

BCMS COURSE PROPOSALS FOR 2016-2017

<u>Department</u>	<u>Current Course</u>	<u>Proposed Modification</u>
Art	6th Grade Art	Incorporate STEAM concepts
8 th Grade Two-Dimensional Art	8 th Grade Art	Required to elective
8 th Grade Three-Dimensional Art	8 th Grade Art	Required to elective
STEAM Technology	6 th Grade Technology	Incorporate STEAM concepts
STEAM Communications	6 th Grade Writing	Incorporate STEAM concepts
8 th Grade Health	6 th Grade Health	Switch gr 6 to gr 8; modify content
Digital Media	Digital Media	Delete course; no longer needed
STEAM Innovations	n/a	New 6th grade course (holding)

Site:

BCMS

Type of Proposal:

Course Modification

Course Proposal:

6th Grade STEAM Art

Teacher to Contact for this Proposal:

Jill Post

Proposed Year of Implementation:

2016-2017

Department:

Art

Target Audience:

6th

Type of Course:

Required

Credit:

no credit (BCMS course only)

Rationale for Proposal:

Buffalo Community Middle School currently has a required 6th grade art course which is necessary to meet state standards and support the arts benchmarks. A required STEAM art course opens up room for plenty of instructional expansion. This would involve the ability to provide students with more options in multiple uses of technology and engineering through the artmaking process.

This course will take shape as a self-directed learning experience built upon what we already have established. Art students will be free to make more of their own independent choices when finding their own hands-on learning path. Much of our middle school art courses consist of STEAM-like practices already, however teachers would alter the course to be more intentional about process. The **BCMS Design Process** would be implemented and utilized daily in the art room. This process involving creative thinking, communication, collaboration, and critical thinking are all skills our students will need in multiple areas, not in the arts alone. Not only will students be learning art history and art techniques as they would required by standards, but students will take this to a higher level. Within each project unit, students will independently define the task, brainstorm, plan, create, improve, and communicate their results. These problem solving skills can be used across all subject areas in school and beyond.

With the consistency of STEAM being implemented in several courses proposed throughout our school, a network of teachers can offer students more opportunities to find success in a meaningful way at an individual level.

6th Grade Art Standard example:

A major benefit of implementing this course would include being able to more closely and meaningfully meet state standards. The specific benchmark noted below describes that students should be able to integrate technology when applicable. This standard would become more manageable to carry out with the possibility of obtaining a set of classroom devices for the artmaking process. Designs could be created on the computer, as well as produced by printing. Cameras could be used for a photo manipulation art process.

Minnesota Academic Standards in the Arts

Artistic Foundations

2. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.

6.1.2.5.1

1. Demonstrate the characteristics of the tools, materials and techniques of various two-and-three-dimensional media for intentional effects in original artworks.

Scheduling Considerations:

unknown

Budget Needs - Curriculum Writing:

Writing time to write and align curriculum

Budget Needs - Training:

unknown

Budget Needs - Materials:

Computers/devices

Adobe or a comparable design program

Cameras

Printer

Added amount of clay

Remaining art materials (paint, paper, drawing tools, etc.) could be managed with the current yearly art budget if the amount remains available.

Site:

BCMS

Type of Proposal:

Course Addition

Course Proposal:

8th Grade Two-Dimensional Art

Teacher to Contact for this Proposal:

Jill Post

Proposed Year of Implementation:

2016-2017

Department:

Art

Target Audience:

8th

Type of Course:

Elective

Credit:

no credit (BCMS course only)

Rationale for Proposal:

Buffalo Community Middle School currently has a required 8th grade art course which is necessary to meet state standards and support the arts benchmarks for 6th through 8th grade. The standards in which our art teachers decide to meet during the 8th grade course could be transferable. If these standards could be met in the required 6th and 7th grade courses, we could open up the possibility of branching out into the 8th grade school year as having elective art. A two dimensional elective art course opens up room for plenty of instructional expansion and ways in which students could surpass the middle school level art standards using drawing and painting materials. Similar to the 6th grade STEAM art course being proposed, this would involve the ability to provide students with more options in multiple uses of technology and engineering through the artmaking process. With the proposal of 6th grade STEAM options broadening our horizons, the same values will be carried through to the 8th grade art elective option.

