

**BHS New Course Proposals
2024-2025**

For Implementation in 2025-2026

Department	Course Modification	Target Audience
Ag/Tech Ed	Ag Construction / Construction Trades Exploration	9-10
Department	Course Additions	Target Audience
Tech Ed	Intro to Construction	10-12
English	Debate	9-12
Math	Math for the Trades	11-12
FCS	Fashion Design	9-12
Ag Ed	Unified Companion Animal Science	9-12
English	Unified Stage Acting	9-12

**Ag Construction / Construction Trades Exploration
BHS**

Teacher Contact	Ben Wandmacher
Proposed Year of Implementation	2025-2026
Department/Site	Ag Ed/Tech Ed
Credits	1/2 credit (1 trimester)
Grade Levels	9-10

Course Description: (*this is an already-existing course*)

This course is an introduction to agricultural buildings and facilities used for livestock, crop production and storage. It is a primarily hands-on experience in the design and construction of a small storage building. Students will learn tool safety, blueprint reading, cost estimating, and selection of building materials. All students will learn the step by step construction process. Students will work cooperatively in a group and analyze the building upon completion.

Rationale for Proposal:

Proposing that this class be listed in the course catalog under both departments of Ag Education and Tech Ed. This allows for FFA students to be entered into competitions. It would be the first class on the career pathway for construction trades. (Ag Construction / Construction Trades Exploration, Intro to Construction, WTC Construction (if offered))

Prerequisites:

None

Professional Development/Training: (type & estimated cost)

None

Instructional Resources/Materials: (type & estimated cost)

None

**Intro to Construction
BHS**

Teacher Contact	Ben Wandmacher
Proposed Year of Implementation	2025-2026
Department/Site	Tech Ed
Credits	1 credit (2 trimesters)
Grade Levels	10-12

Course Description:

Students will have hands-on opportunities to learn all phases of basic residential construction, including carpentry, drywall, electrical, flooring, painting, plumbing, roofing, masonry, and reading blueprints. During the first part of the course, students learn about construction safety, foundations, framing, and proper use of tools. Then students have the opportunity to make practical application of their classroom studies on a construction project.

Rationale for Proposal:

We currently are working on creating a career pathway for construction here at the high school since WTC doesn't currently offer construction.

Prerequisites:

Ag Construction

Professional Development/Training: (type & estimated cost)

20 hours of curriculum development

Instructional Resources/Materials: (type & estimated cost)

Needed tools and supplies: \$10000

**Debate
BHS**

Teacher Contact	Madi Miller
Proposed Year of Implementation	2025-2026
Department/Site	English
Credits	½ credit (1 trimester)
Grade Levels	9-12

Course Description:

In this Debate course, students will explore the art of persuasive communication and argumentation through the study and practice of two primary debate formats: Original Oratory and Public Forum Debate. The course is designed to enhance students' research, writing, critical thinking, and public speaking skills. Students will learn how to craft compelling original speeches, build strong cases on contemporary issues, and engage in respectful, structured debates. By the end of the course, students will have the confidence and tools to deliver speeches and participate in debates effectively, preparing them for future academic, competitive, and professional environments.

Rationale for Proposal:

Debate courses play a crucial role in developing students' critical thinking, communication, and problem-solving skills, which are essential in today's world. As societal and political issues become more complex, students need to be equipped with the ability to research, analyze, and articulate informed arguments. The focus on both Original Oratory and Public Forum Debate prepares students for various real-world challenges, such as effectively advocating for causes, solving complex problems, and engaging in respectful discourse—skills that are vital not only in academic settings but also in professional and civic life. Moreover, many schools across the country have already recognized the immense value of debate programs and have integrated debate courses into their curricula. These programs not only prepare students for academic success but also equip them with essential skills for future careers and civic participation. Unfortunately, without such a course, we are behind the times in offering these critical opportunities to our students.

Prerequisites:

None

Professional Development/Training: (type & estimated cost)

Because there are teachers already licensed to teach this course, cost will be minimal. However, there are a few options that could add value to the course. Courses from

platforms like Coursera, EdX, or TeachDebate can provide a deeper understanding of specific debate formats or enhance rhetorical analysis and critical thinking skills, which can be applied in both teaching Original Oratory and Public Forum Debate. Courses estimate between \$100-300 per credit. There would be a future potential to create a competitive debate team that travels to regional tournaments.

Instructional Resources/Materials: (type & estimated cost)

Outside of the teacher/department prepared curriculum, the NSDA offers a wealth of resources for debate coaches, including training videos, updated rules and regulations for debate formats, and access to a network of professionals in the field. This membership package is \$75 per year.

**Math for Trades
BHS**

Teacher Contact	Natasha Leach
Proposed Year of Implementation	2025-2026
Department/Site	Math
Credits	½ credit (1 trimester)
Grade Levels	11-12

Course Description:

This course explores basic math skills in practical contexts required by students in the trade programs, including skills with integers, fractions, mixed numbers, and decimals. The course would emphasize doing rather than theory, application rather than memorization, self-confidence, building mathematical reasoning, and practical use of tools and formulas.

<https://hennepintech.smartcatalogiq.com/2024-2025/catalog/course-outlines/math-math/1000/math1007/>

Rationale for Proposal:

Continue to offer opportunities for students to be prepared for a number of different academic and career paths. This course would help students that may not feel prepared for a technical or trade school to gain valuable experience and credit to encourage them along that path.

Depending on alignment with state standards, this course could maybe serve as another alternative in the Algebra 2 sequence for students who do not plan to go to a four year college.

Prerequisites:

Successful completion of a math placement test

Professional Development/Training: (type & estimated cost)

Unsure

Instructional Resources/Materials: (type & estimated cost)

Depends on college requirements.

**Fashion Design
BHS**

Teacher Contact	Mary Celest Trosvig
Proposed Year of Implementation	2025-2026
Department/Site	FCS
Credits	½ credit (1 trimester)
Grade Levels	9-12

Course Description:

Students learn the elements and principles of design, and how to apply them to fashion and clothing. Students learn about fibers, fabrics, and how to select them for apparel. Students learn about the history of fashion and how to analyze vintage references. Students learn about different fashion careers. Students learn about consumer awareness and clothing selection and care. Students should have basic sewing skills and the ability to operate a sewing machine.

Rationale for Proposal:

Fashion design allows students to express their creativity and reflect their cultural identities. It promotes individuality and innovation, essential to personal development. The fashion industry significantly contributes to the economy, generating jobs and fostering entrepreneurship. Understanding fashion design can prepare students for careers in a dynamic and growing field. Students acquire practical skills in design, sewing, and textile manipulation, enhancing their technical abilities and creativity. These skills are transferable to various careers. The course prepares students for a range of careers, from fashion design to marketing and merchandising, providing them with a clear pathway into the workforce. Fashion design will align with the MN Family and Consumer Science Education Frameworks.

Prerequisites:

Textile Design Preferred, but not required

Professional Development/Training: (type & estimated cost)

None

Instructional Resources/Materials: (type & estimated cost)

Online materials and resources - \$300

3 sewing machines - \$1575

5 Reg Dress Forms - \$620

1 Plus Size Dress Form - \$179

**Unified Companion Animal Science
BHS**

Teacher Contact	Jessa Rakotz and Gary Wirkus
Proposed Year of Implementation	2025-2026
Department/Site	Ag Ed
Credits	½ credit (1 trimester)
Grade Levels	9-12

Course Description:

This course focuses on a unified approach to introducing the companion animal industry, which includes the study of dogs, cats, fish, birds, rabbits, exotic animals and pets. This class is for students interested in careers such as veterinary science, training, sales, or research, or students interested in mentoring or volunteering in a leadership role. This class is also designed for pet owners to learn more about caring for their pets. Guest speakers and field trips will be incorporated into the Unified Companion Animal Science.

Rationale for Proposal:

To continue to build the unified scope and sequence to provide rigorous opportunities for students with complex needs who do not have access to general education courses. These students have taken unified agriculture for two years and are now ready for the next level.

Prerequisites:

None

Professional Development/Training: (type & estimated cost)

Time in the summer to collaborate between the general education teacher and special education teachers.

Instructional Resources/Materials: (type & estimated cost)

Time to develop the scope and sequence and adapted materials to support a Universal Design for Learning to meet the needs of all learners.

**Unified Stage Acting
BHS**

Teacher Contact	Brandon Aldrich, Jessa Rakotz, and Carrie Schmitt
Proposed Year of Implementation	2025-2026
Department/Site	English
Credits	½ credit (1 trimester)
Grade Levels	9-12

Course Description:

Students will have the opportunity to tell and listen to stories, communicate to others through words and actions, think about why people act the way that they do, work together as a team, use imagination, reflect on the past and make goals for the future. Students will also have the opportunity to take on a mentorship role, plan lessons, and support their peers.

Course Objectives:

Demonstrate confidence in front of an audience.

Demonstrate an understanding of the fundamental language of stage acting.

Demonstrate a clear understanding of stage movement and blocking.

Demonstrate vocal control.

Demonstrate the ability to analyze a script.

Demonstrate the ability to analyze and interpret character.

Demonstrate the ability to memorize lines for performance.

Demonstrate an understanding of audience.

Demonstrate an ability to evaluate classmates, professional actors, and self.

Participate in improvisation activities and games.

Rationale for Proposal:

This course was initially proposed by a student. It provides opportunities for students with significant needs to receive instruction from a general education teacher alongside their peers in a general education setting, with the supports in place to allow them to be successful. It also allows students without significant needs to experience leadership, mentorship and empathy as they learn alongside their peers.

Prerequisites:

Mentors: Stage Acting or some type of involvement in a theatre production

Professional Development/Training: (type & estimated cost)

The general education teacher and the special education teachers will need time to collaborate in the summer to develop the scope and sequence for the course.

Instructional Resources/Materials: (type & estimated cost)

Given the identified adaptations and accommodations required for the course, the general education teacher and the special education teachers will need time to develop materials that meet the needs of all learners registered for the course.

Resources needed: lamination, velcro, visuals printed in color, hands-on materials.