



AGENDA

Wisconsin Rapids Board of Education
Educational Services Committee

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

November 4, 2013

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

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

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

- I. Call to Order
- II. Public Comment
- III. Actionable Items
 - A. Fruit Tree Planting Foundation (FTPF) Tree Orchard Grant
 - B. Atomic Learning
- IV. Updates
 - A. Wellness Committee Update
 - B. RCHS Pre-College Project Grant
 - C. Howe Spotlight School Update
 - D. THINK Elementary Charter School Report
 - E. Mead Elementary Charter School Report
 - F. Educator Effectiveness Orientation
 - G. New Course Proposals and Modification

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

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

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



BACKGROUND

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

- I. Call to Order
- II. Public Comment
- III. Actionable Items
 - A. Fruit Tree Planting Foundation (FTPF) Tree Orchard Grant

River Cities High School students are required to complete 120 hours of employment and/or community service experience per semester. Students complete this requirement in a variety of ways including gaining work experience or volunteering at local agencies such as The Humane Society or the Backpack program. The Fruit Tree Planting Foundation (FTPF) has created a program for schools which would provide RCHS students an additional service opportunity. "Fruit Tree 101" is a program which creates outdoor edible orchard classrooms at public schools. The purpose of the program is to provide generations of students with environmental education opportunities and a source of organic fruit for improved school lunch nutrition. Through the program, students plant, cultivate, and harvest an orchard. If awarded the grant, RCHS would receive high-quality fruit trees and shrubs, along with training, workshops and the equipment necessary for planting.

The administration recommends approval of participation in FTPF Fruit Tree Orchard Grant at River Cities High School.

- B. Atomic Learning

Atomic Learning provides on-line training modules for computer software including instruction in technology applications such as Excel, Moodle and I-Books Author training. All of these modules are available to WRPS staff and offer cost effective learning opportunities that work within our staff's busy schedules. Atomic Learning has also been accessed by teachers to use with students in Technology and

Business Education courses. The program has been an invaluable tool for both our staff and students.

The cost to renew the subscription to Atomic Learning is \$10,694.24. Funds to pay for Atomic Learning would come from the following sources:

District Instructional Technology Budget	\$5500.00
Title II Professional Development Budget	\$4194.24
District Career & Technical Education Budget	\$1000.00

The administration recommends approval of the renewal of a District subscription to Atomic Learning with access for staff and students at a total cost of \$10,694.24.

IV. Updates

A. Wellness Committee Update

Julie Marie, WRPS Director of Food Services, will be present to share a report from the District Wellness Committee. Attachment A lists the goals and accomplishments of the Committee for the 2012-13 and 2013-14 school years.

B. RCHS Pre-College Project Grant

River Cities High School students have been fortunate to participate in the Great Lakes-College Ready grant program written and sponsored by Mid-State Technical College. This grant enables RCHS students to attend Mid-State Technical College four mornings per week and take "Introduction to Writing" and "Introduction to Math." Students that successfully complete the courses earn six college credits and are exempt from the Accuplacer for admission purposes. The grant also funds the cost of books. A RCHS staff member provides support for students in the program by transporting students to Mid-State via school van, attending class with the students, and supporting their learning on Friday morning when students remain at RCHS. In addition, students in the program receive high school credit for their attendance. The program has been operating successfully for the past three years, and currently there are 20 RCHS students enrolled in the Mid-State classes.

C. Howe Spotlight School Update

Matt Renwick, Principal of Howe School, will be present to provide information about the Howe School Spotlight recognition received this fall.

D. THINK Elementary Charter School Report

THINK Elementary School is in the second year of a Charter School Grant. Tina Wallner, Principal of THINK Elementary Charter School, will be present to share a report about their goals and accomplishments as a Charter School.

E. Mead Elementary Charter School Report

Mead Elementary Charter School is in their sixth year as a Charter School. Margie Dorshorst, Principal of Mead Elementary Charter School, will be present to share a report about their goals and accomplishments as a Charter School.

F. Educator Effectiveness Orientation

Throughout the 2013-14 and 2014-15 school years, the Department of Public Instruction will be providing information and professional development to districts about the Educator Effectiveness Process for evaluating teachers and administrators in Wisconsin. This instruction will enable districts to be ready for implementation in the 2014-15 school year. The information provided by DPI will be shared with districts in four steps as set out below:

Step 1 – Orientation Video (October/November 2013)

Step 2 – Self Guided Online Overview Training Modules (February 2014)

Step 3 – CESA Training for All Evaluators (April – August 2014)

Step 4 – “Deep Dive” online modules to coincide with implementation (2014-15)

Step 1 requires that all District stakeholders view and discuss an orientation video produced by DPI. Kathi Stebbins Hintz, Director of Curriculum and Instruction, will be present to share the video with the Educational Services Committee. All District professional staff will receive the same information and will be viewing the video at the November 8, 2013 Professional Day. In addition, elementary building principals will be sharing the information with their Parent Teacher Organizations and the information and link to the video will be made available on the District web-site.

