MHS Course Proposal Form

Part 1: General Information

Title of New Course: Advanced Construction A
Proposed by: Joe Billington
Department: CTE: Construction
Class Length (trimesters): 1 ▾

What grade level(s) is the course intended to target? 10-12

Does it replace an existing course? No ▾
    If yes, what course?

Does it change department/graduation requirements? No ▾
    If yes, explain:

Are there any prerequisites? Yes ▾
    If yes, what? Intermediate Construction and Woodworking

Part II - Budget: Estimated Costs

Please estimate any projected costs related to this course. In addition, please indicate if this is a one-time start-up expense or an annual expense (textbook adoption is considered a startup expense) by placing an "X" in the appropriate column.

Area/Item	Brief Description	Startup Expense	Annual Expense	Total Cost
FTE addition	N/A	N/A	N/A	N/A
Curriculum Development				
Staff Development	N/A	N/A	N/A	N/A
Textbooks	N/A	N/A	N/A	N/A
Other Instructional Materials / Supplies	Lumber & hardware	$0	~$2,000-3,000 in donated material from RSG	N/A
Technology Needs	N/A	N/A	N/A	N/A
Additional Expenses	N/A	N/A	N/A	N/A
Proposed Student Fees	Set fee for construction class	N/A	$25 per student	

Part III - Course Details

Course Description (to be used in the Curriculum Guide, please limit to 100 words):
In Advanced Construction A, students will build on the knowledge and skills from Intermediate Construction and Woodworking. The course focuses on framing and roofing, continuing to build on trade employability knowledge and skills standards. Students will advance skills with trade tools. Students will focus on industry standards in framing walls, roofs, and ceilings. Students will apply their scaled learning in creating and renovating structures ranging from those on campus or building shed structures that may be marketed and sold in conjunction with community orders or at the Land Lab Plant Sale.

Rationale for proposing the course (What data/information do you have to support the request?):
Currently, there are no construction courses offered above the intermediate level. By adding this course, students will be able to apply their knowledge and skills in the context of construction, learning about framing, walls, and roofing. Students will then be able to be concentrators for Perkins through ODE.

Student Learning Outcomes:
- E-01 Adhere to workplace practices
- E-02 Exhibit personal responsibility and accountability
- E-03 Practice cultural competence
- E-04 Demonstrate teamwork and conflict resolution
- E-05 Communicate clearly and effectively
- E-06 Employ critical thinking to solve problems
- E-08 Demonstrate fluency in workplace technologies
- E-09 Plan, organize, and manage work
- CC-AC02 Demonstrate an understanding of and adherence to safe working practices
- CC-AC03 Demonstrate the safe use of tools
- CC-AC07 Demonstrate basic measuring practice
- CC-AC08 Demonstrate an understanding of basic mathematics as used in the industry
- CC-AC01 Describe the roles and responsibilities of the different disciplines that collaborate to design and build residential and commercial properties
- CC-AC02 Demonstrate an understanding of and adherence to safe working practices
- CC-AC03 Demonstrate the safe use of tools
- FA-ACCR03 Demonstrate knowledge of wall and ceiling framing
  - A. Identify the components of a wall and ceiling layout
  - B. Describe the procedure for laying out a wood frame wall, including the installation of plates, corner posts, door and window openings, partition Ts, bracings, and firestops
  - C. Describe the correct procedure for assembling and erecting an exterior wall
- FA-ACCR04 Demonstrate knowledge of various types of windows, skylights, and doors
  - A. Identify the components of a wall and ceiling layout
  - B. Describe the procedure for laying out a wood frame wall, including the installation of plates, corner posts, door and window openings, partition Ts, bracings, and firestops
  - C. Describe the correct procedure for assembling and erecting an exterior wall
- FA-ACCR07 Demonstrate knowledge of roofing materials

- A. Identify the terms associated with roofing systems
- B. Demonstrate an understanding of the materials and methods used in roofing
- C. (Explain the safety requirements for roof jobs
- D. Explain how to install shingles to make various roofs and roof projections watertight

Any additional information and/or comments:

Part IV - Approvals

Department Chair Approval: **Yes: I support this proposal** ˅

M. Behle 12/10/2024

Department Chair Signature   Date

Site Council Chair Approval: **Yes: I support this proposal** ˅

M. Behle 12/10/2024

Site Council Chair Signature   Date

Principal Approval: **Yes: I support this proposal** ˅

[signature] 12/10/24

Principal Signature   Date

Rational for not supporting the proposal:

BMHS Course Proposal Form

Part 1: General Information

Title of New Course: Advanced Construction B
Proposed by: Joe Billington
Department: CTE: Construction
Class Length (trimesters): 1 ▾

What grade level(s) is the course intended to target? 10-12

Does it replace an existing course? No ▾
    If yes, what course?

Does it change department/graduation requirements? No ▾
    If yes, explain:

Are there any prerequisites? Yes ▾
    If yes, what? Intermediate Construction and Woodworking

Part II - Budget: Estimated Costs

Please estimate any projected costs related to this course. In addition, please indicate if this is a one-time start-up expense or an annual expense (textbook adoption is considered a startup expense) by placing an "X" in the appropriate column.

