

**BHS Course Proposals
2016-2017**

Course Modifications

Department	Current Course	New Course	Modification
Agriculture	Landscaping	Landscaping	HTC credit
English/Social Studies	Integrated Eng 10/Am History	Integrated Eng 10/Am History	Integration of course curriculum
English	Speech Communications	Speech Communications	Revision to intro speech course
Business	Accounting II	CIS Accounting II	HTC credit
Business	Entrepreneurship	CIS Entrepreneurship	HTC credit
FACS	Child Development & Parenting	Child Growth & Development	HTC credit and name change
Math	AP Statistics	CIS Statistics	Switch from AP to NHCC credit
Social Studies	Social Prob/Diversity Studies	Social Issues & Diversity	Integration of content; name change
Social Studies	AP US History	CIS US History	Switch from AP to NHCC credit
Tech Ed	Automotive Service & Maint	CIS Automotive Service & Maint	HTC credit
Tech Ed	Woods 2	CIS Woods 2	HTC credit
Tech Ed	Research & Development	Design & Build	Two terms to single term option
Tech Ed	Goals 2000 & Princ of Tech	??	Combine two courses; name change
Tech Ed	3-D Mechanical Design	CIS 3-D Mechanical Design	NHCC credit

Course Additions

Department	Course	
English	Fundamentals of Public Speaking	NHCC credit
English	Introduction to Theatre	NHCC credit
FACS	Intro to Early Childhood Education	HTC credit
Math	Finite Math	NHCC credit
Social Studies	Intro to Sociology	NHCC credit
Tech Ed	Robotics	Student interest
Elective	Senior Indep Research & Collaboration	Pilot course in past
Elective	First Year Experience 1020	NHCC credit

Site:
BHS

Type of Proposal:
Course Modification

Course Proposal:
Landscaping

Teacher to Contact for this Proposal:
Gary Wirkus

Proposed Year of Implementation:
2016-2017

Department:
Ag Ed

Target Audience:
9th, 10th, 11th, 12th

Type of Course:
Elective

Credit:
1/2 credit

Rationale for Proposal:
This class will become a concurrent enrollment for Hennepin Tech for 3 HTC credits.

Prerequisites:
None

Scheduling Considerations:
1st and 4th term (Same as I currently have)

Budget Needs - Curriculum Writing:
None

Budget Needs – Training:
Curriculum alignment already matches.

Budget Needs – Materials:
Same

Site:
BHS

Type of Proposal:
Course Modification

Course Proposal:
Integrated English 10/American History

Teacher to Contact for this Proposal:
Vicki Cary

Proposed Year of Implementation:
2016-2017

Department:
English

Target Audience:
10th

Type of Course:
Required

Credit:
1 credit

Rationale for Proposal:

This course targets (but is not limited to) AVID students through an inter-disciplinary approach, which has been proven to be one of the most effective ways of helping students transfer knowledge outside of the classroom. We know students will take this course based on our efforts at piloting the inter-disciplinary approach in the past. Student surveys consistently show positive reactions by students to the classroom atmosphere, their relationships with peers and instructors, and their understanding of content.

Prerequisites:

Completion of English 9; identification as AVID student OR non-AVID student interested in inter-disciplinary approach and college readiness.

Scheduling Considerations:

Integrated English 10 must be scheduled before or after Integrated American History 10, so that co-teachers can share the same students and have flexibility in their use of class time for joint projects.

Budget Needs - Curriculum Writing:

6 hours during Summer 2016

Budget Needs – Training:

AVID Summer Workshop in Minneapolis; any other workshops or available training on inter-disciplinary curriculum and instruction.

Budget Needs – Materials:

AVID curricular materials (included in Workshop costs)

Site:
BHS

Type of Proposal:
Course Modification

Course Proposal:
Speech Communications

Teacher to Contact for this Proposal:
Melissa Bertsch

Proposed Year of Implementation:
2016-2017

Department:
English

Target Audience:
10th, 11th, 12th

Type of Course:
Elective

Credit:
1/2 credit

Rationale for Proposal:

If the concurrent enrollment speech class is accepted, we would like to change our current speech class to more of an introduction to speech communications, including more real-world communication skills. While there would be some public speaking, equal time would also be spent on interpersonal communication and small group communication. These are the skills every student will need throughout their life. This would give them skills for interviewing and group collaboration, in addition to being able to present in front of a group of people.

Prerequisites:
none

Scheduling Considerations:
none

Budget Needs - Curriculum Writing:

We will need some time to fine-tune and put into curriculum maps, but this is something those of us with degrees in have done a lot of and have taught pieces of in our other English classes. It shouldn't take much to flesh out how it will look in a stand-alone class.

Budget Needs – Training:

None. We already have teachers specifically licensed in speech communications.

Budget Needs – Materials:

None

Site:
BHS

Type of Proposal:
Course Modification

Course Proposal:
Accounting II

Teacher to Contact for this Proposal:
Jennifer Kremers

Proposed Year of Implementation:
2016-2017

Department:
Bus Ed

Target Audience:
11th, 12th

Type of Course:
Elective

Credit:
1/2 credit

Rationale for Proposal:

Upon completion of Accounting II, students will be eligible to earn credit for the Introduction to Accounting course at Hennepin Technical College. This will provide an opportunity for students to earn college credit while still taking classes at BHS, a trend that continues to grow.