This course will take shape as a self-directed learning experience built upon what we already have established for 8th grade level students. Art students will be free to make more of their own independent choices when finding their own hands-on learning path in creating two dimensional artwork. The BCMS Design Process would be implemented and utilized daily in elective art. This process involving creative thinking, communication, collaboration, and critical thinking are all skills our students will need in multiple areas, not in the arts alone. Not only will students be learning art history and art techniques as they would required by standards, but students will take

this to a higher level. Within each project unit, students will independently define the task, brainstorm, plan, create, improve, and communicate their results. These problem solving skills can be used across all subject areas in school and beyond. With the consistency of STEAM being implemented in several courses proposed throughout our school, a network of teachers can offer students more opportunities to find success in a meaningful way at an individual level. As an elective option, students will have even more freedom with the ways in which an assignment is carried out and will more personally reflect each student. Students will work in various two-dimensional mediums. Projects will be assigned and students will use the BCMS Design Process to fulfill standards and objectives.

A major benefit of implementing this elective course would include being able to meaningfully apply and eventually move beyond the parameters of the state standards. This is possible when students are willfully signing up for a course in which they create their own learning path. Students are more likely to invest their time, efforts, and energy into an elective commitment. This will ready them for the Arts Magnet Program and beyond. Obtaining a set of classroom devices for the artmaking process would make this course applicable to real world design scenarios. Designs could be created on the computer, as well as produced by printing. Cameras could be used for a photo manipulation art process.

Prerequisites:

6th Grade STEAM Art

7th Grade Art

Scheduling Considerations:

unknown

Budget Needs - Curriculum Writing:

Writing time to write and align curriculum

Budget Needs - Training:

unknown

Budget Needs - Materials:

Computers/devices

Adobe or a comparable design program

Cameras

Printer

Canvas

Remaining art materials (paint, paper, drawing tools, etc.) could be managed with the current yearly art budget if the amount remains available

Site:

BCMS

Type of Proposal:

Course Addition

Course Proposal:

8th Grade Three-Dimensional Art

Teacher to Contact for this Proposal:

Jill Post

Proposed Year of Implementation:

2016-2017

Department:

Art

Target Audience:

8th

Type of Course:

Elective

Credit:

no credit (BCMS course only)

Rationale for Proposal:

Buffalo Community Middle School currently has a required 8th grade art course which is necessary to meet state standards and support the arts benchmarks for 6th through 8th grade. The standards in which our art teachers decide to meet during the 8th grade course could be transferable. If these standards could be met in the required 6th and 7th grade courses, we could open up the possibility of branching out into the 8th grade school year as having elective art. A three dimensional elective art course opens up room for plenty of instructional expansion and ways in which students could surpass the middle school level art standards by working with clay and pottery wheels. Similar to the 6th grade STEAM art course being proposed, this would involve the ability to provide students with more options in multiple uses of technology and engineering through the artmaking process. With the proposal of 6th grade STEAM options broadening our horizons, the same values will be carried through to the 8th grade art elective option.

This course will take shape as a self-directed learning experience built upon what we already have established for 8th grade level students. Art students will be free to make more of their own independent choices when finding their own hands-on learning path in creating three dimensional artwork. The BCMS Design Process would be implemented and utilized daily in elective art. This process involving creative thinking, communication, collaboration, and critical thinking are all skills our students will need in multiple areas, not in the arts alone. Not only will students be learning art history and art techniques as they would required by standards, but students will take

this to a higher level. Within each project unit, students will independently define the task, brainstorm, plan, create, improve, and communicate their results. These problem solving skills can be used across all subject areas in school and beyond. With the consistency of STEAM being implemented in several courses proposed throughout our school, a network of teachers can offer students more opportunities to find success in a meaningful way at an individual level. As an elective option, students will have even more freedom with the ways in which an assignment is carried out and will more personally reflect each student.