Area/Item	Brief Description	Startup Expense	Annual Expense	Total Cost
FTE addition	N/A	N/A	N/A	N/A
Curriculum Development				
Staff Development	N/A	N/A	N/A	N/A
Textbooks	N/A	N/A	N/A	N/A
Other Instructional Materials / Supplies	Plumbing and electrical consumable supplies and tools	?	?	?
Technology Needs	N/A	N/A	N/A	N/A
Additional Expenses	Equipment?			
Proposed Student Fees	Set fee for construction class	N/A	$25 per student	

Part III - Course Details

Course Description (to be used in the Curriculum Guide, please limit to 100 words):
In Construction B, students will build on the knowledge and skills from Advanced Construction A. The course focuses on framing and roofing, continuing to build on trade employability knowledge and skills standards. Students will advance their skills with trade tools. Students will focus on industry standards in electrical and plumbing.

Rationale for proposing the course (What data/information do you have to support the request?):
Currently, there are no construction courses offered above the intermediate level. By adding this course, students will be able to apply their knowledge and skills in the context of construction, learning about framing, walls, and roofing. Students will then be able to be concentrators for Perkins through ODE. We have not offered any construction courses that included plumbing or electrical, which can lead to high-need and high-wage careers.

Student Learning Outcomes:
- E-01 Adhere to workplace practices
- E-02 Exhibit personal responsibility and accountability
- E-03 Practice cultural competence
- E-04 Demonstrate teamwork and conflict resolution
- E-05 Communicate clearly and effectively
- E-06 Employ critical thinking to solve problems
- E-08 Demonstrate fluency in workplace technologies
- E-09 Plan, organize, and manage work
- CC-AC02 Demonstrate an understanding of and adherence to safe working practices
- CC-AC03 Demonstrate the safe use of tools
- CC-AC07 Demonstrate basic measuring practice
- CC-AC08 Demonstrate an understanding of basic mathematics as used in the industry
- CC-AC01 Describe the roles and responsibilities of the different disciplines that collaborate to design and build residential and commercial properties
- CC-AC02 Demonstrate an understanding of and adherence to safe working practices
- CC-AC03 Demonstrate the safe use of tools

- FA-ACEL01 Identify the components of an electrical distribution system
    - A. Describe the basics of how electricity is generated through different sources
    - B. Describe the distribution of electricity into residential and commercial buildings
    - C. Define high voltage, standard voltage, and low-voltage, and compare how they are used differently
- FA-ACEL02 Understand electrical concepts
    - C. Explain the different types of meters used to measure voltage, current, and resistance
    - D. Explain the basic characteristics of a series, parallel, and combined series-parallel circuit
    - E. Explain how to operate test equipment such as ammeter, ohmmeter, volt-ohm-multimeter, continuity tester, and voltage tester
    - F. Explain how to read specific test equipment, including digital and analog meters, and

convert from one scale to another when using specified test equipment

- FA-ACEL03 Demonstrate wiring techniques used in residential construction
  - B. Explain the grounding requirements of a residential electric service
  - C. Describe service entrance equipment and wiring methods for various types of residences
- FA-ACEL04 Discuss the types and applications of conductors and wiring techniques
  - A. Discuss the various wire sizes in accordance with American Wire Gauge standards
- FA-ACEL05 Demonstrate the methods for connecting conductors
  - A. Describe how to prepare cable ends for termination and splices
  - B. Demonstrate how to select and install lugs and connectors onto conductors
  - C. Describe crimping and splicing techniques
  - D. Explain how to use hand and power crimping tools
- FA-ACEL07 Select and sizes outlet boxes, pull boxes, and junction boxes
  - A. Describe the different types of nonmetallic and metallic boxes and how to calculate the required box size for any number and size of conductors
  - B. Describe the different types of supports and fittings used in conjunction with boxes
  - C. Locate, install, and support boxes of all types
  - D. Describe the National Electrical Code regulations governing outlet, pull, junction, and fixture boxes
- FA-ACEL08 Describe (discusses) the hardware and systems used to mount and support boxes, receptacles, and other electrical components
  - A. Identify and explain the use of threaded and non-threaded fasteners
  - B. Identify and explain the use of anchors
  - C. Demonstrate the correct applications and install fasteners and anchors
- FA-ACEL09 Demonstrate the installation of switches and outlet receptacles
  - A. Use a wire stripper to strip insulation from a wire
  - B. Explain the components of a light switch and outlet
  - C. Demonstrate the correct installation of various switches and outlets
  - D. Explain the purpose and operation of a ground-fault circuit interrupter
- FA-ACEL10 Discusses the basic principles of lighting and its installation
  - C. Select and install lamps into lighting fixtures
  - D. Recognize and install various types of lighting fixtures, including surface mounted, recessed, suspended, and track-mounted units
- FA-ACEL11 Understand and demonstrate ways of establishing wiring services
  - A. Describe the purpose of conduit and demonstrate methods of cutting, bending, threading, and installing conduit using hand and using power tools
  - B. Describe the purpose of raceways and the various types and sizes of cable trays and raceways
  - C. Describe procedures for installing raceways and boxes on masonry surfaces, metal stud systems, wood-framed systems, and drywall surfaces
  - D. Demonstrate knowledge of National Electrical Code conduit and raceway requirements
- FA-ACEL12 Explain the purpose for grounding and bonding electrical systems
  - A. Distinguish between a short circuit and a ground fault
  - B. Distinguish between system grounding and equipment grounding
  - C. Explain the National Electrical Code requirements for bonding of enclosures and equipment
- FA-ACPL02 Demonstrate an understanding of the applications and use of pipes and fittings
  - A. Identify types of materials, schedules, code requirements, and applications of different

types of piping (e.g., PEX, PVC, ABS, copper, steel, cast iron)
- o   B. Identify types of fittings and valves used with different pipes
- o   C. Demonstrate how to measure, cut, and join pipes of the same and dissimilar materials
- o   D. Explain industry standard procedures for the handling, storage, and protection of pipes
- o   E. Identify and demonstrate the use of pipe hangers and supports