Prerequisites:

Successful completion of Accounting I

Scheduling Considerations:

None

Budget Needs - Curriculum Writing:

None

Budget Needs – Training:

None

Budget Needs – Materials:

None

Site:
BHS

Type of Proposal:
Course Modification

Course Proposal:
Entrepreneurship

Teacher to Contact for this Proposal:
Jennifer Kremers

Proposed Year of Implementation:
2016-2017

Department:
Bus Ed

Target Audience:
10th, 11th, 12th

Type of Course:
Elective

Credit:
1/2 credit

Rationale for Proposal:

Students who successfully complete the Entrepreneurship course will have the opportunity to earn credit at Hennepin Technical College through a concurrent enrollment agreement. This would allow students to earn college credit while taking classes at BHS, a growing trend in education.

Prerequisites:
None

Scheduling Considerations:
None

Budget Needs - Curriculum Writing:
None

Budget Needs – Training:
None

Budget Needs – Materials:
None

Site:
BHS

Type of Proposal:
Course Modification

Course Proposal:
Child Development and Parenting

Teacher to Contact for this Proposal:
Julie Mundahl

Proposed Year of Implementation:
2016-2017

Department:
FACS

Target Audience:
11th, 12th

Type of Course:
Elective

Credit:
1/2 credit

Rationale for Proposal:

Through our new partnership with Hennepin Technical Center to offer concurrent enrollment courses, students will receive 3 college credits for this course. National FACS Standards and the newly released MN FACS Frameworks will be supported by this curriculum. Modifications to the existing course include:

1. Change name to "Child Growth and Development" to match the course name with HTC.
2. Modify and align curriculum to increase the scope of content from the stages of "Birth to Toddlerhood" TO "Birth to School-age (age 8)." (The increase in scope should not be a concern as HTC describes their course as 45 contact hours which compares to our 50+ contact hours.)
3. Modify and align assessment.

Prerequisites:
None.

Scheduling Considerations:

None. Course is still 1 term long and situated in a regular classroom setting. Computers can be accessed through the media center, computer labs, or mobile carts if needed.

Budget Needs - Curriculum Writing:

Curriculum writing - 40 hours in January-August, 2016

Budget Needs – Training:

1. Teacher training with the HTC faculty.
2. Teacher training on the newly released MN FACS Frameworks.
3. Partner with local day care, pre-school, kindergarten, 1st and 2nd grade teachers to arrange for students to observe child growth and development.

Budget Needs – Materials:

1. Textbook, "The World of Children." Includes online learning which creates a "blended" learning course curriculum and "flipped classroom" instruction.

The World of Children helps students connect the science and the practice of child development in a way that can positively change lives. The third edition features an active learning system that exposes students to real people facing real world child development challenges. It encourages readers to think critically about issues from multiple perspectives. The World of Children is a chronological child development text. MyDevelopmentLab is available with World of Children. Through MyDevelopmentLab, students have access to MyVirtualChild, an interactive web-based simulation that allows students to raise a child from birth to age 18 and monitor the effects of their parenting decisions over time.

2. Posters, DVDs to support the Pre-School and School-ages stages of curriculum.

Site:
BHS

Type of Proposal:
Course Modification

Course Proposal:
Elementary Statistics (NHCC)

Teacher to Contact for this Proposal:
Joel Peterson

Proposed Year of Implementation:
2016-2017

Department:
Math

Target Audience:
11th, 12th

Type of Course:
Elective

Credit:
1 credit

Rationale for Proposal:

This is a concurrent enrollment course through NHCC. It is a college statistics course that will replace AP Statistics. This year about 60 students are enrolled in AP Stats. Elementary Statistics is a required course for many degrees and will also satisfy Goal Area 4 in the MN Transfer Curriculum. AP Statistics and Elementary Statistics cover similar topics.

Prerequisites:

A or B in Algebra 2

Scheduling Considerations:

This will be a 2 term class. This is a change from AP Stats where students were enrolled for 3 terms. This should make it easier for students to fit in their schedule.

Budget Needs - Curriculum Writing:

none, similar curriculum to AP Statistics

Budget Needs – Training:

none

Budget Needs – Materials:

About \$100 per student for text books

Site:

BHS

Type of Proposal:

Course Modification

Course Proposal:

Social Issues and Diversity

Teacher to Contact for this Proposal:

Todd Manninen

Proposed Year of Implementation:

2016-2017

Department:

Social Studies

Target Audience:

11th, 12th

Type of Course:

Elective

Credit:

1/2 credit

Rationale for Proposal:

In anticipation to offering the Intro to Sociology course through North Hennepin Community College, condensing the existing Social Problems and Diversity Studies electives into one course would make our Sociology offering more feasible.

Prerequisites:

None

Scheduling Considerations:

One quarter.

Budget Needs - Curriculum Writing:

None

Budget Needs – Training:

None

Budget Needs – Materials:

None

Site:
BHS

Type of Proposal:
Course Modification

Course Proposal:
CIS United States History

Teacher to Contact for this Proposal:
Scott Palmer

Proposed Year of Implementation:
2016-2017

Department:
Social Studies

Target Audience:
10th

Type of Course:
Required Elective

Credit:
1 credit

Rationale for Proposal:

CIS United States History will replace AP US History, the reason for the switch is that it would fit as a piece of the Minnesota Transfer Curriculum as well as provide a much cleaner schedule for our current tenth grade students. AP US History is currently a three quarter class and CIS United States History would be a two quarter class.

Prerequisites:

A in American Experience and an A in English 9. (same requirements as AP US History)

Scheduling Considerations:

Two quarter class to get the credit from BHS, students should take A and B back to back.