WRPS is taking additional steps to prepare for the implementation of the Educator Effectiveness Process. Beyond the required trainings outlined above, WRPS is a pilot district for the program. Two teachers and two principals from the district are utilizing the system for their evaluation this school year and will provide input to the state on merits and concerns of the process. On January 15, 16, and 17, CESA 5 facilitators will be training WRPS administration. Finally, the WRPS Quality Educator Committee (QEC) is working to address how the new system coincides with our current professional development process and plans to merge the two so that the transition will be streamlined and more valuable for staff.

G. New Course Proposals and Modifications

At the October Educational Services meeting, committee members were introduced to a proposal to alter graduation requirements for WRPS students. In addition to that proposal, five new course proposals are moving through the CII sub-committee and committee process to be brought before the Board of Education for a vote in December. A summary of CII sub-committee and committee reactions to the proposals will also be shared with the Educational Services Committee in December.

Below is a list of the course modifications and proposals. Kathi Stebbins-Hintz, Director of Curriculum and Instruction will be present to introduce the proposals.

1. Modifications to grade 10 and grade 11 Social Studies required courses (Attachment B)
2. Business Communications (Attachment C)
3. Food Science (Attachment D)
4. College English 101 and 102 (Attachment E)

V. Consent Agenda Items

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

VI. Future Agenda Items/Information Requests

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

- Graduation Requirement Proposal (December)
- New Course Proposals and Modifications (December)
- RtI Update (January)
- Keyboarding Pilot Evaluation (February)

District Wellness Committee Annual Report
November 4, 2013

The District Wellness Committee met five times during the 2012 – 2013 school year and twice this school year.

Goals of the committee during the past school year included:

1. Revising and approval of the district school wellness policy.
2. Increased use, promotion, and education about locally grown foods through use of school gardens and increased use of locally grown foods in the district's school nutrition program.
3. Merging of the Employee Wellness and District Wellness Committees.
4. Providing communication to schools/staff about grant opportunities, updated regulations, and wellness initiatives occurring within the district.

Goals #2, 3, and 4 will continue to be a focus of the committee for the 2013 – 2014 school year.

The goals were as achieved as follows:

Goal #1:

- A revised district wellness policy was approved by the school board in November 2012. A student representative was added to the committee to meet USDA guidelines that require student representation.

Goal #2:

- The following schools have school gardens or greenhouses: Mead Elementary Charter School, Howe Elementary, Washington Elementary, Vesper Charter School, and Lincoln High School. Produce from the Vesper Community Academy garden and Lincoln High School greenhouse have been served as part of the school meals program.
- Over 5500# of locally grown produce was served in school meals during the 2012 – 2013 school year. Through the first two months of this school year, over 7000# of locally grown produce has been purchased and served.
- A Harvest of the Month using locally grown foods is served on the school menus each month. Newsletter articles are prepared by Wood County Health Department staff and sent home to elementary school parents with information about this item.
- Lincoln High School teacher Joel Kuehnhold and students from his Agriculture class were invited to give presentations at state Farm to School conferences about our district's Farm to School program.

Goal #3

- The employee and student wellness committee merged in the spring of 2013. The committee continues to discuss and investigate the most effective ways to promote health and wellness to students and staff.

Goal #4

- A Transform Wisconsin grant provided \$3500 to the district last school year. Funds were to be used for student fitness and health initiatives. Kathi Stebbins-Hintz worked with the Physical Education CII committee and a portion of the funds were used to purchase cross country skis

and poles for WRAMS. The remainder of the money was used to purchase “grow carts” that will rotate among the elementary schools. These will show students how food is grown and have associated curriculum materials.

- Get Active Fundraising and Concession Tool Kits were distributed to principals and Lincoln High School sports and parent groups to assist them in providing resources for healthier fundraising and concession sales.
- A Wellness blog was created on the WRPS website to inform staff and the community on wellness initiatives in the district. The goal is to have two blogs posted each month.
- The district and some schools received grants related to nutrition / school gardens. These included a school garden grant at Howe Elementary, a DPI Nutritious Delicious Wisconsin sub grant for fourth grade at Washington School, and Fresh Fruit and Vegetable Grants for Mead Elementary Charter, Howe Elementary, and Grove Elementary.

