WRPS AGENDA

Wisconsin Rapids Board of Education
Educational Services Committee
510 Peach Street · Wisconsin Rapids, WI 54494 · (715) 424-6701

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

November 3, 2014

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. Board Policy 323.2 Special Observance Days and Board Policy 323.2 Rule Special Observance Days – First Reading

IV. Updates
   A. Spotlight School Grant – Howe Elementary School
   B. Curriculum Proposals: Modifications, New Courses, and Graduation Requirements
      1. Increase High School Graduation Requirements
      2. Global Education Achievement Certificate: Diploma Endorsement
      3. IT Fundamentals I: Graduation Requirement
      4. New Course Proposals
         a. Engineering Design and Development
         b. Mobility, Fitness and Nutrition
         c. English 250
         d. Business Exploration 7
      5. Course Modification Proposals: Blended/On-line
         a. Principles of Economics
         b. English 101, 102, and 250
      6. Course Modification Proposal: Math Equivalency Proposal
         a. Digital Electronics
      7. Course Modification Proposals: Increase Length/Credits for Course
         a. AP Psychology
         b. AP Calculus A/B
         c. Courses Approved with Adoption of Trimester Schedule

V. Consent Agenda Items

VI. Future Agenda Items/Information Requests

![WRPS BACKGROUND]

Wisconsin Rapids Board of Education
Educational Services Committee
510 Peach Street · Wisconsin Rapids, WI 54494 · (715) 424-6701

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

November 3, 2014

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. Board Policy 323.2 Special Observance Days and Board Policy 323.2 Rule Special
Observance Days – First Reading (Attachments A and B)

The administration recommends eliminating Board Policy 323.2 Rule Special
Observance Days for first reading.

IV.   Updates

A. Spotlight School Grant – Howe School

Howe Elementary School was once again identified as a School of Recognition by the Wis-
consin Department of Public Instruction (DPI). Howe was recognized because of their
outstanding academic performance in spite of their free and reduced lunch rate. This is the
seventh consecutive year Howe has been a School of Recognition. Because of this, the
staff at Howe was eligible to apply for and has received Spotlight School Grants in both
2013-14 and 2014-15. Matt Renwick, Principal of Howe Elementary School will be present
to update the committee on the status of Howe's Spotlight School Grant.

B. Curriculum Proposals: Modifications, New Courses, and Graduation Requirements

Board Policy 332 Experimental/Innovative Programs, Board Policy 332.1 – Exhibit 1-Pro-
cess 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 for proposals to add or modify courses or curriculum in Wisconsin Rapids
Public Schools (WRPS).   Any proposals for course or curriculum additions or modifications
are submitted to the Director of Curriculum and Instruction for consideration no later than
the end of September. In addition, before being submitted for consideration, such

proposals must be reviewed by relevant Council for Instructional Improvement (CII) Sub-Committees and building leadership committees. After review by the necessary committees, proposals are brought to the District CII Committee for review in October. The CII then casts an advisory vote on each proposal in November. Curriculum proposals are brought to the Educational Services Committee for review in November. Proposals are then brought to the Educational Services Committee for consideration and approval in December.

There are several curriculum proposals being brought forward this school year. The increase in proposals is the result of a rapidly changing landscape in curriculum and instruction, along with several state and district initiatives. Global competition and interdependence, increased demand in the manufacturing job sector, exponential increases in the use of technology, and the transition to the trimester at the high school, have created the need for several curriculum modifications and additions.

At the December Educational Services meeting, committee members will be asked to vote on each proposal. The vote will occur after being presented with a summary of the CII's discussion and advisory vote.

Kathi Stebbins-Hintz, Director of Curriculum and Instruction will be present to explain the curriculum proposals.   Each proposal is listed below, along with a corresponding attachment.

1. Increase High School Graduation Requirements (Attachment C)

2. Global Education Achievement Certificate: Diploma Endorsement (Attachment D)

3. IT Fundamentals I: Graduation Requirement (Attachment E)

4. New Course Proposals
    a. Engineering Design and Development (Attachment F)
    b. Mobility, Fitness and Nutrition (Attachment G)
    c. English 250 (Attachment H)
    d. Exploratory Business 7 (Attachment I)

5. Course Modification Proposals: Blended/On-line
    a. Principles of Economics (Attachment J)
    b. English 101, 102, and 250 (Attachment H)

6. Course Modification Proposal: Math Equivalency Proposal
    a. Digital Electronics (Attachment K)

7. Course Modification Proposals: Increase Length/Credits for Course
   a. AP Psychology (Attachment L)
   b. AP Calculus A/B (Attachment M)
   c. Course Changes Approved with Adoption of Trimester Schedule: Music Performance Courses, Petro, and Building Construction

V. Consent Agenda Items

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

VI. Future Agenda Items/Information Requests

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

- Curriculum Proposals: Modifications, New Courses, and Graduation Requirements (December)
- Supplemental Pay for Professional Development (December)
- Elementary and Secondary Education Act (ESEA) Title Update (December)
- Board Policy Changes as Necessitated by Course Options (December)
- Language Arts Curriculum Update (January)
- RtI Document Update (January)
- Board Policy 345.5 Graduation Requirements (January)
- Elementary Health Curriculum Update (January)
- Business-Education Partnership/STEM Update (February)
- Strategic Plan Update (February)

323.2   SPECIAL OBSERVANCE DAYS

The administration, along with teaching staff, shall be responsible for providing appropriate activities for the observance of special days outlined in state law.

If any observance day falls on a weekend, the observance shall be on a school day immediately preceding or following such day.

LEGAL REF.:   Sections 118.02 Wisconsin Statutes
   118.025

~~CROSS REF.:   323.2 Rule, Special Observance Days~~
                                       ~~WREA Agreement~~

APPROVED: April 9, 2001
                               TBD

323.2   RULE - SPECIAL OBSERVANCE DAYS

The following days shall be appropriately observed in the School District of Wisconsin Rapids:

September 16	Mildred Fish Harnack Day
September 17	U.S. Constitution Day
September 28	Frances Willard Day
Wednesday (Third week of September)	Wisconsin Day
October 9	Leif Erikson Day
October 12	Columbus Day
November 11	Veterans Day
January 15	Dr. Martin Luther King, Jr. Day
February 12	Abraham Lincoln's Birthday
February 15	Susan B. Anthony's Birthday
February 22	George Washington's Birthday
March 4	Casimir Pulaski Day
April 13	American Creed Day
April 22	Environmental Awareness Day
June 14	Robert M. LaFollette, Sr. Day

DELETE ENTIRE RULE
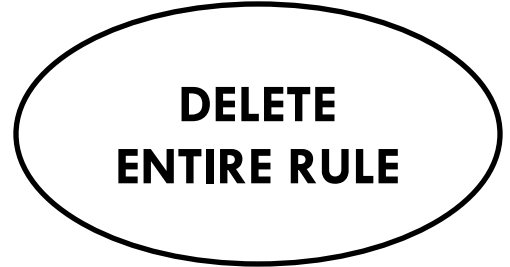
The last Friday in April shall be observed as Arbor Day, unless another day is designated by the Governor.