Budget Needs - Curriculum Writing:

Absolutely, I would need curriculum writing time.

Budget Needs – Training:

Opportunities to visit with the Professor from North Hennepin Community College, as well as additional professional development

Budget Needs – Materials:

No major purchase anticipated at this time

Site:
BHS

Type of Proposal:
Course Modification

Course Proposal:
Automotive Service and Maintenance

Teacher to Contact for this Proposal:
Ben Wandmacher

Proposed Year of Implementation:
2016-2017

Department:
Tech Ed

Target Audience:
11th, 12th

Type of Course:
Elective

Credit:
1/2 credit

Rationale for Proposal:
Students who take and complete Automotive Service and Maintenance or Automotive Service and Maintenance for Girls will be give 2 credits towards Hennepin Technical Colleges: Introduction to the Transportation Trades (ATEC1050) through concurrent enrollment agreement.

Prerequisites:
Students must be 11th or 12th grade students

Scheduling Considerations:
Afford in the fall to match college schedule with the class.

Budget Needs - Curriculum Writing:
None

Budget Needs – Training:
None

Budget Needs – Materials:
S/P2 safety curriculum (online safety class for students) \$300

Site:
BHS

Type of Proposal:
Course Modification

Course Proposal:
Woods 2

Teacher to Contact for this Proposal:
Kurt Konsela

Proposed Year of Implementation:
2016-2017

Department:
Tech Ed

Target Audience:
9th, 10th, 11th, 12th

Type of Course:
Elective

Credit:
1/2 credit

Rationale for Proposal:
Need to add it class description, after completion of course students with a C or better are eligible for Hennepin Technical College (HTC) credit.

Prerequisites:
Introduction to Woods

Scheduling Considerations:
None

Budget Needs - Curriculum Writing:
None

Budget Needs – Training:
None

Budget Needs – Materials:
None

Site:
BHS

Type of Proposal:
Course Modification

Course Proposal:
Research and Development

Teacher to Contact for this Proposal:
Kurt Konsela

Proposed Year of Implementation:
2016-2017

Department:
Tech Ed

Target Audience:
10th, 11th, 12th

Type of Course:
Elective

Credit:
1 credit

Rationale for Proposal:

Looking at changing the name to something more appealing to students to spark their curiosity about the subject. Currently, the class is open to juniors and seniors only. Would like to make the class available to sophomores also. Currently, it's a two term class. Would like to make it two individual terms, so students could sign up for one term only if they so choose.

Prerequisites:
None

Scheduling Considerations:
Students would have to take...

Research and Development "A" before taking Research and Development "B". The two courses would have to separate registration numbers for students to enter for registration.

Budget Needs - Curriculum Writing:

This class will also qualify for Concurrent Enrollment with Hennepin Technical College (HTC). Some curriculum changes maybe needed. I have started communication with their instructor and we are comparing curriculum to see if modifications or additional curriculum needs to be added.

Budget Needs – Training:
None.

Budget Needs – Materials:

Using same materials as in the past, unless HTC wants to see something added or modified to the current curriculum.

Site:
BHS

Type of Proposal:
Course Modification

Course Proposal:
Goals 2000 and Principles of Technology

Teacher to Contact for this Proposal:
Troy Hanson

Proposed Year of Implementation:
2016-2017

Department:
Tech Ed

Target Audience:
9th, 10th, 11th, 12th

Type of Course:
Elective

Credit:
1/2 credit

Rationale for Proposal:

Course needs a new name as no one understands what "Goals 2000" means. The Principles of Technology and Goals 2000 courses will be combined to maintain student engagement. It will include a combination of module rotations and hands on projects related to design and problem solving. This class will be able to be taken for 2 terms.

Prerequisites:
none

Scheduling Considerations:
none

Budget Needs - Curriculum Writing:
3 hours

Budget Needs – Training:
none

Budget Needs – Materials:
Upgrade of modules \$5000

Site:
BHS

Type of Proposal:
Course Modification

Course Proposal:
3-D Mechanical Design

Teacher to Contact for this Proposal:
Kurt Konsela

Proposed Year of Implementation:
2016-2017

Department:
Tech Ed

Target Audience:
10th, 11th, 12th

Type of Course:
Elective

Credit:
1/2 credit

Rationale for Proposal:

Working with NHCC to modify my class so students can get NHCC credit. I started talks with several instructors from North Hennepin. We all agree that we can make this work. They have visited our school and I have been to North Hennepin as well. We think this is a good match for both schools.

Prerequisites:
Introduction to CAD

Scheduling Considerations:
Need D-103 classroom.

Budget Needs - Curriculum Writing:

May need a couple of days to meet with instructors from North Hennepin to work out details such as tests, syllabus, assignments, and school visits.

Budget Needs – Training:

I may have to take a course at North Hennepin. We discussed this last school year.

Budget Needs – Materials:

None

Site:
BHS

Type of Proposal:
Course Addition

Course Proposal:
Fundamentals of Public Speaking

Teacher to Contact for this Proposal:
Melissa Bertsch

Proposed Year of Implementation:
2016-2017

Department:
English

Target Audience:
11th, 12th

Type of Course:
Elective

Credit:
1 credit

Rationale for Proposal:

This would be a concurrent enrollment course through North Hennepin Community College, which is part of the district goal to provide students with the opportunity of earning their AA degree while in high school. Currently, we have an elective speech course which approximately 70 students take each year. Many of those students would now earn college credit for the class. We also hope that more students might take speech if they can earn college credit, since right now the percentage of students taking speech is quite low--especially considering the percentage of students going on to college who should have that background.