Modified/New Course Proposal

Break up World Issues and American Studies into three semester classes instead of a year long course for the 2014-2015 school year

World History

- Empires of the Ancient World
- Revolutions
- World at War

American History

- American Revolution and Constitution
- Civil War
- America from the 1930's to the Present: Depressed, Cold, and Terrorized

Change the course titles in Russian Studies and Asian Studies for the 2014-2015 school year

Russian Studies

- Russia: Czars, communists, and conspiracies

Asian Studies

- Roots of Modern Conflict

Break our current course offerings in World and American history into semester classes and offer these classes to students grades 10 - 12. Students would not have to take all three semester classes only enough classes to fulfill the current graduation requirement. Also, change the course title and description for Russian and Asian Studies. This change would take place during the 2014/2015 school year.

Requested by:

LHS Social Studies Department, John Schmitt CII Chair, Paula Reaves Dept. Chair

Rationale:

In teaching World and American history at the high school level, we are currently overwhelmed with covering all of the topics in these curriculums. This leads to limited time to teach the important people and events that have shaped the present day. Students do not get an in-depth look at the different parts of history because of the pressure to cover all of the material in the curriculum. They will only get a glimpse at these important events and rarely get to spend the quality time to truly understand this history. Besides missing out on this deeper understanding, there is also limited time to take these historical lessons and apply them to the events in our world today. Taking our current year long courses and breaking them up into three semesters would allow more time to teach the history and allow students to truly comprehend the lessons from the past.

In addition to gaining a depth of understanding in these courses, students would also get more choice in the history that they get to learn. Currently, all sophomores have to take a year of World Issues and juniors have to take a year of American Studies. For most students, they have an interest in parts of these courses and not a lot in other areas. Giving the students this choice would let them spend more time on topics that actually interest them. Needless to say, students that are interested in the content will be more engaged in their learning and more motivated to participate in class and complete their tasks and assignments.

Finally, this move would allow teachers to take more time to focus on college readiness and common core standards. Recently there has been an emphasis on teaching students the reading and writing skills that will help them in college and life. Cutting back on the content that has to be covered will open up time for teachers to spend time instructing students on these essential skills.

Questions and Concerns:

How would these modifications affect the Social Studies graduation requirements?

Currently, students are required to take a year long World Issues or A.P. World Issues in 10th grade and a year long American history course (American Studies, American Dream, or A.P. U.S. History) in 11th grade. They also need to take a half credit of Social Studies as a Senior. With the proposed modifications, students would still be required to take a minimum of 2 ½ credits of Social Studies with the requirement to take one credit of World History and American History as well as the additional half credit in any of the other electives. However, now students would be able to pick from more options to fulfill their graduation requirements. Students would also have the flexibility to take these courses at any time from 10th to 12th grade. A sophomore could take American History offerings and a senior could take any of the World History offerings.

What are the choices students can take to fulfill their 1 credit World History requirement?

Empires of the Ancient World ½ credit

Revolutions! ½ credit

World at War ½ credit

Russia: czars, communists, and conspiracies ½ credit

Roots of Modern Conflict: ½ credit

A.P. World History 1 credit

A.P. European History 1 credit

What are the choices students have to fulfill their 1 credit American History requirement?

American Revolution and Constitution ½ credit

Civil War ½ credit

America from the 1930's to the present: Depressed, Cold, and Terrified ½ credit

American Dream 1 credit

A.P. U.S. History 1 credit

How will these modifications affect one credit courses like American Dream, Ap. World, and A.P. U.S. History that run for an entire school year?

Since each of these courses have specific skills and curriculum that need to be taught, students that sign up for them would have to stay in the class for the entire year. These courses will not be split up into semester classes.

Isn't this adding more Social Studies classes?

Since the World Issues and American Studies curriculum will be split into 3 semesters each instead of the two semesters, there would be an addition of two classes. However, our department has agreed to eliminate three semester classes from our course offerings (Political Philosophy, Great Books, and Smartvote). In addition to eliminating these classes, the department also decided to offer A.P. Euro, Russian Studies, and Native Americans once over the next three years. If the course gets enough students to run we will keep the course. If the course does not get enough students to run we will then eliminate it from our course offerings.