Any additional information and/or comments:

Part IV - Approvals

Department Chair Approval: **Yes: I support this proposal** ▾

M. Behle   12/10/2024
Department Chair Signature   Date

Site Council Chair Approval: Yes: I support this proposal ▾

M. Behle   12/10/2024
Site Council Chair Signature   Date

Principal Approval: Yes: I support this proposal ▾

(signature)   12/10/24
Principal Signature   Date

Rational for not supporting the proposal:

MHS Course Proposal Form

Part 1: General Information

Title of New Course: Construction Internship/Special Projects
Proposed by: Joe Billington
Department: CTE: Construction
Class Length (trimesters): 1 ⋅

What grade level(s) is the course intended to target? 10-12

Does it replace an existing course? No ⋅
    If yes, what course?

Does it change department/graduation requirements? No ⋅
    If yes, explain:

Are there any prerequisites? Yes ⋅
    If yes, what? Intermediate Construction and Woodworking. Instructor approval.

Part II - Budget: Estimated Costs

Please estimate any projected costs related to this course. In addition, please indicate if this is a one-time start-up expense or an annual expense (textbook adoption is considered a startup expense) by placing an "X" in the appropriate column.

Area/Item	Brief Description	Startup Expense	Annual Expense	Total Cost
FTE addition	N/A	N/A	N/A	N/A
Curriculum Development	N/A	N/A	N/A	N/A
Staff Development	N/A	N/A	N/A	N/A
Textbooks	N/A	N/A	N/A	N/A
Other Instructional Materials / Supplies	N/A	N/A	N/A	N/A
Technology Needs	N/A	N/A	N/A	N/A
Additional Expenses	N/A	N/A	N/A	N/A
Proposed Student Fees	Set fee for construction class	N/A	$25 per student	

Part III - Course Details

Course Description (to be used in the Curriculum Guide, please limit to 100 words):
Students who are selected as interns will provide support in beginning and intermediate classes as shop safety monitors, quality assurance, and teaching assistants. Students will apply their learning in the Construction program of study in a leadership capacity as an intern. Students who pursue special projects will be able to work independently with the equipment on a project that they will spec and plan to create a proposal. Emphasis and preference will be given to legacy projects at the school, in the district, or community.

Rationale for proposing the course (What data/information do you have to support the request?): Students in these courses can concurrently enroll during periods that other construction courses are taught. There are no leadership or advanced intern offerings in Construction and this will start creating a culture of safety, program completion, and improve feedback and finished quality.

Student Learning Outcomes:
- E-01 Adhere to workplace practices
- E-02 Exhibit personal responsibility and accountability
- E-03 Practice cultural competence
- E-04 Demonstrate teamwork and conflict resolution
- E-05 Communicate clearly and effectively
- E-06 Employ critical thinking to solve problems
- E-08 Demonstrate fluency in workplace technologies
- E-09 Plan, organize, and manage work
- CC-AC02 Demonstrate an understanding of and adherence to safe working practices
- CC-AC03 Demonstrate the safe use of tools
- CC-AC06 Demonstrate pre-task planning to ensure a safe and efficient jobsite
- CC-AC07 Demonstrate basic measuring practice
- CC-AC08 Demonstrate an understanding of basic mathematics as used in the industry
- CC-AC01 Describe the roles and responsibilities of the different disciplines that collaborate to design and build residential and commercial properties
- CC-AC02 Demonstrate an understanding of and adherence to safe working practices
- CC-AC03 Demonstrate the safe use of tools
- FA-ACCR03 Demonstrate knowledge of wall and ceiling framing
    - A. Identify the components of a wall and ceiling layout
    - B. Describe the procedure for laying out a wood frame wall, including the installation of plates, corner posts, door and window openings, partition Ts, bracings, and firestops
    - C. Describe the correct procedure for assembling and erecting an exterior wall
- FA-ACEL01 Identify the components of an electrical distribution system
    - A. Describe the basics of how electricity is generated through different sources
    - B. Describe the distribution of electricity into residential and commercial buildings
    - C. Define high voltage, standard voltage, and low-voltage, and compare how they are used differently
- FA-ACEL02 Understand electrical concepts
    - C. Explain the different types of meters used to measure voltage, current, and resistance
    - D. Explain the basic characteristics of a series, parallel, and combined series-parallel

