



District Department Chair Council REQUEST FOR NEW COURSE/PROGRAM

Date: May 6, 2025		To: District Department Chair Council	
From: (Person & Building) LOHS ELA Department		H.S. CR Approval <input type="checkbox"/> Yes <input type="checkbox"/> No	DDCC Approval <input type="checkbox"/> Yes <input type="checkbox"/> No
		Board Sub. Committee Approval <input type="checkbox"/> Yes <input type="checkbox"/> No	Board of Ed. Approval <input type="checkbox"/> Yes <input type="checkbox"/> No

DISTRICT DEPARTMENT CHAIR COUNCIL RESULTS	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Revision Necessary	Recommendation:
High School Signature:	Date:
Middle School Signature:	Date:
Elementary School Signature:	Date:
Other Department Consulted:	Date:

New ideas and different ways of doing things will be encouraged when ideas are clear and planning is consistent. The questions that follow are designed as a guide for planning a request for proposal. If further assistance is needed, please contact the Assistant Superintendent of Teaching and Learning.

Rationale for New Course	
The strengths and weaknesses of the current curriculum are assessed. The best practices and technologies in the field are researched. State and national standards are reviewed. The record of past student performance is analyzed (i.e. data such as MSTEP/PSAT/SAT results, common assessment results, state standards, surveys and visitations to other programs/schools).	
Course Name: Senior Composition: Writing for Self, Community, and the World	Grade: 12 Credit: 0.5
Prerequisite: Successful completion of ELA 11 or AP 11	
Graduation Requirement	Students who are not in AP English must take at least one of the Senior Literature offerings (0.5 credits) + Senior Composition (0.5 credits)
Course Description	Senior Composition will address the skills and strategies needed for composing various text types. This course develops students' writing skills through real-world, purpose-driven projects that prepare them for college, careers, and civic engagement. Students will explore narrative, informative, and argumentative writing. Students will refine their ability to craft compelling narratives, analyze and synthesize research, and communicate effectively for diverse audiences through reflective letters, personal statements, feature profiles, brochures, persuasive letters, and/or multimedia projects. Career readiness is embedded throughout, with opportunities to engage in professional writing, conduct interviews, and create work for authentic audiences.
Content Expectations:	State of Michigan Language Arts Standards for Writing W.11-12.1-10
Rationale The restructuring of our senior ELA courses will allow more flexibility for our students. For example, students could take Senior Composition and Senior Literature concurrently. Additionally, the courses can be taken in any order, which should increase flexibility during the scheduling process. For students who are ambitious, they could choose to take 3 or 4 terms of senior ELA by enrolling in multiple Senior Literature courses. Conversely, for students who may not pass a course the first time, they could immediately retake the course in a subsequent term. Lastly, we will also offer these courses as blended, blocks, and skinnies.	
Strong writing skills are essential for success in college, careers, and civic life. Senior Composition provides students with the opportunity to develop their ability to communicate effectively across multiple genres and real-world contexts. By engaging in narrative, informative, and argumentative writing, students will learn to craft compelling stories, analyze complex ideas, and persuade diverse audiences. The course emphasizes research, critical thinking, and revision, ensuring that students can synthesize information and produce polished, purposeful writing. With a focus on career readiness, students will practice professional communication, conduct interviews, and create work for authentic audiences, preparing them to navigate the demands of the modern workplace and higher education.	

Who else was consulted in the creation of the new course?		
Kelly Day, Megan Ferguson, Kate DiMeo, Drew Towler, the HS ELA Department, Alicia Conner, Steve Tighe		
How will you evaluate the effectiveness of this new course?		
<p>What evaluative instruments and methods will be used?</p> <p>We will review the level of student interest based on scheduling requests. Additionally, we will review the curriculum map each year to update course materials, units of study, etc.</p>		
Timeline		
New course begins on date: Fall 2026	New course ready for review after date: January 2027	
Reason for choosing this date: This is the earliest we can run the course. The review date is after the course will have run 1-2 times.		
Budget: (Please Note: A new course can be approved without funding)		
<ul style="list-style-type: none"> Professional Development/Training List all funding sources 	<ul style="list-style-type: none"> Personnel Facilities 	<ul style="list-style-type: none"> Materials (ie, text, software, manipulatives, technology)
Specify detailed budget below:		
<p>\$220-\$330 -- We will need a total of 2-3 release days during the 2025-26 school year (1 day each for 2-3 teachers to co-plan with instructional coach)</p> <p>\$540-\$810 -- We will also need summer curriculum work during summer 2026 for any teacher who will teach the class in 2026-27 (1 day each for 2-3 teachers).</p>		



District Department Chair Council REQUEST FOR NEW COURSE/PROGRAM

Date: 10/7/25		To: District Department Chair Council	
From: (Person & Building) LOHS ELA Department		H.S. CR Approval <input type="checkbox"/> Yes <input type="checkbox"/> No	DDCC Approval <input type="checkbox"/> Yes <input type="checkbox"/> No
		Board Sub. Committee Approval <input type="checkbox"/> Yes <input type="checkbox"/> No	Board of Ed. Approval <input type="checkbox"/> Yes <input type="checkbox"/> No

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Rationale for New Course		
The strengths and weaknesses of the current curriculum are assessed. The best practices and technologies in the field are researched. State and national standards are reviewed. The record of past student performance is analyzed (i.e. data such as MSTEP/PSAT/SAT results, common assessment results, state standards, surveys and visitations to other programs/schools).		
Course Name:	Literature and the Modern Mind	Grade: 12 Credit: 0.5
Prerequisite:	Successful completion of ELA 11 or AP 11	
Graduation Requirement	Students who are not in AP English must take at least one of the Senior Literature offerings (0.5 credits) + Senior Composition (0.5 credits)	
Course Description	Literature and the Modern Mind will address the skills and strategies needed for reading non-fiction texts. Students will have the opportunity to read, view, and/or listen to several non-fiction texts (books, documentaries, podcasts, informational graphics, images, etc.) These texts will center around themes related to science, technology, society, psychology, human behavior, and decision making. Students will	
Content Expectations:	State of Michigan Language Arts Standards for Informational Reading RI.11-12.1-10 State of Michigan Language Arts Standards for Reading Literature RL.11-12.1-10	
Rationale The restructuring of our senior ELA courses will allow more flexibility for our students. For example, students could take Senior Composition and Senior Literature concurrently. Additionally, the courses can be taken in any order, which should increase flexibility during the scheduling process. For students who are ambitious, they could choose to take 3 or 4 terms of senior ELA by enrolling in multiple Senior Literature courses. Conversely, for students who may not pass a course the first time, they could immediately retake the course in a subsequent term. Lastly, we will also offer these courses as blended, blocks, and skinnies.		
In today's information-driven world, the ability to critically analyze nonfiction is essential. Literature and the Modern Mind equips students with the skills to evaluate complex texts—books, documentaries, podcasts, and visual media—while exploring real-world topics in science, technology, psychology, and human behavior. By examining author purpose, rhetorical techniques, and bias, students will become discerning consumers of information. This course fosters critical thinking, media literacy, and ethical reasoning, preparing students for college, careers, and engaged citizenship in an era of rapid technological and societal change.		

Who else was consulted in the creation of the new course?		
Kelly Day, Jim Haugh, Kate DiMeo, Drew Towlerton, HS English Department, Alicia Conner, Steve Tighe, Natalie Parraghi		
How will you evaluate the effectiveness of this new course?		
<p>What evaluative instruments and methods will be used?</p> <p>We will review the level of student interest based on scheduling requests. Additionally, we will review the curriculum map each year to update course materials, units of study, etc.</p>		
Timeline		
New course begins on date: <div style="text-align: center; font-size: 1.2em; font-weight: bold;">Fall 2026</div>	New course ready for review after date: <div style="text-align: center; font-size: 1.2em; font-weight: bold;">January 2027</div>	
Reason for choosing this date: <p>This is the earliest we can run the course. The review date is after the course will have run 1-2 times.</p>		
Budget: (Please Note: A new course can be approved without funding)		
<ul style="list-style-type: none"> Professional Development/Training 2,360.00 List all funding sources 	<ul style="list-style-type: none"> Personnel Facilities 	<ul style="list-style-type: none"> Materials (ie, text, software, manipulatives, technology) 100.00
Specify detailed budget below:		
<p>\$440-\$660 -- We will need a total of 4-6 release days during the 2025-26 school year (2 days each for 2-3 teachers to co-plan with instructional coach)</p> <p>\$1100-\$1700 -- We will also need summer curriculum work during summer 2026 for any teacher who will teach the class in 2026-27 (2 days each for 2-3 teachers).</p> <p>\$100 to purchase DVDs (documentaries) to use during Unit 2.</p>		



District Department Chair Council REQUEST FOR NEW COURSE/PROGRAM

Date: October 7, 2025		To: District Department Chair Council	
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		Board Sub. Committee Approval <input type="checkbox"/> Yes <input type="checkbox"/> No	Board of Ed. Approval <input type="checkbox"/> Yes <input type="checkbox"/> No

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Rationale for New Course		
The strengths and weaknesses of the current curriculum are assessed. The best practices and technologies in the field are researched. State and national standards are reviewed. The record of past student performance is analyzed (i.e. data such as MSTEP/PSAT/SAT results, common assessment results, state standards, surveys and visitations to other programs/schools).		
Course Name:	Grade:	Credit:
Literature and the Power of Voice	12	0.5
Prerequisite: Successful completion of ELA 11 or AP 11		
Graduation Requirement	Students who are not in AP English must take at least one of the Senior Literature offerings (0.5 credits) + Senior Composition (0.5 credits)	
Course Description	Literature and the Power of Voice will address the skills and strategies needed for reading non-fiction and fiction texts. Students will read/view/listen to texts centered around themes related to storytelling, voice, perspective, and the human experience. These texts will include books, documentaries, podcasts, informational graphics, images, etc. Students will synthesize, analyze, and evaluate these texts by...	
Content Expectations:	State of Michigan Language Arts Standards for Informational Reading RI.11-12.1-10 State of Michigan Language Arts Standards for Reading Literature RL.11-12.1-10	
Rationale The restructuring of our senior ELA courses will allow more flexibility for our students. For example, students could take Senior Composition and Senior Literature concurrently. Additionally, the courses can be taken in any order, which should increase flexibility during the scheduling process. For students who are ambitious, they could choose to take 3 or 4 terms of senior ELA by enrolling in multiple Senior Literature courses. Conversely, for students who may not pass a course the first time, they could immediately retake the course in a subsequent term. Lastly, we will also offer these courses as blended, blocks, and skinnies. In today's information-driven world, the ability to critically analyze texts and media is essential. Literature and the Power of Voice equips students with the skills to evaluate complex texts—books, documentaries, podcasts, and visual media—while exploring human-centered real-world topics. By examining author purpose, rhetorical techniques, and bias, students will become discerning consumers of information. This course fosters critical thinking, media literacy, and ethical reasoning, preparing students for college, careers, and engaged citizenship in an era of rapid technological and societal change.Kelly		

Who else was consulted in the creation of the new course?		
Kelly Day, Kelsey Fisher, Kate DiMeo, Andrew Towleron, HS English Department, Alicia Conner, Steve Tighe, Natalie Parraghi		
How will you evaluate the effectiveness of this new course?		
<p>What evaluative instruments and methods will be used?</p> <p>We will review the level of student interest based on scheduling requests. Additionally, we will review the curriculum map each year to update course materials, units of study, etc.</p>		
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Specify detailed budget below:		
<p>\$440-\$660 -- We will need a total of 4-6 release days during the 2025-26 school year (2 days each for 2-3 teachers to co-plan with instructional coach)</p> <p>\$1100-\$1700 -- We will also need summer curriculum work during summer 2026 for any teacher who will teach the class in 2026-27 (2 days each for 2-3 teachers).</p> <p>We will also need \$2500 for books. These books are for the book club unit during unit 3 of the course.</p>		



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Course Name:	Grade:	Credit:
Literature and the Human Legacy	12	0.5
Prerequisite:		
Graduation Requirement	Students who are not in AP English must take at least one of the Senior Literature offerings (0.5 credits) + Senior Composition (0.5 credits)	
Course Description	Literature and the Human Legacy will address the skills and strategies needed for reading and analyzing both classical and contemporary works of literature. Students will have the opportunity to read, view, and/or listen to a variety of texts (novels, dramas, poetry, films, and multimedia sources). These texts will explore how values, beliefs, and moral choices shape individuals and societies. Additionally, these texts	
Content Expectations:	State of Michigan Language Arts Standards for Informational Reading RI.11-12.1-10 State of Michigan Language Arts Standards for Reading Literature RL.11-12.1-10	
Rationale The restructuring of our senior ELA courses will allow more flexibility for our students. For example, students could take Senior Composition and Senior Literature concurrently. Additionally, the courses can be taken in any order, which should increase flexibility during the scheduling process. For students who are ambitious, they could choose to take 3 or 4 terms of senior ELA by enrolling in multiple Senior Literature courses. Conversely, for students who may not pass a course the first time, they could immediately retake the course in a subsequent term. Lastly, we will also offer these courses as blended, blocks, and skinnies. In today's complex and interconnected world, understanding the values that guide human behavior is essential. Literature and the Human Legacy invites students to think critically about ethical dilemmas, leadership, and the moral consequences of choice through the study of classical and modern literature. By examining how authors portray integrity, ambition, and virtue, students will develop empathy, critical thinking, and interpretive skills that extend beyond the classroom. This course fosters thoughtful discussion, creative expression, and ethical reasoning – preparing students for college, careers, and responsible participation in an ever-evolving global society.		

Who else was consulted in the creation of the new course?		
Kelly Day, Megan Ferguson, Kate DiMeo, Andrew Towleron, HS English Department, Alicia Conner, Steve Tighe, Natalie Parraghi		
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