



**Board Meeting:** December 2nd, 2024

**Title:** 2025-26 Secondary Courses English Language Arts Year Two Recommendations

**Type:** Discussion

**Presenter(S):** Jody De St. Hubert, Director of Teaching and Learning; Bethany Van Osdel, Assistant Director of Teaching and Learning; Tess Bademan, Edina High School ELA Content Lead; and Heidi Degener, Edina High School ELA Teacher and Curriculum Review Lead

**Description:** The Edina Public School Board approved the PreK-12 Comprehensive Literacy Plan in the Spring of 2021. As part of our Comprehensive Literacy Plan, the Teaching and Learning department worked alongside the area leads to generate proposals for updates to the English Language Arts (ELA) course offerings at Edina High School. This report is intended to define the second year of new courses being proposed for the English Language Arts Department. The ELA Guiding Change Document was a key artifact that guided the ELA curriculum course proposals. The proposals and recommendations have been generated by district and building staff, reviewed and refined through a department process and are being presented to the school board for consideration.

*It is important to note that some of the courses being proposed are still under internal review. Board approval is a critical and timely step in the process. It is possible that some of the courses proposed may not be fully implemented. When applicable, this is noted in the course descriptions on the final pages of this report.*

**Recommendation:** Review the new course proposals and changes for discussion. An additional discussion will occur at the Board Meeting on 12.2.24 and action will occur at the 1.6.25 Board Meeting.

**Desired Outcomes from the Board:** Review the course information and come prepared with your initial reactions (comments and questions) on the student travel experience.

**Attachments:**

1. [8.14.23 ELA Course Guiding Change Document](#)
2. [24-25 Secondary Courses ELA Change Recommendations](#)

## **BACKGROUND INFORMATION**

The following staff members have been involved in the research, review, and re-design of the Edina High School English Language Arts course proposals. This team has done outstanding work and their dedication to the continuous improvement of the literacy programming in Edina Public Schools is to be commended.

### Tier 1 Design Team

- Sarah Burgess - Edina High School, 9th Grade Teacher (College Reading Readiness) and Literacy Intervention Lead
- Tess Bademan - Edina High School, 10th and 12th grade ELA teacher
- Heidi Degner - Edina High School, 9th and 11th grade ELA teacher
- Bethany Van Osdel - Assistant Director of Teaching and Learning, Team Facilitator

**Overview:** The Edina ELA Department leads have been deeply engaged in the work of curriculum design as it relates to the Secondary Comprehensive Literacy Plan for the past 3 years. The team leads have closely followed implementation science and are committed to adding rich, rigorous and scaffolded options that open doors for our Edina High School students.

Continuing to demonstrate a history of excellence, the team has identified several specific ways to improve upon current offerings to continuously strive for improvement. One area of improvement is to enhance the options provided for students in ELA. Adding options aims to empower educators and excite students. Another area of improvement is to provide more opportunities for students to earn college credits during the high school experience. A final area of improvement is to open doors for all students to engage in rigorous ELA experiences while receiving appropriate scaffolding and support when needed.

The year two new courses proposed by the Edina ELA department are in direct alignment with the Portrait of a Well-Rounded Graduate, as well as the approved Guiding Change document.

**Edina High School English Language Arts Vision:** To help students grow as readers, writers, thinkers, and creators by offering choices and opportunities that open doors to help them discover their possibilities and thrive.

**The ultimate goal of the Edina EHS ELA plan is to be distinctive in English Language Arts. This will be accomplished by increasing the number of courses offered in ELA in a 3 year approach. These courses include:**

- 4 AP Courses
- College In The Schools (University of Minnesota)/CE Courses [partnerships with Concurrent Enrollment with Normandale Community College and College in the Schools with University of Minnesota - Twin Cities]
- Entry Point Project in College In The Schools (University of Minnesota) provides targeted students a jump start to college credit
- On-ramp pathways that open doors at every grade level
- Student choice at every level
- Differentiation based on student learning styles and student needs
- Travel Opportunity!

*"We are the course kids **have** to take; we want to be the course kids **want** to take."* Edina ELA teacher

## Implementation

The new courses are being implemented through a Stage Based Approach as it is defined by Implementation Science. In the stage approach, there are 4 main stages that outline the journey to the goal of full implementation.

**The ELA Course Proposals were conceptualized in the fall of 2023 and are positioned for implementation throughout a 3 year process.**

This report will define the courses proposed for year two.

## Priorities and Rationale

### Year 1 priorities and rationale:

- Increase the amount of choice offered for EHS students in ELA.
- Provide on-ramps, scaffolding, and targeted instructional matches for students to access rigorous instruction and content.
- Provide opportunities for college credits for students during their 11th and 12th grade year.
- Offer differentiation through course options in order to better meet student needs and learning styles
- Enhance student choice to increase student engagement
- Ensure that all courses work to meet the same goal: prepare students to be successful in higher level English courses (College In The Schools (University of Minnesota), CE and AP)
- Enhanced professional development through partnerships with professors at the university level.

### Year 2 priorities and rationale:

- Increased student **excitement** and **engagement** for required courses, especially in 12, works toward the goal of **improving school culture**.
- **Teacher engagement** will improve with fresher options and smaller collaborative teams. [More course options, though, also means more preps.]
- Increased course choices are a priority. This puts EHS more on par with other area high schools' English offerings.
- Current department members added **teacher voice and creativity** to new course ideas.
- Including both 11th and 12th graders in the same course will likely improve course viability and increased **choice**.
- Adding College in the Schools [College In The Schools (University of Minnesota)] gives **another option** for college credit outside of AP courses and PSEO.
- Teaching 11 & 12 together mirrors the banding in MN ELA Standards.
- Continue to provide on-ramps, scaffolding, and targeted instructional matches for students to access rigorous instruction and content.

### Year 3 priorities and rationale:

- Provide the Capstone experience in grades 11 and 12. AP Capstone™ is a diploma program from College Board based on two year long AP courses: **AP Seminar and AP Research**:
  - AP Seminar is a yearlong course in which students investigate real-world issues from multiple perspectives. Students learn to synthesize information from different sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. During the course, students complete a team project and an individual paper and presentation, as well as take a written end-of-course exam. These components contribute to the overall AP Seminar score.
  - AP Research lets students deeply explore an academic topic, problem, or issue of interest to them. Students design, plan, and conduct a yearlong research-based investigation to address a research question, documenting their process with a portfolio. The course ends with a 4,000- to 5,000-word academic paper and a presentation with an oral defense which contribute to the

- overall AP Research course.
- This offers an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work.
- Rather than teaching subject-specific content, these courses develop students' skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. Students who complete the two-year program can earn one of two different AP Capstone awards, which are valued by colleges across the United States and around the world.
- Potential 11-12 summer travel opportunity.
- Continue to provide on-ramps, scaffolding, and **targeted instructional matches** for students to access rigorous instruction and content.

**Priorities and Rationale By Year**

**New/Revised Courses are highlighted in red**

**Classes not highlighted are currently in the course catalog**

\*There are multiple new classes that will add to choice for students over a three year period based on implementation science with attention to capacity. Additions include College in the Schools, AP classes, as well as a variety of class offerings to meet 11th and 12th grade standards.

Grade	Year 1: 2024-2025	Year 2: 2025-2026	Year 3: 2026-2027
9th Grade	English 9 Survey English 9 Roundtable College Reading Readiness 9	English 9 Survey English 9 Roundtable College Reading Readiness 9	English 9 Survey English 9 Roundtable College Reading Readiness 9
10th Grade	English 10 Survey English 10 Roundtable	English 10 Survey English 10 Roundtable	English 10 Survey English 10 Roundtable <b>AP Seminar</b>
11th and 12th Grades	<p><b>11th Grade Only</b> Compacted U.S. Literature</p> <p><b>11th and 12th Grades</b> AP Language and Composition</p> <p><u>AP English Literature and Composition</u></p> <p><u>College In The Schools (University of Minnesota):</u></p> <ul style="list-style-type: none"> <li>● <u>Intro to Literature</u></li> <li>● <u>College In The Schools (University of Minnesota): Writing Studio</u></li> </ul> <p><b>12th Grade Only</b> Creative Writing Mass Media Genre Studies/Film &amp; Lit 2 World Lit I &amp; II Public Speaking</p>	<p><b>Full Year Courses:</b> AP Language <u>College In The Schools (University of Minnesota) Intro to Lit</u> + AP Lit</p> <p><b>Semester Long Courses:</b> <u>College In The Schools (University of Minnesota): Writing Studio</u></p> <p><b>AP Seminar</b></p> <p><b>U.S. Lit I, U.S. Lit II, or College In The Schools (University of Minnesota) Amer. Lit., or Amer. Studies Science Fiction World Lit +Theater Heroes and Mythology Graphic Novels/Adventure Contemporary Voices Journalism/Podcasts Film (renamed) Creative Writing Public Speaking</b></p>	<p><b>Full Year Courses:</b> AP Language <u>College In The Schools (University of Minnesota) Intro to Lit</u> + AP Lit</p> <p><b>AP Research</b></p> <p><b>Semester Long Courses:</b> College In The Schools (University of Minnesota): Writing Studio <b>Literature of Place +Travel</b> U.S. Lit I, U.S. Lit II American Studies Science Fiction World Lit +Theater Heroes and Mythology Graphic Novels/Adventure Contemporary Voices Journalism/Podcasts Film (renamed) <b>College In The Schools (University of Minnesota): Creative Writing</b></p>

		Public Speaking Reimagined College In The Schools (University of Minnesota): American Lit  *Semester courses are subject to change based on stakeholder input and additional research/review.	College In The Schools (University of Minnesota): Public Speaking  *Semester courses are subject to change based on stakeholder input and additional research/review.
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## Graduation Requirements

Graduation Requirements in English (8 Credits)

**Except for AP Seminar and AP Research, all courses must meet all of the state standards. This includes all courses offered in 11 and 12.**

- **9th Grade:** English 9 Survey or English 9 Roundtable
- **10th Grade:** English 10 Survey or English 10 Roundtable
- **11th Grade:**
- **12th Grade:** 4 semesters of English

### COURSE REGISTRATION PROPOSAL FOR APPROVAL FOR 25-26

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## Year 2: New Course Proposals

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### Department: English Language Arts

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**Course Title:** Literature of Science Fiction

**Prerequisite:** English 10 Survey or Roundtable

**Grade:** 11 or 12

**Length:** Semester

**Meets Requirement for:** English 11 or 12

**Fee:** None

**Course Description:** Students will analyze the genre of science fiction literature, specifically how authors use the genre to give commentary on societal issues of their current time.

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**Course Title:** Voices in US Literature

**Prerequisite:** English 10 Survey or Roundtable

**Grade:** 11 or 12

**Length:** Semester

**Meets Requirement for:** English 11 or 12

**Fee:** None

**Course Description:** Students will explore the modern American experience through late 20th and 21st century literature.

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**Course Title:** Gothic Literature: Monster Stories

**Prerequisite:** English 10 Survey or Roundtable

**Grade:** 11 or 12

**Length:** Semester

**Meets Requirement for:** English 11 or 12

**Fee:** None

**Course Description:** This course will explore the horror genre through classic and modern texts that look into the ways in which writers across different contexts explore the idea of fear of the unknown and how culture influences it.

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**Course Title:** Global Perspectives in Literature

**Prerequisite:** English 10 Survey or Roundtable

**Grade:** 11 and 12

**Length:** Semester

**Meets Requirement for:** English 11 or 12

**Fee:** None

**Course Description:** Students will explore non-Western fiction and nonfiction texts including oral storytelling from authors around the world.

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**Course Title:** African American Literature

**Prerequisite:** English 10 Survey or Roundtable

**Grade:** 11 and 12

**Length:** Semester

**Meets Requirement for:** English 11 or 12

**Fee:** None

**Course Description:** Students will examine African American history and the cultural contributions of Black Americans through the study of fiction and nonfiction texts.

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**Course Title:** Women Writers

**Prerequisite:** English 10 Survey or Roundtable

**Grade:** 11 and 12

**Length:** Semester

**Meets Requirement for:** English 11 or 12

**Fee:** None

**Course Description:** Students will consider women's voices in a variety of forms (stories, essays, novels, and poems), exploring the issues these works raise, the roles women accept or reject, and the ways they confront, accept or reimagine convention.

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**Course Title:** Crime in Literature

**Prerequisite:** English 10 Survey or Roundtable

**Grade:** 11 and 12

**Length:** Semester

**Meets Requirement for:** English 11 or 12

**Fee:** None

**Course Description:** Students will examine and analyze a variety of true crime texts that reveal the dark side of the human experience. Books will anchor the course which will also include podcasts and documentaries.

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**Course Title:** Literature in War

**Prerequisite:** English 10 Survey or Roundtable

**Grade:** 11 and 12

**Length:** Semester

**Meets Requirement for:** English 11 or 12

**Fee:** None

**Course Description:** Students will read a variety of texts that provide perspectives on the war experience. By studying the literature of war, students explore soldiers' dilemmas, personal responsibility versus taking orders, the aims and consequences of imperialism, and what happens to an individual in and after combat.

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### Change in Course Name

**Current Course Name:** Creative Writing

**Proposed Course Name:** Composition: Creative Writing

**Purpose:** The proposed course name follows the naming conventions that the NCAA recommends. This will ensure we get NCAA approval for the course.

### Change Course Description

**Course Name:** College Reading Readiness 9

**Prerequisite:** Referral Process

**Grade:** 9

**Length:** Full Year

**Meets Requirement for:** Elective

**Fee:** None

**Course Description:** The College Reading Readiness 9 course seeks to develop skilled and critical readers. The course is intended for students who have been identified as needing extra support in reading. The purpose of the class is to assist students in improving their reading skills while also providing support with their current English 9: Survey coursework.

### Dropped Courses

**Course Name:** Mass Media

*What considerations lead to this drop request?*

This course as it is written is out of date. There is little student interest in it.

**Course Name:** Speech 2

*What considerations lead to this drop request?*

This course has not garnered enough student interest to run.

**Course Name:** World Literature 1

*What considerations lead to this drop request?*

This course is being replaced by Global Perspectives in Literature.

**Course Name:** World Literature 2

*What considerations lead to this drop request?*

This course is being replaced by Global Perspectives in Literature.

**Course Name:** US Literature I and II

*What considerations lead to this drop request?*

This course is being replaced by Voices in U.S. Literature.

## Budget Approximate Totals

\$20,000

Novels

\$20,000

Curriculum Writing:

\$20 hours per course per teacher teaching the course (with a max of 4 to do curriculum writing)