BHM Secondary Course Proposals
for 2018-2019

Course Additions	CIS Careers in Education - Teacher Cadet	BHS
	CIS Teacher Internship - Teacher Cadet	BHS
	Robotics 3	BHS
	Beginning Guitar	BHS
	Unified Physical Education	BHS
	Informational Text Seminar A & B	Phoenix
	Topics in Math	Phoenix
	Consumer Math	Phoenix
Course Deletions	Enriched English 6	BCMS
	Enriched English 7	BCMS
	Enriched English 8	BCMS
	Enriched Math 6	BCMS
	Enriched Math 7	BCMS
	Enriched Math 8	BCMS
	Enriched English 9	BHS
	Enriched English 10	BHS
	Enriched Science 9	BHS
Course Modifications	CIS Child and Human Development	BHS
	CIS Early Childhood Education	BHS
	Fundamentals of Food Preparation (Level 1)	BHS
	Culinary Foods 1	BHS
	CIS Culinary Foods 2	BHS
	Textile Designs	BHS
	Personal Finance	BHS
	Acting I - The Physical Actor	BHS
	Acting I - The Vocal Actor	BHS
	Advanced Acting - The Integration of Voice & Body	BHS

BHM Secondary Course Outline
For Course Proposals

Name of Course:	CIS Careers in Education - Teacher Cadet
Teacher Contact:	Julie Mundahl
Proposed Year of Implementation:	2018-2019
Department/Site:	FACS/BHS
Credits:	1/2 credit
Grade Levels:	11th, 12th (Recommended class size: 10-20 students; ideally 15)
Course Description:	Are you thinking about becoming a teacher? The Teacher Cadet program is your entrance to experiencing education. Become better acquainted with yourself as an individual, a learner and community member; appreciate the diversity of others; and examine the various stages of learners. You'll experience the profession and develop a greater understanding of the history of education in our state and nation; gain insights into the structure and functions of our schools and school systems; learn the steps to teacher and educator certification; and recognize the significance of teacher leadership and advocacy for the profession. Upon successful completion of CIS Careers in Education AND CIS Teacher Internship, students who are eligible for college credit will earn 6 credits total for the two courses from St. Cloud State University. Must take both courses.
Rationale for Proposal:	There is a massive teacher shortage. The Teacher Cadet program provides collaborative leadership in the recruitment, retention, and advancement of outstanding educators for all children. This will be a concurrent enrollment course partnered with St. Cloud State University. Students will earn 3 credits for this part of the 2-course sequence. The course title aligns with MDE suggestions to assist with CTE program approval process.
Standards for Course Alignment:	Minnesota Frameworks; South Carolina Teacher Cadet Curriculum; National Board for Professional Teaching Standards; Association of Teacher Educators; Interstate New Teacher Assessment and Support Consortium.
Unit Outline of Course:	I. Experiencing Learning: Awareness and Reflection; Styles and Needs; Growth and Development II Expriencing the Profession: History and Trends;Structure and Governance; Certification and Employment; Ethics and Professionalism
Unit Titles:	
Key Concepts, Content, and Skills:	Examining self as learners. Examining and appreciating diversity. The role of self-esteem in learning. Evaluating learning styles. Identifying special needs and exceptionalities of learners and the effects on the learning process. Examining physical, social, and personal challenges that impede learning. Differentiating among the physical stages of learners. Examining the cognitive stages of learners. Examining the moral stages of learners. Examining the psychosocial stages of learners. Examining the develomental changes of learners.Tracing the history of education. Evaluating educational philosophies and issues. Predicting future educational movements. Comparing various types of schooling. Examining the governance of local, state and national educational systems. Exploring careers in education. Describing the process and structure of teacher certification. Identifying factors contributing to teacher shortages by subject and geographic areas. Demonstrating effective job application and interview skills. Analyzing the code of conduct for educators. Evaluating rights conferred upon teachers. Exhibiting leadership as advocates and agents for change. Assessing the importance of service to community and civic responsibility.
Potential Types of Assessment:	Reflective journal entry or paper, Portfolio entries, T-chart, "Big Books," tests, essays, inventories, research project, observations, peer evaluations, lifelines.
Instructional Resources to be Used:	"Experiencing Education" 11th edition - Teacher Cadet Curriculum, South Carolina
Resources to be used -- already purchased:	None
Resources to be used -- need to be purchased:	"Experiencing Education" Student Workbook Buy one at $20. Give students the link to online workbook.
Approximate budget -- a more detailed budget with exact quotes will be required later:	Supplies $250 annually.
Additional supports needed for course implementation (teacher training, etc)	Teacher 1 - Training and curriculum $600 Teacher 2 - Training Refresher and updated curriculum $600