Prerequisites:
None

Scheduling Considerations:
None

Budget Needs - Curriculum Writing:

This course is quite similar to the class already being taught, plus we have already met with and have materials from the professors at North Hennepin. While we will need to do some flushing out of details, much of this work is already done.

Budget Needs – Training:

We already have staff who have specific licensure in speech communications and have taught speech classes. No additional training should be necessary. I anticipate their will be needed training as part of the concurrent enrollment with North Hennepin.

Budget Needs – Materials:

Course textbook, A Pocket Guide to Public Speaking, 4th edition, by Dan O'Hair and Hannah Rubenstein.

North Hennepin Community College

COMM 1010: Fundamentals of Public Speaking

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: *.*

Lab Hours/Week: *.*

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 01 - Communication

This course provides instruction and practical experience in the basics of public speaking. This course has a performance component: students are expected to create and deliver informative, persuasive and other types of speeches.

B. COURSE EFFECTIVE DATES: 02/24/2012 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. This course includes but is not limited to the theory and practice of creating and presenting public speeches. It may also include research techniques; strategies in organization, outlining, and argumentation; and development of acumen in audience analysis, thesis writing, evaluation, and synthesis.

All COMM 1010 students will be expected to create and deliver at least four major speeches during the semester, including informative and persuasive (argumentative) speech types. Depending on the instructor, other types of oral presentations (specific-purpose speeches) may also be included.

D. LEARNING OUTCOMES (General)

1. Understand asserting and supporting a central idea through the research, analysis, evaluation, and synthesis of outside material (MnTC G1, comp. c, d, e, f; MnTC G2, comps a, b, c, d; ELO 1 & 2).
2. Understand asserting and supporting a central idea through the research, analysis, evaluation, and synthesis of outside material (MnTC G1, comp. c, d, e, f; MnTC G2, comps a, b, c, d; ELO 1 & 2).
3. Understand values and how they affect choices, assumptions, and interpretations that influence communication (MnTC G 1, comp. a, c, d, e; G 2, comps a, b, c, d; ELO 2 & 3).
4. Create and present effective public speeches) MnTC G1, comp. a, c, d, e, f; G 2, a, b, c, d: ELO 2 & 4).
5. Develop competence, if not comfort, in delivering speeches. (Course goal.)
6. Develop skill in evaluating the public speaking of others. (Course goal.)

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

Goal 01 - Communication

1. Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing and presentation.
2. Discern patterns and interrelationships of biophysical and socio-cultural systems.
3. Select appropriate communication choices for specific audiences.
4. Construct logical and coherent arguments.
5. Use authority, point-of-view, and individual voice and style in their writing and speaking.

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

1. Knowledge of Human Cultures and the Physical and Natural World --Through study in the sciences, mathematics, social sciences, humanities, histories, languages, the arts, technology and professions.
2. Intellectual and Practical Skills Including: Inquiry and analysis; Critical and creative thinking; Written and oral communication; Quantitative literacy; Information literacy; Teamwork and problem solving.
3. Personal and Social Responsibility and Engagement Including: Civic knowledge and involvement-- campus, local and global; Intercultural knowledge and competence; Ethical reasoning and action; Foundations and skills for lifelong learning.
4. Integrative and Applied Learning Including: Synthesis and advanced accomplishment across general education, liberal studies, specialized studies and activities in the broader campus community.

Site:
BHS

Type of Proposal:
Course Addition

Course Proposal:
Introduction to Theatre

Teacher to Contact for this Proposal:
Melissa Bertsch

Proposed Year of Implementation:
2016-2017

Department:
English

Target Audience:
11th, 12th

Type of Course:
Elective

Credit:
1 credit

Rationale for Proposal:

This would be a concurrent enrollment course through North Hennepin Community College, which is part of the district goal to provide students with the opportunity of earning their AA degree while in high school. We currently have a class called Theatre Production that is very similar to this course, but it doesn't receive the registrations needed for it to be offered. One of the reasons is that students are interested in earning as much college credit as possible while still in high school, and so with the opportunity to take a course in this subject that will earn them college credit, we believe students will take this course. We have an extremely strong theatre department at the high school with many students who would be interested and capable of taking this class. We also have 150-200 students a year who take a stage acting course who would also be candidates for a class like this.

Prerequisites:
None

Scheduling Considerations:
None

Budget Needs - Curriculum Writing:

This course is quite similar to the class already being taught, plus we have already met with and have materials from the professors at North Hennepin. While we will need to do some flushing out of details, much of this work is already done.

Budget Needs – Training:

We already have staff who have specific licensure in theatre arts and have taught theatre classes. No additional training should be necessary. I anticipate their will be needed training as part of the concurrent enrollment with North Hennepin.

Budget Needs – Materials:

Textbook: The Creative Spirit, 5th edition, by Stephanie Arnold. North Hennepin has an abridged copy of this textbook printed for the class.

North Hennepin Community College

TFT 1210: Introduction to Theatre

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: *.*

Lab Hours/Week: *.*

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 06 - Humanities/Fine Arts, Goal 07 - Human Diversity

Students become involved in a play's production while they explore the roots of the theater as a reflection of culture and community. Students investigate major theatrical historical periods and personalities, work on self-selected crews, analyze dramatic literature for meaning and production considerations, and may create and perform their own scenarios as a means of understanding the transformation of theater from page to stage.

