Timestamp	Email Address	Teacher to contact for this proposal	Course Title	Department	Target Audience - Grade Level	Credit	Course Description	Rationale for Proposal	Prerequisites (if any)	Professional Development/Training (type & estimated cost)	Instructional Resources/Materials (type & estimated cost)	What type of proposal?
10/9/2026 15:32:08	jrakotz@bhmschools.org	Jon Holtz	Unified Accessible Arts	Art	11th, 12th	1/2 credit (1 trimester)	This class allows all students (general education partners as well as students who require special education services) to interact in an inclusive environment focused on developing skills in the visual arts through hands-on projects. This opportunity fosters collaboration as students explore key areas of art such as drawing, painting, ceramics, and sculpture. Students will participate in activities such as exploring artists to give context to their own artwork. Students will engage in the design process, planning and executing their own artwork while building teamwork and communication skills.	The course is needed to provide unified opportunities for students with significant disabilities and students without disabilities to partner in learning about art. The evidence that supports the initiation of this new course lies in the experiences derived from the students who have previously participated in a unified music, agriculture, companion animal science, physical education or a home living course at BHS. Many of these students have built lifelong friendships or entered into the field of special education upon completion of a unified course. Students will build leadership skills, collaboration skills and communication skills as a result of taking this course. Additionally, students who require a specially designed classroom (as driven by their IEP) will be able to learn about art with their neurotypical peers in a general education environment while receiving the proper level of support from their special education teacher.	Painting 1, Drawing 1 or Ceramics 1	Curriculum Development time in the summer (Carrie Schmitt, Jon Holtz, Jessa Rakotz)	$1,200 for clay, paint, paper, glaze and adapted art tools for all	
10/21/2026 10:40:45	mtuchscherer@bhmschools.org	Mark Tuchscherer	AP Business with Personal Finance	Bus Ed	10th, 11th, 12th	1 credit (2 trimesters)	AP Business with Personal Finance is an introductory, college-level business and personal finance course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business application, case studies, and project-based learning. In addition, students learn and apply all the National Standards for Personal Financial Education created by the Council for Economic Education and the JumpStart Coalition for Personal Financial Literacy. Potential Units/Topics include: Unit 1: Businesses, Competition, and New Ideas Unit 2: Marketing Unit 3: Part 1: Personal Saving and Borrowing, Part 2: Business Finance and Accounting Unit 4: Management and Strategy Unit 5: Personal Goals, Budgeting, and Investing	This course is a great opportunity for our school and department. It will allow for the possibility of college credit and count as the Personal Finance graduation credit as well. We offer a variety of courses in the Business department and this should be a capstone type course for the students. Our CIS courses have been very popular and we believe an all encompassing AP course would benefit the students.	Complete Intro to Business and/or Marketing	One Day Online Workshop - November '26 ($105) Four Day Summer Institute - Augsburg College ($1075) * MDE will pay most/all of the costs.	AP-aligned Textbooks ($100-165 per), various curriculum resources as needed	
10/5/2026 11:24:45	htierney@bhmschools.org	Heather Tierney and Heather Eld	CIS Literature	English	11th, 12th	1 credit (2 trimesters)	Introduction to Literature is a course primarily focused on 20th Century multicultural literature. Students will acquire the tools and procedures necessary for the interpretation and analysis of fiction, poetry and drama. Students will be required to share their interpretation of the readings in concise and in-depth annotations, essays, as well as through classroom discussion. This course will require a great deal of reading and writing, and should be taken by students with strong literary and composition skills who are willing to invest the required time and effort. Upon successful completion of the course, students who are eligible for college credit will earn 4 credits from University of Minnesota Twin Cities.	CIS Introduction to Literature A hybrid course for CIS Literature would emulate a more authentic college experience for students. Because of the amount of reading and writing assigned daily, it would provide students with independent work time outside of the classroom, and better prepare them for engaged discussions within the classroom. This course has always provided students with opportunities to read and write, and a hybrid course would more effectively continue what we've always done. It would allow for students to come in for more individualized help on the independent work days. A hybrid version of this course would allow students to schedule and meet one-to-one with the instructor for essay conferencing. In addition, students who need to make up class discussions would have the availability to do so on the independent study days.	Juniors & Seniors: Top 30%	Professional Development Training Days, approx. 4 / year	We currently have all needed books.	