Communication:

Stakeholders: Students 10 - 12

LHS Social Studies Department

The course modifications began in the fall of 2012 - 2013 school year with a discussion between Paula Reaves (Social Studies Department Chair), Ron Rasmussen (LHS

Principal), and John Schmitt (Social Studies CII Chair). At this time, the idea of modifying the curriculum offerings at LHS and the benefits of this change were brought up. After this initial conversation, the Social Studies Department at LHS met in January 2013 to talk about this initial idea. Once all the department members were in support of modifying our classes, the next step involved creating a plan on how to split up our year long classes into three semester classes. There was also a discussion on the different alternatives that students could now take to fulfill their Social Studies graduation requirements. The Department then met again at the end of the 2012 - 2013 school year to converse about the course titles and descriptions that would be offered.

The next step would be to bring these course modifications to the Social Studies CII Committee. This would take place in September of the 2013 - 2014 school year. After passing through the Social Studies CII Committee, the course modifications would be brought to the district CII Committee in October of 2013. If the course modifications get accepted by the district CII Committee, they would then be sent to the school board. The plan would be to begin teaching these courses in the 2014 - 2015 school year.

Curriculum Development/Planning:

These course modifications do not require writing an entire new curriculum only modifying the existing curriculum to add more depth to the content and skills being taught. Social Studies teachers at LHS would need planning time to identify the skills and curriculum that will be taught in more depth.

Professional Development/Resources:

Social Studies teachers at LHS would need common planning time to modify the curriculum and skills for each course. However, since it will only be modifications to an existing class, there will not be any major changes to the curriculums that are in place and that the teachers at LHS are already familiar with. This would also alleviate the need to purchase any new technology, space, or equipment.

Evaluation:

This change is not an addition of a new course only a modification of an existing course so the evaluation of it has already taken place. This change will only make the history learning and instruction at the high school better than it already is.

Summary and Recommendation:

In conclusion, World Issues and American Studies will be split into three semester classes instead of year long courses. In making this move, students will have a lot more options to fulfill their graduation requirements for Social Studies which will increase student interest in

the classes they take. Teachers will also be able to go more in depth with the content being taught and spend more time teaching essential skills that are in the Common Core and College Readiness Standards. This move is best for students and teachers. All of the members of the Social Studies department at LHS have discussed and supported this change.

World History

Empires of the Ancient World

Today, America is considered a world superpower. Were Ancient Empires ever as powerful? You be the judge! Two thousand years ago one of every four people in the world lived and/or died under Roman rule. Rome was one of the world's first superpowers. How did Rome become so powerful? And, what led to the downfall of this great empire? Could the same thing happen to the power of the United States? Many historians have made comparisons between ancient Roman society and society in the United States today. Are these comparisons valid?

This class will trace the foundations of modern western culture beginning 6,000 years ago with ancient river valley civilizations. Emphasis will be placed on ideas that were developed by ancient Greek empires that were improved upon and spread far and wide by the Romans between 500 BC and 500 AD. Many of these ideas are the beginnings of modern day art, engineering, military tactics, science, government, philosophy, and religions. Students in the class will sift through the ruins of ancient cities and discover how historians put together the pieces left behind by powerful ancient empires to tell their story and the story of the development of our own culture. The class will utilize thinking skills, historical processes, and class discussion. Active participation in debates, and classroom discussion is expected.

Revolutions! (of thought, religion, culture, and politics)

Would you believe that at one time the Pope was the most powerful person on Earth? ... even Kings would have to answer to him. What happened to change all that? As is often the case, increased power and wealth led to corruption which led to rebellion. At the same time (1500's), there was a cultural shift known as the Renaissance which increased

enthusiasm for art, science, and learning. As people became more educated and self-reliant, they were less likely to allow others to dominate them which led to revolutions throughout the world. In this course, students will study the Reformation, Renaissance, and French Revolution in depth. Students will discuss and debate how and why these events took place, analyze the causes and effects this new way of thinking had on European society, and identify the impact these events had on modern culture. Often, students will be learning about history through analysis of art and literature. Emphasis will be placed on analyzing historical events from a variety of viewpoints.

The World at War

Since the beginning of time, human cultures have shared a similar desire to grow more powerful – often by dominating other groups. Large-scale war serves as a revolutionary social and cultural force, massively accelerating social change. Students will explore the causes and effects of World War I and II through a global perspective, as well as the attempts made to achieve peace and order in the world. The course will describe how these conflicts created the modern world. Through the integration of historical concepts and principles, students will look at these wars through the eyes of the soldiers, from the viewpoint of national leaders, and from the minds of citizens affected in their everyday lives. The World at War will utilize thinking skills, historical processes, and content so that students are able to apply their learning to their own lives.