circuit
- E. Explain how to operate test equipment such as ammeter, ohmmeter, volt-ohm-multimeter, continuity tester, and voltage tester
- F. Explain how to read specific test equipment, including digital and analog meters, and convert from one scale to another when using specified test equipment
- FA-ACEL03 Demonstrate wiring techniques used in residential construction
  - B. Explain the grounding requirements of a residential electric service
  - C. Describe service entrance equipment and wiring methods for various types of residences
- FA-ACEL04 Discuss the types and applications of conductors and wiring techniques
  - A. Discuss the various wire sizes in accordance with American Wire Gauge standards
- FA-ACEL05 Demonstrate the methods for connecting conductors
  - A. Describe how to prepare cable ends for termination and splices
  - B. Demonstrate how to select and install lugs and connectors onto conductors
  - C. Describe crimping and splicing techniques
  - D. Explain how to use hand and power crimping tools
- FA-ACEL07 Select and sizes outlet boxes, pull boxes, and junction boxes
  - A. Describe the different types of nonmetallic and metallic boxes and how to calculate the required box size for any number and size of conductors
  - B. Describe the different types of supports and fittings used in conjunction with boxes
  - C. Locate, install, and support boxes of all types
  - D. Describe the National Electrical Code regulations governing outlet, pull, junction, and fixture boxes
- FA-ACEL08 Describe (discusses) the hardware and systems used to mount and support boxes, receptacles, and other electrical components
  - A. Identify and explain the use of threaded and non-threaded fasteners
  - B. Identify and explain the use of anchors
  - C. Demonstrate the correct applications and install fasteners and anchors
- FA-ACEL09 Demonstrate the installation of switches and outlet receptacles
  - A. Use a wire stripper to strip insulation from a wire
  - B. Explain the components of a light switch and outlet
  - C. Demonstrate the correct installation of various switches and outlets
  - D. Explain the purpose and operation of a ground-fault circuit interrupter
- FA-ACEL11 Understand and demonstrate ways of establishing wiring services
  - A. Describe the purpose of conduit and demonstrate methods of cutting, bending, threading, and installing conduit using hand and using power tools
  - B. Describe the purpose of raceways and the various types and sizes of cable trays and raceways
  - C. Describe procedures for installing raceways and boxes on masonry surfaces, metal stud systems, wood-framed systems, and drywall surfaces
  - D. Demonstrate knowledge of National Electrical Code conduit and raceway requirements
- FA-ACEL12 Explain the purpose for grounding and bonding electrical systems
  - A. Distinguish between a short circuit and a ground fault
  - B. Distinguish between system grounding and equipment grounding
  - C. Explain the National Electrical Code requirements for bonding of enclosures and equipment
- FA-ACPL02 Demonstrate an understanding of the applications and use of pipes and fittings
  - A. Identify types of materials, schedules, code requirements, and applications of different

types of piping (e.g., PEX, PVC, ABS, copper, steel, cast iron)
- o B. Identify types of fittings and valves used with different pipes
- o C. Demonstrate how to measure, cut, and join pipes of the same and dissimilar materials
- o D. Explain industry standard procedures for the handling, storage, and protection of pipes
- o E. Identify and demonstrate the use of pipe hangers and supports

Any additional information and/or comments:

Part IV - Approvals

Department Chair Approval: **Yes: I support this proposal** ▾

M. Behule   12/10/2024
Department Chair Signature   Date

Site Council Chair Approval: **Yes: I support this proposal** ▾

M. Behule   12/10/2024
Site Council Chair Signature   Date

Principal Approval: **Yes: I support this proposal** ▾

[signature]   12/10/24
Principal Signature   Date

Rational for not supporting the proposal:

MHS Course Proposal Form

Part 1: General Information

Title of New Course: Welder's Print Reading 1
Proposed by: Megan Dilson
Department: CTE
Class Length (trimesters): 1 ˅

What grade level(s) is the course intended to target? 11-12

Does it replace an existing course? Yes ˅
    If yes, what course? Depending on enrollment, a section of metals will be collapsed. This course will likely be offered every other year and should not be a barrier to students gaining access to the welding/metals program.

Does it change department/graduation requirements? No ˅
    If yes, explain:

Are there any prerequisites? Yes ˅
    If yes, what? Metals 1A and 2A

Part II - Budget: Estimated Costs

Please estimate any projected costs related to this course. In addition, please indicate if this is a one-time start-up expense or an annual expense (textbook adoption is considered a startup expense) by placing an "X" in the appropriate column.

Area/Item	Brief Description	Startup Expense	Annual Expense	Total Cost
FTE addition	N/A	N/A	N/A	N/A
Curriculum Development				
Staff Development	Tuition cost for Dilson to take the course at CCC. One time fee is covered by contractual PD/Growth fund.	$800	N/A	$800
Textbooks	N/A	N/A	N/A	N/A
Other Instructional Materials / Supplies	TBD	TBD	TBD	TBD
Technology Needs	Computer Lab Access	NA	NA	NA
Additional Expenses	NA	$100	$100	$200
Proposed Student Fees	$30	N/A	N/A	$30

Part III - Course Details

Course Description (to be used in the Curriculum Guide, please limit to 100 words):

Provides instruction in reading and interpretation of prints and symbols common in the welding industry. Participants will learn the interpretation and application of basic lines, dimensions, structural shapes, and specifications. Welding symbols and their application to different types of joint configurations will be covered, as well as how to develop basic shop drawings and prints.

Rationale for proposing the course (What data/information do you have to support the request?):

Students who complete this course will earn a .5 MHS elective credit and 3 CCC credits for WLD-100 Welder's Print Reading 1. Ms. Dilson has articulated her Metals 1a, 1b, and 2 courses with CCC. Students have the opportunity to earn MHS and CCC credit. When students complete this course, they will be one step closer to receiving their Initial Welding Certificate from CCC while a student at MHS. This accelerates the classroom to career pathway.