10/19/2026 8:06:41	psommers@bhmschools.org	Peter Sommers/ Marc Mens	CIS Writing/ Critical Reading A & B	English	12th	1 credit (2 trimesters)	This course is already in existence. We are recommending a course modification from being a full in person course to a hybrid model, where students would meet in person for significant parts of the writing process such as instructional practice, discussion and analysis of texts, and peer review of each other's work. During significant individual reading, annotation, and drafting time, however, students would be able to do this on their own in their own space. During these individual work days, students would also have the opportunity to meet with the teacher one-on-one for individual conferences, which are currently integrated into the culture and practice of the course, but are mostly done before and after school. Hybrid would allow them to do these teacher conferences during the school day. During draft deadline weeks, the schedule would be altered to allow for more in person time with writing groups, so students can peer review and revise with the help of their peers.	This modification is warranted in this course because students can learn the rigor of the college writing course while also having to be more accountable for their time/ work management, which mirrors exactly what they will have to do in college. During days when they are not in person, students will have to be more independent about making sure deadlines are met. Additionally, this will open up class time for more individual one-to-one conferencing and intervention time with teachers when students need it.	This would not change from the existing prerequisites of CIS University Writing/ Reading	None. Mr. Mens and Mr. Sommers are already trained and have been teaching the course for years.	Have already been adapted for hybrid since we had to do it during COVID.	
10/20/2026 13:57:26	sdriver@bhmschools.org	Sydney Driver	Creative Writing	English	9th, 10th, 11th, 12th	1/2 credit (1 trimester)	Creative Writing-- Course Modification changing it to a 9-12 class instead of a 11-12 class.	Opening the creative writing class to all grades (9-12) would provide more students with opportunities to explore their creativity, develop their writing skills, and hone their creative expression. Students can build skills in storytelling, characterization, descriptive writing, and poetry that they can take into all other courses.	none	none	none	

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10/21/2026 7:56:43	rmccallum@bhmschools.org	Ryan McCallum or Melissa Bertsch	CIS Introduction to Public Speaking Hybrid (Course Modification)	English	11th, 12th	1 credit (2 trimesters)	CIS Intro to Public Speaking is a course designed to teach students basic public speaking skills. The course helps students develop an understanding of the basic principles of oral communication, with a focus on improving skills in researching, writing, and organizing effective presentations that are appropriate to particular audiences. Students will develop, improve, and gain confidence in basic delivery skills. Students will also learn to critically evaluate speeches and develop an awareness of, and appreciation for, the responsibilities of ethical communication. Upon successful completion of the course, students who are eligible for college credit will earn 3 credits from the University of Minnesota. (See the CIS table for eligibility criteria.)	A hybrid option for students in CIS Introduction to Public Speaking would more closely mirror the experience they would have in a college class, with being responsible for completing preparation work, utilizing research databases, meeting with professors, and doing required reading and writing assignments. This hybrid option would allow for time to research, outline, reflect, revise, and read to be outside of the classroom. Students would still have in-class time to practice speaking multiple times a week in small and large groups and utilize support from classmates in feedback throughout the learning process. Students would need to be in attendance for full weeks during speaking and rehearsal days, meaning there will be some five-day weeks needed in order to accommodate the pacing of the course.		0		0
10/21/2026 8:22:50	mbertsch@bhmschools.org	Melissa Bertsch	Introduction to Communication	English	10th, 11th, 12th	1/2 credit (1 trimester)	This course introduces students to three different areas of communication: interpersonal communication, small group communication, and public speaking. The course will include understanding the components of all effective communication, nonverbal communication, active listening, interviewing skills, effective small group communication, and brief introduction to public speaking. one-on-one communication skills and effective communication in small groups. These skills will be applied to social as well as professional goals. This class presumes a willingness to speak to members of the class in groups and/or individually.	This is a course name change from Speech Communications to Introduction to Communication. Counselors have noticed a reluctance in some students to take this course in the past because of the word speech in the title. I also adjusted the course description to more fully explain the non-public speaking elements. These skills are important for more students be exposed to, and it's been a very successful class with a wide variety of students in the past (both career and college bound students).	none	none--curriculum already in place	none--curriculum already in place	