Roots of Modern Conflict

Roots of Modern Conflict

Have the seeds for another major world conflict already been sewn? Can a World War III be prevented? In addition to exploring the historical roots of current world conflicts, including those in the Middle East and Korea, this course will also address America's role in global conflicts and identify reasons for the growth of terrorist organizations like Al Qaeda. Additionally, this course will evaluate looming global issues your generation will face. Topics of study include: loss of cultural identity as a result of Globalization, emerging economies in Southeast Asia, China and India and its effects on the United States, and obstacles for progress in the developing world. An emphasis will be placed on developing analytical writing skills. Active participation, including participation in simulations, debates, and classroom discussion is expected.

Russia: Czars, communists and conspiracies

"Russia is a riddle wrapped in a mystery inside an enigma" - Winston Churchill.

This course examines the mystery of Russia. As one of the world's great superpowers and the largest country on earth, Russia continues to dominate its neighbors and influence world events. By studying its history and culture students will discover the impact and potential Russia still exerts. Beginning with the czars in the 16th century and ending with the modern day, students will analyze how history and tradition continue to shape modern Russia. Throughout the course students will use film, literature and primary sources to identify historical trends and events. Participation in simulations, debates, and discussions is expected.

American History

American Revolution and Constitution

From a government shutdown to new forms of healthcare, our political system continually debates their differing opinions on the issues surrounding them; however, these heated debates have always been a part of our government system. This course will trace the roots of our modern government back to the colonial era by researching the differing people and regions that made up the early colonies. It will then show the gradual tension between the colonists and England that ultimately led to the American Revolution. After studying the causes of the American Revolution as well as the war itself, an emphasis will be placed on the drafting of the constitution and the Bill of Rights. The course will conclude by examining the years after the implementation of the constitution and how this new government actually worked and dealt with the many problems of running a country and upholding the rights and freedoms of its citizens. Students will also compare and contrast political issues from the past and present using both primary and secondary sources. The use of historical simulations, mock trials, class debates, and summative tests will be used as teaching assessments. In addition, students will also write a variety of essays and creative pieces to show their understanding of the course material.

Civil War

The bloodiest epoch of American History occurred as a response to the tragic compromises of our Constitution and the nation's inability to solve this problem politically in the 71 years following its ratification. Historian Shelby Foote said, "The Civil War made us who we are", Abolitionist John Brown predicted "the only way to cleanse this guilty land of its sins is with blood", and Abraham Lincoln wrote, "A house divided against its self cannot stand, it must become all one thing or all another." In this course students will be able to explain why America had a Civil War and describe what its long term effects were. Students will know what existed in America before the Civil War and how the people of that period became increasingly more and more conflicted over the moral/religious/political and economic contradiction between freedom and ownership of human chattel (slavery). The course will explore how people developed strong religious & political positions on slavery and how these positions manifested themselves in U.S. society. The course will then explore in detail the development and execution of the war itself. Students will examine the decisions, leadership, and battles. They will examine the engineering breakthroughs and the tragedy created by the first modern war. Finally the course will explore the aftermath of the war; the reconstruction of the United States and the further development of the Constitution. America's first rebuilding program will be examined. Here we will learn about the impacts of nation building and the reconstruction of the new American society. The Civil War will utilize thinking skills, content and historical processes so that students can apply their learning to their own life. The class will be delivered through superb lectures, group work, projects, experiments, the Socratic method, class discussion, debates, and writing.

America from the Roaring 1920s to the Present: Depressed, Cold, and Terrorized

No food on the table, no jobs available, and little hope in sight. That's what it was like for so many Americans during the Great Depression; the period against which we still compare every economic tumble. From this, Americans would come out stronger and more resilient as we would also persevere through a second World War, a nuclear scare with the Russians that saw many Americans tunneling downward into bomb shelters and one president looking upward to race to the moon, as well as the current Age of Terror that Americans were so suddenly invited into one frightful day in September of 2001. This is the historical period of America with which you are probably most familiar. Though we won't be making bomb shelters, together we can discover these events and ideas through debates, simulations, and comparing/contrasting decisions that continue to impact us today.