B. COURSE EFFECTIVE DATES: 08/26/2004 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. This course looks at theatrical art in the context of culture and history; considers aesthetics, production, and evaluation both within and outside of those cultural and historical contexts. Class may include:
 - a) Survey of Western theater in selected historical periods from 500 BCE to the present with emphasis on theatrical production in the context of culture and history.
 - b) Study of the form, style, and structure of dramatic literature.
 - c) Examination of the production unit: playwright, director, designers, and actors in both preparation for and performance of a theatrical production

D. LEARNING OUTCOMES (General)

1. Articulate the ways in which theatre is an integral part of contemporary culture and society as well as cultures and societies during selected historical eras. (Goal 6, a, b; Goal 2a; ELOs 1, 2, 3)
2. Analyze, research, and evaluate dramatic literature both by reading scripts and by viewing performances. (Goal 6, a, b, c, e; Goal 2 c; ELOs 1, 2, 4)
3. Become an informed theater participant either as a part of the production unit or as an audience member. (Goal 6, c, d; ELOs 2, 4)
4. Identify, analyze, evaluate, and take part in the creative process involved in producing and/or performing in a play. (Goal 6 b, c, d, e; Goal 2 b, d; ELOs 2. 3. 4)

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

Goal 06 - Humanities/Fine Arts

1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
2. Understand those works as expressions of individual and human values within an historical and social context.
3. Respond critically to works in the arts and humanities.
4. Engage in the creative process or interpretive performance.
5. Articulate an informed personal reaction to works in the arts and humanities.

Goal 07 - Human Diversity

1. Understand the development of and the changing meanings of group identities in the United States' history and culture.
2. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
3. Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
4. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted

Site:
BHS

Type of Proposal:
Course Addition

Course Proposal:
Senior Independent Research & Collaboration

Teacher to Contact for this Proposal:
Vicki Cary

Proposed Year of Implementation:
2016-2017

Department:
Elective

Target Audience:
12th

Type of Course:
Elective

Credit:
1/2 credit

Rationale for Proposal:

=This course is needed to engage seniors in the final term of their high school career by providing them an opportunity to fully research and explore topics of their own choosing. It is based on behavioral research on motivation and learning that emphasizes the need for autonomy, purpose, and mastery. Students will choose their own independent research projects and present their learning to their peers. They will also be responsible for collaborative research and discussion of "big" topics, such as educational reform, the power of happiness, and the future of technology (to name a few examples). This course has been piloted for the past 3 years, and students have found the opportunity to be relevant, valuable, and in some case, life-changing. It meets standards in inquiry and presentation.

Prerequisites:

Seniors only -- who have fulfilled all other requirements for graduation prior to 4th term of their senior year.

Scheduling Considerations:

In the past, this has been conducted as an Independent Study; however, it needs more direction as more students have become involved. This should only be scheduled for the final term to provide seniors with opportunities to leave the building and form potential connections/partnerships/internships within the community.

Budget Needs - Curriculum Writing:

2 days of summer curriculum writing for Vicki Cary (who has designed the course) and whoever will be teaching it during the following year. The class instructor can/should be from any curricular area but must have an interest in helping students become independent learners.

Budget Needs – Training:

Any applicable workshops on Project-Based Learning.

Budget Needs – Materials:

None. Materials will be determined by student interest and availability.

Course Description and Structure for Senior Independent Drive Project

Your **Individual Learning Plan** would follow a 7-day learning cycle that might look something like this:

- **Day 1 (Plan)**
 - Determine and propose your Individual Question
 - Identify academic standards that apply
- **Days 2-6 (Work)**
 - Use online/print resources or background knowledge to determine what you know, need to know
 - Identify possible advisors, mentors, or observational opportunities
 - Meet with advisors, conduct observations, discuss, interview, read, research, practice
 - Plan presentation to cohort
- **Day 7 (Reflect)**
 - Present and teach your findings to cohort in the most effective manner
 - Note: If you don't have enough time for everyone to present, adjust schedule accordingly
 - Conduct both self and partner assessments
 - Reflect on assessment
 - Plan for next cycle of Individual Learning
 - expand? change? re-do?

Your **Collaborative Learning Plan** would follow a 3-day cycle that might look something like this:

- **Day 1**
 - Reading or Viewing Day, based on a topic that you will all learn about and discuss together.
- **Day 2**
 - Initial Discussion, based on your individual questions, comments, analysis, revelations
- **Day 3**
 - Complete discussion from previous day, follow-up questions
 - Generate ideas for next reading and discussion, decide on what sounds most interesting to the group. I can offer some direction, if you'd like, but eventually you should take over.

Note: For the first week, I suggest you begin with the Collaborative Learning Plan, then move to Individual Learning after you have more time to consider your options. *You could also decide as a group to intersperse collaborative days among the individual learning days. The above schedules are suggestions. You need to determine what will work best for you.*

Course requirements:

You can change your focus on your Individualized Learning Plan each cycle, but you should give yourself at least one full cycle to explore your interest in a topic. In other words, don't switch gears too early.

You must share what you learn with others. The power of this process lies in sharing and talking and teaching each other.

You must be able to share feedback on your presentations, debate points, ask and answer questions in a civil dialogue. In other words, be willing to explore, push, and learn together.

Challenge each other and yourself.

I will provide the topic for your first round of collaborative learning (see below), but you need to determine further explorations as a team.

The administration has been very supportive of allowing students in this project to leave campus for educational opportunities, but I expect you to take of the logistics on your own (permission, contact, etc.)

You must create a personalized blog on which you will reflect on your learning at least every 10 days. I will also assign reflection posts periodically. You may use the blog you originally designed for CIS Writing.