10/21/2026 12:12:09	sdriver@bhmschools.org	Sydney Driver	Publications Writing	English	10th, 11th, 12th	1 credit (2 trimesters)	Making a modification to our Publications Writing class: updating the prerequisites for the class to open it up to sophomores, but everything else can stay the same.	Opening Yearbook to sophomores makes room for more writers and lets students step into editor roles sooner. Seniors often leave the class for senior study, on-the-job training, or end-of-day sports, so building a deeper staff in the earlier grades keeps the yearbook strong no matter who leaves. Requiring Journalism or Hoofprint writing, plus a teacher recommendation, makes sure new staffers arrive ready to contribute.	Prerequisites for students entering as sophomores: completion of Journalism, OR participation in writing for the Hoofprint, and a journalism teacher recommendation. Juniors and seniors new to the course should also have a teacher recommendation, and the instructor may waive other prerequisites based on experience.	No	NO	
10/19/2026 11:14:23	khyams@bhmschools.org	Kathryn Hyams	Human Development 1 — Child Growth and Development	FCS	9th, 10th, 11th, 12th	1/2 credit (1 trimester)	*Modified Course - Currently Human Development Human Development 1 will provide students with a foundational understanding of human development from conception through adolescence, with the majority of instructional time dedicated to prenatal development, infancy, toddlerhood, and early childhood through age three. Students will explore physical, intellectual, social, and emotional development, including developmental milestones, the influence of genetics and environment, attachment, early relationships, health and safety, and the role of caregivers in supporting healthy development. Registration Guide Blurb: Explore human development from conception through adolescence, with an emphasis on prenatal development, infancy, and early childhood. Learn about physical, intellectual, social, and emotional development, and discover how caregivers support healthy growth. Experience the responsibilities of infant care through the RealCare Baby simulation, including a take-home baby experience.	This course will address the need for developmentally focused, practical instruction that prepares students to understand children and make informed decisions about caregiving, parenting, family relationships, and future careers in education, childcare, healthcare, and other human services fields. Concentrating on conception through age three will provide students with a deeper understanding of a critical period of growth while still examining development through adolescence. The course will align with Minnesota's FACS Child and Human Development framework and the National Standards for Family and Consumer Sciences Education, particularly the areas of human development, parenting, and family relationships. Instruction will emphasize applying developmental knowledge to real-world situations. A major experiential component will be the Realityworks RealCare Baby simulation. During the latter part of the trimester, students will take the computerized infant simulators home to experience simulated caregiving responsibilities. Students will reflect on infant care routines, responsiveness to an infant's needs, time management, and the demands of caregiving. This experience will help students connect classroom learning to the practical responsibilities associated with caring for an infant. Student interest is expected from learners who enjoy hands-on activities, child development, family relationships, and career exploration. The course also offers relevant learning for students who anticipate future responsibilities as parents, caregivers, or family members. Students will benefit by developing a stronger understanding of human development, increased awareness of the responsibilities associated with infant care, and practical knowledge they can apply in personal, academic, and professional settings. The course will also establish the developmental foundation needed for Human Development 2: Early Childhood Education.	None	None at this time, but some additional curriculum writing time would be appreciated.	None at this time, as we just received new Realityworks RealCare Babies.	