**New Course Proposal
2015-2016**

Business Communication
***(English Language Arts
Equivalency Credit)***

.5 Elective Grades 11 & 12

Requested by:

**WRPS Business Education Staff
Eric Siler Career and Technical Education Coordinator
May 2013**

Rationale

The Business / Information Technology (BE/IT) program is a partner in the state's and district's mission to prepare students for success with college, careers, and 21st Century workplace skills. The BE/IT program is also focused on the district's dedication and emphasis on the common core standards for English Language Arts (ELA) in all subject areas and is supportive of the increased emphasis in math, science, and technology.

The Department of Public Instructions Equivalent Graduation Policy (PI 18.02) provides school districts the opportunity to expand options available to students in order to meet high school graduation requirements through "equivalent courses." Business Communication will give our students an opportunity to earn ELA equivalent credit. Research supports that academic achievement is improved for many students when core content is taught in an authentic context. Business is an authentic context for learners.

Course Goals: By the end of this course students will be able to function better in English in the workplace. Students will feel more comfortable giving a presentation and having a conversation with colleagues or clients, as well as have a better grasp of vocabulary and grammatical structures used in the workplace. Listening and reading comprehension will also be improved.

Curriculum

The DPI created and approved course outline and equivalency crosswalk will be used to develop the course. The Wisconsin Standards for English/Language Arts (Common Core) and the National Business Education Standards and Wisconsin Business / Information Technology Common Core standards are the standards used in the crosswalk.

- **Who will write the curriculum?**
WRPS Business Education staff
- **When will the curriculum be developed?**
The curriculum will be developed during the spring and summer of 2014.
- **What schedule or staff assignments may need to be changed?**
None, Business Education licensed teachers are certified to teach the course.
- **What professional development needs may be necessary to implement the curriculum?**
Carl Perkins grant funds will be used for best practice site visits and curriculum development.

Resources (covered under Carl Perkins Grant)

Curriculum Development Time	12 hours
Staff Development Time	8 hours
Instructional Materials	textbooks / online resources
Staffing	anticipating 1-2 sections initially
Space, equipment, furniture	no change

Communication

CTE and Business Education draft proposal	Spring 2013
CTE CII approval	Spring 2013
Draft Proposal to Director of Curriculum	Spring 2013
Discussion with LHS Language Arts Department	September 2013
Language Arts CII	October 2013
LHS, EJH, WRAMS leadership committees	November 2013
District CII	Nov. / Dec. 2013
Board of Education	January 2014
Complete district crosswalk	Jan. to March 2014
Send completed crosswalk to DPI	March 2014
DPI approval	June 2014
Course offered in Program of Studies for 2015-16	January 2015

Statement of Impact

Wisconsin has a long tradition of quality education and the recommendation from DPI's English / Language Arts equivalency credit workgroup in June 2011 reinforces the commitment to serve all students. Their recommendation allows students to full access of rigorous classes and the ability to pursue multiple pathways to achieve academic success.

This course will give all Lincoln High School students interested in business an opportunity to earn an ELA equivalency credit; students will learn the basics of written and oral workplace communication. After completing this course, students will be prepared to write business-related correspondence, plan and deliver oral presentations, participate effectively in meetings and teams, and lead meetings. Students will also gain an awareness of ethical issues, strategies for communicating in a diverse workplace, a solid grounding in grammar and mechanics, and the ability to compose clear, correct, and concise sentences, paragraphs, and documents.

New Course Proposal

2015-2016

Food Science

(Science Equivalency Credit)

.5 Elective Grades 11-12

Requested by:

Lynn Borski, Family and Consumer Sciences

Eric Siler, Career & Technical Education Coordinator

Rationale

The Family and Consumer Science (FCE) program is a partner in the state's and district's mission to prepare students for success with college, careers, and 21st Century workplace skills. The FCE program is also focused on the district's dedication and emphasis on the common core standards for English Language Arts in all subject areas and is supportive of the increased emphasis in math, science, and technology.

The Wisconsin Department of Public Instruction (DPI) and Wisconsin Rapids Public Schools are looking at increasing the science graduation requirements from 2 credits to 3 credits of science or science equivalency courses. DPI's Equivalent Graduation Policy (PI 18.02) provides school districts the opportunity to expand options available to students in order to meet high school graduation requirements through "equivalent courses." Food science will give our students an opportunity to earn Science Equivalency credit. Research supports that academic achievement is improved for many students when core content is taught in an authentic context. Family and Consumer Science is an authentic context for learners.

The following WI DPI publications show support, further rationale, and the course approval process for a food science equivalency course within high school family and consumer sciences programs.

