

**Buffalo High School
Course Proposals
January, 2011**

| BHS Courses Proposed to be Deleted | | |
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| The Following courses are proposed to be deleted from the BHS course listings. These courses have not had sufficient student requests during registration to warrant a course section for a period of several years. | | |
| Course Name | Department | Description |
| Drawing/Painting II | Art | Lack of student interest. Insufficient student registrations over several years. |
| Painting II | Art | |
| Computer Networking I, II, III | Business | |
| International Foods | FACS | |
| Drama as Literature | English | |
| Creative Writing 1b | English | |
| Essentials Math 3 | Math | |
| Integrated Math 3 | Math | |
| CIS Democracy | Social Studies | |
| Manufacturing Entrepreneurship | Tech Ed | |

BHS Courses Proposed to be Modified

The following courses are proposed to be modified BHS course offerings.

| Course Name | Department | Description |
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| Computer Apps I | Business | <p>Name Change: formerly <i>Word Processing</i></p> <p>This class no longer is limited to word processing skills. With the advancement of technology, we need to reflect the updated technology we cover based on other classroom and workplace needs and wants.</p> <p>Students need to know how to create a variety of resources and documents and also be able to communicate through a variety of mediums, including but not limiting to online collaborative devices, multi-media resources and other electronic and paper communications.</p> |
| Computer Apps II | Business | <p>Name Change: formerly <i>Introduction to Office</i></p> <p>In order to make the sequencing easier for students and counselors to understand, we want to change the name to show this is the 2nd course in the series of computer application courses.</p> <p>There will be some updating as the students from the middle school reach this course to reflect their skill level. This may include a wider variety of resources and documents and also be able to communicate through a variety of mediums, including but not limiting to online collaborative devices, multi-media resources and other electronic and paper communications.</p> |
| Business Practices | Business | <p>Name change: formerly <i>Advanced Office</i></p> <p>After working with businesses this past summer and doing job shadows, we have realized we need to update the skills for the business workers. We need to continue to work with software such as spreadsheets, databases, etc., but they also expressed the need for better communication and other soft</p> |

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| | | <p>skills.</p> <p>Recommended adjustments for this course include:</p> <ul style="list-style-type: none">• Global communications: email, reports, etc. We currently do not have any coverage of global business and will try to incorporate some situations to hit these standards.• Research and document selection on own (demonstrate critical thinking and problem solving in what to include in spreadsheets, databases, reports, etc. Instead of being given the information)• Oral communication – presentation skills and ability to talk to various levels of employees in casual situation, interviews, business situation, meetings. These will be covered in a variety of methods including face-to-face, email, phone, multi-media, etc.• Develop project plans and understand teamwork and collaboration skills – the job shadow used a program called sharepoint, but we will utilize google docs, etc. To teach the students how teams are developed and work together.• Software: access database, infopath, and sharepoint were three that are used most frequently that they are finding students have little to no understanding. We will address these software as well as continue with the other business applications such as spreadsheets, word processors etc. in a more advanced level. <p>We currently have students enroll in our <i>Advanced Office</i>, but with the adjustments to the material being more general in the business scope, we feel the students pursuing business and interested in business such as the DECA members and the Business Professionals of America members will</p> |
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| | | greatly benefit from this course. |
| Creative Foods | FACS | <p>In support of the school district’s diversity initiative, we propose to eliminate the existing “stand-alone” International Foods course and incorporate the cultural content into the existing Creative Foods and Gourmet Foods courses. This change will benefit all students in all foods classes by increasing their knowledge of cultural food heritage.</p> <p>The content that will be incorporated into Creative Foods will include the cultural food influences of:</p> <ul style="list-style-type: none"> • Italy • Mexico • Asia |
| Gourmet Foods | FACS | <p>In support of the school district’s diversity initiative, we propose to eliminate the existing “stand-alone” International Foods course and incorporate the cultural content into the existing Creative Foods and Gourmet Foods courses. This change will benefit all students in all foods classes by increasing their knowledge of cultural food heritage.</p> <p>The content that will be incorporated into Creative Foods will include the cultural food influences of:</p> <ul style="list-style-type: none"> • India and Southeast Asia • France • Cajun and Creole cuisine |
| Diversity Studies | Social Studies | Name change: formerly <i>Minorities</i> |
| Science 9 | Science | <p>This course is a modification of the current 9th grade science course to meet the new standards in science. Students will be required to have 3 credits of science, be instructed in all standards and take either a Physics or Chemistry 1 credit equivalent. To meet these requirements, we are adjust our 9th grade course to cover the high school standards in Earth Science and Physical Science (intro Chemistry and Physics). Students will continue to be required to take a</p> |

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| | | Biology course (this course will also incorporate some of the Earth Science Standards). In the coming year we will be working towards developing the appropriate courses to meet the high standards in Chemistry and Physics for all students. |
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| BHS Courses Proposed to be Added |
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| The following new courses are proposed to be added to the BHS course offerings. |
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| Course Name | Department | Description |
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| Hospitality Foods | FACS | <p>Do you have a passion for food? If you are the one who likes to cook and serve people, this new course is for you. Learn the art and science of baking while you experience some of the equipment used in commercial kitchens. You will prepare the different types of sandwiches, appetizers, specialty breads, pastries, fondant-decorated cakes, and specialty desserts. Through a food project competition, you'll identify trends in eating and create an original recipe. In this class you'll also learn how to treat and serve guests, to handle food safely, to modify a recipe for improved nutrition, proper sanitation, and basic business principles and entrepreneurship. When you complete this 18-week course, you will have completed the hospitality industry-approved ServSafe food safety and sanitation program and can earn the ServSafe certification that will be recognized positively by employers in the hospitality industry.</p> <ul style="list-style-type: none"> • This course will include training in the ServSafe food safety and sanitation program which we do not currently offer. This industry-approved program will give students training for employment in the food service industry, as a food handler while in school, and can lead to a wide variety of hospitality careers in the future. • This class supports and aligns with the Minnesota Career Fields, Clusters, and Pathways. On the pathways chart, the |

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| | | <p>“career field” is Business, Management and Administration, and the “cluster” is Hospitality and Tourism. This course is a “pathway” to employment in Lodging, Recreation, Amusements and Attractions, Restaurants and Food/Beverage Services, and Travel and Tourism.</p> <ul style="list-style-type: none">• Articulation with St. Cloud Technical College for college credit is likely.• This course supports the current district goals. The students taking this course will be using and applying many math concepts in class when they prepare food for class and when figuring the quantities and costs. Technical reading will be reinforced as they do these same activities. Every lab involves team decision making. As they learn to work and make decisions together they will know each other as important team members. This should lead to less bullying of classmates.• This course would aligns with numerous Food Production and Services standards as identified in the National Standards for Family and Consumer Science Education.• Though our foods lab is equipped with residential equipment, students will be able to experience large commercial equipment at several locations including BHS food service, and Parkview nursing home.• The FACS Advisory Committee, made up of local experts representing all of the FACS areas are supportive and encouraging of the ServSafe training. They stated that training and certification was a big plus when they hire workers. The Buffalo community of hospitality experts can provide many opportunities and much expertise that can be utilized by students in the class. |
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| | | <ul style="list-style-type: none"> • The monies currently budgeted for International Foods will be used for this class. • This class should not impact other buildings since no other course exists. • This class will allow students to continue to pursue their interest in foods. • In order to offer the ServSafe certification a full semester is needed. • No additional space is needed. • No additional personnel required. <p>An informal survey was conducted in five current FACS classes, and 47 students expressed interest in Hospitality Foods. Local businesses represented on the FACS Advisory Committee reported that they would welcome and hire students with ServSafe training.</p> <p>Creative Foods and Gourmet Foods are both required.</p> |
| eCIS Writing Studio | English | <p>As an eCIS or entry-point course offered concurrently with the University of Minnesota, this course is designed to allow students practice with the writing process, an essential skill for all 21st century learners. Students will develop academic reading, writing, and research skills by writing in response to a variety of assignments, receiving extensive one-on-one assistance, and working with technology. Clear and effective expression of thought will be emphasized through writing and revision.</p> <p>The reading and writing in this course will focus on the topic of education. Students will have opportunities to reflect on their personal experiences in education, the experiences of others, and the ideas of educational experts. Students will also become more skilled at using outside information in their writing by citing sources and incorporating correct documentation. Students will learn to more effectively organize and plan a paper,</p> |

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| | | <p>including choosing and using appropriate sources to support main points. Assignments and class activities will be designed to provide students with a solid foundation for college-level writing. Critical to this effort will be the partnership with U of M instructors and professional development.</p> <p>An important aspect of eCIS is to acculturate students to college-level expectations while supporting their success. Students enrolling should have passed MCA exams in reading and writing, and be a junior or senior in the academic middle (50th to 80th percentiles of their class). Curriculum is scaffolded for increasingly deeper, more complex reading and writing. Topics encourage integrative learning and discussion of multicultural issues from a variety of perspectives. Support for English Learners is emphasized throughout the curriculum.</p> <p>This course is equivalent to the Writing 1201 at the University of Minnesota, and although it does NOT replace the first year writing requirement, students will receive 4 elective credits upon completion. The goal is to help students not only enter college but also to prepare them for success once they are in college classrooms.</p> <p>This class is being piloted in the second semester of the 2010-11 school year with one full section already registered. Interest in CIS Writing has greatly increased over the past 10 years. This course will provide opportunities for those students who don't qualify for CIS Writing, but would benefit from the elective college credit.</p> <p>Prerequisites: Passed MCA-II/GRAD in Reading and Writing; class standing = 50th-80th percentile; instructor approval; junior or senior standing</p> |
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| AP American History | Social Studies | <p>In an age of rising tuition costs and numerous College in the School options high achieving tenth grade students at Buffalo High School need an elective that will challenge and prepare these students for life after high school. Advance Placement American History will better prepare students for the rigors of CIS courses that they will take as juniors and seniors, as well as prepare them for college. AP courses also offer a test at the end of the course which potentially could earn students college credit which will help students financially and keep students at Buffalo High School instead of going post secondary.</p> <p>We have a significant amount of the student population that already take College in the School courses. This course will give students another option in the 10th grade which should not interfere with the CIS courses.</p> <p>Prerequisites:</p> <ol style="list-style-type: none"> 1. An A or B in American Experience 2. Recommendation by a Teacher 3. A certain GPA coming into the course (consistent with other Advance Placement courses at BHS) |
| World Religions | Social Studies | <p>In a well-rounded education in our increasingly diverse society, an objective study of the world's various belief systems is essential. Religion, through the ages, has at times been simultaneously a unifying as well as divisive agent. Through radio, print, television, and the internet, we are exposed daily to people from all cultures and the choices they make in the name of religion. Given the impact of religion on world politics and business today, it is surprising how little our society knows about major world religions. Unfortunately, much of what our society knows about other religions comes from stereotypes and rumors. This can lead to prejudice, unfounded assumptions, and incomplete knowledge. It serves to highlight the need for educational exposure to the</p> |

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| | | <p>different spiritual natures of mankind in an ever-shrinking world in a technological age. The Supreme Court of the United States has indicated many times that teaching about religion, as distinguished from religious indoctrination, is an important part of a complete education.</p> <p>This course will teach the history and practices about the major religions of the world, not promote or celebrate one religion over another. This course will strengthen students' critical thinking and critical communicating skills.</p> <p>This course will meet several of the MN standards in social studies education from World History, Historical Skills, Geography, and Government and Citizenship.</p> |
| Automotive Service & Maintenance | Tech Ed | <p>Currently at BHS we do not offer an auto mechanics class. If a student is interested in this field of study they have to go to Wright Technical Center. This class would be good for students to see if they are interested in being an auto mechanic or if they want to be a more informed driver. This class won't make these students experts in the field of auto mechanics, but it will make them more informed on how to maintain their automobile. I am also looking at making the students better consumers when looking at buying and selling vehicles.</p> <p>The field of auto mechanics is a growing field. Most of our students will have their driver's license when they graduate. As a driver they should know how to maintain a vehicle. If they enjoy this class they can then take the auto classes over at Wright Technical Center. There are many local and national schools that offer education after high school in the auto technology field. The job market is still growing for qualified technicians. There will always be a need for people to work on vehicles.</p> <p>If you look at the local businesses in Buffalo</p> |

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| | | <p>and the surrounding areas there is a high percentage of automotive related jobs. These businesses are a good resource to use and bring into the classroom.</p> <p>The cost to run the class is low. The need for some of the simple tools of the trade will be needed. The cost for these tools can be covered by my annual budget and/or possibly donated by some of the local business.</p> <p>This class met several technology education standards.</p> |
| <p>Automotive Service & Maintenance for Girls</p> | <p>Tech Ed</p> | <p><u>Rationale for a single gender classroom.</u></p> <p>After taking a class this summer on the differences between boys and girls in the classroom I see that there is a need to offer a class in the industrial technology department just for female students. Our department is a department that is male dominated with a low percentage of females taking our classes. By having just a female class many of the problems that develop in a bi-gender classroom will be removed. One of these problems is when a girl has a fear of success in the bi-gender classroom. This is when girls underachieve when competing with boys in the classroom despite having the ability to perform the same tasks. Another problem is that girls may not fully use their minds and creativity when boys are present. Also, girls may feel that they are not intelligent in a field that is male dominated. Many dealerships are looking for more females in the automotive technology area. At some of the nation's top automotive schools females are the top performing students in the classes because of the way females think differently than males. Many of these schools have scholarships that go unused just for females in the automotive field of students because of these beliefs. Many of the topics in this class are good for both boys and girls to learn.</p> |