Student Learning Outcomes:
1. Evaluate the purpose and make-up of prints and how they relate to the welder,
2. Review drafting concepts and sketching techniques,
3. Recognize metal structural shapes commonly used by welders,
4. Interpret advanced drafting techniques including auxiliary views, detail views, projections, sections and detail, and assembly drawings;
5. Distinguish the meaning of welding symbols and the importance of their correct interpretation,
6. Identify basic joints for weldment fabrication,
7. Recognize and interpret first-angle and third orthographic projection drawings.

Any additional information and/or comments:

Part IV - Approvals

Department Chair Approval: **Yes: I support this proposal** ˅

M. Behrle   12/10/2024

Department Chair Signature   Date

Site Council Chair Approval: Yes: I support this proposal ˅

M. Behrle   12/10/2024

Site Council Chair Signature   Date

Principal Approval: Yes: I support this proposal ˅

     12/10/24

Principal Signature   Date

Rational for not supporting the proposal:

MHS Course Proposal Form

Part 1: General Information

Title of New Course: Intro to Communication COMM-100Z
Proposed by: Megan Dilson
Department: CTE
Class Length (trimesters): 1 ⌄

What grade level(s) is the course intended to target? 11-12

Does it replace an existing course? Yes ⌄
    If yes, what course? Depending on enrollment, a section of metals will be collapsed. This course will likely be offered every other year and should not be a barrier to students gaining access to the welding/metals program.

Does it change department/graduation requirements? No ⌄
    If yes, explain:

Are there any prerequisites? No ⌄
    If yes, what? None

Part II - Budget: Estimated Costs

Please estimate any projected costs related to this course. In addition, please indicate if this is a one-time start-up expense or an annual expense (textbook adoption is considered a startup expense) by placing an "X" in the appropriate column.

Area/Item	Brief Description	Startup Expense	Annual Expense	Total Cost
FTE addition	N/A	N/A	N/A	N/A
Curriculum Development				
Staff Development	Tuition cost for Dilson to take the course at CCC. One time fee is covered by contractual PD/Growth fund.	$700	N/A	$700
Textbooks	N/A	N/A	N/A	N/A
Other Instructional Materials / Supplies	TBD	TBD	TBD	TBD
Technology Needs	N/A	N/A	N/A	N/A
Additional Expenses	$	$0	$0	$0
Proposed Student Fees	$30	N/A	N/A	$30

Part III - Course Details

Course Description (to be used in the Curriculum Guide, please limit to 100 words):
COMM-111Z emphasizes developing communication skills by examining and demonstrating how self-awareness, audience, content,and occasion influence the creation and delivery of speeches and presentations.
This is a survey course offering an overview of the communication discipline that emphasizes the development of best communication practices in different contexts. Students who are completing the Initial Welding Certificate will have priority for enrollment in this course.

Rationale for proposing the course (What data/information do you have to support the request?): This course will be offered as dual-credit. Students will earn a MHS elective .5 credit as well as 4 CCC credits for Comm100Z. Ms. Dilson has articulated her Metals 1a, 1b, and 2 courses with CCC. Students have the opportunity to earn MHS and CCC credit. When students complete this course, they will be one step closer to receiving their Initial Welding Certificate from CCC while a student at MHS. This accelerates the classroom to a career pathway.

Student Learning Outcomes:
1. Develop messages for diverse audiences, purposes, and contexts;(CCN)
2. Identify and utilize skills to manage communication apprehension;(CCN)
3. Deliver and adapt speeches and/or presentations to live audiences;(CCN)
4. Evaluate public speeches, including their own, by identifying aspects of preparation, credibility, logic, and delivery.(CCN)
5. critically analyze values and ethics in the communication process to engage more fully with a range of human experiences and expressions to accomplish goals related to local and global issues.

Any additional information and/or comments:

Part IV - Approvals

Department Chair Approval: Yes: I support this proposal ▾

M. Behrle   12/9/2024
Department Chair Signature   Date

Site Council Chair Approval: Yes: I support this proposal ▾

M. Behrle   12/10/2024
Site Council Chair Signature   Date

Principal Approval: Yes: I support this proposal ▾

_____   12/10/24
Principal Signature   Date

Rational for not supporting the proposal:

Course Proposal Form

Part 1: General Information

Title of New Course: HP-120 Intro to Health Sciences

Proposed by: TBD

Department: Science or CTE (depending on existing district courses or POS)

Class Length (trimesters): 1 ▾

What grade level(s) is the course intended to target? 10-12

Does it replace an existing course? No ▾
    If yes, what course?

Does it change department/graduation requirements? No ▾
    If yes, explain:

Are there any prerequisites? Yes ▾
    If yes, what? Students should complete a required general biology course.

Part II - Budget: Estimated Costs

Please estimate any projected costs related to this course. In addition, please indicate if this is a one-time start-up expense or an annual expense (textbook adoption is considered a startup expense) by placing an "X" in the appropriate column.

