

BHM Course Proposals for Implementation 2013-14

Course Additions 2013-14 -- Single Teacher Courses

Lead Teacher for Proposal	Course Title	Dept	Target Audience	Type of Course	Credit	Rationale for Proposal	Prerequisites
Stacy Eggers	CIS College Algebra	Math	11th, 12th	Elective	1 credit	This course will give an option for our students to earn college math credit in high school through St. Cloud State University. Many college-bound students will need to take a college algebra course, so this will give them an opportunity to complete this requirement while attending high school.	Higher Algebra
Mark Mischke	9th grade Skills class	Other	9th	Elective	1/2 credit	The 9th grade skills course will be used to help support our most at-risk general education students. The target audience will be 9th grade students that participated in our summer transitions course, or have been identified by BCMS as in need of support.	Teacher recommendation or Counselor recommendation or Administrative recommendation
Mike Knutson	Varsity Orchestra	Music	9th, 10th, 11th, 12th	Elective	1 credit	This course is needed to help support the growing orchestra program. BHS currently has only one orchestra of 50 students. Next year there could be 90+ students in orchestra. Given current trends at BCMS, there will be enough orchestra students to continue having at least two BHS orchestras for the foreseeable future. Varsity Orchestra will support state and national standards in all of the same ways Concert Orchestra currently does. In fact, having two orchestras will support standards better than one because since instruction can be more focused on grade level and experience. In any class, it is difficult to challenge all students, but in our current system a senior on the first day of class has had about 4 times the amount of time in orchestra as a freshman. Multiple orchestras will also help bring the orchestra program more in line with the rest of the BHS music department. There are currently about 60 8th grade orchestra students and 50 BHS orchestra students. There has been a very high retention rate among orchestra students at both schools. Offering Varsity Orchestra would align the instrumental choices at BHS. By adding Varsity Orchestra, the district would support Varsity Band, Concert Band, Varsity Orchestra, and Concert Orchestra.	Three years as a member of a middle school orchestra or instructor approval.
Mike Knutson	Advanced Individual Musicianship	Music	11th, 12th	Elective	1/2 credit	This course is needed because all of our current music performance classes are designed to develop musical skills within the context of an ensemble. The goal of this class is to prepare future music majors for the rigors of college individual performance expectations. This course will support many of the state standards, particularly the performance based standards, and challenge students to achieve at an extremely high level. Each year, we have students inquiring about classes that would help them prepare their individual musical skills that will be necessary for them to be admitted to high quality college music programs. This course would be offered as an Independent Study course option only.	Instructor approval.

Lead Teacher for Proposal	Course Title	Dept	Target Audience	Type of Course	Credit	Rationale for Proposal	Prerequisites
Martha Driscoll-Nelson	Intense Aerobics and Kinesthetics	Phy Ed	11th, 12th	Elective	1/2 credit	Many students, particularly girls, take the aerobics/body control class now offered and want to take it again. They cannot get credit for the same class twice, but like this type of health enhancing workout and want to do it more. The course will incorporate fitness trend information that is popular at health and fitness club classes and online through programs in conditioning such as P90X, Pilates, Yoga, and Zumba.	Passed 9th and 10th grade PE with C or better. Best if they have taken Aerobics class first, but will consider those who have taken Life Time Fitness also.
Todd Manninen	Enriched American Experience	Social Studies	9th	Required	1 credit	This course will serve the purpose of offering an enriched Social Studies option to students entering the high school next year who are presently enrolled in the Quest Program, and other students based on recommendations similar to those required for entry into Enriched Science and English. The course will focus on developing skills in the areas of critical thinking, writing, reading, and oral expression in a manner that is transparent with the standards attached to the American Experience curriculum. This course will serve as a natural bridge to a pathway that will lead students to Advanced Placement U.S. History (grade 10) and College In the Schools (CIS) offerings in the Social Studies department (grades 11-12).	Participation in the Quest Program or a recommendation process similar for enrollment in Enriched English and Science at the ninth grade level.
Paul Anderson	Basic Physics	Science	11th, 12th	Required Elective	1 credit	Students in the graduating class of 2015 and beyond are required to complete 1 credit in either chemistry or physics. This course will create another option within the Science Department to fulfill that requirement. With the addition of this course, students will be able to choose from Basic Physics, AP Physics, Basic Chemistry, and General Chemistry.	Algebra