You will also keep track of your learning in a Learning Log, a journal in which you reflect daily on your learning process.

You will develop a final presentation and schedule a time for the Admin Team to participate in your presentation. More details at a later date.

I will ask to meet with you during some AAA and after-school times. Be prepared to give up your Senior Privileges on those dates.

You must report directly to me or sign in each day for attendance.

Sign below to indicate that you agree to the conditions listed above.

Site:
BHS

Type of Proposal:
Course Addition

Course Proposal:
Introduction to Early Childhood Education

Teacher to Contact for this Proposal:
Julie Mundahl

Proposed Year of Implementation:
2016-2017

Department:
FACS

Target Audience:
11th, 12th

Type of Course:
Elective

Credit:
1/2 credit

Rationale for Proposal:

Through our new partnership with Hennepin Technical Center to offer concurrent enrollment courses, students will receive 3 college credits for this course. National FACS Standards and the newly released MN FACS Frameworks will be supported by this curriculum. This course should begin with the 2016-17 school year so that current Child Development and Parenting students have an opportunity to continue in their interest area and earn college credit. For all students, this course is a natural extension of the knowledge gained in the proposed modified course, "Child Growth and Development." This course supports the BHM goals of having all students ready for a successful future in a changing world. This course should be of interest to any students whose future career and family involves children. This course also supports the student organization, Educators Rising.

Prerequisites:
None.

Scheduling Considerations:

Many of the assignments completed in this course fulfill the requirements to compete in the state and national leadership conferences for the student organization, Educators Rising. Perhaps schedule this course during Term 1 or Term 2 so that student/members could be ready for participation at the MN Educators Rising Leadership Conference in February.

Budget Needs - Curriculum Writing:

1. Writing and planning curriculum that aligns with the HTC course
2. Reviewing, planning, and scheduling assessments.

- 40 hours in January-August, 2016.

Budget Needs – Training:

1. Teacher training with the HTC faculty.
2. Teacher training on the newly released MN FACS Frameworks.

3. Partner with several early childhood specialists and professionals who work with children for speakers, interviews, internship opportunities, shadow and learning experiences.

Budget Needs – Materials:

1. Textbook, "Introduction to Early Childhood Education: Equity and Inclusion" - Designed for blended courses, or for courses which emphasize special needs coverage in the Introduction to ECE course, this book focuses on supporting equity and academic success through exceptional early childhood education experiences for young children and their families. Based on the author's belief that teachers must be prepared to meet the needs of all children, this text embeds the needs of diverse learners throughout the text, as opposed to relegating them to just one chapter.

The role of the professional in supporting the diverse needs of children and families, as well as their own professional development over time, is the organizing structure of this text. The book includes information on the application of both NAEYC (National Association for the Education of Young Children) and DEC (Division for Early Childhood) standards to quality programming for young children and their families, as well as ongoing professional development. Each chapter concludes with relevant case study analysis, philosophy development, portfolio development, and ethical reflection activities.

2. "How I Learn" - DVD

Meet children of all ages as they experience the social, emotional, physical and intellectual milestones of typical early childhood development.

3. "Early Childhood Professions" - DVD

Who better for students to learn from about Early Childhood careers than professionals who are enjoying successful careers? In this career day DVD, interviews with a variety of high-energy, engaging professionals who work with children will illustrate the range of choices for students today. Students will hear from a variety of professionals including a:

Kindergarten Teacher;

Head Start Associate Director of Operations;

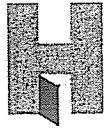
Public Health Nurse;

In-Home Childcare Provider;

Elementary School Principal;

Montessori School Director; and

Pediatrician.



Hennepin Technical College

**CDEV 1105 Introduction to Early Childhood
Section 01
Syllabus and Guidelines**

3 credits 45 Contact hours

Class officially begins on August 27, 2015 and ends December 17, 2015

Instructor and Department Information

Instructor: Erin Kennedy

Phone: 763-488-2560

E-mail: erin.kennedy@hennepintech.edu

Office Hours:

Weekly on campus, in person, Mondays 2pm – 3pm and Tuesdays 10am – 11am
Through D2L Private Discussion Area daily. The private discussions are checked three times daily. I am also available by e-mail and will arrange to call, meet on campus or skype you upon request. Private Discussion or email are my preferred method of communication.

NOTE: The information contained in this syllabus should be considered our mutual contract. If you have any questions, please contact me early in the semester to discuss them.

Detailed Requirements are described below. Assignments, schedule, and assessments are contained in the Learning Guide or on D2L in the “Content” and “Checklist” areas under “Course Materials”.

Course Description, Outcomes and Goals

Course Prerequisite: Technology score of 70 or higher or CPLT1100.

Course Description

The student will examine the various roles and responsibilities of educators who serve children and families in a professional manner. Observations of different types of early childhood programs will be required.

