



SCHOOL BOARD MEETING REPORT

Board Meeting Date: 6/16/2015 Agenda #

Staff/Administrator: LSMS/Crowson Superintendent: Holmes

Type of Item: Informational Action

Please state your proposal briefly and clearly. What do you want the board to know, discuss, or decide?

Lincoln Savage is seeking approval for new elective class offerings at the Middle School level to be offered in an elective wheel (or short 9 week course) for the 2015-2016 school year.

Provide history/background information on your proposal.

TRSD Middle Schools often offer electives in a wheel, or where students can take several electives (including PE) during the year in short 9 week offerings. You can also see the attached planned course statements.

List the advantages of your proposal:

We will be providing the following opportunities to students at LSMS for the 2015-16 school year:
Literature of a theme (#51999)-Baida
Intro to FBLA and Advanced FBLA-Craig
Employability Skills: Careers (#72152)-Fox

List possible disadvantages of your proposal:

None

List possible alternatives that could also offer a solution to your proposal. Why were they not recommended?

Not provide rich elective opportunities to our middle school students.

Superintendent's recommendation(s):

Approve: Yes No

Three Rivers School District
PLANNED COURSE STATEMENT

Course Title: Literature of a theme	Grade Level(s): 6-8
Length of Course: 9 weeks	Credit Area: n/a
Prerequisite: n/a	Amount of Credit: n/a
Adopted/Supplemental Materials: n/a	
Dual Credit Articulation: n/a	

COURSE DESCRIPTION:

In this course, students will enhance their ability to read, write, think and speak by examining literature and its themes.

COURSE GOALS:

CCSS.ELA-Literacy.W.6.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.L.6.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCSS.ELA-Literacy.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-Literacy.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCSS.ELA-Literacy.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

ASSESSMENT STRATEGIES:

Students will be assessed through:

- o Comprehension Assessments
- o Vocabulary Assessments
- o Daily Work
- o Class Discussions
- o Written Analysis

ACCOMMODATIONS AND MODIFICATIONS:

Students will be provided accommodations and modifications appropriate to their IEP. Such accommodations and modification may include but are not limited to :

- o Extended time
- o Preferential seating
- o Verbal assessment knowledge
- o Written copy of directions

CAREER RELATED LEARNING STANDARDS:

Use language appropriate to audience and context.

Present or discuss ideas clearly, effectively and coherently, using both verbal and non-verbal techniques.

Plan, organize, and complete assigned tasks accurately and on time.

Evaluate the strength of conclusions, differentiating reasoning based on facts from reasoning based on opinions.



Three Rivers School District
PLANNED COURSE STATEMENT

Course Title: Business Leadership 1 (Middle School FBLA/JCF)	Grade Level(s): 7
Length of Course: Nine Weeks	Required/Elective: Elective
Prerequisite: None	Amount of Credit: .25
Adopted/Supplemental Materials:	

Offered at:	Lincoln Savage	Fleming	Lorna Byrne
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COURSE DESCRIPTION:

Students enrolled in this class will expose students to selected aspects of business and the possible career choices available. Students will learn the basics of Future Business Leaders of America (FBLA) organization and the non-profit business called the Josephine County Foundation (JCF).

The students will have the opportunity to join the Middle Level FBLA and compete in business events at the FBLA Middle School competition.

The class will act as a mini-foundation. The students will receive a grant, work to identify community needs, decide where to focus, and then implement a grant program. As part of the program, students will volunteer two to five hours with a local non-profit organization.

COURSE GOALS:

Students will:

1. Demonstrate writing and speaking skills.
2. Learn and apply the basics of Microsoft Office.
3. Solve business problems using word processing and spreadsheet software.
4. Use problem solving and team work to develop various projects and presentations.
5. Access, organize and analyze information to make informed decisions.
6. Use technology in an ethical and legal manner and understand how technology affects society.
7. Extend communication and collaboration with peers, experts and other audiences using telecommunications.
8. Begin their decision-making and exploration of careers with the use of Internet and community speakers.
9. Explore entrepreneurs and their characteristics.
10. Show professional business behavior through work habits and attitude.

ASSESSMENT STRATEGIES:

1. Informal – Assignments, cases, simulations, event participation.
2. Formal – Project production, presentation and publishing, final exam.
3. Complete assigned work.
4. Turn in work on time or receive grade deductions for projects and assignments.

ACCOMMODATIONS AND MODIFICATIONS:

The content of the course has been carefully designed to serve students with a broad range of abilities, needs, and career objective. Because students learning and physical abilities will vary, the teacher will use methods to sufficiently challenge and inspire the students. TAG students will be able to work at own pace on topic of choice to broaden their understanding of material presented in class.

CAREER RELATED LEARNING STANDARDS:

This course will allow students to explore careers, develop career related learning skills and establish

goals and a vision for the future. Students will gain skills related to personal management, problem solving, communication, teamwork, and employment foundations.

ALL ASPECTS OF THE INDUSTRY:

This course will provide students opportunities to work with a culturally and technologically diverse workforce and community, understand the basic organization and structure of computers, be able to operate software used in industry, understand health and safety risks and a means to transition to post secondary endeavors.



Three Rivers School District
PLANNED COURSE STATEMENT

Course Title: Business Leadership 2 (Middle School FBLA/JCF)	Grade Level(s): 8
Length of Course: Nine Weeks	Required/Elective: Elective
Prerequisite: Business Leadership 1	Amount of Credit: .25
Adopted/Supplemental Materials:	

Offered at:	Lincoln Savage	Fleming	Lorna Byrne
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COURSE DESCRIPTION:

Business Leadership 2 will be the second business leadership class offered to students to explore the real world of business. The students will continue to learn selected aspects of business and the possible career choices available. Students will learn the basics of Future Business Leaders of America (FBLA) organization and the non-profit business called the Josephine County Foundation (JCF).

The second class will be used to develop a service project based on community or school needs. The students will have the opportunity to join the Middle Level FBLA and compete in business events at the FBLA Middle School competition.

The class will act as a mini-foundation. The students will receive a grant, work to identify community needs, decide where to focus, and then implement a grant program. As part of the program, students will volunteer two to five hours with a local non-profit organization.

COURSE GOALS:

Students will:

1. Demonstrate writing and speaking skills.
2. Learn and apply the basics of Microsoft Office.
3. Solve business problems using word processing and spreadsheet software.
4. Use problem solving and team work to develop various projects and presentations.
5. Access, organize and analyze information to make informed decisions.
6. Use technology in an ethical and legal manner and understand how technology affects society.
7. Extend communication and collaboration with peers, experts and other audiences using telecommunications.
8. Begin their decision-making and exploration of careers with the use of Internet and community speakers.
9. Explore entrepreneurs and their characteristics.
10. Show professional business behavior through work habits and attitude.

ASSESSMENT STRATEGIES:

1. Informal – Assignments, cases, simulations, event participation.
2. Formal – Project production, presentation and publishing, final exam.
3. Complete assigned work.
4. Turn in work on time or receive grade deductions for projects and assignments.

ACCOMMODATIONS AND MODIFICATIONS:

The content of the course has been carefully designed to serve students with a broad range of abilities, needs, and career objective. Because students learning and physical abilities will vary, the teacher will use methods to sufficiently challenge and inspire the students. TAG students will be able to work at own pace on topic of choice to broaden their understanding of material presented in class.

CAREER RELATED LEARNING STANDARDS:

This course will allow students to explore careers, develop career related learning skills and establish goals and a vision for the future. Students will gain skills related to personal management, problem solving, communication, teamwork, and employment foundations.

ALL ASPECTS OF THE INDUSTRY:

This course will provide students opportunities to work with a culturally and technologically diverse workforce and community, understand the basic organization and structure of computers, be able to operate software used in industry, understand health and safety risks and a means to transition to post secondary endeavors.



Three Rivers School District

PLANNED COURSE STATEMENT

Course Title: Career Explorations	Grade Level(s): 6
Length of Course: 9 Weeks (1 quarter)	Credit Area: Elective
Prerequisite: NA	Amount of Credit: NA
Adopted/Supplemental Materials: Career Information System (CIS), Computer/Internet based assignments	
Dual Credit Articulation: NA	

COURSE DESCRIPTION: Career Explorations class will help students match their interests and aptitudes to career options, with a focus on using employment information effectively, acquiring and improving job-seeking and interview skills, composing job applications and resumes, and learning the skills needed to remain in and advance within the workplace. Course content may also include consumer education, personal money management topics, college or post-secondary goals, options and experience.

COURSE GOALS:

- 6.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- 6.W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration
- 6.W.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- 6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

ASSESSMENT STRATEGIES:

Grades will be based on a point system. Assignments types include the following:

- Individual Speech
- Class Discussion
- Projects – student’s own work
- Daily Work / In class assignments/Student Notebook
- Personal Responsibility
 - ❖ Effort in Learning
 - ❖ Participation
 - ❖ Classroom Preparedness
 - ❖ Adhering to Due Dates

ACCOMMODATIONS AND MODIFICATIONS:

Students will be provided accommodations and modifications appropriate to their IEP. Such accommodations and modification may include but are not limited to :

- Extended time
- Preferential seating
- Verbal assessment knowledge
- Written copy of directions

CAREER RELATED LEARNING STANDARDS:

Students will demonstrate appropriate workplace behaviors (e.g. maintain regular attendance and be on time), apply decision making and problem solving techniques, demonstrate effective teamwork, apply the principles of effective communication to give and receive information, acquire, use and transfer information, assess the relationship of educational achievement to career goals, research and analyze career options, assess characteristics related to personal, educational, and career goals and demonstrate academic knowledge and technical skills required for successful employment.