BHM Secondary Course Outline
For Course Proposals

Name of Course:	CIS Teacher Internship - Teacher Cadet
Teacher Contact:	Julie Mundahl
Proposed Year of Implementation:	2018-2019
Department/Site:	FACS/BHS
Credits:	1/2 credit
Grade Levels:	11th, 12th (Recommended class size: 10-20 students; ideally 15)
Course Description:	This class follows CIS Careers in Education and helps students become acquainted with the personal and professional roles of educators. You will experience the classroom as a Teacher Cadet when you design and deliver effective lessons while creating and applying effective classroom climate, management, and discipline strategies. Analysis and reflection with help you evaluate instructor and peer feedback. Upon successful completion of CIS Careers in Education AND CIS Teacher Internship, students who are eligible for college credit will earn 6 credits total for the two courses from St. Cloud State University.
Rationale for Proposal:	This will be a concurrent enrollment course partnered with St. Cloud State University. Students will earn 3 credits. This term class follows the new course, CIS Careers in Education. The course title aligns with MDE suggestions to assist with CTE program approval process.
Standards for Course Alignment:	Minnesota Frameworks; South Carolina Teacher Cadet Curriculum; National Board for Professional Teaching Standards; Association of Teacher Educators; Interstate New Teacher Assessment and Support Consortium.
Unit Outline of Course:	III. Experiencing the Classroom: Observation and Preparation; Application and Instruction: The Internship With a Cooperating Teacher; IV. Experiencing Education.
Unit Titles:	
Key Concepts, Content, and Skills:	Analyzing personal strengths and weaknesses as potential teachers. Evaluating appropriate instructional objectives based on the developmental stages of learners. Distinguishing between desirable and undesirable teaching strategies and traits. Analyzing the impact of a teacher's personality, disposition, and cultural competence on student learning and interactions. Defendng and applying effective teaching methodologies. Evaluating components of effective classroom climate, management, and discipline. Incorporating various technologies in planning for instruction. Evaluating various assessment techniques. Designing and delivering an effective lesson (for instructor and peer feedback) that differentiates instruction to accommodate all learners. Implementing developmentally approprate learning activities for all learners. Accommodating physical, social, and personal challenges that impede learning. Applying knowledge of learning styles multiple lintelligences, Bloom's taxonomy, brain-based strategies, and classroom management to instruction and assessment. Designing and delivering an effective lesson in a classroom setting that differentiates instruction to accommodate all learners. Evaluating the positive and negative aspects of the teaching profession. Describing, analyzing, and thinking systematically about the practice of teaching. Developing a personal philosophy of education. Submitting requested data for program development and evaluation.
Potential types of assessment:	Reflective journal entry or paper, Portfolio entries, T-chart, "Big Books," tests, essays, inventories, research project, observations, peer evaluations, lifelines.
Instructional Resources to be Used:	Reflective journal entry or paper, Portfolio entries, T-chart, "Big Books," tests, essays, inventories, research project, observations, peer evaluations, lifelines.
Resources to be used -- already purchased (Within budget for CIS Careers in Education)	"Experiencing Education" 11th edition - Teacher Cadet Curriculum, South Carolina; Student Workbook
Resources to be used -- need to be purchased:	Teacher Cadet Evaluation App $20 Teacher Cadet Graduation Honor Cord $20 each
Approximate budget -- a more detailed budget with exact quotes will be required later:	$800
Additional supports needed for course implementation (teacher training, etc)	

