find more success in Algebra 1 than Geometry. So, if a student will fail another course besides Algebra 1, Geometry is the most likely. Additionally, we have seen students who are accelerated and take Algebra 1 during their 8th grade year of school (or earlier), do "fine" with a B or C, then choose to repeat Algebra 1 as a freshman and find huge success in math during the remainder of their high school years.

**Results from CII Discussion on 10/7/2020  
Course/Curriculum Changes/Proposals**

Course/Proposal	Questions/Suggestions
History Through Media	<p>What other course's enrollment will be impacted by adding these social studies courses?</p> <p>Can this fall under the requirement for a Global Education Achievement Certificate?</p> <p>Need for an indigenous perspective in the past and contemporary.</p> <p>With 60 days of class and a new movie every 6- 8 days, will there be enough depth to allow for understanding, transfer of knowledge, and application/future decision making?</p>
American History In Depth: Seminar	<p>How is this specifically different from regular American History?</p>
Introduction to Diversity Studies	<p>Need more detail and information about what will be taught and HOW it will be taught</p> <p>Very necessary course in my opinion to create independent thinkers.</p> <p>How do we ensure diversity isn't only covered in this class - shouldn't it be a part of ALL classes?</p> <p>Why is this a stand alone class?</p>
America's Story	<p>Love that the team taught option between social studies and English is able to be sustained.</p> <p>How are you drawing in reluctant readers?</p> <p>My son really wanted this course and then this summer was told he had to make a choice between this course and German 3. He was really bummed out! More flexibility with scheduling would be nice so the same classes aren't always butting against each other. - also look at other classes that sophomores NEED to take to stay on track and ensure they are not overlapping.</p>
America's Voice	<p>All of your resources highlight white authors, experiences, etc. What are other groups experiencing throughout those time periods?</p>
Health, Safety, Nutrition	<p>Are there enough students exploring this career path for the classroom size limit to be met?</p> <p>Will there be interactive learning with this course - hands on learning experiences?</p> <p>Syllabus needs to be provided in order to shed clarity on this course before a decision is made.</p>

	<p>Perhaps offering both courses would stretch the enrollment so thin that NEITHER could then be offered.</p> <p>Would it be possible to add the content covered in the MSTC course to the existing course and rename it to appease?</p> <p>How many students are impacted by this class?</p> <p>I need to see a course outline to see how this course is different from others offered.</p> <p>Clarify that this DOES NOT fulfill the health graduation requirement</p> <p>In what ways is this culturally responsive?</p> <p>This is covered in a child care class (?) but in order to get the credits, it must be a stand alone course? Just to clarify....is that how MSTC runs it? Or is the child care course not involved with this pathway?</p>
<p>Math Prerequisite Change for Explorations</p>	<p>What access do struggling students have to be able to pass? In other words, what ways are teachers/staff helping students learn the material in order to advance? What extra resources are available?</p> <p>What is the data between the success in Algebra 1 and the success in geometry? How many kids pass geometry that DID not pass Algebra 1?</p> <p>Is there more that can be done at the K-6ish levels that could boost student performance in Algebra 1? (teacher PD, departmentalizing in elementary, increase math interventionist time?)</p>
<p>Science (Et Al)</p>	<p>WHY are so many kids failing Science in 9th grade?</p> <p>Will the TOPIC classes still provide equal challenge to learn and prepare students onto the next step?</p> <p>Are these changes ONLY designed to achieve a better pass rate?</p> <p>How many science options are available in 9th, 10th, 11th and 12th?</p> <p>Change is needed - however, could we limit the options to 3 for each grade level?</p> <p>How will you inform students of the different science strands so they make the best choice for themselves? (beyond the Program of Studies) - I love the variety of options, but it WILL be confusing to many</p> <p>I like the idea of piloting this approach before acquisition year.</p> <p>How many preps does this give each teacher?</p> <p>What will be the minimum number of students needed for this course to run?</p> <p>Can you combine physics to a 1 credit option and chemistry to a 1 credit option?</p>

	<p>What happens if a student changes their mind about the pathway their senior year? How do they catch up on lab based classes before they graduate?</p> <p>Need to see a draft of how this will flow in the Program of Studies</p> <p>Aren't we tracking kids if we put them on these pathways?</p> <p>I have many scheduling concerns with this approach.</p> <p>Astronomy - is this open to 9th and 10th grade students?</p> <p>Consider WHAT can be done to increase student success? Will a different class really make a difference?</p> <p>I would not recommend changing AP Physics to General Physics I - "General" implies a lower level class</p> <p>How is HBS different from Human A &amp; P?</p> <p>Why are we offering non-lab classes</p> <p>Can things be limited - offered every other year?</p> <p>What PLC work has been done to remedy the number of failures?</p> <p>How are we incorporating the interests of marginalized groups?</p> <p>If the curriculum can be altered to "topics" then shouldn't there be an alternative way to teach the entire course as a whole without creating a new course?</p> <p>What is happening at the Middle School to better prepare our kids for science at the high school? If there are so many failures in 9th grade then what is needing to be developed to assist kids in being successful in science in Middle School?</p> <p>TOPICS IN PHYSICAL SCIENCE: Would it make more sense to offer this in M.S. to help students focus in High School?</p>
Other	How many students conflicted out of a 4 or 5 year language class recently?

**Off-Campus Enrollment Numbers as of 10/26/20  
(Not Including Central Oaks)**

	4k	K	1	2	3	4	5	10/26/20	9/30/20	9/9/20
Grant		1	2	4	1	0	2	10	10	14
Grove		4	2	5	3	4	3	21	25	52
Howe		7	4	5	7	8	4	35	49	59
Mead		5	9	13	10	7	11	55	45	57
THINK		3	1	5	4	2	4	19	19	18
Washington		7	9	7	4	6	10	43	39	52
Woodside		6	2	2	8	5	9	32	30	43
DISTRICT	29							29	26	
<b>Total by Grade</b>	<b>29</b>	<b>33</b>	<b>29</b>	<b>41</b>	<b>37</b>	<b>32</b>	<b>43</b>	<b>244</b>	<b>243</b>	<b>295</b>

**Central Oaks Enrollment by Grade Level**

	Number of Students 10/26/20	9/30/20	9/9/20
4K	45	45	49
Kindergarten	51	52	57
1st Grade	54	54	54
2nd Grade	41	40	52
3rd Grade	45	50	54
4th Grade	38	41	44
5th Grade	37	40	41
6th Grade	73	71	64
7th Grade	66	65	65
8th Grade	67	58	55
<b>Total Students</b>	<b>517</b>	<b>516</b>	<b>535</b>

**Lincoln Virtual School Enrollment by Grade Level**

	Number of Students 10/26/20	9/30/20	9/9/20
<b>Total Students</b>	<b>183</b>	<b>171</b>	<b>159</b>