

Vicksburg Community Schools Proposal Form with Guidance

Please review VCS General Guidelines for Program Review and Proposal Development prior to completion of this form. Send completed Proposal Form and supporting documents to the Curriculum office by March 1st.

Title of Proposal: Human Issues

Proposal Author(s): Dan Ouellette

Department and Curriculum Area: VHS English (elective) Building: VHS

Committee Members: _____

❖ This proposal is for: (put an X next to all that apply)

Textbook and other teaching resources (requires planned pilot process as part of the proposal request)

New courses or course revisions

Full program or curriculum area reviews

Program or curriculum area modifications

Supplemental Instructional/Intervention Resource

Dates of Anticipated Review and Action: DCILT 10/29/24 BOE 11/11/24

Principal's Signature(s): Adam Brush

(To be completed by Director of Curriculum and Instruction upon receipt of proposal.)

Date Received: 10/25/24 (final draft)

Comments on proposal:

RESPONSE:

Need more information: _____

Proceed as outlined in the proposal

Neil VanDuff
Director of Curriculum and Instruction

10/29/24
Date

[Signature]
Director of Technology

10/30/24
Date

I. Proposal Background & Overview – Write a narrative that includes *all* of the following:

- X Relevant background/history.
- X Problem or other basis for the proposal (i.e. student needs, etc.).
- X Reasons for making the change.
- X Targeted Continuous Improvement Goals

With the creation of the county tech center, VHS will have a need for more elective offerings in the 2025-2026 school year. The targeted students for this proposed class are students who are less likely to enroll in AP offerings and who will need to have elective options for a full schedule. This class is designed to help students further develop critical thinking skills that will help them thrive in any post-secondary experience they choose.

Human Issues is a one-semester class that was offered several years ago as a social studies elective. I taught the class for two years, and it was an enjoyable and worthwhile class for the students, as well as for me. Changing the class to an English elective now serves a few different purposes. First, it reflects the reality of the class more accurately, and it will align very closely with English standards, particularly with research and speaking and listening, which are standards that aren't prioritized in the main English classes. Additionally, it aligns with my certification, allowing me to teach a new class that I'm very interested in teaching.

This course aligns with the CIP Goal: 2.3: Building and district teams will ensure implementation of instructional practices, interventions and supports that are organized along a continuum to meet the academic needs of each and every learner and are aligned to the district curriculum. [MTSS Academic]. This course provides an elective option for students who might not be ready for AP Research but who could benefit from additional support with research and critical thinking skills.

It also aligns to the strategy:

E. Building and district staff will implement instructional programming that addresses the career development needs of students at each grade level K-12.

This course will focus on standards and skills that will most benefit students entering their post-secondary experience, whether or not that experience is a four-year college.

II. Complete Description of Proposed Change(s) – Write a narrative that includes *all* of the following:

- X List all major changes, components and/or strategies of the proposal.
- X Give rationale for each change (base the rationale on research or best practice information).
- X Include new course/textbook title, course/textbook replaced, credit, and prerequisite(s).
- X Attach the current standards, course outline, and/or general syllabus.

This course will largely involve research into current events and issues, and so a textbook won't be appropriate or needed.

This will be a one-semester course. The course will have a prerequisite of successful completion of English 1 and English 2, or equivalent credits. The course will follow all VCS School Board policies.

The structure of the class will center on a new current event for each unit (1-2 weeks).

Students will be introduced to each topic and then research each topic in order to form their own thoughts and personal position about the issues addressed. This will allow the students to work toward mastery of several standards associated with research. (RI.1, RI.2, RI.6, RI.7, W.2, W.4, W.6, W.7, W.8)

Each unit will culminate in a Socratic seminar in which students will discuss their research findings and discuss and/or debate their positions. This will allow the students to work toward mastery of several speaking and listening standards. (SL.1, SL.2, SL.3, SL.4)

To wrap up each unit, following the Socratic seminar, students will write personal position papers, in which they'll explain their position, as well as how they arrived at the position, including how their research and the class discussion influenced them. (W.2, W.4)

****Many of these standards are not priority standards in the main (non-AP) English classes, so this class provides an opportunity to address other important standards.*

Because the course will center around research into current issues, no textbook will be necessary. Instead, there will be regular research sessions in the classroom and in the VHS Media Center, utilizing student Chromebooks and other electronic research resources.

