

# Core Curriculum Development

## Course Proposal

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### MISSION

#### **DISTRICT**

The mission of the School District of Shorewood is to provide a liberal arts education that prepares students to embrace the challenges of the future. We will foster a love of learning and the acquisition of knowledge and skills that will serve as the foundation and catalyst for a lifetime of learning.

#### **HIGH SCHOOL**

The mission of Shorewood High School is to educate students, to cultivate a desire for life-long improvement, and to nurture a sense of responsibility, integrity, and good citizenship, within the framework of a challenging curriculum.

### BACKGROUND

With the introduction of the new school report card this fall, parents, teachers, and community members are aware of the data being used to report school accountability. The new school report card addresses data in the following areas: **Student Achievement, Student Growth, Closing Gaps, and On-Track to Graduation and Postsecondary Readiness**. In each of these areas, all groups of students are measured to determine the amount of growth. Particularly important at the high school level is ACT participation and performance data that is measured within the **On-Track to Graduation and Postsecondary Readiness** area.

To provide interventions to students who are in need of additional skill development in the areas of reading and math, Shorewood High School currently offers two courses that focus on addressing these areas of academic need. These courses are the Literacy Laboratory and Math Laboratory. The courses are designed for freshman and sophomore regular education students who need math and reading skill and strategy instruction in addition to the regular curriculum. These courses address the individual instructional needs of students and work toward student achievement, growth, and closing academic achievement gaps of freshman and sophomore students. However, these courses do not address the needs of junior and senior level students who may also need math and reading skill and strategy instruction beyond the regular curriculum.

In an effort to improve reading and math skills for students entering the last two years of their high school career, it is essential that students have the opportunity to obtain support for their individual learning needs. It is also essential that all students are prepared for postsecondary education or the workforce. Beginning with the 2013-2014 school year, it is recommended that a Core Curriculum Development course be offered during the second semester of each school year specifically for students that have documented learning needs as determined by summative assessment data (PLAN test).

## **COURSE PHILOSOPHY**

This course will address the need to prepare students for postsecondary education and workforce experiences. Students who plan to attend a postsecondary institution after high school will need to take the ACT for college admittance. This course will help them prepare for that test while improving reading and math skills. Similarly, some students do not have plans to attend a postsecondary institution. Though these students do not plan to take the ACT, enrollment in the Core Curriculum Development Course will help develop reading, writing, and math skills that will be necessary for employment. This course will address ACT preparation as well as serve as a continuation of the Response to Intervention measures established with the math and reading laboratory courses offered for freshman and sophomore students.

In an effort to meet all students' needs, this course will be team-taught, resulting in a need for a 0.4 FTE to be dedicated to each section that is provided. One instructor will have a background and certification in math and/or science and the other instructor will have a background and certification in reading, language, and/or writing. Together, the instructors will provide differentiated and individualized instruction to develop students' strengths as well as areas of need.

A parent meeting will be scheduled prior to the beginning of this course to address the course objectives and individual student strengths and needs. In addition, an individual parent meeting will be scheduled prior to the end of the course to evaluate individual student progress and performance.

## **COURSE ENROLLMENT**

Students will be enrolled in this course if they meet one of the following criteria:

1. Student is a junior and scored **below the benchmark by two or more points in two or more content areas** on the PLAN assessment.
2. Student is a junior and scored **below the benchmark by one or more points in three or more content areas** on the PLAN test.

## **Course Budget**

Cost for this course will be limited to the cost of instructional resources and practice test material. Each item listed below is priced between \$15 and \$30. A copy of chosen text and material will be purchased for each instructor.

The following items are suggested for purchase:

*1,296 Act Practice Questions*. New York: Princeton Review, 2013.

*Cracking the Act, 2013*. New York: Princeton Review, 2012.

*English and reading workout for the ACT*. New York, N.Y. Random House, 2011.

Kaplan, Inc. *Kaplan ACT 2013: Strategies, Practice, and Review*. New York: Kaplan Publishing, 2012.

Leaf, Brian. *McGraw-Hill's top 50 skills for a top score: ACT math*. New York: McGraw-Hill, 2010.

Leaf, Brian. *McGraw-Hill's top 50 skills for a top score: ACT English, reading, and science*. New York: McGraw-Hill, 2010.

*Math and science workout for the ACT*. New York: Random House, 2011.

Spare, Alexander. *Barron's ACT 36: aiming for the perfect score*. 2nd ed. Hauppauge, N.Y.: Barron's Educational Series, 2012.

*The real ACT prep guide: the only official prep guide from the makers of the ACT*. 3rd ed. Lawrenceville, N.J.: Peterson's, 2011.

**Estimated Total Cost for Materials = \$250.00**