Area/Item	Brief Description	Startup Expense	Annual Expense	Total Cost
FTE addition	–	–	–	–
Curriculum Development	Coordination with CCC instructor for course scope and sequence. This would be a one-time expense for startup.	Estimated 20 hours of curriculum development time at negotiated curriculum rate (20x~$39=~780)	N/A	~$780
Staff Development	Depending on instructor's knowledge/experience, there may be coursework needed.	3 CCC credit HP-120 course and fees. Covered by district CBA course/PD?	N/A	~$421
Textbooks	No textbook required for this course	N/A	N/A	N/A
Other Instructional Materials / Supplies	Depending on curriculum development, consumable materials and non-consumable equipment are TBD.	Non-consumable equipment TBD by instructors. Consumable supplies TBD by instructors.	Consumable supplies for labs TBD by instructors.	TBD
Technology Needs	No additional technology needs beyond the established student resources.	N/A	N/A	N/A
Additional	Unknown	Unknown	Unknown	Unknown

Expenses				
Proposed Student Fees	Potential costs associated with dual credit between high school and CCC, field trips, or any equipment that students would purchase and keep for the course.	TBD	TBD	TBD

Part III - Course Details

Course Description (to be used in the Curriculum Guide, please limit to 100 words):
This course introduces students to Career Technical Education (CTE) Programs within Health and prepares students for the next steps in applying for competitive program entry (such as Medical Assisting, Dental Assistant, Phlebotomy, Medical Billing and Coding, etc.). This course helps students explore a variety of careers within the Healthcare industry by providing an overview of the necessary knowledge, skills, and abilities required for each profession. It identifies and helps to prepare for postsecondary educational training requirements for Health Science Programs including Nursing.

Rationale for proposing the course (What data/information do you have to support the request?): The medical profession continues to seek a variety of specialized and introductory positions for health care—in rural communities, the need for Medical Assistants, Dental Assistants, Phlebotomy, Medical Billing and Coding, and others offer students access to high wage/high demand careers. South Clackamas County High Schools have a variety of offerings in the health sciences. None of the high schools have a Health Sciences POS. This is an access and equity issue that limits exploration and experience for students. Existing courses within regional high schools (e.g. Anatomy and Physiology, AP Biology, Medical Terminology, Human Body Systems, etc.) could be aligned to create a sequence of courses where students could pursue basic certifications or accelerate experiences to earn post-secondary credits. HP-120 is one of 4 courses (14 credits total) in the Healthcare Careers Pathway Certificate.

See attached CCC Healthcare Careers Certificate rationale in support of developing the Pathway Program

Student Learning Outcomes:
CCC Learning Objectives/Outcomes:
1. explore career technical education (CTE) programs within health professions
2. summarize the necessary knowledge, skills, and abilities of a healthcare professional
3. identify postsecondary education training requirements for Health Science Programs and summarize
4. academic and non-academic requirements for program entry
5. develop an academic plan and prepare for next steps in applying for program entry

Oregon Next Generation Science Standards
- Link to standards: identification of standard scope a prioritization pending.

Any additional information and/or comments:
Depending on articulation agreements, each high school must collaborate with CCC to establish dual credit.

Part IV - Approvals

Department Chair Approval: Yes: I support this proposal ⌄

signature   12/6/2024

Department Chair Signature   Date

Site Council Chair Approval: Yes: I support this proposal ⌄

signature   12/10/2024

Site Council Chair Signature   Date

Principal Approval: Yes: I support this proposal ⌄

signature   12/10/24

Principal Signature   Date

Rational for not supporting the proposal:

MHS Course Description

to be added to the program of studies

Part 1: General Information

Title of Currently Offered Course: Cybersecurity A & B
 Proposed by: Emmely Briley
Department: Science (Although Exploring Computer Science, ECS, is listed as a CTE credit)
Class Length (trimesters): 2 ▾

What grade level(s) is the course intended to target? 9-12

Does it replace an existing course? No ▾
       If yes, what course?

Does it change department/graduation requirements? No ▾
       If yes, explain:

Are there any prerequisites? Yes ▾
       If yes, what?
       The prerequisite is the successful completion of Exploring Computer Science (ECS).

Part II - Budget: Estimated Costs

Please estimate any projected costs related to this course. In addition, please indicate if this is a one-time start-up expense or an annual expense (textbook adoption is considered a startup expense) by placing an "X" in the appropriate column.

Area/Item	Brief Description	Startup Expense	Annual Expense	Total Cost
FTE addition	None	None	None	0
Curriculum Development	Use current Cybersecurity curriculum that we already use	None	None	0
Staff Development	Course has been offered since 2021. District already paid for Mrs. Briley to complete the Cybersecurity Certification training through Project Lead the Way (PLTW)	None	None	0
Textbooks	We already use the online Project Lead the Way curriculum	None	None	0
Other Instructional Materials / Supplies	District has already paid for all instructional materials	None	None	0
Technology Needs	Engineering Lab with PLTW Virtual Network which we already have	None	None	0
Additional Expenses	None	None	None	0

Proposed Student Fees	None	None	None	0

Part III - Course Details

Course Description (to be used in the Curriculum Guide, please limit to 100 words):

In Cybersecurity A & B, students will learn how to identify cybersecurity threats and protect against them. Detect intrusions and respond to attacks. Begin to examine your own digital footprint and better defend your own personal data. Learn how organizations protect themselves in today's world. Whether seeking a career in the emerging field of cybersecurity or learning to defend their own personal data or a company's data, students in PLTW Cybersecurity establish an ethical code of conduct while learning to defend data in today's complex cyberworld.