Letter to Administrators from WI DPI State Superintendent Tony Evers:

<http://fce.dpi.wi.gov/files/fce/pdf/tonyltr.pdf>

WI DPI Family and Consumer Sciences Education and Science Education Report:

<http://fce.dpi.wi.gov/files/fce/pdf/fdscireport.pdf>

WI DPI Food Science Equivalency Web Page:

http://fce.dpi.wi.gov/fce_fdsci

Communication

CTE and FCE draft proposal	Spring 2013
CTE CII approval	Spring 2013
Draft Proposal to Director of Curriculum	Spring 2013
Science CII	September 2013
Discussion with LHS Science Department	September 2013
LHS, EJH, WRAMS leadership committees	November 2013
District CII	Nov. / Dec. 2013
Board of Education	January 2014
Complete district crosswalk	Jan. to March 2014
Send completed crosswalk to DPI	March 2014
DPI approval	June 2014
Course offered in Program of Studies for 2015-16	January 2015

Curriculum

The DPI created and approved course outline and equivalency crosswalk will be used to develop the course. The Wisconsin Standards for Science (Common Core) and the National FCE Standards and Wisconsin FCE Common Core standards are the standards used in the crosswalk.

- **Who will write the curriculum?**
WRPS FCE staff
- **When will the curriculum be developed?**
The curriculum will be developed during the spring and summer of 2014.
- **What schedule or staff assignments may need to be changed?**
None, FCE licensed teachers are certified to teach the course.
- **What professional development needs may be necessary to implement the curriculum?**
Carl Perkins grant funds will be used for best practice site visits and curriculum development.

Resources (covered under Carl Perkins Grant)

Curriculum Development Time	12 hours
Staff Development Time	8 hours
Instructional Materials	textbooks / online resources
Staffing anticipating	1-2 sections initially
Space, equipment, furniture	no change

Statement of Impact

Wisconsin has a long tradition of quality education and the recommendation from DPI's Science equivalency credit workgroup in October 2010 reinforces the commitment to serve all students. Their recommendation allows students to full access of rigorous classes and the ability to pursue multiple pathways to achieve academic success.

Currently Lincoln High school students have the option to earn science equivalency credits in Agriculture Education and Technology and Engineering Education. The food science equivalency course would give students one more choice to explore science in an authentic content area while studying in a specific career pathway.

The proposed class would replace the current Food and Personal Wellness course listed in the LHS program of studies.

College English 101

A dual enrollment course offered through Lincoln High School and UW-Wood County

Instructor Information:

Instructor: Mrs. Miranda Moody
Email: miranda.moody@wrps.net
Phone: 715-424-6750
Location: Room 207

Course Description

English 101 is an introductory writing course that focuses on the basic techniques of composition, on the composing process with attention to drafts and revisions, and on the coherence and organization of your essays. By the end of the semester, you will have gained experience with understanding and recognizing aspects of the rhetorical situation and making appropriate choices for different purposes and audiences; understanding the conventions of standard written English, including introducing and citing sources; improving your critical thinking and reading skills; and applying successful strategies to the writing process, from invention to revision.

Required Texts:

Everyone's an Author with Readings, Andrea Lunsford, Lisa Ede, Beverly Moss, Carole Clark Papper, and Keith Walters, 2012

Course Requirements

Participation:

Participation is more than just raising your hand in class. It includes being prepared for each class session, regularly contributing to discussion, and actively listening to your fellow classmates. You should expect quizzes and in-class writing assignments based on ideas covered in class. When I assess your overall participation I will consider quizzes, in-class writing, how you participate in group projects, and the *quality* and *quantity* of your contributions to class discussion.

Informal Writing:

Throughout the semester, I will ask you to complete a number of Informal Writing assignments which allow you to practice and receive feedback on the kinds of writing you will be doing for the major assignments. They are an important part of your work in the course and also allow you to monitor your progress. Each piece of Informal Writing will be graded using a points system (for example, 4 out of a possible 5). At the end of the semester, I will figure this portion of your grade by dividing the number of points earned by the number of points possible.

