

| Teacher to contact for this proposal | Type of Proposal | Course Title                      | Site | Department | Target Audience       | Type of Course | Credit     | Scheduling Considerations  | Rationale for Proposal   | Prerequisites  | Budget Needs: Curriculum Writing  | Budget Needs: Training                                  | Budget Needs: Materials  |
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| Tracy Hagstrom Durant                | Course Deletion  | Arts Infused Science 1            | BHS  | Science    | 9th                   | Required       | 1 credit   | This will actually make scheduling easier for the Arts Magnet ninth grade students and open up their schedules, allowing them to take more electives. It will also synchronize the Arts Magnet Science curriculum at BHS with all other programs that function here such as AVID, QUEST and the greater student body. In other words, the Arts Infused sciences classes will no longer be swimming against the current at BHS but instead going the same direction, allowing students greater choice in blocks it is taught and also the opportunity to more easily cross programs (AVID, QUEST). It will also make it easier for students to receive 504 or IEP special ed courses such as team | It was brought to my attention by our Arts Infused science teachers (Tracy Johnson and James Didier) that the Arts Magnet 9th graders were really struggling in the current Arts Infused Science 1 (Physics). They do not have the math readiness (Algebra...many are taking Algebra at the same time as AI Science 1) to be successful. They are also missing out on the Chemistry primer (which they would be getting in regular Science 9) and that seems to surface when they are in upper level Chemistry. I met with Paul Anderson who was a part of the Arts Magnet program from the beginning, teaching the AI Science 1. He explained the rationale behind the original AI science curriculum plan but also saw the need for this change and supported it 100%. On a side note, it has also come to my attention that there seems to be quite a bit of "drama" that comes from having the same set of 9th graders together three blocks a day. They are like a family who spent too much time together on a long vacation. By diffusing those students throughout all of the Science 9 sections that "drama" should decrease significantly. This change should also create an even playing field for the AI students when taking the 10th grade MCA Biology test. | None   | None  | None  | None   |
| Gary Wirkus                          | Course Addition  | (PAY) Plants, Animals, and You    | BHS  | Ag Ed      | 9th, 10th             | Elective       | 1/2 credit | Designed for 9th and 10th graders.   | I would like to add a PAY (Plants, Animals, and You) class to Buffalo High School's agriculture curriculum which is designed to be an intro level class to expose students to all of the areas in agriculture and provide information on FFA opportunities. This class would be recommended for freshman and sophomores. Units covered would include: soils, plants, aquaculture, natural resources, FFA, food science, animals, leadership skills, parliamentary procedure, wildlife, and SAE's. This class would provide guidance in selecting a career path for our younger students at the high school level.  | None   | To be determined  | This class will not require additional training for me. | I can incorporate materials from my other classes.   |
| Anderson & Rodenwald                 | Course Addition  | Food Science                      | BHS  | Science    | 11th, 12th            | Elective       | 1/2 credit | Course would need to be offered in the Foods Lab of FACS.  | This elective would be an option for students that would expose them to an area that is in demand in the work place.   | Must be in 11 or 12 grade, must be through Geometry. | Not sure at this time.  | Not sure at this time.                                  | Not sure at this time.   |
| Marcia A. Bauman                     | Course Addition  | Quest Algebra 2 with Trigonometry | BHS  | Math       | 9th                   | Elective       | 1 credit   | One semester.  | The pilot for the Quest Algebra 2 course is currently being taught first term (2014-2015). Students are expected to complete a term of trigonometry either 2nd, 3rd or 4th term in 2014-2015. The first term of 2014-2015 is the shortest term of this year (40 content days plus a day for the final exam), which has resulted in very little flexibility or adjustment when planning content to meet the Algebra 2 standards. Combining the Algebra 2 and Trigonometry courses into one semester would allow content of both courses to be intermixed as deemed appropriate. Note, it is a very common approach for non-block schools to teach trigonometry as part of their Algebra 2 course; trigonometry is a natural extension of many concepts taught in Algebra 2.   | Quest Geometry in 8th Grade (at BCMS).               | Request for 40 hours curriculum writing to ensure Algebra 2 and Trigonometry standards are met within a semester time frame and in and order that is most conducive to student learning. The curriculum maps for Algebra 2 and Trigonometry will be incorporated. | None.   | None identified at this time. Course textbooks include the existing Prentice Hall Algebra 2 textbook as well as the Trigonometry textbook. |
| Jon Holtz                            | Course Addition  | Accessible Arts                   | BHS  | Art        | 9th, 10th, 11th, 12th | Elective       | 1/2 credit | Will need to be co-taught with Carrie Walz.  | This will be a class for special education students to take. This will give many students a chance to actually be in a new room and have new experiences in art at BHS.  | None   | 4 hours of writing time   | Will meet with Carrie                                   | Art Dept will cover  |