Rationale for proposing the course (What data/information do you have to support the request?):

PLTW Cybersecurity is a full-year course implemented in 10th grade or above. The design of the course exposes high school students to the ever growing and far reaching field of cybersecurity. Students accomplish this through problem-based learning, where students role-play and train as cybersecurity experts. PLTW Cybersecurity strongly connects to the National Cybersecurity Workforce Framework (also known as the NICE Framework or NCWF). Created by the National Institute of Standards and Technology (NIST), this framework identifies standards developed by numerous academic, industry, and government organizations. The framework objectives address topics that span K-12 education and guide learning progressions. The objectives also incorporate many of the big ideas and learning objectives outlined by the College Board and addressed in AP CSP and AP CSA. In addition, the course integrates Computer Science Teachers Association (CSTA) standards. PLTW Cybersecurity gives students a broad exposure to the many aspects of digital and information security, while encouraging socially responsible choices and ethical behavior. It inspires algorithmic thinking, computational thinking, and especially, "outside-the-box" thinking. Students explore the many educational and career paths available to cybersecurity experts, as well as other careers that comprise the field of information security. The course contains the following units of study.
Unit 1 Personal Security (19%)
Unit 2 System Security (22%)
Unit 3 Network Security (31%)
Unit 4 Applied Cybersecurity (28%)

Student Learning Outcomes:
Students learn the basic concepts of cybersecurity by leveraging their familiarity with technology they use every day, such as mobile devices and apps, as well as exploring the risks associated with how they use their email, personal files, and social networking habits. Students broaden their cybersecurity knowledge from a personal system to a networked system. They learn how

to assess the value of information security and delve deeper into types of malware. They learn the security vulnerabilities of web services and how to secure an Ecommerce site. Students learn the technical aspects of a highly networked world and the risks to information we all share. They learn operating system and networking concepts, security frameworks, and packet analysis. They learn the types of malware that can attack systems on a network and how to secure and protect a system against them. Students explore cybersecurity in an applied field. They learn methods of cryptography and practice basic tenets of digital forensics. They process a crime scene to solve the mystery and explore the possible consequences of the crime.

Any additional information and/or comments:

Molalla High School has been offering Cybersecurity as a second-year option taught within the same class period as ECS since 2021. The course was originally funded through a $10,000 grant from Lockheed Martin, a leading aerospace and defense company. The money funded the necessary training and certification for the instructor, Mrs. Briley, and for start-up costs including curriculum through Project Lead the Way and access to their virtual training network, which we still use today in 2024. This document is being submitted, so we can finally add the course description to the Molalla High School program of studies. It was not initially put in because it has been offered so far as a second-year option to former ECS students. I propose we put it into the book now in order to give students who may have taken ECS as a freshman or sophomore to be able to register through the course in the usual way during forecasting.

Part IV - Approvals

Department Chair Approval: **Yes: I support this proposal** ▾

(signature)   11/24/24

Department Chair Signature   Date

Site Council Chair Approval: **Yes: I support this proposal** ▾

(signature) M. Behrle   12/10/2024

Site Council Chair Signature   Date

Principal Approval: **Yes: I support this proposal** ▾

(signature)   12/10/24

Principal Signature   Date

Rational for not supporting the proposal:

MHS Course Proposal Form

Part 1: General Information

Title of New Course: Financial Literacy & Economics
 Proposed by: Grant Boustead
Department: Social Studies
Class Length (trimesters): 1 ˅

What grade level(s) is the course intended to target? Juniors/Seniors

Does it replace an existing course? Yes ˅
    If yes, what course? Economics

Does it change department/graduation requirements? Yes ˅
    If yes, explain: SB 3 requires a 0.5 credit Personal Financial Education beginning with the class of 2027. Currently, Economics is a required graduation course (0.5 credits). The social studies department has completed a standards analysis and made the necessary adjustments to include the new personal financial education standards. The new course will meet the required Economics standards as well as the new Personal Financial Education.

Are there any prerequisites? Yes ˅
    If yes, what? American Studies

Part II - Budget: Estimated Costs

Please estimate any projected costs related to this course. In addition, please indicate if this is a one-time start-up expense or an annual expense (textbook adoption is considered a startup expense) by placing an "X" in the appropriate column.

Area/Item	Brief Description	Startup Expense	Annual Expense	Total Cost
FTE addition	No new FTE. Re-allocation of existing Econ FTE	N/A	N/A	N/A
Curriculum Development	Mr. Boustead has already developed the curriculum.	N/A	N/A	N/A
Staff Development	Depending on teaching assignments, new staff may need orientation.	N/A	N/A	N/A
Textbooks	The curriculum was designed from current resources, not a textbook.	N/A	N/A	N/A
Other Instructional Materials / Supplies				
Technology Needs				
Additional Expenses				
Proposed Student Fees	None	N/A	N/A	N/A

Part III - Course Details

Course Description (to be used in the Curriculum Guide, please limit to 100 words):
This course teaches students basic personal finance skills such as budgeting and saving, insurance, investing, along with other valuable life skills. The course also introduces students to basic economic theory in addition to a focus on financial literacy. Students will be able to make informed economic choices by identifying their goals, interpreting and applying data, considering the costs and benefits of alternative choices and revising their goals based on their analysis. For the class of 2027 and beyond, Personal Fiance is a graduation requirement.

Rationale for proposing the course (What data/information do you have to support the request?): This course is required per Senate Bill 3 for the graduating Class of 2027.