<i>Grade</i>	<i>New Textbook Title/Instructional Resource</i>	<i>Previous Textbook/Instructional Resource To Be Replaced</i>
	<i>None</i>	

- Michigan K-12 ELA Standards

III. **Implementation Plan** – include *all* of the following:

- X Give a full explanation of the implementation timeline, action items, and responsibilities for implementing.
- X Itemize, in detail, all proposal costs. Include 1st year costs and a budget to maintain the proposal after implementation. Include resources needed to support change. (texts, soft/hardware, web-based license, consumables, training, substitute cost for training, equipment, personnel). **Include attachment if needed.*

a. Implementation strategies

Timeline	Action	Person(s) Responsible
October 29, 2024	Present proposal to DCILT	Dan Ouellette
November 11, 2024	Present proposal to VCS School Board	Dan Ouellette
February 2025	One work day to plan and develop class, syllabus, etc.	Dan Ouellette/Adam Brush
March 2025	Scheduling begins in VHS to determine interest level (how many sections, etc.)	Dan Ouellette/Andy Lothschutz/Adam Brush
June 2025	One work day to plan and develop class, syllabus, etc.	Dan Ouellette
August-October 2025	First half of class (first semester)	Dan Ouellette
Late October 2025	Data review: Student survey, student progress toward CCSS mastery	Dan Ouellette
November 2025-January 2026	Second half of class (first semester)	Dan Ouellette
Late January 2026	Data review: Student survey, student progress toward CCSS mastery	Dan Ouellette

January-March 2026	First half of class (second semester)	Dan Ouellette
Late March 2026	Data review: Student survey, student progress toward CCSS mastery	Dan Ouellette
April-June 2026	Second half of class (second semester)	Dan Ouellette
June 2026	Data review: Student survey, student progress toward CCSS mastery	Dan Ouellette

b. Proposal Costs

Description	Number Needed/ Cost per Unit	Total Cost	Funding Source
Materials <i>(add rows if needed)</i>			
Student Chromebooks		0	
High School Media Center		0	
Professional Learning/Summer Curriculum Work			
One teacher work day to develop and plan	1 substitute teacher	\$148.25	Building Funds
Support from instructional coach			General Fund
One teacher summer work day to develop and plan	one day	\$153.00	
Other Costs			
Total Costs	\$301.25		

IV. **Anticipated/Expected Impact** – include *all* of the following:

- X List the anticipated proposal outcomes. Describe how the proposal will impact students, staff, and the instructional program. Include expected gains in student success. Include how this proposal articulates with other courses/levels in this subject area & across the curriculum.

Students leaving this class will be better prepared to understand social issues in the “real world” of their adult lives. They will learn to evaluate sources of information for credibility and bias. They will learn to form their own thoughts and positions on current issues as well as future issues that we can’t predict today.

These students ideally will be able to transfer these research and evaluation skills to other classes, helping them to better evaluate issues and resources in those contexts, as well.

These outcomes, in turn, will have a positive influence on our communities, as these students will learn these skills and replace any tendencies to take positions on these issues based on dubious resources. This class will help these students learn to be better citizens.

V. Proposal Evaluation Plan and Student Achievement – include *all* of the following:

X Explain how this proposal will be evaluated, the timeline used, what data is to be collected (survey results, national, state, district, or classroom assessments), and how the evaluation will be reported.

How Proposal Will Be Evaluated (who, process)	Timeline	Data to Be Collected	How Evaluation Will Be Shared/Reported
The course teacher, with support from their instructional coach, will evaluate the course by: - Student survey	end of course	student perception	VHS English Department team meetings, VHS BLT, VHS English Department PLCs
Student growth will be evaluated through formative assessment throughout course	throughout course (quarterly at a minimum)	Evidence of growth on CCSS	VHS English Department team meetings and VHS English Department PLCs
Student growth will be evaluated summative assignment	end of course	Evidence of growth on CCSS	VHS English Department team meetings and VHS English Department PLCs

VI. PLC Foundation – Write a narrative that includes responses to *all* of the following questions:

- X Is the implementation of this plan consistent with our purpose as a district?
- X Will implementing this proposed plan help us become the school/district we envision?
- X Are the people responsible for implementing this plan prepared to commit to doing it fully and well?
- X Will implementing this plan enable us to achieve our goals as a school district?

The implementation of this plan is consistent with our purpose as a district. This course will likely be enrolled by students who are not taking an AP class and who will benefit from additional English support (research skills, writing skills, language skills). The course will focus on standards for which our data suggests our students need additional support.

The teacher will utilize the formative assessment process to align the assignments to learning targets and formative assessments, creating a class that will be reactive to student needs.

This course will continue to improve research, reading, writing, and speaking and listening skills. It is closely aligned and responsive to the trends of our current data. It also provides an opportunity for differentiation for each student through collaboration with their teacher.

Prior to submitting this form, review your proposal using the checklist outlined under each section to ensure required information has been provided. Incomplete proposals will be returned.