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| Mike Knutson                         | Course Addition  | Freshman Orchestra | BHS  | Music      | 9th                   | Elective       | 1/2 credit | Scheduling Freshman Orchestra at the same time as Freshman Band and Freshman Choir would enable the BHS music department to be better able to use resources currently in place. Having these classes scheduled simultaneously would also help students be able to be in both choir and orchestra on an every other day basis. It is also essential that Freshman Orchestra be scheduled opposite the every other day Physical Education classes like the other freshman music ensembles. | This course is needed to help support our growing orchestra program. BHS currently has only two orchestras serving approximately 110 students who barely fit in their rehearsal space. Next year there could be 160 students in orchestra. Given current trends at BCMS, there will be enough orchestra students to continue having three BHS orchestras for the foreseeable future. Freshman Orchestra will support state and national standards in all of the same ways Varsity and Concert Orchestra currently do. In fact, having three orchestras will support standards better than two since instruction can be more focused on grade level and experience. Multiple orchestras will also help bring the orchestra program more in line with the rest of the BHS music department. There are currently about 60 8th grade orchestra students and 110 BHS orchestra students. In other words, the 7 seniors who are in orchestra right now will be replaced by up to 60 freshman next year. There has been a very high retention rate among orchestra students at both schools.  | Three years as a member of a middle school orchestra or instructor approval. | Some curriculum writing time will be needed to plan scope and sequence of course and to create a new curriculum map on Atlas. | There are no training expenses known at this time. | The BHS Orchestra sheet music library will need to be expanded to include appropriate level music for Freshman Orchestra. Freshman Orchestra would also need a classroom set of vibrato books and skill-building books. |
| Amy Sparks                           | Course Addition  | Acting Improv I    | BHS  | English    | 9th, 10th, 11th, 12th | Elective       | 1/2 credit | Black box classroom space, auditorium, or other classroom area where students can have the room to physically move around and have a "stage" area. The use of the black box classroom would need the consideration of Ms. Bertsch's schedule and the classroom's availability.   | There are four major instructional reasons for offering a class focused on improvisation: (1) it is consistent with the characteristics of the current generation of students, also known as 21st Century Learners who have grown up with technology as a central part of their lives – most significantly their desire to learn by discovery, experientially, their need for social interaction and collaboration, their emotional openness, and their limited attention span; (2) it taps into students' multiple and emotional intelligences, particularly verbal/linguistic, visual/spatial, bodily/kinesthetic, interpersonal, and intrapersonal; (3) it fosters collaborative learning by helping to build trust, respect, and team spirit as well as listening, verbal and nonverbal communication, ad-libbing, role-playing, risk-taking, and storytelling skills; and (4) it promotes deep learning through the active engagement with new ideas, concepts, or problems; linking the activities or tasks to prior learning; applying the content to real-life applications; and evaluating the logic and evidence presented. I have previous experience designing and co-teaching a ninety minute Improvisation class during my student teaching experience at Main Street School for Performing Arts High School in Hopkins where students connected improvisation to literacy skills such as writing personal narratives, giving informative speeches, and reading and connecting to non-fiction literature. The class was popular with a wide variety of students with little to no stage experience, many of the students of diverse educational and cultural backgrounds felt safe and successful in this classroom community where risk-taking, experimentation, trust, problem solving, and listening skills were fostered and encouraged. Currently, I co-teach a twenty-minute improvisation Bison Time period that has been extremely popular and positive for students. Meanwhile, the short twenty minutes is not a sufficient time period for students to gain the skills and building blocks that a full quarter term of 80 minutes would do. In addition to the Bison Time, I incorporate improvisation exercises and activities into my after school theater program at Annandale High School where I have directed theater since 2000. | None   | None.   | None.  | Textbooks for students - "Upright Citizen's Brigade Comedy Improvisation Manual" by Matt Walsh.   |

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| Jennifer Kremers                     | Course Addition     | CIS Marketing                        | BHS  | Bus Ed         | 11th, 12th            | Elective          | 1/2 credit | None   | This course will align with the National Business Education Association standards for Marketing education, as well as provide students with an opportunity to receive credit through St. Cloud State University.<br><br>CIS opportunities are a growing trend among the student population, and this course will not only provide another option for students, but also meet a MN Transfer Curriculum goal that we have not met with any other CIS course offering.  | None  | Curriculum Writing - Approximately 20 hours  | None   | At this time, the details regarding textbook requirements have not been finalized. This may or may not be an expense.                             |