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10/19/2026 11:21:01	khyams@bhmschools.org	Kathryn Hyams	Human Development 2 — Early Childhood Education	FCS	10th, 11th, 12th	1/2 credit (1 trimester)	*Modified Course - Currently Child Development Human Development 2 will build on foundational knowledge of child development by focusing on the practical skills, instructional strategies, and professional responsibilities involved in working with children in daycare, preschool, and kindergarten settings. The course will emphasize applying developmental theory to educational practice and preparing students to design, deliver, and reflect on developmentally appropriate learning experiences for young children. Students will explore major human developmental theorists and their influence on early childhood education, language and literacy instruction, early mathematics instruction, classroom layout and learning environments, classroom management, lesson planning, observation and assessment, collaboration with support staff, inclusive education, special education, family communication, health and safety, and professionalism in early childhood settings. Instruction will address the diverse developmental needs, abilities, cultures, and experiences of young children. Registration Guide Blurb: Discover what it takes to teach and care for young children in daycare, preschool, and kindergarten settings. Explore child development theories, classroom management, lesson planning, early literacy and math instruction, inclusive education, and classroom design. Put your learning into practice by creating a lesson plan and teaching it!	The course will align closely with Minnesota's MDE Early Childhood Education framework, which identifies developmentally appropriate activities, curriculum development, child observation, classroom environments, guidance and discipline, family and community relationships, and early childhood career preparation as essential areas of study. It will also draw on the National Standards for Family and Consumer Sciences Education and Minnesota's Early Childhood Indicators of Progress (ECIPs). The ECIPs provide guidance for planning developmentally appropriate learning experiences across domains including language and literacy, mathematics, physical development, approaches to learning, and social-emotional development. This course will provide a more focused and practical pathway for students interested in early childhood education, teaching, childcare, special education, and related careers. It will complement Human Development 1 by moving from understanding how children grow and develop to learning how to support that development through intentional instruction and responsive classroom practices. Student interest is expected from learners who enjoy working with children, creating educational activities, exploring teaching as a career, and participating in hands-on projects. The capstone project will require students to develop an early childhood lesson plan and record themselves teaching the lesson. Students will apply developmental theory, select an appropriate learning objective, design an engaging activity, identify necessary materials and adaptations, deliver instruction, and reflect on the effectiveness of their teaching. This authentic assessment will allow students to demonstrate practical teaching skills and develop artifacts for a future education or career portfolio. Students will benefit by developing foundational instructional skills, stronger communication and collaboration abilities, experience adapting lessons for diverse learners, and a clearer understanding of the expectations of early childhood professionals. The course will also help students explore potential career pathways and prepare for further education, employment opportunities, or additional training in early childhood education.	Human Development 1: Child Growth and Development	Curriculum writing time would be beneficial as this course is developed.	Early childhood curriculum resources: Sample lesson plans, developmental activity guides, early literacy and mathematics activities, classroom schedules, and developmentally appropriate teaching resources. Estimated cost: $100–$300. Classroom layout and learning materials: Classroom arrangement examples, learning-center materials, manipulatives, blocks, puzzles, dramatic-play materials, art supplies, and other resources for designing and demonstrating age-appropriate learning activities. Estimated cost: $200–$500. Instructional planning and assessment resources: Lesson plan templates, observation forms, child-development scenarios, assessment tools, behavior guidance plans, and capstone project rubrics. Estimated cost: $0–$150.	
10/23/2026 11:02:02	mthell@bhmschools.org	Celest Thell	Foods 1: Fundamental of Food Preparation	FCS	9th, 10th, 11th, 12th	1/2 credit (1 trimester)	Introduction to foods. Students will gain knowledge of the kitchen, its equipment, how to follow a recipe, safety and sanitation. There will be exploration of hospitality careers and culinary-based careers.	Changing titles and recommended prerequisites to facilitate student understanding of course expectations and sequencing.	None	None	None	
10/23/2026 11:25:06	mthell@bhmschools.org	Celest Thell	Foods 2: Culinary Foods	FCS	10th, 11th, 12th	1/2 credit (1 trimester)	Foods 2 provides students with a firm foundation in basic savory food preparation. Industry safety and sanitation standards are stressed with all foods labs. Students will begin to develop their culinary knowledge and practical skills needed to work in a home kitchen and beyond. This course is designed to be interactive, student centered, collaborative, cooperative and relevant.	Changing titles and recommended prerequisites to facilitate student understanding of course expectations and sequencing.	Successful completion of Foods 1 with a C or above.	None	None	
10/23/2026 11:29:29	mthell@bhmschools.org	Celest Thell	Foods 3: Baking and Pastry	FCS	9th, 10th, 11th, 12th	1/2 credit (1 trimester)	Students will learn some of the foundational skills necessary to create cakes, cookies and pastries. Students will continue to apply industry level safety and sanitation standards wil learning preparation techniques and principles used in baking to prepare a wide array of baked goods, pastries and confections.	Changing titles and recommended prerequisites to facilitate student understanding of course expectations and sequencing.	Successful completion of Foods 1 with a C or above.	None	None	
10/23/2026 11:41:36	mthell@bhmschools.org	Celest Thell	Textile Design: Sewing Fundamentals	FCS	9th, 10th, 11th, 12th	1/2 credit (1 trimester)	Students will discover how to choose the right materials for their projects and learn essential techniques for pattern layout, fabric cutting and project construction. By the end of the course, students will have a practical skills and a portfolio of completed work. Project materials are provided by the student.	Changing titles and recommended prerequisites to facilitate student understanding of course expectations and sequencing.	None	None	None	
10/23/2026 11:53:46	mthell@bhmschools.org	Celest Thell	Fashion: Art, History & Design	FCS	9th, 10th, 11th, 12th	1/2 credit (1 trimester)	Discover the essential elements and principals of design and how to apply them creatively to clothing and fashion. Explore the fascinating realm of fibers and fabrics while learning how to choose the perfect materials for your apparel project. Delve into the rich history of fashion and gain skills in analyzing vintage styles, which will inspire your own designs. Students will explore various career paths in the fashion industry, equipping them with insights for the future. Students will enhance their consumer awareness with tips on clothing selection on care. Project materials are provided by the student.	Changing titles and recommended prerequisites to facilitate student understanding of course expectations and sequencing. This change was requested by students who have taken both fashion classes.	Textile Design: Sewing Fundamentals	None	None	
10/2/2026 11:05:06	dkilgore@bhmschools.org	David Kilgore	AP Calculus BC Hybrid	Math	11th, 12th	1 credit (2 trimesters)	All the same as AP Calculus BC currently	Same as current AP Calculus BC	AP Calculus AB	None	None	
10/7/2026 11:02:11	cassiemix@bhmschools.org	Cassie Mix	Bison Online Consumer Math (change from Bison Online Financial Algebra)	Math	10th, 11th, 12th	1/2 credit (1 trimester)	This is a course name modification to the current Bison Online Financial Algebra.	The course does not align closely enough to our in-person Financial Algebra class, so we do not feel it should hold the same name. It does have similar content, however, and we feel it is a valid class, but the name change would keep it separate from the in-person version.		None	None	

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10/7/2026 14:00:23	cassiemix@bhmschools.org	Cassie Mix	Bison Online: ACT Mathematics	Math	11th, 12th	1/2 credit (1 trimester)	This course focuses on the study of algebraic problem-solving skills and concepts related to geometry, probability, and statistics. In this course, there will be a variety of lessons and activities to improve knowledge and skills in these areas. Each unit aligns to one or more topics assessed within the mathematics portion of the ACT test. Generally speaking it is a survey of the skills taught in high school mathematics classes (Intermediate Algebra, Geometry (both coordinate and plane), Algebra 2, Statistics, and Trigonometry).	Our PPD goal is focused on increasing the number of students that meet or exceed in 3 of the 4 College Readiness Benchmarks (English, Math, Reading, and Science). This class would directly align to supporting students in meeting this goal, supporting them in their readiness for the mathematics section of the assessment. Additionally, it would serve as a good review for students taking the MCA, and just generally looking to refresh, review, or reinforce high school math topics before entering post-secondary education.	Algebra 2	None	None - offered through Edmentum	
10/23/2026 7:56:06	scurtis@bhmschools.org	Shannon Curtis	Music Production 2: Audio Engineering and Live Recording	Music	9th, 10th, 11th, 12th	1/2 credit (1 trimester)	This class takes the fundamentals from Music Production 1 and applies them to real recording and professional engineering situations, in the studio and on stage. In this hands-on, project-based course, students will move from working with sounds already contained on their device to capturing their own: choosing and placing microphones, managing signal flow and gain, recording, and making clean, balanced mixes. Students will also learn the basics of live sound and live recording, including stage plots, soundchecks, and multitrack capture of a performance. Projects build on each skill and mirror the workflow of a working audio engineer: plan, set up, record, mix, deliver.	We have seen a steady increase in student enrollment in Music Production class. Additionally, many students indicate interest in continuing that coursework at a higher, and more involved level. Additionally this course will serve as a "career" entry course, giving students a much more accurate peak at what professional audio engineers, recording specialists, and live sound design technicians do in their jobs. This course will provide BHS students with an additional music offering that is not performance based. Currently BHS offers 9 performance based courses, unified music, and music production. Only the unified music and music production courses offer exposure to music education with no or limited extra curricular performance requirements. This course would help extend opportunity to more students while also building a higher level of rigor and professional exposure.	Music Production 1 (Called Music Production currently)	Curriculum writing - 15 hours (curriculum writing hourly) On-Site "exploration", equipment exposure, and training (Twin Cities studio or theater) - 5 hours (Cost of payment for hours)	Wireless live stage microphones (2-4) - $750 each (for instrumental recording and live amplification) $3000 maximum. (Example: Shure GLXD14+ or similar) Microphones for various pole patterns/recording conditions (4) - ~$200-$400 each. - $1600 maximum. A sampling from the list below. (We own a few patterns already). - Dynamic - Condenser - Ribbon • Omnidirectional • Cardioid • Supercardioid and Hypercardioid • Bidirectional (Figure-of-8) • Shotgun (Lobar) Ideally - at least one dedicated computer with Ableton Live Studio, Pro Tools, or Logic (professional digital audio workspace). ~$250 - $450 for the program license. We could use a school computer with appropriate processing capabilities. We can run the class with current BHM equipment. However, to offer a thorough and career representative experience some/all of the above materials are necessary. All other materials are the same as the current music production class and we will be able to make use of that equipment for both courses.	
10/23/2026 15:09:46	srodenwald@bhmschools.org	Sarah Rodenwald	CIS Chemistry I (A/B) and CIS Chemistry II (A/B)	Science	11th, 12th	1 credit (2 trimesters)	The two courses in the General Chemistry sequence: Topics CIS Chem I Matter & Measurement Stoichiometry Aqueous Solution Reactions Thermochemistry Electronic Structure Bonding Gases Topics CIS Chem II Solids, Liquids, Solutions Kinetics & Equilibrium Acids, Bases, and other Aspects of Equilibria Thermodynamics Electrochemistry Nuclear Chemistry Basic Organic Chemistry	When moving to the trimester, it was attempted to offer both courses (CIS I and CIS II) during the same academic year, even with the shift in instruction time. This has proven to be more challenging than was anticipated. The full proposal is that CIS Chem I go to 2 trimesters (A and B) and CIS Chem II go to 2 trimesters (A and B). Obviously, this will require students to complete CIS I during their sophomore or junior year if they wish to take CIS II at BHS (they will not be able to take both in the same academic year). With the increase in students taking Chem X during their freshman or sophomore year, this should still give many students the option to take CIS II during their junior or senior year. We would also like to move to a 1 day per week hybrid model to target the learners that struggle in both CIS Chem I and CIS Chem 2. The CIS sciences are difficult to support in a pure hybrid model, as students spend about 6 hours per week in the college class (3 lecture and 3 lab hours), but implementing an "Office Hour" for students that need more help while also allowing the students that are doing well to have more autonomy over their schedule would be beneficial for all learners.	CIS Chem I	None- course is already offered.	None- course is already offered.	
10/9/2026 8:12:17	lschramm@bhmschools.org	Lacy Schramm	Hybrid AP Microeconomics	Social Studies	11th, 12th	1 credit (2 trimesters)	Modification to existing AP Microeconomics course.	With two trimesters of time, I can allow one or two days a week of off campus time for the AP classroom practice activities and videos. This will provide some of the flexibility that older students want and hopefully incentivize more students to choose the rigorous option of AP Econ, since it takes up two trimesters instead of one.		na	na	
10/1/2026 12:39:09	bwandmac@bhmschools.org	Wandmacher	Auto. Service and Maintenance (Name Change)	Tech Ed	10th, 11th, 12th	1/2 credit (1 trimester)	Same as CIS Auto Service and Maintenance Hybrid (Remove CIS and Hybrid)	HTC has been very difficult to work with, I no long want to work with them	None	None	None	
10/7/2026 14:00:54	kkonsela@bhmschools.org	Kurt Konsela	Woods 2 (Hybrid)	Tech Ed	9th, 10th, 11th, 12th	1/2 credit (1 trimester)	Prerequist: Wood Technology Grades: 9-12 Terms: 1	With the increased number of On-line and Hybrid classes offered at the high school, there must be an increased interest in hybrid options at the high school. Students would be working on time management skills, self-advocate for help and making personal choices on their projects (staining, lasering, or burning) their projects.	Introduction to Woods	None	None	
10/7/2026 14:25:31	kkonsela@bhmschools.org	Kurt Konsela	CIS Woods 3 (Hybrid)	Tech Ed	11th, 12th	1/2 credit (1 trimester)	CIS Woods III Students will be able to continue developing craft and building skills. Students will build a pre-assigned project. In order to be eligible for college credit you must be in grade 11 and in the top 33% of your class academically, or in grade 12 and in the top 50% of your class upon registering for this course. Upon successful completion of the course, students who are eligible for college credit will earn 3 credits from St. Cloud State University. This class maybe be available for Hybrid for students who meet the guidelines established by the instructor.	This class is offered for college credit throught St. Cloud State. As a college class, students need to learn time management skills along with being able to self advocate for themselves knowing what they need to get done on a daily and weekly basis. Students will need to be able to locate supplies outside of school for their project (hardware, hinges, stain, shelf pegs and drawer/door cushions).	Introduction to Woods Woods 2	None	None	

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10/6/2026 8:08:18	mstrassb@bhmschools.org	Michele Strassburg	CIS German 1003 and CIS German 1004	World Languages	11th, 12th	1 credit (2 trimesters)	Same courses as now, but would like to add in a hybrid component.	I don't think that I would want a set hybrid schedule, but would like to add in a few "work from home days" for students who are ahead so that I can just pull students who are behind. It would maintain the same curriculum and requirements as currently offered and continue to be CIS through University of Minnesota.	German 1 and 2	none	none	
10/13/2026 9:18:17	jnickelsen@bhmschools.org	Jess Nickelsen	CIS SPAN 1003	World Languages	12th	1 credit (2 trimesters)	Monthly hybrid option (one Monday a month)	Same course content, with additional instructor time devoted to students who are earning less than 70%. Those earning 70% or more will have the option to complete their daily work outside of the class on designated Mondays.	None	None	None	