Course Additions 2013-14 -- Team Teacher Courses

Lead Teacher for Proposal	Course Title	Dept	Target Audience	Type of Course	Credit	Rationale for Proposal	Prerequisites
Vicki Cary, Brig Bergquist, Becky Karna	Senior Academy	English, Social Studies, Business Education	12th	Elective	3 credits	<p>This course will be an inter-disciplinary course in which students will register for a total of 3 academic credits in English (CIS Writing/College Prep Writing), Social Studies (Economics and Cultural Studies), and Business Education (College and Career Prep and Technology in Education) and a Service Learning elective.</p> <p>This course will support 21st century learners by helping to develop high school seniors' critical thinking skills and global connections through an interdisciplinary approach. We will focus on skills and knowledge necessary for academic and social success in college, as well as the goal of developing life-long learners through discussion, technology, writing, research, presentation, evaluation, and service learning. Our curriculum planning will use the following list of 21st century proficiencies as the basis for our decisions on both content and skills:</p> <ul style="list-style-type: none"> • Think critically. • Communicate effectively. • Identify and solve problems that have had no prior solutions. • Access information through multiple venues. • Analyze information for substance, use, and authenticity. • Work collaboratively. • Lead through influence. • Be creative, innovative. • Be adaptive to change, willing to take risks, accept failure. • Based on work of R. Stiggins, T. Wagner, K. Robinson, W. Bennis, T. Friedman, others <p>Senior Academy is built on courses that have already generated significant student interest and success. The two new components involve technology and sociology, areas that will be important supplements to the college educational process. Senior students will be highly motivated to prepare most effectively and efficiently for college. The final term of Capstone preparation and service learning have been implemented in highly respected academic settings such as New Trier High School in Illinois with a high degree of success and engagement.</p>	Senior standing. If they desire CIS credit for CIS Writing, students need to be in top 20% of Senior class. College Prep Writing (CPW) students will receive only high school credit.
Gerice Olson & Scot Sorensen	10th Grade Coordinated Health/PE	Health	10th	Required	1 credit	<p>This course is .5 credit of Health and .5 credit of Physical Education combined into a 2 quarter/1 semester class. There will be two instructors team teaching approximately 60 students in this course.</p> <p>This course is needed to integrate overall personal wellness for students. Current projections for adult obesity in 2030 for the state of Minnesota is 57% of the population. We need to show students how the "health" and "physical" are collaborative in obtaining wellness.</p>	Passing 9th grade Physical Education
Emily Greeley and Kurt Konsela	Learning Geometry through CAD	Math	9th, 10th, 11th, 12th	Required Elective	1 credit	We want to offer students who have struggled with math concepts in the past the opportunity to learn geometry concepts using everyday "real world" applications. This class would not replace the current geometry class offered at the high school. We feel this alternate class would better students before they enroll in the traditional geometry class by strengthening their concepts of geometry.	None.

Course Modifications 2013-14

Teacher to contact for this proposal	Course Title	Dept	Target Audience	Type of Course	Credit	Rationale for Proposal	Prerequisites
Jennifer Kremers	Accounting I: Hybrid	Bus Ed	10th, 11th, 12th	Elective	1/2 credit	An online version of our current Accounting I course will offer students the same curriculum as Accounting I, but will allow learners flexibility in where and when they access the curriculum. It will also support our goals of differentiated instruction to help meet the needs of the diverse learning styles present in the BHS community. The strong enrollment in current online and hybrid courses is evidence that students will take an online version of Accounting I.	None
Daryl Boeckers	Spanish II: Hybrid	World Languages	9th, 10th, 11th, 12th	Elective	1 credit	Spanish 2 Hybrid will still align with national standards outlined by the American Council on the Teaching of Foreign Languages and Cultures but will modify the delivery of the curriculum. In a 10-day chapter, students may be required to be in class (face-to-face) 6 days while completing online tasks at home (or anywhere there is an Internet connection) for the remaining 4 days.	Spanish 1
Chris Gmach	Psychology A & B: Hybrid	Social Studies	11th, 12th	Elective	1 credit	An online version of our current Psychology A and Psychology B courses will offer students the same curriculum as Psychology A and Psychology B, but will allow learners flexibility in where and when they access the curriculum.	None Typically Psychology is open to 11th and 12th grades.
Judy Titcomb, Julie Mundahl	Fashion Design (Clothing 2)	FACS	10th, 11th, 12th	Elective	1/2 credit	The class name will be changed from Clothing 2 to Fashion Design to clarify the content that is currently taught in Clothing 2. The content of both Clothing 1 and Clothing 2 will be modified to focus on accessories in clothing 1 and clothing design in Clothing 2(Fashion Design). This class is a suggested elective as part of the Applied Arts focus in the Arts Magnet Program and also supports the senior capstone project in Applied arts.	Clothing 1(Possible name change to be determined)
Judy Titcomb, Julie Mundahl	Sew Creative (Clothing 1)	FACS	9th, 10th, 11th, 12th	Elective	1/2 credit	The class name will be changed from Clothing 1 to Sew Creative to reflect the content of the course. The content of Sew Creative will be modified to focus on accessories, construction and design basics that will lead to the skills that are needed in Fashion Design. This class is a suggested elective as part of the Applied Arts focus in the Arts Magnet Program and also supports the senior capstone project in Applied Arts. Clothing 1 has had 2 to 3 sections a year for the last 5 years, with 2 to 3 boys in each class. The name change might also appeal more to the boys, now that the focus is on accessories and not entirely on clothing.	none