BHM Secondary Course Outline
For Course Proposals

Name of Course:	Robotics 3
Teacher Contact:	Ben Wandmacher
Proposed Year of Implementation:	2018-2019
Department/Site:	TECH ED/BHS
Credits:	1/2 credit
Grade Levels:	10th, 11th, 12th
Course Description:	This class expands upon the knowledge learned in Robotics I and Robotics II. This is especially for students who desire additional knowledge and challenges involving robotics. Students will learn about manipulators and how to use them with robotics. Students will add arms to their robots to be used in different games. They will also add a variety of sensors and switches to their robotic arms allowing it to accomplish various jobs. The course will end with advanced robotic games similar to those used in past FIRST robotics challenges.
Rationale for Proposal:	Students have shown their interest in robotics by signing up for these classes. Talking with the students, they want the next level of robotics. This level would heighten the students' knowledge of robotics and better prepare them for a possible robotics career.
Standards for Course Alignment:	ITEEA: Nature of Technology / Technology and Society intelitek: Robotics Engineering Curriculum (REC 1: Unit 5 and Unit 6)
Unit Outline of Course:	http://www.intelitek.com/resources/pdf/35-1007-5800_DS_EL_Robotics-Engineering-Curriculum_Ver_F.pdf
Unit Titles:	http://www.intelitek.com/resources/pdf/35-1007-5800_DS_EL_Robotics-Engineering-Curriculum_Ver_F.pdf
Key Concepts, Content, and Skills:	http://www.intelitek.com/resources/pdf/35-1007-5800_DS_EL_Robotics-Engineering-Curriculum_Ver_F.pdf
Potential types of assessment:	Online book work, quizzes, and tests. Projects using the robots. Engineering notebooks
Instructional Resources to be Used:	intelitek: Robotics Engineering Curriculum (REC 1: Unit 5 and Unit 6)
Resources to be used -- already purchased:	Robotics kits and computers from Robotics I and Robotics II
Resources to be used -- need to be purchased:	8 more robotics kits and supplies (@$5000)
Approximate budget -- a more detailed budget with exact quotes will be required later:	$5,000
Additional supports needed for course implementation (teacher training, etc)	none

BHM Secondary Course
For Course Proposals

Name of Course:	Beginning Guitar Class
Teacher Contact:	Rachel Vannett
Proposed Year of Implementation:	2018-2019
Department/Site:	Music/BHS
Credits:	1/2 credit
Grade Levels:	9th, 10th, 11th, 12th
Course Description:	All students in grades 9-12 are eligible to take Beginning Guitar Class. No previous music experience is required. This class meets every day during the term. Skills covered in the class include reading and performing melodies from music notation, reading and performing chords, and reading and performing tablature. Students will play the guitar individually and in an ensemble setting. Grades: 9-12 Terms: 1, 2, 3, 4 separately
Rationale for Proposal:	Our survey of secondary music students and parents during the 2016-17 school year revealed that there is a desire to have music classes that appeal to a broader audience available at the high school level. Students who do not have a background in band or orchestra by the time they get to high school have little to no opportunity for instrumental music involvement at this level.
Standards for Course Alignment:	National Association for Music Education: 2014 National Music Standards (these are the newest music standards available; MN has not updated since 2008) https://nafme.org/wp-content/files/2014/11/2014-Music-Standards-Guitar-Harmonizing-Instruments-Strand.pdf
Unit Outline of Course:	https://docs.google.com/a/bhmschools.org/document/d/1oOr3byosWjT6CNtJXB3UAk0ziYwXZ2i1IsB2jfAmn8s/edit?usp=sharing
Unit Titles:	Guitar Basics, Basic Notation 1, Notes and Melodies 1, Chords 1, Notes and Melodies 2, Basic Notation 2, Chords 2, Ensemble Playing
Key Concepts, Content, and Skills:	Parts of the guitar, how to tune the guitar, correct playing position, play melody, play rhythm guitar/chords, read music notation, read chord names, basic right-hand techniques, play in a small ensemble
Potential types of assessment:	Performance assessment (live or recorded), written assessment
Instructional Resources to be Used:	Hal Leonard Guitar Method, Vol. 1 (student books and teacher book)
Resources to be used -- already purchased:	None, although some students could choose to bring a guitar if they have one available that will suit the class. Electric guitars are discouraged and it is recommended that the size of the guitar fit the size of the student.
Resources to be used -- need to be purchased:	We would need to purchase guitars, which would cost about $700 for a set of 11. We would need a classroom set of method books and some pieces of guitar ensemble repertoire: $300 for the method books and approximately $100 for the ensemble music. We would also need to set up a program for maintaining the guitars and having replacement strings on hand.
Approximate budget -- a more detailed budget with exact quotes will be required later:	$1500 to purchase guitars, method books, ensemble music, and replacement strings for the guitars.
Additional supports needed for course implementation (teacher training, etc)	None

BHM Secondary Course Outline
For Course Proposals

Name of Course:	Unified Physical Education
Teacher Contact:	Jen Heebink
Proposed Year of Implementation:	2018-2019
Department/Site:	SPED/PHY ED
Credits:	1/2 credit
Grade Levels:	11th, 12th
Course Description:	This class is a Physical Education class designed to give an opportunity for all students to hit the MN State Physical Education standards. General Education students will mentor students with Special needs who have DAPE services, while increasing their understanding of inclusion, social justice, and advocacy and being given the opportunitity to come alongside peers who have special needs to compete in Unified Sports opportunities in the community.
Rationale for Proposal:	MN Physical Education will be moving to State Standards. In order to help all students meet the PE standards, Unified Physical Education will help SPED students meet those standards in an Adapted PE setting. Gen Ed students will sign up for the PE Unified PE Mentorship as an elective and help SPED students participate in Recreation, Leisure and Fitness in school and have community-based education opportunities. I currently have 13 students in my Bison Connection group and 5-8 student mentors who do the community outings and they are absolutely HUNGRY for more opportunities (they would pair up with my sped DAPE students I already service). It is meant to be 25 students at the most because of the students with disabilities. In other schools, this program has taken off and absolutely shifted the culture of the school for more inclusion. In my position, I feel we have set up well for this class for the 2018-2019 school year. This building is ready for this. We need to jump on and go for it.
Standards for Course Alignment:	MN Physical Education Standards
Unit Outline of Course:	Leadership Introduction; Inclusive Leadership; Pathway to Health & Fitness; Physical & Mental Wellbeing; Healthy Nutrition & Lifestyle Choices
Activities used to teach the skills:	Bocce Ball, Basketball, Dance, Volleyball, Badminton, Floor Hockey, and a variety of games
Key Concepts, Content, and Skills:	Leadership Introduction; Inclusive Leadership; Pathway to Health & Fitness; Physical & Mental Wellbeing; Healthy Nutrition & Lifestyle Choices, Object Control, Rhythms and movement, striking.
Potential types of assessment:	journal reflections
Instructional Resources to be Used:	Curriculum from special O, Equipment from Special O
Resources to be used -- already purchased:	(Free Curriculum from Special Olympics)
Resources to be used -- need to be purchased:	Special olympics has in the past given all equipment free in the first year. We would just use our equipment every year after.
Approximate budget -- a more detailed budget with exact quotes will be required later:	The first year, equipment is free from Special Olympics and after that I would use our PE equipment in our storage area. Community Outings would be coverd by Special O in year 1, After that SPED Outings would be covered by the SPED Budget like this year.
Additional supports needed for course implementation (teacher training, etc)	Teacher Training from Special Olympics, observing Wayzata High School's Unified Program

BHM Secondary Course Outline
For Course Proposals

Name of Course:	Informational Text Seminar A & B
Teacher Contact:	Shana Bregenzer-Brenny
Proposed Year of Implementation:	2018-2019
Department/Site:	English/PLC
Credits:	1 credit (Part A=.5, Part B=.5; students do not need to take both or in order)
Grade Levels:	10th, 11th, 12th
Course Description:	Students utilize strategies for comprehension, analysis, and evaluation of informational texts. Students investigate the features of informational texts, the use of non-fiction examples as models of authors' craft, and the pairing of fact and fiction "twin texts" to enrich students' understanding and appreciation of both genres. This seminar also provides opportunities for students to use informational text to increase their knowledge in different academic content areas. Finally, students apply their knowledge by creating their own examples of informational text using online digital applications.
Rationale for Proposal:	Students at PHX need English Credit, and we can provide only one offering at a time at PHX--minimal student choice. If a student passed a class at BHS and it is the same class offered at PHX, the student would then repeat a course and have it show up twice with passing grades on their transcript; consequently, we need alignment between PHX and BHS, and different course offerings to avoid students being forced to retake a class they already took and passed in order to get the credit they need for graduation. Why Informational Text Seminar? In secondary schools, the vast majority of reading and writing students do is informational: they must navigate the demands of reading and writing in content areas such as science, social studies and mathematics. In this seminar, students develop strategies for success to access and produce the academic language of content area. Areas of focus include using reading, viewing and listening to informational texts and building written and verbal responses to informational texts.

Standards for Course Alignment:

Reading Benchmarks: Informational Text 6-12 (Common Core Reading Standards for Informational Text 6–12) [RI]

Key Ideas and Details

11.5.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

11.5.2.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

11.5.3.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

11.5.4.4Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text

11.5.5.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

11.5.6.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Integration of Knowledge and Ideas

11.5.7.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Range of Reading and Level of Text Complexity

11.5.10.10 By the end of grade11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

a. Self-select texts for personal enjoyment, interest, and academic tasks.

11.7.2.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

11.7.6.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

11.7.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

Speaking, Viewing, Listening and Media Literacy Benchmarks 6–12 (Common Core Speaking and Listening Standards 6-12)

11.9.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, including those by and about Minnesota American Indians, building on others' ideas and expressing their own clearly and persuasively.

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

11.9.2.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

11.9.3.3 Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Unit Outline of Course:

Unit Titles:	Unit 1: Comprehending informational text Unit 2: Analyzing Informational Text Unit 3: Evaluating Informational Text Unit 4: Producing Informational Text
Key Concepts, Content, and Skills:	Unit 1: Comprehending informational text Key Concepts, Content, and Skills -Recognizing text features -Annotating a text -Objective summaries -Sequence of events -Words, terms, & phrases -Connotative vs. Denotative meanings Unit 2: Analyzing Informational Text Key Concepts, Content, and Skills -Identifying scholarly sources -Analyzing articles, multimedia, photos, graphs, blog posts -Analyzing discussions -Citing textual evidence -Author's purpose -Cause & effect -Compare & contrast -Author's Perspective and Point of View -Recognizing bias -Fact VS myth Unit 3: Evaluating Informational Text Key Concepts, Content, and Skills -Ethos, Pathos, and Logos -Autobiography -Types of propaganda -Evaluating arguments Unit 4: Producing Informational Text -Sandwiching quotes/citing textual evidence -Finding and developing solutions -Forming opinions -Creating your own info text article -Public Service Announcements (PSAs)
Potential types of assessment:	Formative: Interactive Notebooks Socratic Seminar Group/Interactive Problem Solving (learning stations) Exit Tickets, Reflections, Summaries Learning Logs Running Records Summative: Writing Assessments with Rubrics: Cause and Effect/Problem Solution Compare Contrast/Persuasion Descriptive/Autobiographical Presentation and Video Production Printables and Infographics (using online digital applications: Google, Pictochart, Ludipress)

Instructional Resources to be Used:

Resources to be used -- already purchased:	Free Online Resources: Newsela ReadWorks The Learning Network (New York Times) TEDTalk Top 20 Teens: Discovering the Best-Kept Thinking, Learning, and Communicating Secrets of Successful Teenagers by Paul Bernabei, Tom Cody, Mary Cole, Michael Cole, Willow Sweeney (30 copies x $24 per copy) (Rotated Text) Top 20 Teens Teacher's Manual: Grades 7-12 by Paul Bernabei, Tom Cody, Jeanne Schwabacher ($250) Excerpts from Daring Greatly by Brené Brown Excerpts from Mindset by Carol Dweck Excerpts from Outliers by Malcolm Gladwell (Rotated Text for Autobiography) Moore, W. (2011). The other Wes Moore: one name, two fates. New York: Spiegel & Grau Trade Paperbacks.
Resources to be used -- need to be purchased:	The 7 Habits of Highly Effective Teens, by Sean Covey (20 copies x $10) (Rotated Text)

Approximate budget -- a more detailed budget with exact quotes will be required later:	TEXTS (SEE ABOVE) $200
Additional supports needed for course implementation (teacher training, etc)	TOP20 TRAINING $1000

BHM Secondary Course Outline
For Course Proposals

Name of Course:	Topics in Math
Teacher Contact:	Bridget Corrigan
Proposed Year of Implementation:	2018-2019
Department/Site:	Math/PLC
Credits:	1/2 credit
Grade Levels:	10th, 11th, 12th
Course Description:	Topics in Math will address basic math skills that are essential for students to be successful in future math courses. The flexibility of this curriculum provides the ability to adapt the curriculum to the level of a particular student or class by emphasizing mastery of basic skills. This course will provide students an opportunity to acquire skills at a pace appropriate to their abilities and needs. The units can be taught separately or in conjunction with other units.
Rationale for Proposal:	Topics in Math will be an elective math credit offered for students at PLC. This course will be for students that are short a partial credit in Geometry, Algebra 1.5, and/or Algebra 2. The course will offer basic skills covered in these three core classes. Algebra 1.5 and Geometry are not always offered at PLC. This class would allow students that are short on math to gain an elective credit while covering basic skills in these three classes.
Standards for Course Alignment:	**Algebra 9.2.3.7 and 9.2.3.1** Generate equivalent algebraic expressions involving polynomials and radicals; use algebraic properties to evaluate expressions, **Algebra 9.2.1.1** Understand the concept of function, and identify important features of functions and other relations using symbolic and graphical methods where appropriate., **Algebra 9.2.1.2 and 9.2.1.3** Understand the concept of function, and identify important features of functions and other relations using symbolic and graphical methods where appropriate, **Algebra 9.2.4.2 and 9.2.4.4** Represent real-world and mathematical situations using equations and inequalities involving linear, quadratic, exponential and nth root functions. Solve equations and inequalities symbolically and graphically. Interpret solutions in the original context, **Geometry 9.3.1.2** Calculate measurements of plane and solid geometric figures; know that physical measurements depend on the choice of a unit and that they are approximations, **Geometry 9.3.3.1** and **9.3.3.2** Know and apply properties of geometric figures to solve real-world and mathematical problems and to logically justify results in geometry, Geometry **9.3.4.5** Solve real-world and mathematical geometric problems using algebraic methods.
Unit Outline of Course: Unit Titles: Key Concepts, Content, and Skills:	**Unit 1: Numerical Operations and Algebraic Expressions -** justify steps in generating equivalent expressions by identifying the properties used. **Unit 2: Functions and Linear Equations -** understand the definition of a funtion and evaluate a function at its given domain. Represent relationships using equations and inequalities to solve real-world problems. **Unit 3: Geometric Properties -** know and apply properties of parallel and perpendicular lines to solve problems and logically justify results **Unit 4: Measurement in Geometry -** compose and decompose two and three- dimensional figures to determine perimeter, area, surface area, and volume **Unit 5: Geometric Applications -** solving real-world geometric problems using algebraic methods. **Unit 6: Functions and Quadratic Equations -** understand the definition of a funtion and evaluate a function at its given domain. Represent relationships using equations and inequalities to solve real-world problems.
Potential types of assessment:	Quizzes and Tests from Geometry, Algebra 1.5 and Algebra 2 Curriculums
Instructional Resources to be Used:	Geometry, Algebra 1.5 and Algebra 2 Textbooks, Online Accuplacer tests/standardized test questions http://www.hoboken.k12.nj.us/UserFiles/Servers/Server_2822288/File/Curriculum/9-12%20Curriculum/Basic%20Skills%20Curriculum%20Math%20HHS.pdf
Resources to be used -- already purchased:	Geometry, Algebra 1.5 and Algebra 2 Textbooks
Resources to be used -- need to be purchased:	None, at this time.
Approximate budget -- a more detailed budget with exact quotes will be required later:	$0
Additional supports needed for course implementation (teacher training, etc)	none, at this time.

BHM Secondary Course Outline
For Course Proposals

Name of Course:	Consumer Math
Teacher Contact:	Bridget Corrigan
Proposed Year of Implementation:	2018-2019
Department/Site:	Math/PLC
Credits:	1/2 credit
Grade Levels:	10th, 11th, 12th
Course Description:	Students will use arithmetic and algebra skills in order to solve practical mathematical problems used in commerce and everyday life. Students review skills such as fractions, decimals and percentages. Students will begin to develop the skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, jobs, wages, deductions, taxes, insurance, recreation and spending, transportation, personal finances, checking and savings accounts, loans and buying on credit, automobile expenses, and housing expenses.
Rationale for Proposal:	Consumer Math will be used as an introduction or an alternative to two of BHS's current class offerings: Life Skills and Personal Finance. It will be an interactive, real-life, project-based version of the two classes that will educate students on being smart consumers and making important financial decisions. It will also teach them how to monitor their money through an online bank simulation. Student's will learn to calculate their wages and "pay" themselves online, as well as "pay" monthly bills through the banking system. This is an important addition for Phoenix students who that need additional math credit.
Standards for Course Alignment:	**Working with Stacy on this**
Unit Outline of Course: Unit Titles: Key Concepts, Content, and Skills:	**Unit 1 - Jobs** decimals, working with wages, percents, order of operations, wages and tips **Unit 2 - Wages** fractions, time cards, equations, salary and commission **Unit 3 - Deductions, Taxes, Insurance** payroll deductions, health and life insurance, measures of central tendancies, federal income tax **Unit 4 - Recreation and Spending** movies, parks, sports, recreation costs, buying clothes, shopping, buying food, eating out **Unit 5 - Transportation** travel by air, bus, train, taxi, taking road trips **Unit 6 - Personal Finances** graphs and linear equations, net worth and purchasing power, budgets **Unit 7 - Checking and Savings Accounts** exponential equations and graphs, checking accounts, savings accounts and passbooks, simple and compound interest, interest graphs and T-tables **Unit 8 - Credit** using credit cards and finance charges, loans, installment buying and apr, credit, identity theft **Unit 9 - Automobile Expenses** buying an automoblie and auto loans, operating expenses, maintenance, and repair, automobile insurance, car rentals and comparing cars **Unit 10 - Housing** renting an apartment, buying a house and mortgages, taxes and insurance, decorating and remodeling
Potential types of assessment:	In addition to math skills quizzes/tests, students will be getting assessed through an Online Bank Simulator - their grade will be based on making money and paying bills.
Instructional Resources to be Used:	See Below
Resources to be used -- already purchased:	**H & R Block Budget Challenge** **Earn Your Future curriculum** **Finance in the Classroom** How the Market Works
Resources to be used -- need to be purchased:	Book "Why Didn't they Teach me this in School?" - Approximately $15/book, 20 books = $300 Money Instructor - Online Banking Simulation - $30/year curriculum access
Approximate budget -- a more detailed budget with exact quotes will be required later:	$330
Additional supports needed for course implementation (teacher training, etc)	None, at this time