Student Learning Outcomes:
As established in Senate Bill 3, Personal Financial Education means instruction that provides guidance on:
- Credit scores, including how to build credit, the costs and benefits of borrowing money on credit and the long-term impacts of high or low credit scores;
- Investments, asset building and debt, including how to open a bank account, different types of bank accounts, compound interest, the total cost of loan repayment, comparing investment options and types of investments and understanding different types of retirement accounts;
- Strategies for creating a budget, tracking and modifying spending patterns and understanding insurance products, including exploring common costs associated with rentals and home ownership;
- Taxes, including accessing tax credits, understanding tax cycles, being familiar with state and federal tax forms and being familiar with federal, state, regional and local taxes; and
- Building financial well-being, including evaluating the impact of behavioral economics and the psychology of money, explaining trends in financial health and evaluating consumer skills, including fraud and identity theft prevention.

Any additional information and/or comments:

Part IV - Approvals

Department Chair Approval: Yes: I support this proposal ▾

Aut Bautul   12-9-24

Department Chair Signature   Date

Site Council Chair Approval: Yes: I support this proposal ▾

Mackenzie Behul   12/10/2024

Site Council Chair Signature   Date

Principal Approval: Yes: I support this proposal ▾

[signature]   12/10/24

Principal Signature   Date

Rational for not supporting the proposal:

MHS Course Proposal Form

Part 1: General Information

Title of New Course: English Language Arts 12C
Proposed by: David Atherton
Department: ELA
Class Length (trimesters): 1 ▾

What grade level(s) is the course intended to target? 12

Does it replace an existing course? Yes ▾
    If yes, what course? 12B

Does it change department/graduation requirements? No ▾
    If yes, explain:

Are there any prerequisites? Yes ▾
    If yes, what? 12A

Part II - Budget: Estimated Costs

Please estimate any projected costs related to this course. In addition, please indicate if this is a one-time start-up expense or an annual expense (textbook adoption is considered a startup expense) by placing an "X" in the appropriate column.

Area/Item	Brief Description	Startup Expense	Annual Expense	Total Cost
FTE addition	No addition. Students not in 12b will take 12c	$0	$0	$0
Curriculum Development	Startup curriculum will be provided through DL/DC	Estimated 20 hours of curriculum development time at negotiated curriculum rate (20x~$39=~$780)	$780	$780
Staff Development	None required.	$0	$0	$0
Textbooks	None. DL/DC provides curriculum	$0	$0	$0
Other Instructional Materials / Supplies	None required	$0	$0	$0
Technology Needs	Defined Learning student and staff accounts	$0	$0	$0
Additional Expenses	None requested	$0	$0	$0
Proposed Student Fees	None required	$0	$0	$0

Part III - Course Details

Course Description (to be used in the Curriculum Guide, please limit to 100 words):
While ELA 12B is a traditional literature-based learning experience, ELA 12C is an alternative. ELA 12C is designed for students who are interested in fields of study that require technical/professional knowledge and skills. In it, students will explore State standards in reading, writing, listening, and speaking as practically applied in the workplace. Units of study are designed to teach students how to communicate and collaborate effectively through project-based learning experiences.

Rationale for proposing the course (What data/information do you have to support the request?):
The number of seniors struggling to engage with ELA 12B units and content is evident in the fail rate and need for credit recovery. Students continue to express their lack of interest and misperceived purpose. An increasing number of students are seeking to enter a career rather than pursuing traditional college/university experiences. This course is intended to provide real-world application of communication skills students will use in careers, trade schools, and perhaps even specific college courses in non-humanities/liberal arts traditions.

Student Learning Outcomes:

11-12.RL.5	Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.*
11-12.RI.1	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.*
11-12.RI.4	Determine 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.
11-12.RI.5	Analyze or evaluate the effectiveness of the structure an author uses in their exposition or argument, including the purpose of the structure.
11-12.RI.7	Integrate and evaluate multiple sources of information presented in different media or formats to address a question or solve a problem.*
11-12.RI.8	Delineate and evaluate the reasoning in works of public advocacy, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments.*
11-12.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
11-12.W.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
11-12.W.1c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

11-12.W.1d	Establish a style and tone relevant to the discipline in which they are writing.*
11-12.W2	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.
11-12.W.2a	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, graphics, and multimedia when useful in aiding comprehension.
11-12.W.2b	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
11-12.W.2e	Establish a style and tone relevant to the discipline in which they are writing.
11-12.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
11-12.W.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
11-12.W.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
11-12.W.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.*
11-12.W.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
11-12.W.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
11-12.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
11-12.W.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.
	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
	6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

11-12.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
11-12.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
11-12.L.2b	Spell correctly.
11-12.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
11-12.L.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials.
11-12.L.4a	Use context as a clue to the meaning of a word or phrase.
2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
11-12.SL.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, building on others' ideas and expressing their own clearly and persuasively
11-12.SL.1a	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
11-12.SL.1c	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.
11-12.SL.3	Evaluate a speaker's point of view, perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.*
11-12.SL.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.*
11-12.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

Any additional information and/or comments:

Part IV - Approvals

Department Chair Approval: Yes: I support this proposal
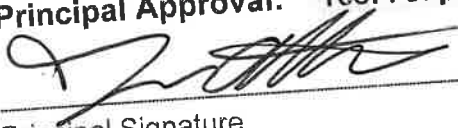
_____
Department Chair Signature   Date

Site Council Chair Approval: Yes: I support this proposal

_M. Behll_____ 12/10/2024
Site Council Chair Signature   Date

Principal Approval: Yes: I support this proposal

_____ 12/10/24
Principal Signature   Date

Rational for not supporting the proposal: