



Course Proposal Submission Form

Please complete the following information to propose a new senior high course and submit to the building principal:

Department:	CTE (Business)
New Course Title:	Discovery and Design
Specific License Required:	7th grade teaching license

Advanced Placement Course:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Dual Enrollment Course:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, affiliated university/college:
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Is this replacing an existing course:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, what course is it replacing:
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Course Description: This description will be used in the course book and in Infinite Campus. Include prerequisites in the course description.

This class empowers students to become tech-savvy innovators by engaging in hands-on, project-based learning to explore STEM concepts and digital tools. Through collaborative inquiry, students will design and create innovative projects using productivity software and emerging technologies. They will tackle real-world challenges, integrating literature and research to enhance problem-solving and communication skills. Guided by curiosity and creativity, students will develop critical thinking while navigating the digital world safely and responsibly as digital citizens. Prepare to explore, innovate, and thrive as a 21st-century learner!

Complete the following information in full:

Grade Level(s):	7th	Max Capacity:	50	Credits Worth:	
Include specific grade levels that can take the course.		How many students can take the course in each section?		How many credits is this course worth?	

Course Length:	<input checked="" type="checkbox"/> Semester <input type="checkbox"/> Full Year	If semester, what semester is preferred:		
		<input type="checkbox"/> Semester 1	<input type="checkbox"/> Semester 2	<input checked="" type="checkbox"/> Either

Additional Information to include How does this course align with department, building and board goals? What standards would it cover? Potential FTE requirements, projected enrollment? :

The **6th Grade Inquiry and Innovation** class was added in 2025–26 to provide an enriched, project-based learning opportunity for students demonstrating advanced literacy skills. The course integrates ELA, STEM, and digital literacy, offering students the chance to explore real-world challenges through research, writing, and technology-based projects. We need to add something similar for our 7th graders next year.

This course aligns with district and building goals by promoting critical thinking, creativity, collaboration, and communication—core components of both our ELA and technology standards. It supports the district’s vision to prepare all students to be innovative, responsible digital citizens and lifelong learners. The course fosters inquiry-based learning, integrates literacy with technology, and provides enrichment opportunities for high-achieving students, aligning with the board’s commitment to differentiated instruction and academic excellence.

The course will address Wisconsin Academic Standards for English Language Arts—specifically those related to informational reading, writing, research, speaking, and listening—as well as Wisconsin Standards for Information and Technology Literacy. Students will demonstrate proficiency in analyzing and synthesizing information, communicating effectively through multiple digital formats, and applying critical thinking and problem-solving skills through project-based learning.

For the 2025–26 school year, this course would require minimal additional FTE, as it would be taught by existing staff within the current Encore rotation. Projected enrollment would include approximately 50 seventh-grade students identified as high readers based on the spring ELA screener and teacher recommendation. Enrollment would be by invitation only and offered as an elective course.

Teacher Submitting Request:	
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DC EVEREST
Senior
HIGH

Date Received _____

Course Proposal Submission Form

Please complete the following information to propose a new senior high course and submit to the building principal:

Department:	Art
New Course Title:	Ceramics 3
Specific License Required:	1550- Art

Advanced Placement Course:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Dual Enrollment Course:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, affiliated university/college:
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Is this replacing an existing course:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, what course is it replacing:
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Course Description: This description will be used in the course book and in Infinite Campus. Include prerequisites in the course description.

Ceramics 3 is an advanced course for motivated students eager to push their creative and technical boundaries in clay. Building on prior ceramics experience, students will refine complex hand-building and wheel-throwing techniques while exploring advanced surface design processes. Emphasis is placed on developing a personal artistic voice through concept-driven projects, independent research, and thoughtful critique.

Prerequisites: Ceramics 1 & 2

Complete the following information in full:

Grade Level(s):	11-12	Max Capacity:	24	Credits Worth:	.5
Include specific grade levels that can take the course.		How many students can take the course in each section?		How many credits is this course worth?	

Course Length:	<input checked="" type="checkbox"/> Semester <input type="checkbox"/> Full Year	If semester, what semester is preferred:		
		<input type="checkbox"/> Semester 1	<input checked="" type="checkbox"/> Semester 2	<input type="checkbox"/> Either

Additional Information to include: How does this course align with department, building and board goals? What standards would it cover? Potential FTE requirements, projected enrollment?

Ceramics 3 aligns with the National Core Arts Standards (NCAS) and the Wisconsin Academic Standards for Art and Design across the following anchor categories:

1. **Create:** Refine and apply advanced techniques, processes, and materials to convey meaning.
2. **Present:** Curate and present finished works that demonstrate technical skill and conceptual intent.
3. **Respond:** Engage in peer and self-critique to evaluate artistic choices and effectiveness.

4. **Connect:** Relate personal work to historical, cultural, and contemporary contexts in ceramics. Ceramics 3 aligns with departmental and district goals by:
- Supporting College and Career Readiness: Students develop advanced technical and conceptual skills applicable to fine arts, design, and creative industries.
 - Encouraging Innovation and Inquiry: Through research and critique, students engage in critical thinking and self-assessment—core goals within 21st-century learning frameworks.
 - Fostering Social-Emotional Growth: The course reinforces mindfulness, persistence, and reflective practice, aligning with school-wide goals for wellness and resilience.
 - Promoting Equity and Access: By expanding upper-level offerings, students passionate about ceramics can continue deepening their learning, ensuring equitable opportunities for artistic growth within the visual arts pathway.

This course would run concurrently with Ceramics 2 and would not require any additional FTE.

Teacher Submitting Request:	Melissa Clay Reissmann
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DC EVEREST
Senior
HIGH

Date Received _____

Course Proposal Submission Form

Please complete the following information to propose a new senior high course and submit to the building principal:

Department:	Business, Marketing, & IT
New Course Title:	Computer Keyboarding DE
Specific License Required:	A licensed business education teacher with a standard license for grades 7-12 (1250 or 1251).

Advanced Placement Course:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Dual Enrollment Course:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, affiliated university/college: NTC - 2 credits: Computer Keyboarding 10106178 (1 credit) Keyboarding 2 10106129 (1 credit)
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Is this replacing an existing course:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, what course is it replacing: App Design
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Course Description: This description will be used in the course book and in Infinite Campus. Include prerequisites in the course description.

Keyboarding is more essential than ever. Learn how to get twice as much done in half the time! This course presents applications EVERY student will be expected to know for college, work, and upcoming state assessments. Proper formatting for letters, reports, and tables is provided.

Complete the following information in full:

Grade Level(s):	10-12	Max Capacity:	27	Credits Worth:	0.5
Include specific grade levels that can take the course.		How many students can take the course in each section?		How many credits is this course worth?	

Course Length:	<input checked="" type="checkbox"/> Semester <input type="checkbox"/> Full Year	If semester, what semester is preferred:		
	<input type="checkbox"/> Semester 1	<input type="checkbox"/> Semester 2	<input checked="" type="checkbox"/> Either	

Additional Information to include: How does this course align with department, building and board goals? What standards would it cover? Potential FTE requirements, projected enrollment?

Keyboarding remains ever important for students as they prepare for their future college or career paths. It will also benefit students in their current classes and will help them on standardized tests that require keyboarding of a response. Effective keyboarding will also help to improve student written communication skills as well as their reading skills.

Standards:

BIT.BC.3.B: Students will prepare concise, professional, and accurate business messages and documents.
BIT.IT.1.A: Use various input technologies to enter and manipulate information appropriately.
BIT.IT.1.A.a.1: Demonstrate the touch method of keyboarding on an alphanumeric keyboard at acceptable

speed and accuracy levels. Recommended minimum proficiency: 5 wpm x grade level.

Wausau West offers both an Intro to Keyboarding as well as a Keyboarding class, and they consistently have two sections per semester. I am estimating we will have one section per year. I don't believe it will affect FTE as we are proposing to remove App Design.

Teacher Submitting Request:	Jennifer Gipp
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