BHM Secondary Course Proposals
Course Deletions

Name of Course:	Enriched Math 6; Enriched Math 7; Enriched Math 8; Enriched English 6; Enriched English 7; Enriched English 8; Enriched English 9; Enriched English 10; Enriched Science 9
Contact:	Pam Miller
Proposed Year of Course Deletions:	2018-2019
Department/Site:	English/Math/Science
Rationale for Proposal:	The need, the purpose and the value of the enriched courses both at the middle school and the high school over the past several years. There are several factors why this proposal to delete the enriched courses has come forward. (1) The Enriched Courses first started as offerings within the gifted and talented programming in BHM Schools, prior to the development of the Quest program. Once the Quest program began, the Enriched Courses were continued, however, not without struggles in philosophy, in curriculum content, in student identification and enrollment, and in determining the number of sections. (2) There is a wide body of research that does not support creating homogeneous groups of learners, but rather utilizing differentiation practices within classrooms of heterogenous groups of students. The research has repeatedly shown that grouping students into homogeneous courses (i.e. "higher ability", "lower ability") is detrimental to the students not selected for the "higher ability" courses. When they do not have access to the more rigorous curriculum experiences, their achievement is lower than students placed in heterogeneous courses. (3) Over the past few years, the district has experimented with several strategies, including shifting the enrollment criteria, changing the curriculum, and communicating a "challenge by choice" option. As we have examined the assessment data of the students who applied for any enriched course, only about a dozen had standardized test scores that were significantly different than the rest of the applicants. The number of students to "fill a section" of the enriched course would then have, in essence, about half the students in that section that would not be significantly different than the students in the "regular" course. The BHM Strategic Plan states, "We are committed to providing each student a rigorous and broad curriculum, grounded in the core academic disciplines and enhanced by opportunities that are part of a well-rounded education." If we are going to build a culture of access to rigorous curriculum for all students, there is no place for enriched courses vs. regular courses. The sheer existence of enriched vs regular courses creates a tracking mechanism that is counterproductive to the goals we would like to achieve with students.

BHM Secondary Course Proposals
Course Modifications

Department:	FACS
Teacher Contact:	Julie Mundahl
Current Name of Course:	CIS Child Growth and Development
Proposed Name of Course:	CIS Child and Human Development
Department:	FACS
Teacher Contact:	Julie Mundahl
Current Name of Course:	CIS Introduction to Early Childhood
Proposed Name of Course:	CIS Early Childhood Education
Department:	FACS
Teacher Contact:	Julie Mundahl
Current Name of Course:	Creative Foods
Proposed Name of Course:	Fundamentals of Food Preparation (Level 1)
Department:	FACS
Teacher Contact:	Julie Mundahl
Current Name of Course:	Gourmet Foods
Proposed Name of Course:	Culinary Foods 1
Department:	FACS
Teacher Contact:	Julie Mundahl
Current Name of Course:	Hospitality Foods
Proposed Name of Course:	CIS Culinary Foods 2
Department:	FACS
Teacher Contact:	Julie Mundahl
Current Name of Course:	Sew Creative
Proposed Name of Course:	Textile Designs

Department:	FACS
Teacher Contact:	Julie Mundahl
Current Name of Course:	Personal Financial Management
Proposed Name of Course:	Personal Finance

Department:	English
Teacher Contact:	Amy Sparks
Current Name of Course:	Stage Acting I
Proposed Name of Course:	Acting I - The Physical Actor
Department:	English
Teacher Contact:	Amy Sparks
Current Name of Course:	Stage Acting II
Proposed Name of Course:	Acting I - The Vocal Actor
Department:	English
Teacher Contact:	Amy Sparks
Current Name of Course:	Stage Acting & Playwriting
Proposed Name of Course:	Advanced Acting- The Integration of Voice & Body