APPROVED: April 9, 2001

Graduation Credit Recommendation

The Graduation Credit Committee met on October 1. The recommendation from the committee is the Class of 2016 earns 22.5 credits for graduation. The classes of 2017 and beyond would earn 24 credits for graduation.

Data was reviewed from the graduating classes of 2013 and 2014. Statistics are:

Students with 22.5 credits =	100%
Students with 23.0 credits =	92.5%
Students with 23.5 credits =	82%
Students with 24.0 credits =	75%

Ronald Rasmussen
10/1/14

New Program Proposal

2015-2016

Global Education Achievement Certificate

Diploma Endorsement

Grades 9-12

Requested by World Languages Department & Jake Wendtland CII Chair

Rationale:

According to Tony Evers, "we need students who are knowledgeable about the world and who have an understanding of how other cultures work and how other people think." This policy offers a diploma endorsement to graduating high school students who have demonstrated a strong interest in global citizenship by successfully completing a global education curriculum and engaging in co-curricular activities and experiences that foster the development of global competencies.

This Global Education Achievement Certificate supports student literacy as defined by the Common Core State Standards and provides a pathway for 21st Century Skills. It also focuses and validates the excellent global education learning opportunities already in place in our school district, encourages students to enroll in classes with global content in the arts, sciences, and humanities, and prepares globally competent students who are career ready in Wisconsin and beyond.

Communication Timeline:

March 2014: Program idea shared with LHS Counselors

June 2014: Program idea shared with LHS Cabinet

Fall 2014: Proposal shared with EJH Administration/Dept. Chairs/CII/School Board

January 2015: Information published in Program of Studies

February 2015: Students are informed through the registration process

Fall 2015: Full implementation of the program.

Curriculum:

To earn the Global Education Achievement Certificate, students must complete work in the following four areas:

Coursework (At least 8 credits)

- At least 4 credits/years in a single world language.
- At least 4 credits of coursework with a global focus from the following list:

1 year of a different world language	Russian Studies
World Issues	Economics/AP Economics
AP World History	Principles of the Environment
AP European History	AP Art History
British Literature	Meteorology
Asian Studies	AP Environmental Studies

**Note: Other courses may be added if they show a global focus for the entire course.

Cultural Literacy:

Students must complete reviews/reflections on at least 8 works of international/cultural media, including at least four books (fiction and non-fiction). This may include films, music performances, art exhibitions, and other forms of media, provided approval by the program advisors.

Co-curricular and Other School Sponsored Activities:

Students must actively participate in at least four co-curricular and other school-sponsored activities in grades 9-12. Possible activities may include, but are not limited to:

Travel abroad experience	Mariachi Band
UWSP Lecture Series	Conversation Club (Club Charla etc.)
HASO	Rotary Youth Exchange
Key Club	Attend Festival of Nations

Community Service:

Each student will complete a global/cross-cultural public service project involving at least twenty hours of work, connected to a global community (different from his/her own) or to a global issue. Each student shall present a project proposal to an advisor prior to initiating the project and submit a summary report upon completion.

**Because this program emphasizes the courses and curriculum that already exists in our district, no alterations to curriculum or BYOC will be necessary. If departments wish to add new courses that would be considered part of this program, they are encouraged to do so.

Resources:

Staffing: The CII Sub-Committee Chair will handle the tracking and documentation of this program. No additional FTE's are required.

Space, equipment, furniture: No additional resources are required.

Professional Development: The World Languages Department will work on Professional Development Days to finalize the implementation and evaluation process.

Instructional Materials: No additional resources are required.

Evaluation:

The progress of each student will be tracked by the CII Sub-Committee Chair. The students will submit their reflections and reviews to the Sub-Committee Chair as they complete them. Upon completion, students will have a designation on their transcript for the Global Education Achievement Certificate.

Summary and Statement of Impact:

This program answers the call from Tony Evers for students that are globally competent and career ready. It meets the needs of our students that are interested in being globally aware. There is no expectation of a negative impact on other students and the cost is minimal for the District to implement.

IT Fundamentals I

(Required Course for Graduation)

East Junior High School and Lincoln High School
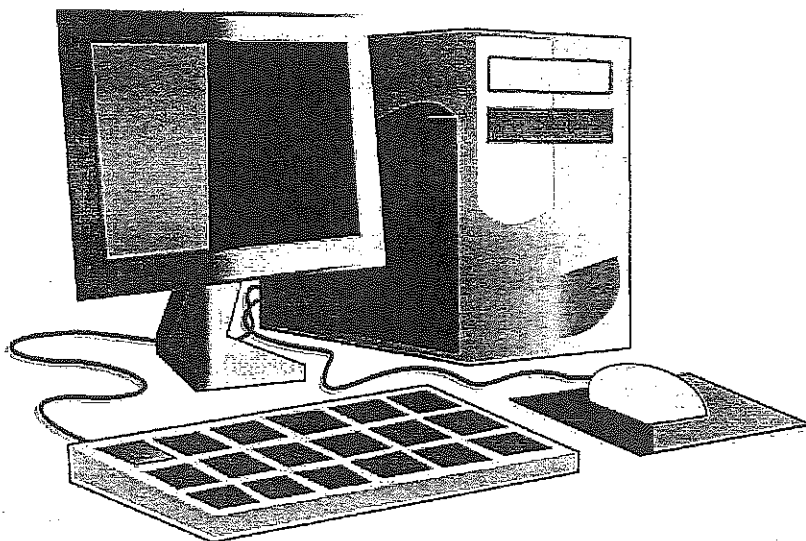
Proposed by:

Phillip Bickelhaupt, Director of Technology
Daniel Rayburn, East Junior High School
Brian Daliege, Lincoln High School
Instructional Technology Committee

Rationale and Background

This course is currently available as an elective to any ninth through twelfth grade student enrolled at East Junior High (EJH) or Lincoln High School (LHS). In making this a required course, a student would need to take this course sometime between grades 9 through 12. For those students who feel they meet the requirements of the course, a test-out option will be available.

The impetus for requiring IT Fundamentals I for graduation comes from many directions. The first stems from a recommendation brought forward to the CII Committee during the 2013-2014 school by the LHS Graduation Committee. This committee made a recommendation to the CII Committee to include this course for consideration as a required course for graduation from LHS. The LHS Graduation Committee's rationale for requiring IT Fundamentals I includes the following items with a goal of continuing to provide education on the responsible, educational, and ethical use of technology.

1. Career pathways within the career clusters require the IT Fundamentals I class. A majority of jobs benefit from a technical component.
2. Scope and sequence rely on age appropriate technical application of technical and software skills. See article - 11 Skills that all freshman should have.
3. Content is not Microsoft Office, but rather concept and skills in word processing, spreadsheets, databases, programming, graphic design, computer security, ethics, safety, and business application. Alignment to our District's technology standards that match the national NETS standards.
   a. Computer Science Teacher Association (CSTA) 2011 K-12 Computer Science Standards
   b. International Society for Technology in Education (ISTE) National Educational Technology Standards for Students (NETS-S)
   c. Common Core Standards
   d. Next Generation Science and Engineering Standards
      i. Level 1 (recommended for grades K–6) **Computer Science and Me**: Elementary school students are introduced to foundational concepts in computer science--basic skills around computation thinking.
      ii. Level 2 (recommended for grades 6–9) **Computer Science and Community**: Middle school/junior high school students begin using computational thinking as a problem-solving tool. They begin to appreciate the ubiquity of computing and the ways in which computer science facilitates communication and collaboration.
      iii. Level 3 (recommended for grades 9–12) **Applying concepts and creating real-world solutions**: Focuses on different facets of computer science as a discipline. Throughout these courses, students can master more advanced computer science concepts and apply those concepts to develop virtual and real-world artifacts. The learning experiences

created from these standards should focus on the exploration of real-world problems and the application of computational thinking to the development of solutions. They should be designed with a focus on collaborative learning, project management, and effective communication.

4. Local Employment demands - A survey is being conducted in cooperation with WRPS, Incourage Community Foundation and several local employers to identify critical IT needs of our businesses.

5. Computational Mindset - An article written by Cathy Davidson describes the importance of teaching computational literacy or algorithms. She indicates this is as important in the 21st Century as was teaching reading, writing, and arithmetic in the late 18th century and early 19th century. Some of the outcomes of teaching computational literacy include giving students the ability to write software, change programs to fit their needs, and allow for more diverse participation in creation. Additionally, computational literacy combines several content areas allowing students using creativity, multimedia, and expression to create and manipulate programs. To read more about computation literacy you can navigate to http://www.hastac.org/blogs/cathy-davidson/2011/10/31/what-are-4-rs-essential-21st-century-learning.

During the CII Committee process for reviewing and approving courses it was recommended for approval. During the December 2013 Board of Education meeting, this proposal was tabled. Further study on how requiring this course fits within the scope and sequence of the Information Technology Curriculum was recommended.

During the course of the 2013-2014 school year, additional rationale stemmed from discussion and concern from the Instructional Technology Committee (ITC) that this course needs to be a required course for graduation for several reasons including the following:

1. Meets the standards identified in the following areas:
   a. Wisconsin State Standards for Information Technology and Literacy
   b. Computer Science Teacher Association (CSTA) 2011 K-12 Computer Science Standards
   c. International Society for Technology in Education (ISTE) National Educational Technology Standards for Students (NETS-S)
   d. Common Core Standards
   e. Next Generation Science and Engineering Standards
2. Capstone course for WRPS Information Technology Course Sequence
3. Meets the objectives identified in the WRPS K-12 Information and Technology Literacy Scope and Sequence
4. Meets e-Rate guidelines in relation to Digital Citizenship education
5. Exposes all students to basic technology skills required to succeed in all courses

6. Misconception that our students are "Digital Natives" and already know these concepts (See Test Data)
7. Reinforces computer skills used for Computer-Based Testing (CBT)
8. Learning Management Exposure (LMS)Exposure
    a. Students will have the ability to use an LMS. Content for this course is housed in Moodle, the LMS that WRPS uses.
    b. All students will use an LMS at some point in their lives. This course will add exposure to using an LMS.

Communication

Recommendation to CII from LHS Graduation Committee	September 2013
District CII Committee	October 2013
Tabled by Board of Education. Further study on how requiring this course fits within the scope and sequence of the Information Technology Curriculum was recommended.	December 2013
Draft proposal to ITC	September 24, 2014
ITC Approval - (Unanimous approval)	September 24, 2014
Draft Proposal to Director of Curriculum	September 30, 2014
Presentation to LHS Graduation Committee	October 1, 2014
Presentation to East Junior High PRIDE	October 8, 2014
Presentation to LHS Cabinet	October 15, 2014
Presentation to Curriculum Sub-Committee Chairs	Fall 2014
District CII Committee	October 2014
Board of Education Approval	January 2015
Becomes required course for graduating class of 2018	January 2015

Curriculum

Who will write the curriculum?
Since this course is already being offered, the curriculum for this course has been written and is outlined in Appendix A. Some slight modifications will be made from time to time to reflect current technological trends.

What does the test-out option look like and how does it work?

There is a test-out option available to students. Students will need to pass an online test with a score of 80% or better. We anticipate maybe 10% of students will be able to test out. At this time there is not a definitive process defined and in place for the test-out option, however there is a general outline of how the test-out option could potentially look. A test has been developed and ready for implementation. Any student interested in testing out would still sign up for the class during the course registration process for the following year. Those students still interested in testing out would take the test sometime in early spring of the year before they are registered to take the course. If they pass, they would have the opportunity to drop that class and take another class in its place. While this process is not final, the committee believes this is the best way to ensure students still have the opportunity to enroll in this course if they do not pass.

Is there an online or virtual course that could be utilized?

Currently an online course is under development and near completion by WRPS staff. This course is hosted in the WRPS Moodle site accessible only to WRPS students. There are a few other online alternatives that could be explored such as Fuel Education. Additionally, there has been some discussion that this course could be offered during summer school as an enrichment course.

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

No additional professional development is needed at this time.

What impact might this have on number of sections, FTEs, etc?

Of the 345 seniors in the class of 2014, 196 took IT Fundamentals I sometime between their freshman and senior years of school. In fact, 119 of them took the course as ninth graders and 77 of them took the class while attending LHS. In summary, 57% of students took IT Fundamentals I prior to graduation. Below is a chart that shows the number of students in each grad year that currently have taken IT Fundamentals I.

Graduation Year	2014	2015	2016	2017	2018
# of students that have taken IT Fundamentals I	196	248	238 (19)	160 (44)	141
# of students in Class	345	367	399	373	392
Percentage	57%	68%	60%	43%	36%

If we used the 2015 graduating seniors, we would anticipate an additional need of at least five sections of IT Fundamentals I to meet the graduation requirement for this year. Since this is

not the case, that load would be spread out over three years depending on when students choose to take this course.

For example, if we look at the Class of 2018, 141 students are currently taking this course. In order for all students to meet the requirement, an additional 251 students need to take this course over three years. If we spread that out over 3 years, that equates to about 4 sections of IT Fundamentals I that would need to run each year at LHS in order for all students to meet the requirement. Currently, there are 4 sections of IT Fundamentals I being run at LHS. While this number may not increase based on purely numbers, it is anticipated that an increase of approximately two sections, one at each EJH and LHS respectively due to scheduling efficiency. If there is any increase in sections, it may not be fully realized until the 2016-17 school year based upon when the requirement becomes effective and when students choose to take the course.

Additionally, the change to the trimester at LHS has no bearing on making this a required course. This course was recommended for requirement last year before any decisions were made to move to the trimester.

What schedule or staff assignments may need to be changed?

<u>Resources</u>

Curriculum Development Time	None
Staff Development Time	None
Instructional Materials	SAM and current resources
Staffing	Potential for 1-2 section increase
Space, equipment, furniture	No change from current arrangement
Other	

<u>Statement of Impact</u>

This course will give all Lincoln High School students basic computer literacy skills including the use of operating systems, file management, and internet basics. Additionally, the course will provide basic skills in word processing, spreadsheet use, designing presentations and using databases. Lastly, students will be exposed to the topic of Digital Citizenship. Students will learn how to manage their "digital footprint" and the ethical implications that a poorly managed digital footprint can mean for students. Knowing when to post something to social

media and when not to in today's society is crucial. This course covers numerous topics that students can apply in the classroom (secondary and postsecondary) and the workplace.

Appendix A

I. **Computer Literacy**
    A. History (5 days)
        1. Video (1 Day)
        2. Site/Poster/Timeline
        3. Scavenger Hunt
    B. File Management/File Extensions/Cloud Computing/Hardware/Software
        1. Cloud / Drop Box / Google Drive
    C. Folder/File Management/Windows Explorer
        1. Windows Explorer Hierarchy Exercise
        2. Snipping/Cropping Tool
    D. Operating Systems
        1. Navigating Windows
        2. Operations (control panels/settings/printers/zipping)
    E. Internet Basics
        1. Browser Technologies
            a) bookmarks/favorites
            b) browser history
            c) view source
            d) navigation
            e) searches
    F. Extensions/Apps
    G. Future education platforms - Learning Management System (Moodle)

II. **Word Processing**
    A. Editing Text
        1. style
        2. insert/typeover
        3. alignment
        4. spacing
        5. indentation
        6. tab
        7. font
        8. selecting text
        9. format painter
        10. spell check
        11. paragraph formatting

7

12. bullets
13. numbered lists
B. Formatting Documents
1. themes
2. page layout
3. page orientation
4. margin
5. layout
6. show/hide
7. references-MLA Style
   a) citations
   b) managing sources
   c) bibliography
8. header/footer
9. page numbers
10. page break
C. Word Processing Operations
1. print
2. print preview
3. save vs. save as
4. undo/redo/repeat
5. zoom
6. copy/paste
7. ribbon interface
8. clipboard
9. ruler
D. Graphics and Tables
1. inserting graphics
2. graphic format
3. bitmap/vector/jpeg/tiff
4. shapes/pictures/clip art
5. text/graphic wrap
6. table
7. row
8. columns
9. formatting objects
10. picture effects
11. picture styles
12. inline objects
E. Templates
1. accessing/managing
2. editable regions
3. web-based templates

III. Spreadsheets
    A. Formatting
        1. entering and editing text
        2. applying table styles
        3. merge and center
        4. format painter
        5. number formats
    B. Graphs and Charts
        1. data range
        2. chart type
        3. legend
        4. data labels
        5. inserting a chart
        6. custom formatting
        7. chart location
    C. Functions and Formulas
        1. sum
        2. min
        3. max
        4. average
        5. custom formulas
        6. relative cell reference
        7. absolute cell reference
        8. if function
        9. sort/filter
    D. Spreadsheet Operations
        1. workbook
        2. worksheet
            a) switch worksheets
            b) rename
            c) move
        3. page layout
        4. manipulating rows / columns
        5. cell / cell address
        6. selecting a group of cells
        7. print
            a) print layout
            b) fit to page
            c) set print area
            d) print selection
        8. print Titles
        9. gridlines
        10. print preview

11. Save vs. save as
12. Undo/redo/repeat
13. Zoom
14. Copy/paste
15. Ribbon interface

IV. **Graphic Design**
  A. Graphics
    1. Graphic format
    2. Bitmap
    3. Vector
    4. Jpeg
    5. Tiff
    6. Image Editing
  B. Design Concepts
    1. layout
    2. focus
    3. flow
    4. audience
  C. Platforms
    1. Print Media
        a) Publication types
        b) Printing process
        c) Color vs Black/White
    2. Digital Media
        a) Website design

V. **Databases**
  A. Database Structure
    1. design view
    2. datasheet view
    3. table
    4. field
    5. record
    6. field properties
    7. primary-key
  B. Database Operation
    1. open and save database
    2. form
    3. report
    4. query
        a) relational operators
        b) and/or

VI.   Presentation Software
    A. Presentation Concept/skill
        1. slides
            a) adding
            b) deleting
            c) moving
            d) importing
            e) layout
        2. outline view/slide view/notes
        3. print options
        4. hyperlink
        5. themes
        6. objects
        7. animations
        8. transitions
        9. sounds
    B. Presentation Design
        1. purpose
        2. understanding your audience
        3. proper layout
        4. professional
    C. Presentation Delivery
        1. effective communication skills

VII.   Programming
    A. Object Oriented Programming
    B. Design Process
        1. pseudocode-logical sequencing of events
        2. creation
        3. debug
    C. Programming Concepts
        1. procedures
        2. variables
        3. selection Statement
        4. loops

VIII. Digital Citizenship
    A. Ethical and Moral Use of Technology
    B. State and Federal Laws
        1. copyright
        2. plagiarism
        3. fair use
        4. AUP
    C. Website Evaluation
        1. credible source

        2. hate sites
- D. Online Etiquette
  1. cyberbullying
  2. social networking/media
  3. cyber stalking and online predators
  4. pornography
- E. Security
  1. identity theft
  2. phishing/farming
  3. malicious code/viruses
  4. firewalls
  5. adware

New Course Proposal
(Draft)

Engineering Design & Development
(Capstone Course)
1 credit

Requested by:

Adam Klonowski
Eric Siler
Career and Technical Education
Lincoln High School
May 2014

Rationale

Over the course of time, student enrollment and budgets have declined in the WRPS district. In addition, leaders from both sides of the political aisle have recognized the need for increasing the number of graduates entering the workforce in Science, Technology, Engineering, and Math (STEM). The U.S. Chamber of Commerce released a report in April 2011 calling for the creation of "a system that encourages excellence in STEM." Lincoln High School is currently a Project Lead the Way (PLTW) certified school teaching students applied STEM curriculum. One of the requirements to stay a certified school is to add a fourth PLTW course in the engineering pathway. These three factors have caused the Technology Education department to propose expanding its PLTW course offerings to maximize opportunities for students pursuing the STEM pathway. PLTW exists to prepare students for the global economy through its world-class curriculum, high quality professional development, engaged network of educators who promote critical thinking, creativity, innovation and real-world problem solving skills in students.

Communication

The following communication has and will be happing to complete the approval process of EDD.

- CTE Class / Pathway audit, CTE Coordinator	Fall 2009
- Started talks with Technology Instructors	Spring 2010
- Restructuring of T&EE courses complete	Fall 2012
- Course Proposal, background work	Spring 2013 to Fall 2014
- LHS PLTW re-certification review	Spring 2014
- Present to all CTE Staff & CTE CII & PLTW	Spring 2014
& Director of Curriculum	Spring 2014
- Presentation to building leadership & CII	Fall 2014
- Present to Board of Education	Fall 2014
- New course implementation	Fall 2015

Curriculum

We will be using national Project Lead the Way EDD curriculum.

* **Who will write the curriculum?**
  Certified technology teacher that this certified in EDD.

* **When will the curriculum be developed?**
  The curriculum will be developed over the summer of 2015.

* **What schedule or staff assignments may need to be changed?**
  Certified teacher will receive one of twelve trimester sections for instructional time.
  Classroom will be a hybrid of blended instruction and business mentorship training.
  (Future partnerships pending with MSTC, SPASH and Nekoosa High School)

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

One staff member will need to be trained by a PLTW in the summer of 2015.

Resources (covered under Carl Perkins Grant)

Curriculum & Staff Development Time	80 hours (teacher certification training)
Instructional Materials	covered under yearly PLTW fee
Staffing	no change / will need PLTW training
Space, equipment, furniture	no change at LHS, will utilize MSTC and Industry

Statement of Impact

The knowledge and skills students acquire throughout PLTW Engineering come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing EDD ready to take on any post-secondary program or career.

PLTW schools are ahead of the curve, providing rigorous STEM curricula that will help school leaders exceed the demands of the new Common Core Standards in Science and Math. The Harvard Graduate School of Education Pathways to Prosperity study also highlighted PLTW as a model for integrating Career and Technical Education into core academic content areas.

Beyond sparking interests in STEM fields at an early age, PLTW has a track record of producing graduates who are college and career-ready. Students may earn college credit, scholarships, or advanced standing for their work during high school. By offering a comprehensive PLTW / STEM curricula we will provide our students with a competitive advantage in today's ever-changing marketplace.

New Course Proposal

Mobility, Fitness & Nutrition

Requested by:
LHS Physical Education Department, Tony Biolo, Instructor

Explanations and Rationale:

In an effort to positively impact all students we are proposing a new class of Mobility, Fitness and Nutrition. This class would be available for our "at-risk/low performing" students.

Selected/Targeted (At Risk/Low Performing) students would be enrolled in this course as an alternative to their sophomore or junior required physical education courses (PE-2 / PE-3).

Any student could take this course in their Jr. or Sr. year as an elective.

We would utilize the 9th grade PE staff and have them "target/recommend" students for this class. Appropriate placement of students within this class is an important consideration. To best ensure that students are appropriately placed, we will need to collaborate with the 9-12 PE staff & counselors.

This course would cover all six of the WI DPI State Standards in Physical Education: The main focus would be on standards 3, 4 & 6, as these are the areas that we feel are holding these students back from fulfilling the rest of the standards.

STANDARD 1

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

STANDARD 2

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

STANDARD 3

Participates regularly in physical activity.

STANDARD 4

Achieves and maintains a health-enhancing level of physical fitness.

STANDARD 5

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

STANDARD 6

Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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

1. Improved Self-confidence and Self-esteem (Students see/feel improvements)
The student we are targeting generally does not participate in our regular PE courses enough to see improvement. Being enrolled in this course with peers (that have similar abilities) will allow them to become more confident and successful. Many students will notice an improvement in both their bodies (image and mobility) and fitness levels.

2. Students learn to enjoy physical activities. Students who will be enrolled in this course will have the opportunity to develop a wide-range of developmentally-appropriate activities.

3. **Stress Reduction.** Students who will be enrolled in this course will have an outlet for releasing tension and anxiety which will facilitate emotional stability. Being with similarly grouped peers should alleviate any anxiety that results in regular PE participation (or lack thereof).

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

5. **Experience Setting Attainable Goals.** Students enrolled in this course will have the opportunity to set and strive for personal, achievable goals.

This class will be an alternative to PE-2 & PE-3 (Sophomore & Junior) which are the required credits for graduation. It would also be available to juniors & seniors as an elective.

Students will be placed based on the following criteria:

1. Fitness scores that are below proficient (physically "at-risk" students)
2. Body composition / image
3. Injuries that would not allow them to complete a regular PE course

Communication/Timeline
Stakeholders: 10th, 11th and 12th grade students*

Fall 2014: Course idea/proposal shared with LHS Physical Education Department & administration.

February 2014: Students are informed of the course through the registration process.

2015-2016 academic year: Course implementation 2nd semester (or 3rd Trimester).

> *this course would be available to all students, however, we would "screen/target" certain students from the 9th grade PE classes that show below average fitness levels or poor body awareness/image issues. We would also be able to early intervene (take-out) any injured participants or low scoring PE participants in the first semester (Tri #1 & #2) in the current school year and enroll them into this course.

Curriculum
Mobility, Fitness & Nutrition will utilize a blog that will enable students to have out-of-class communication with the instructor, as well as some research, reflection and guided learning. The class will focus on the three main areas of concern for many

of our "at-risk" students in physical education.

#1 ~ Mobility ~ The way the body moves. Basic flexibility and gymnastics.

#2 ~ Fitness ~ Cardiorespiratory endurance, Aerobics, Body Weight exercises & some Basic Strength Training exercises will be the main focus.

#3 ~ Nutrition ~ Healthy Eating. Food choices. Research various diet plans.

Resources
STAFFING: An LHS staff member.

SPACE, EQUIPMENT: This course would utilize classroom, weight room, pool, fieldhouse & outdoors (all PE facilities).

PROFESSIONAL DEVELOPMENT: Instructor will work with .

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

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

Student/teacher/parent satisfaction with the course will be evaluated at the end of each course offering.

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

Summary/Statement of Impact
This is a class that would benefit any student taking it. But is designed to help/support those students that we find struggling in a regular physical education setting. Whether due to injury, weight, mobility or self-image issues, we can "target" students for this class after their 9th grade year of physical education.

Modified/New Course Proposal

College English 250

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

College English 250 will be offered as a dual enrollment class through UW Wood County. Eligible students will receive transcripted credits.

Requested by:
LHS Language Arts Department, Miranda Moody, Instructor

Explanations and Rationale:
One of Tony Evers' Agenda 2017 goals is to expand high school programs for dual enrollment while earning college credits. We feel that offering dual enrollment classes not only fulfills the goal set by Tony Evers but also creates an opportunity for our students to become college and career ready. University of Wisconsin-Wood County has agreed to partner with our school to offer transcripted credit for those students that take College English 250. The grade that a student earns in the class is the first grade that will be on his/her college transcripts.

This transcripted credit allows students to take a challenging, college level course while still in high school. The benefits of taking a transcripted course in high school are numerous:

1. **Students save money.** Under the current law, students who take College English 250 **do not have to pay** for the class. The UW system is currently paying for students to take the course. In the past, students were asked to pay ½ the cost of a college course (approximately $300.00). Depending on the laws and the legislature the payment method for this class may change in the future.
2. **Students save time.** Students will not have to take a College English 250 course and, thus, are accelerated in their English program.
3. **Students are better prepared for college.** Because students take the dual enrollment course in high school, they are not influenced by external pressures that they may encounter their first year of college. Therefore, they can have a more positive and successful transition into the college experience.
4. **Students may take this class for high school credit only or a combination of high school and college credit.**

Appropriate placement of students within this class is an important consideration. To best ensure that students are appropriately placed, students will need to meet the following criteria:
1. Placement test score that places them in CE 250.
2. Grade level status of incoming junior or senior student.

Students were selected based on the following criteria:
1. Current grade level status of a senior
2. Student was offered the opportunity to take the placement exam. This exam was used as a screener.

Communication/Timeline

Stakeholders: 11th and 12th grade students

LHS Language Arts Department

Fall 2013/2014: Course idea shared with LHS Lang. Arts department and administration

Fall 2013: Course idea shared with to Language Arts CII sub-committee

Fall 2014: Proposal shared with LHS Lang. Arts department and administration

February 2015: Students are informed of the course through the registration process.

2015-2016 academic year: Course implementation both semesters.

Curriculum

College English 250 will follow the curriculum set by UW-Wood County. The course description for College English 250 will be:

> An introduction to the discipline of literary studies through its fundamental approaches to reading, interpreting, and writing about a variety of texts, ranging from the classic to the contemporary with the goal of understanding, appreciating, and enjoying literature.

Special Consideration

In my opinion, it would be best if College English 250 were to be offered as a blended course. Essentially, this would mean that students would be required to be in my classroom 4 out of 5 days per week. The fifth day could be spent in my classroom where students could receive additional help. If a student did not feel they needed additional help, they could use the fifth day as a free period (details of where they could go during the free period would have to be worked out with administration and then communicated to the students).

Regardless of where students choose to spend the fifth day, they will be required to complete an online assignment to compensate for the fifth class period.

Having a blended classroom better mirrors the actual college setting and will better prepare students for "real world" experiences.

Resources

STAFFING: An LHS staff member who has been approved through UW-Wood County would be assigned to teach this class. No additional FTE's are required.

SPACE, EQUIPMENT, FURNITURE: UW-Wood County limits their English 250 class sizes to a maximum of 24 students. Thus, CE 250 will have a maximum number of 24 students enrolled in the class.

PROFESSIONAL DEVELOPMENT: Instructor will work with a UW-Wood County appointed mentor to develop curriculum and work through the implementation process.

INSTRUCTIONAL MATERIALS: Books will selected based on criteria set by both the district instructor and the UW-Wood County mentor. Books will be purchased by the school, not by the student.

Evaluation

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

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

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

Transcripted credit courses like College English 250 do not follow the same retake policy that has been set forth by Lincoln High School. Instead students will be evaluated on a scale similar to that of the UW college English classes.

Summary/Statement of Impact

Dual enrollment course options are an efficient way of providing the best education possible in accordance with our District mission and with Tony Evers' Agenda 2017. It is a best-practice in gifted education, there is no expectation of a negative impact on other students, and the cost is minimal for the District to implement.

New Course Proposal
(Draft)

Exploratory Business
7th Grade
9 week course

Requested by:

Business / Marketing Education
&
Career and Technical Education

September 2014

Recommendation:

This proposal is to offer a 9 week Business Exploratory class to all seventh grade students at WRAMS and move the current 9 week Computer Applications class to the sixth grade rotation. With the move, the sixth grade Computer Applications class will become part of the 9 week rotation that will put an emphasis on Google Apps, cyber citizenship, and transferable technology skills such as basic word processing, document formatting skills, and file management. The 9 week, seventh grade Business Exploratory class will focus on exploring the nature of business ownership, entrepreneurship, financial services, employability skills and career development, information technology, and marketing. The seventh grade Business Exploratory course will reinforce computer skills while studying business and marketing applications along with problem solving and thinking skills.

Rationale:

1. Currently the 9 week, seventh grade pathway exploration rotation does not include any of the Business and Marketing standards and concepts set by the state.

2. By offering the 9 week, sixth grade Computer Applications course, we will enhance the keyboarding and information technology scope and sequence within our district.

See attached sixth and seventh grade rotations and keyboarding/informational technology scope and sequence

Communication:

The following communication has and will be happening to complete the approval process:

- CTE Class / Pathway audit, CTE Coordinator	Fall 2009
- Started talks with Business Instructors	Spring 2010
- Course proposal put on hold due to restructuring	Fall 2010
- Restructuring of CTE courses complete	Fall 2012
- Course Proposal, background work	Spring 2013 to Fall 2014
- Discussion with WRAMS Principal	Spring & Fall 2014
- Meeting with Director of Technology and Director of Curriculum.	Spring & Fall 2014
- Present to all CTE Staff & CTE CII	Spring & Fall 2014
- Presentation to building leadership & CII	Fall 2014
- Present to Board of Education	Fall 2014
- New course implementation	Fall 2015

Curriculum:

- **Who will write the curriculum?**
  Certified Business and Marketing Education instructors.

- **When will the curriculum be developed?**
  The curriculum will be developed over the summer of 2015.

- **What schedule or staff assignments may need to be changed?**
  Business and/or Marketing certified instructors will be able to teach this course.

- **What professional development needs may be necessary to implement the curriculum?**
  None

Resources: (covered under Carl Perkins Grant)

Curriculum & Staff Development Time	8 hours
Instructional Materials	Free online resources - no books needed
Staffing	No change in FTE's from 2014-15
Space, equipment, furniture	Will need to be taught in a computer lab or have access to chromebooks

Statement of Impact:

The sixth grade Computer Applications course will strengthen the keyboarding methods taught in elementary school while providing students additional skills in areas such as Google Apps, cyber citizenship, basic word processing, document formatting, and file management-skills that can be utilized cross-curricularly. Additionally, by moving the Computer Applications course to sixth grade and offering a Business Exploration course in seventh grade, students will not only have a structured, consistent, and sequential scope and sequence of technology literacy skills, but students will also able to reinforce those skills in an applied project-based Business Exploration learning environment in their seventh grade rotation. Ultimately, the seventh grade Business Exploratory course will reinforce computer skills while studying business and marketing applications along with problem solving and thinking skills used in everyday life.

CURRENT Rotations:

6th 9 weeks		7th 9 weeks		7th	
Art		Art		PE	all year every other day
Health		FCE		Health	semester ever other day
Tech Ed.		STEM		World Languages	semester ever other day
SH		Computer App.			

PE - every other day all year
G. music- every other day all year

SH- every other day all year
   G. music (9 weeks)
   SH (3 quarters)

Band, Orchestra and Choir every day all year

New Proposal:

6th 9 weeks		7th 9 weeks		7th	
Art		Art		PE	all year every other day
Health		FCE		Health	semester ever other day
Tech Ed.		STEM		World Languages	semester ever other day
Computer App.		Bus. 7			

PE - every other day all year
G, music- every other day all year

SH- every other day all year
   G. music (9 weeks)
   SH (3 quarters)

Band, Orchestra and Choir every day all year

**FTE's are neutral, with decreasing 3 weeks of 4th and 5th grade keyboarding.

Keyboarding:			
3rd grade	4th grade	5th grade	6th grade	7th grade
6 weeks	3 weeks	3 weeks	Computer App.	Bus. Exploration

Modified Course Proposal

Principles of Economics (blended/on-line)

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

Requested by:
LHS Social Studies Department, Paula Reaves, Instructor

Explanation:

Principles of Economics is currently offered to juniors and seniors at LHS and is one of the options that can be used to fill a student's required financial literacy credit. This proposal is simply stating that one of the sections of Principles of Economics will be offered as a blended/online option.

Rationale:

The social studies department at LHS believes that students should be offered more blended/ online options in courses for the following reasons:

1.) **Choice** - we believe this offers students more options in course selection and the ability to select classes which fit their own style of learning. Students already have the option of selecting personal finance as an online/blended option. This would give students who prefer online learning a choice as to how to fulfill their financial literacy requirement.

2.) **Flexibility in scheduling** - many students have difficulty creating a schedule that allows them to take all the courses they would like. Online courses offer more scheduling flexibility for students.

3.) **Differentiation** - Online teaching and learning allows the teacher to adjust the learning targets for individual students relatively easily. It also allows for students to work at their own pace. It is a way to effectively deliver curriculum for many students.

4.) **Preparation for Postsecondary Education** - Many post-secondary schools are requiring students to complete online courses. Many of our students have no previous experience in the area. An online course in high school would be beneficial to many of our students.

Communication/Timeline

Stakeholders: 11th and 12th grade students

　　　　　　　LHS Social Studies Department

Spring 2014: Couse idea shared with LHS administration

Fall 2014: Course idea shared with LHS Social Studies department and unanimously approved

Fall 2014:　　Course idea will be shared with LHS cabinet

February 2015: Students are informed of the course through the registration process.

2015-2016 academic year: Course implementation.

Curriculum

Principles of Economics (blended/online version) will follow the curriculum set by the social studies department for Principles of Economics as written in BYOC. The course description for the two classes will be the same except that the blended/online version will explain that the course content will be delivered differently.

Resources

STAFFING: An LHS social studies teacher would be assigned to teach this class. It would be limited to one section. No additional FTE's are required.

SPACE, EQUIPMENT, FURNITURE:
Students will use their own devices for the course. The classroom portion will require the use of a school computer lab or portable laptops. No additional cost.

PROFESSIONAL DEVELOPMENT: Instructor has taken courses regarding online teaching and learning. Instructor has also taken courses specific to teaching economics online. These courses will continue to be taken as needed.

INSTRUCTIONAL MATERIALS: The class will require the purchase of a class set of textbooks to supplement the online curriculum. The cost of the book is $15 so the estimated cost of that purchase would be $450. That cost would come out of the social studies budget for next school year.

Evaluation

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

Student/teacher/parent 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 Staff and administration, and shared with the Social Studies CII.

Summary/Statement of Impact

There is no expectation of negative impact. The most likely scenario is that some students who would have enrolled in Principles of Economics will now choose to enroll in the online/blended version. There may be an impact on the number of students enrolled in the online/blended version of personal finance (but we think that is unlikely). This course appeals to students who want to take economics and/or fulfill a social studies credit while also fulfilling a financial literacy credit.

The positive impact is that students who desire to fit Principles of Economics into their schedule will likely be able to. Also, online learning will offer flexibility and help students to prepare for postsecondary education. The cost to the district is minimal.

LHS Digital Electronics Math Equivalency proposal:

The Equivalent Graduation Policy (PI 18.02) provides school districts the opportunity to expand options available to students to meet high school graduation requirements through "equivalent courses." High School equivalent courses are those that have been determined to meet specific criteria, specifically courses which contain the time allotment and substantially the same objectives to develop the knowledge, concepts, and skills of the course for which an equivalent credit is proposed.

Working together, the Math CII Committee and the Career and Technical Education CII Committee have determined that the following course is math equivalent and met requirements of an elective Math course.

- Digital Electronics (PLTW)   Technology Education Department   1 credit
- Grade 11 & 12 with recommended successful completion of Algebra and Geometry

The chairs of both committees (Bill Fehrenbach and Eric Siler) are going through the process to apply for equivalency with the Wisconsin Department of Public Instruction (DPI). If the WRPS Board of Education and the DPI approve this course for equivalency credit, students at LHS will be able to use this course for math credit. Equivalent courses will have a specific designation on students' transcripts which are honored by the UW-System.

The Math CII Committee, the Career and Technical Education CII Committee, and the LHS administration support this proposal.

Modified/New Course Proposal

Advanced Placement Psychology
(Course has been audited and approved through AP Central Board)

Requested by:
LHS Social Studies Department, Bob Gawlitta, Instructor

Explanations and Rationale:
The course has been approved and I have been teaching it since the Fall of 2008. It is my understanding that I need to provide rationale for teaching the course in two trimesters (preferably 1st and 2nd trimesters) instead of one trimester.

Currently, the course is run for only one semester, despite the trend state-wide to offer it as a full year class. That being said, I currently struggle to get the curriculum covered each semester. I expect summer readings and assignments to be completed upon the start of each school year and we very much rush through the topics, and I still cannot sufficiently get to each topic. The extra time with a second trimester would provide an opportunity to further expand on what I already am able to cover and to cover topics I otherwise cannot get to in the current format. Though the proposed two trimesters will continue to afford me less time that those who teach a full year course, I will be able to have the valuable extra time that I do not currently have in one semester.

Communication/Timeline
Stakeholders: 11th and 12th grade students
                    LHS Social Studies Department
The course has been offered and run since the Fall of 2008 with two or three sections filling annually.
Fall 2014: Proposal shared with LHS Social Studies department and administration to offer the course in the first and second trimesters.

Curriculum

      The Advanced Placement Psychology course will continue to follow the curriculum and standards put forth by the National AP College Board.

Special Consideration
To reduce the course time-frame even moreso than is currently occuring would really handicap the students. They often struggle the way it is in regards to keeping pace with the expectations.

Resources
STAFFING: I believe I am the only LHS Staff Member who is certified to teach the course.

SPACE, EQUIPMENT, FURNITURE: Though we apparently have no current enrollment limits for the course, limiting the number of students per class would be beneficial to the individual students. Currently, I have one class with 33 students, which is very large considering the level of the topics covered.

PROFESSIONAL DEVELOPMENT: Instructor will continue to work with the AP College Board on updated materials, curriculum, and AP Conferences offered in our area.

INSTRUCTIONAL MATERIALS: We currently use the AP Psychology text by David Myers simply titled Psychology, 8th edition. In addition, we use the 40 Studies that changed Psychology book by Hoch.

Evaluation
Student success in this course will be evaluated throughout the course. The course is taught at a college level and students are evaluated based on assessments that mimic the exact manner in which the May Exam is presented; multiple choice tests and Free Response Prompts.

Like all Advanced Placement courses, the students may take the AP Board Certified AP Psychology exam in early May each year.

Summary/Statement of Impact
The course allows the students an opportunity to earn early college credits at most universities, thus saving them a great deal of money, if the respective student passes.

Modified/New Course Proposal

Advanced Placement Calculus BC
(Course has been audited and approved through AP Central Board)

Requested by:
LHS Math Department, Karen Scarseth, Instructor

Explanations and Rationale:
The course has been approved and I have been teaching it since the fall of 2001. It is my understanding that I need to provide rationale for teaching the course in three trimesters instead of two trimesters.

Advanced Placement Calculus AB covers Calculus I at the collegiate level. Advanced Placement Calculus BC covers Calculus I and Calculus II at the collegiate level. Currently both classes are taught in two semesters. Calculus AB will be taught in two trimesters under the new schedule. The Advanced Placement Test is given on the first Wednesday of May. Two semesters is currently enough time to adequately cover the material in Calculus AB, but I struggle even now to cover all of the material in Calculus BC. Currently, I teach new material right up to the Friday before the test date. Even in two semesters, I struggle to leave enough time for students to properly prepare for the AP Test.

In studying the statistics supplied to the district every year after the AP test, although our students pass the BC test at a high rate, the topics in which they score poorest are those taught at the end of the year. Students often take Calculus BC so that they can test out of the first two semesters of college calculus, but often these students enroll in Calculus II because they feel unsure about enrolling directly into Calculus III due to the rushing through topics that occurred at the end of the year.

Currently, we are one of the few schools that offer BC Calculus in two semesters without offering an Honors Pre-Calculus in which we can give the BC students a head start on the Calculus material in their junior year or without requiring students to enroll in Calculus AB as a junior. When Neenah was on the Trimester schedule, they offered BC Calculus over three trimesters and covered topics in Calculus III in the time after the Advanced Placement test. Homestead currently offers BC Calculus in two trimesters, but they also have a course called Calculus Seminar offered in trimester three where they finish the BC topics not covered in the first two trimesters and then they explore topics in Calculus III after the test. I also have done research into how schools on the trimester in other states handle Calculus BC and most run the class for three trimesters.

I do understand that offering the course in two trimesters will give the students approximately the same number of minutes to cover the material as the number of minutes that I now have in two semesters. The issue is not one of minutes but rather one of time. It takes time in days to properly learn the material. The concepts covered take time for the student to process and to reflect and make connections between topics. Also, in our other math classes, we know that we will have to weed out non-essential topics from out curriculum. The issue in BC Calculus is that in order to get College Board approval for the class, we must cover a nationally approved curriculum.

Communication/Timeline
Stakeholders: 11th and 12th grade students
                    LHS Mathematics Department
The course has been offered and run since the fall of 2001 with one section offered annually.
Fall 2014: Proposal shared with LHS Mathematics department and administration to offer the course all three trimesters.

Curriculum

The Advanced Placement Calculus BC course will continue to follow the curriculum and standards put forth by the National AP College Board.

Special Consideration
To reduce the course time-frame even more so than is currently occurring would really handicap the students. They often struggle the way it is in regards to keeping pace with the expectations.

Resources
PROFESSIONAL DEVELOPMENT: Instructor will continue to work with the AP College Board on updated materials, curriculum, and AP Conferences offered in our area.

INSTRUCTIONAL MATERIALS: We currently use the AP Calculus text by Finney, Demanna, Waits and Kennedy entitled Calculus: Graphical, Numerical and Algebraic. In addition, I use a variety of websites other resources found in additional texts and self-generated.

Evaluation
Student success in this course will be evaluated throughout the course. The course is taught at a college level and students are evaluated based on assessments that mimic the exact manner in which the May Exam is presented; multiple choice tests and Free Response Prompts.

Like all Advanced Placement courses, the students must take the AP Board Certified AP Calculus BC or AB exam in early May each year.

Summary/Statement of Impact
The course allows the students an opportunity to earn early college credits at most universities, thus saving them a great deal of money. Three trimesters will allow students time to fully understand the BC topics and increase their chance to earn a passing score on the AP test.