| Evan Ronken                          | Course Modification | American Experience                  | BHS  | Social Studies | 9th                   | Required          | 1 credit   | No change  | We are requesting a change in the name of the course from "American Experience" to "American Government." The change in name will make the curriculum of the course clearer to students and parents.   | None at BHS   | None   | None   | None  |
| Brigitta Bergquist                   | Course Modification | Economics Hybrid                     | BHS  | Social Studies | 11th, 12th            | Required Elective | 1/2 credit | Nothing specific at this time. We acknowledge the need for a traditional Economics course to be offered at the same time in case a student isn't able to handle the responsibilities and requirements of the hybrid option. With the number of Economics sections we currently have, we are not anticipating that to be a problem. | This course is an alternative option and will cover the same required MN state standards as the current, required "traditional" Economics course. Mimicking a typical university course schedule, this class will foster college readiness and give students more options to choose from. We believe upperclassmen students will take this course based on the level of interest in other hybrid course options at BHS, and because of the high level of student request we have received for it.  | Same as the traditional Economics course. Which is just completion of 9th and 10th grade classes. | Lacy Schramm and I (the current teachers of all the traditional Economics courses) would need approximately 20-40 hours each to organize all our resources into a hybrid compatible setting. | If we need to be using Moodle (Courseweb), both Lacy and I would need some training with that format. If we can use the options offered through Infinite Campus, we would need some training with that format. If we have other options (google classroom, edmodo, schoology), we may need training or time to configure those for a hybrid setting. | Since we are currently using many digital technologies in our traditional course, we aren't anticipating any need for new materials at this time. |
| Brenda Diekman                       | Course Addition     | Photoshop Editing and Design         | BHS  | Bus Ed         | 9th, 10th, 11th, 12th | Elective          | 1/2 credit | None   | This is really just a split of our current Computer Graphics 1 course into 2 separate courses Photoshop Editing and Design AND Illustrations and Animations. We have found it difficult to cover these extensive programs in just 3 week increments. It also will allow students to take the course they are most interested in as many students want to work with photos and others want to do drawing and animating. They really are 2 different clients with different needs and wants.   | None  | None   | None   | None  |
| Brenda Diekman                       | Course Addition     | Computer Illustrations and Animation | BHS  | Bus Ed         | 9th, 10th, 11th, 12th | Elective          | 1/2 credit | None   | This is really just a split of our current Computer Graphics 1 course into 2 separate courses Photoshop Editing and Design AND Illustrations and Animations. We have found it difficult to cover these extensive programs in just 3 week increments. It also will allow students to take the course they are most interested in as many students want to work with photos and others want to do drawing and animating. They really are 2 different clients with different needs and wants.   | None  | None   | None   | None  |
| Brenda Diekman                       | Course Addition     | College and Career Readiness         | BHS  | Bus Ed         | 12th                  | Elective          | 1/2 credit | None   | Simple modification to split the current College and Career Prep 2 class into 2 separate courses - College and Career Readiness AND Work Preparation Program.<br><br>Reasoning: We have found students that are not going into college need more time exploring the workforce and those going to college found the work requirements to be beyond their needs at the time. Seniors also find it hard to be able to set aside the whole last semester for 1 class.  | None  | None   | None   | None  |
| Brenda Diekman                       | Course Addition     | Work Preparation Program             | BHS  | Bus Ed         | 12th                  | Elective          | 1/2 credit | None   | Simple modification to split the current College and Career Prep 2 class into 2 separate courses - College and Career Readiness AND Work Preparation Program. Curriculum wouldn't change. Prerequisite would be dropped. We have found some students have prepped through the junior course, but others have worked with their family, so there is no need to require the junior course.<br><br>Reasoning: We have found students that are not going into college need more time exploring the workforce and those going to college found the work requirements to be beyond their needs at the time. Seniors also find it hard to be able to set aside the whole last semester for 1 class. | None  | None   | None   | None  |