Essay Assignments:

Each of the major writing assignments asks you to demonstrate the skills we have discussed and worked on during the semester. You will submit drafts of these assignments to your peer groups and to me for comment; the Final Draft will receive a letter grade. If you choose, you may revise your Final Drafts of Assignments #1, #2, #3, and/or #4 to improve your grade. Submitting a revision cannot hurt your grade, but your revision needs to be a serious rethinking of the earlier draft—just fixing the punctuation won't be enough. **Submitting a revision will not erase late penalties.**

Grade Distribution:

Assignment #1: Self-Assessment Essay (2-3 pages) 10%
Assignment #2: Position Essay (3-4 pages) 15%
Assignment #3: Rhetorical Analysis Essay (3-4 pages) 15%
Assignment #4: Synthesis Essay (5-6 pages) 20%
Assignment #5: Researched Position Essay (5-6 pages) 20%
Participation: 10%
Peer Groups: 10%

Course Policies**Attendance and Tardies:**

We will follow the school wide attendance and tardy policy. If you have an excused absence, you will be given the number of days absent to complete that make up work. If you will be gone due to a school related event, you **must** turn in the work before you will be gone. You may be tardy up to three times in this class before serving a detention. If you do not serve the detention, you will be referred to the office.

Cell Phones and Email:

I expect your cell phones to remain out of sight during class. If I see you using your phone, I will take it away and turn it in to the office. We will use the school district's email as our communication tool. You need to make sure that you are familiar with Google email and how to share and save Google documents.

Plagiarism:

Plagiarism is the unauthorized use of the words or ideas of another person. It is a serious academic offense. If you are caught plagiarizing, you will be referred to the office and disciplinary consequences will follow. Please remember that at no point in the writing process should the work of other people be presented as your own.

Paper Format:

Essays must be typed in **12-point Times New Roman** font with **1-inch margins**. Papers must be double-spaced, left justified, and securely **stapled**. No title pages, please. **When you hand in a second or third draft of each assignment, I also need all previous drafts on which my comments appear.**

Resources:

Me: Please take advantage of our class work time, use email to address concerns outside of classroom hours, or see me before or after school.

The Online Writing Lab (OWL): The OWL is a service that affords UW-Colleges students the opportunity to email drafts of their writing to the OWL staff and receive feedback from a peer writing tutor. The OWL is part of the Study-Center Tutoring Program at UW-Waukesha, which is certified by the College Reading & Learning Association. Check it out at: <http://waukesha.uwc.edu/academics/owl/>

College English 102

A dual enrollment course offered through Lincoln High School and UW-Wood County

Instructor Information:

Instructor: Mrs. Miranda Moody
Email: miranda.moody@wrps.net
Phone: 715-424-6750
Location: Room 207

Course Description:

English 102 is a composition course that focuses on researched academic writing that presents information, ideas, and argument, with emphasis on the writing process, critical thinking, and critical reading. Broadly speaking, writers of argument develop an informed and committed stance on their topic, using argument as a means of sharing this stance with particular audiences for particular purposes. This course guides students in developing strategies for writing and research through its focus on how written arguments are informed by rhetorical concepts such as purpose, audience, genre, cultural context, and style.

Required Text:

Everything's an Argument (with Readings), eds. Lunsford, Ruskiewicz, and Walters (2010)

Course Requirements:

Participation:

Participation is more than just raising your hand in class. It includes being prepared for each class session, regularly contributing to discussion, and actively listening to your fellow classmates. You should expect quizzes and in-class writing assignments based on ideas covered in class. When I assess your overall participation I will consider quizzes, in-class writing, how you participate in group projects, and the *quality* and *quantity* of your contributions to class discussion.

Peer Groups:

Your participation in peer groups is essential to your development as a reader and a writer. Each time you meet for peer groups, I will assess your preparedness (having enough copies and the required amount of text of your assignment) and the thoughtfulness of your written peer group reflections. *In addition, failure to show up for peer groups (with your essay) will lower the grade on your final draft by half a letter (from a B- to a C+, for example).*

Essay Assignments:

Each of the major writing assignments asks you to demonstrate the skills we have discussed and worked on during the semester. You will submit drafts of these assignments to your peer groups and to me for comment; the Final Draft will receive a letter grade. If you choose, you may revise your Final Drafts of Assignments #1, #2, #3, #4, and/or #5 to improve your grade. Submitting a revision cannot hurt your grade, but your revision needs to be a serious rethinking of the earlier draft—just fixing the punctuation won't be enough. **Submitting a revision will not erase late penalties.**

Grade Distribution:

Assignment #1: Self-Assessment Essay (2-3 pages)	10%
Assignment #2: Research Proposal (2-3 pages)	5%
Assignment #3: Rhetorical Analysis (3-4 pages)	15%
Assignment #4: Annotated Bibliography (4-5 pages)	10%
Assignment #5: Research Review (5-6 pages)	20%
Assignment #6: Researched Argument (5-6 pages)	20%
Participation:	10%
Peer Groups:	10%

Course Policies:**Attendance and Tardies:**

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