Course Outcomes

1. Examine history of the early childhood profession

2. Examine career opportunities
3. Explain worker requirements and roles
4. Compare types of early childhood programs
5. Utilize a variety of techniques for communicating with families
6. Evaluate parent involvement techniques
7. Describe teaching practices that support diversity
8. Evaluate teamwork
9. Practice the National Association for the Education of Young Children (NAEYC) Code of Ethics
10. Examine program policies
11. Examine licensing requirements
12. Utilize community resources

Course Goals/Outcomes by Module:

Module 1 History and Issues:

Examine history of the early childhood profession
 Examine career opportunities
 Explain worker requirements and roles
 Compare types of early childhood programs

Module 2 Diversity:

Utilize a variety of techniques for communicating with families
 Evaluate parent involvement techniques
 Describe teaching practices that support diversity

Module 3 Profession:

Evaluate teamwork
 Practice the National Association for the Education of Young Children (NAEYC) Code of Ethics
 Examine program policies
 Examine licensing requirements
 Utilize community resources

Linkages to HTC Learner Outcomes and Values

As a college, HTC has adopted four outcomes that every graduate will demonstrate proficiency in prior to graduation as well as six learner values that students will develop in their time at HTC. Below is a list of the HTC Learner Outcomes and Values. The ones in **bold will** specifically be addressed in this course.

HTC Learner Outcomes:

- **Critical Thinking and Problem Solving**

HTC Learner Values:

Site:
BHS

Type of Proposal:
Course Addition

Course Proposal:
Finite Math

Teacher to Contact for this Proposal:
Michael Bloch/Joel Peterson

Proposed Year of Implementation:
2016-2017

Department:
Math

Target Audience:
11th, 12th

Type of Course:
Elective

Credit:
1 credit

Rationale for Proposal:

This course will be concurrent enrollment option through North Hennipen Community College. This is a required course for business majors in college and also meets goal area four (Mathematical/Logical Reasoning) of college generals in the MnSCU system. This course will offer students and alternative route to obtain a college level math credit that is not through statistics or calculus.

Prerequisites:

A or B in Algebra II.

Scheduling Considerations:

Two term class

Budget Needs - Curriculum Writing:

Curriculum Writing - Hours TBD (brand new class, never been taught at BHS)

Budget Needs – Training:

I am unaware if there are workshops on how to teach finite math, but if there was it would be something that would be beneficial, but not crucial.

Budget Needs – Materials:

Textbooks - Approximately \$30 a piece

North Hennepin Community College

MATH 1140: Finite Mathematics

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: *.*

Lab Hours/Week: *.*

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 04 - Mathematical/Logical Reasoning

This course is designed primarily for the non-science major. Several business and financial applications are covered. These applications may include systems of equations, linear programming (maximizing profit, minimizing cost), the interdependence of different sectors in an economy, and interest rates as they pertain to credit cards, short-term loans, and mortgages. Although some computer applications may be included, no prior experience is necessary. Additional topics may include: introductory statistics and probability, combinatorics (the number of ways of arranging objects), game theory, coding, and Markov chains (multi-step games/decisions). Prerequisite: Placement into Math 902 or successful completion of Math 0901 or 0980 with grade of "C" or better

B. COURSE EFFECTIVE DATES: 08/27/1997 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. See Course Description and Course Outcomes.

D. LEARNING OUTCOMES (General)

1. Identify graphs and properties of functions, especially linear functions, and apply the knowledge of functions to business applications (MnTC Goal 4: a, b, d; Goal 2: a, b); NHCC ELOs 1, 2
2. Perform basic operations with matrices and use matrix methods to solve systems of linear equations (and their applications) (G4: a, b, d; G2: a, b); NHCC ELOs 1, 2
3. Solve linear programming problems using geometric and Simplex methods and interpret the results in context (G4: a, b, d; G2: a, c); NHCC ELOs 1, 2
4. Use basic counting techniques to calculate probabilities including conditional probabilities (G4: a, b, d; G2 a, c); NHCC ELOs 1, 2
5. Solve problems using Markov Chains (G4: a, b, d; G2: a, b, c, d); NHCC ELOs 1, 2
6. Use formulas and/or technology to solve problems relating to interest, compound interest, and amortization (G4: a, b, d; G2: a, b, c); NHCC ELOs 1, 2

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

Goal 04 - Mathematical/Logical Reasoning

1. Illustrate historical and contemporary applications of mathematical/logical systems.
2. Explain what constitutes a valid mathematical/logical argument(proof).
3. Apply higher-order problem-solving and/or modeling strategies.

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

1. Knowledge of Human Cultures and the Physical and Natural World--Through study in the sciences, mathematics, social sciences, humanities, histories, languages, the arts, technology and professions.
2. Intellectual and Practical Skills--Including: Inquiry and analysis; Critical and creative thinking; Written and oral communication; Quantitative literacy; Information literacy; Teamwork and problem solving.

Site:
BHS

Type of Proposal:
Course Addition

Course Proposal:
Intro to Sociology

Teacher to Contact for this Proposal:
Todd Manninen

Proposed Year of Implementation:
2016-2017

Department:
Social Studies

Target Audience:
11th, 12th

Type of Course:
Elective

Credit:
1 credit

Rationale for Proposal:

This course will allow students access to a college credit opportunity through North Hennepin Community College. Intro to Sociology typically satisfies a goal area required in many general education requirements at the collegiate level.

Prerequisites:

That will need to be established between North Hennepin Community College and ISD #877.

Scheduling Considerations:

I'm anticipating this would be a semester course.

Budget Needs - Curriculum Writing:

I will need collaboration time with my cooperating instructor at North Hennepin Community College.

Budget Needs – Training:

There might be a need for coursework in getting me credentialed if such guidelines are established at the state level.

Budget Needs – Materials:

Course materials, such as the textbook

North Hennepin Community College

SOC 1110: Introduction to Sociology

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: *.*

Lab Hours/Week: *.*

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 05 - Hist/Soc/Behav Sci, Goal 07 - Human Diversity, Goal 05 - Hist/Soc/Behav Sci, Goal 07 - Human Diversity

This course is a study of social and cultural aspects of human behavior. Topics include society and culture, roles and norms, groups and organizations, deviance, inequality, social and cultural change, and research methods.

B. COURSE EFFECTIVE DATES: 09/10/1997 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Topics covered will include, but are not limited to, society and culture, rules and norms, groups and organizations, deviance, inequality, social and cultural change, research methods.

D. LEARNING OUTCOMES (General)

1. Examine social institutions and processes across a range of historical periods and cultures. (MnTC Goal 2, comps. a, b, c, d; MnTC Goal 5, comp. b; NHCC ELOs 1, 3)
2. Use and critique alternative explanatory systems or theories. (MnTC Goal 2, comps. c; MnTC Goal 5, comp. c; NHCC ELOs 1, 2)
3. Develop and communicate alternative explanations or solutions for contemporary social issues. (MnTC Goal 2, comps. d; MnTC Goal 5, comp. d; NHCC ELOs 1, 2)
4. Understand the development of and the changing meanings of group identities in the United States' history and culture. (MnTC Goal 2, comps. d; MnTC Goal 7, comp. a; NHCC ELOs 1, 3)
5. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society. (MnTC Goal 7, comp. b; NHCC ELOs 1, 2)
6. Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry. (MnTC Goal 2, comps. d; MnTC Goal 7, comp. c; NHCC ELOs 2, 3)
7. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion. (MnTC Goal 7, comp. d; NHCC ELOs 1, 3)
8. Develop a sociological perspective. (MnTC Goal 2, comps. a, b, c, d; MnTC Goal 5, comps. b, c, d; NHCC ELOs 1, 2)
9. Apply a sociological perspective allowing the student to make connections between micro and macro levels of analysis. (MnTC Goal 2, comps. a, b, c, d; MnTC Goal 5, comps. b, c, d; NHCC ELOs 1, 2)

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

Goal 05 - Hist/Soc/Behav Sci

1. Examine social institutions and processes across a range of historical periods and cultures.

Goal 07 - Human Diversity

1. Understand the development of and the changing meanings of group identities in the United States' history and culture.

Goal 05 - Hist/Soc/Behav Sci

1. Use and critique alternative explanatory systems or theories.
2. Develop and communicate alternative explanations or solutions for contemporary social issues.

Goal 07 - Human Diversity

1. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
2. Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
3. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

1. Knowledge of Human Cultures and the Physical and Natural World--Through study in the sciences, mathematics, social sciences, humanities, histories, languages, the arts, technology and professions.
2. Intellectual and Practical Skills--Including: Inquiry and analysis; Critical and creative thinking; Written and oral communication; Quantitative literacy; Information literacy; Teamwork and problem solving.
3. Personal and Social Responsibility and Engagement--Including: Civic knowledge and involvement--campus, local and global; Intercultural knowledge and competence; Ethical reasoning and action; Foundations and skills for lifelong learning.

Site:
BHS

Type of Proposal:
Course Addition

Course Proposal:
Robotics

Teacher to Contact for this Proposal:
Wandmacher

Proposed Year of Implementation:
2016-2017

Department:
Tech Ed

Target Audience:
9th, 10th, 11th, 12th

Type of Course:
Elective

Credit:
1/2 credit

Rationale for Proposal:

We live in an automated world. Robots are used in almost all areas of industry and engineering. Students would learn basic programming, problem solving, and team work.

Prerequisites:
None

Scheduling Considerations:

Class size would be based on the number of robot kits available.

Budget Needs - Curriculum Writing:

We would follow the curriculum that is part of the robot kits. There would be sometime need to setup the curriculum for our needs.

Budget Needs – Training:

None

Budget Needs – Materials:

CTE is at the Pilot part of the curriculum improvement process. As a group we have looked at making robotics part of our curriculum. The robots kits range from \$400-\$500 each, plus programming software. Depending on the curriculum we use there is a cost for using some of them.

VEX EDR Curriculum

[Home](#)

Curriculum Lesson Content

This section includes the lesson content for the VEX EDR Curriculum. The curriculum is divided up into 12 primary Units and 1 optional Unit.

Students will start off learning about engineering and engineering problem solving. They will be given introductions to VEX EDR robots and Autodesk® Inventor®. In Unit 5 students will be presented with an engineering challenge; they will need to build a robot to play a sport-like game.

After this, the rest of the curriculum walks students through the design of their robot while presenting them with relevant STEM and Robotics principles. At the end of the course, students compete head-to-head with their robots.



- ▶ [Curriculum Lesson Content](#)
 - ▶ [Unit 1: Introduction to Engineering](#)
 - ▶ [Unit 2: Introduction to Robotics](#)
 - ▶ [Unit 3: Introduction to VEXnet](#)
 - ▶ [Unit 4: Introduction to Autodesk Inventor](#)
 - ▶ [Unit 5: THE GAME!](#)
 - ▶ [Unit 6: Object Manipulation](#)
 - ▶ [Unit 7: Speed, Power, Torque & DC Motors](#)
 - ▶ [Unit 8: Mechanical Power Transmission](#)
 - ▶ [Unit 9: Drivetrain Design](#)
 - ▶ [Unit 10: Lifting Mechanisms](#)
 - ▶ [Unit 11: Systems Integration](#)
 - ▶ [Unit 12: Testing and the Iteration Process](#)
 - ▶ [Unit 13: Design your Own Part \[optional\]](#)
- ▶ [Appendices](#)

▶ [Unit 1: Introduction to Engineering](#)