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| Joel Peterson                        | Course Modification | Intro to Statistics  | BHS  | Math       | 11th, 12th            | Elective          | 1/2 credit                   | no changes   | This is a request to change the name from "Intro to Statistics" to "Statistics". The curriculum covers more than just the basic statistics mentioned in the course description. It covers the high school standards and introduces statistical inference. The name change will make it more acceptable to colleges as a high school math elective. No changes in the curriculum will be needed, just a modification in the registration book.  | no changes  | none  | none   | none  |
| Brenda Diekman                       | Course Modification | Computer Graphics 2  | BHS  | Bus Ed     | 9th, 10th, 11th, 12th | Required Elective | 1/2 credit                   | No change  | Change is to add the Humanities Credit. Computer graphics 1 already is, but I must of submitted the proposal incorrectly when we added Computer graphics 2. Counselors caught my error, so trying to get it official for their records.  | No change   | No  | No   | No  |
| Joe Pokorney                         | Course Modification | AVID English 12  | BHS  | English    | 12th                  | Elective          | 1 credit                     | This course must be offered first semester to help students get started on the college application process, which is central to the curriculum.  | All of the AVID elective courses emphasize writing, reading and discussion. Since the AVID 12 curriculum places added importance on the writing process, as well as critical reading strategies that prepare students for college-level coursework, it is a natural fit as an English credit. Since it is a required course for students wishing to complete the AVID program, enrollment numbers shouldn't be a concern.<br><br>The AVID 12 curriculum meets Common Core ELA standards across several strands, including Writing, Reading Non-Fiction, and Speaking/Viewing/Media Literacy. It also creates a path for students not in the top 20% of their class to earn college credit, providing AVID students with the necessary scaffolding for success in eCIS Writing, should they choose to take it.<br><br>Finally, attaching English credit to the AVID 12 class would give students added scheduling flexibility, opening up space for electives that they otherwise would not have had room for due to the space taken up by yearly AVID Elective requirements. | AVID 10 and 11 Electives  | 4-8 hours would be nice to allow for creating the curriculum map and adapting the curriculum to a block schedule. | No additional budget needs. AVID is funded through NWSID dollars, which should provide the necessary training. | Same as above.  |
| Julie Mundahl                        | Course Modification | Hospitality Foods  | BHS  | FACS       | 11th, 12th            | Elective          | 1/2 credit                   | 2nd Semester 1st or 4th Block  | Existing course.   | Change prerequisite from: Creative Foods and Gourmet Foods<br><br>To: Creative or Gourmet Foods | None  | None   | None  |
| Jennifer Kremers                     | Course Modification | Computer Applications: Excel and Data Analysis                 | BHS  | Bus Ed     | 9th, 10th, 11th, 12th | Elective          | 1/2 credit                   | None   | Computer Applications: Excel and Data Analysis is simply a modification of our current Computer Applications course. Based on student feedback and trends in neighboring districts, we feel it will be more beneficial to split our current Computer Applications course into two separate courses, allowing students to focus their learning on the software that is more relevant to their current skill level. Computer Applications: Excel and Data Analysis will allow student to focus on Microsoft Excel and Access, thus providing more opportunities for learning and application of the software.  | None  | None - Existing Curriculum  | None   | None  |
| Jennifer Kremers                     | Course Modification | Computer Applications: Word, Publisher, and Presentation Tools | BHS  | Bus Ed     | 9th, 10th, 11th, 12th | Elective          | 1/2 credit                   | None   | Computer Applications: Word, Publisher, and Presentation Tools is simply a modification of our current Computer Applications course. Based on student feedback and trends in neighboring districts, we feel it will be more beneficial to split our current Computer Applications course into two separate courses, allowing students to focus their learning on the software that is more relevant to their current skill level. Computer Applications: Word, Publisher, and Presentation Tools will allow student to focus on Microsoft Word and Microsoft Publisher, as well as various presentation tools, thus providing more opportunities for learning and application of the software.   | None  | None - Current Curriculum   | None   | None  |
| Ryan Rutten                          | Course Addition     | Drafting SPED  | BCMS | Tech Ed    | 7th                   | Elective          | no credit (BCMS course only) | Not sure, would probably need some para help, but would hope to get some additional volunteers from community to help for this hour of the day. There a woodworking group that I would try to contact. | Provide a place where students who do not succeed in using a CAD program can develop the visual understanding of 3D modeling. Students would utilize drafting boards and the tools associated with them to model, and then create a puzzle cube from their design.   | None  | 3 days to get supplies, and project materials ready, redesign the tool cabinet so it is more user friendly.       | None   | \$500 max for basswood, and updating some hand tools, and hardware for the cabinet. |