A major benefit of implementing this elective course would include being able to meaningfully apply and eventually move beyond the parameters of the state standards. This is possible when students are willfully signing up for a course in which they create their own learning path. Students are more likely to invest their time, efforts, and energy into an elective commitment. This will ready them for the Arts Magnet Program and beyond. Obtaining a set of pottery wheels would provide students with a classic artmaking experience including both a cultural and a structural/engineering context. New and accessible kilns would provide an opportunity to directly involve students in firing their clay artworks while learning the physics behind the process.

Prerequisites:

6th Grade STEAM Art
7th Grade Art

Scheduling Considerations:

unknown

Budget Needs - Curriculum Writing:

Writing time to write and align curriculum

Budget Needs - Training:

unknown

Budget Needs - Materials:

Pottery wheels (10 would be a manageable number)
New kiln (1 large or 2 smaller)
Glazes
Clay tools/handbuilding tools
Large amounts of clay
Wire/metals materials

Site:

BCMS

Type of Proposal:

Course Modification

Course Proposal:

STEAM TECHNOLOGY

Teacher to Contact for this Proposal:

Robin Nyquist

Proposed Year of Implementation:

2016-2017

Department:

Elective/Quarter Class

Target Audience:

6th

Type of Course:

Required Elective

Credit:

no credit (BCMS course only)

Rationale for Proposal:

BCMS would incorporate STEAM elements into its courses, with a beginning focused emphasis on the 6th grade STEAM classes. This would move from a one quarter class to a two quarter class. Each class would utilize the **BCMS Design Process** model.

Prerequisites:

none

Scheduling Considerations:

unknown

Budget Needs - Curriculum Writing:

Curriculum Writing

Writing time to write and align curriculums

Budget Needs - Training:

Additional teachers/new staff

Budget Needs - Materials:

2 classroom sets of Chromebooks (\$11,244 each)

Online software subscriptions (keyboarding, etc)

Site:

BCMS

Type of Proposal:

Course Modification

Course Proposal:

STEAM Communications

Teacher to Contact for this Proposal:

Jenny Wykle

Proposed Year of Implementation:

2016-2017

Department:

Elective/Quarter Class

Target Audience:

6th

Type of Course:

Required Elective

Credit:

no credit (BCMS course only)

Rationale for Proposal:

BCMS would incorporate STEAM elements into its courses, with a beginning focused emphasis on the 6th grade STEAM classes. Each class would utilize the **BCMS Design Process** model.

BCMS Design Process: https://docs.google.com/document/d/1EOuXYnl-65QV4v9CWXZUGuf5sX8P6Qa2nzuXLFxEy_M/edit

Students would be exposed to and would practice employing the process in multiple curricular areas: Technology, Communications, and Art.

The STEAM Communications class would utilize the National ISTE (International Society for Technology in Education) standards.

Prerequisites:

none

Scheduling Considerations:

unknown

Budget Needs - Curriculum Writing:

Curriculum Writing

Writing time to write and align curriculums

Budget Needs - Training:

Additional teachers/new staff

Budget Needs - Materials:

Curriculum materials

Classroom Chromebook set for each class teaching STEAM Communications

Site:

BCMS

Type of Proposal:

Course Addition

Course Proposal:

8th Grade Health

Teacher to Contact for this Proposal:

Chad Anderson

Proposed Year of Implementation:

2016-2017

Department:

Health

Target Audience:

8th

Type of Course:

Required

Credit:

no credit (BCMS course only)

Rationale for Proposal:

It has been a topic of conversation that switching the middle school health curriculum from 6th and 7th grade to 7th and 8th grade will better serve our students as they mature and are dealing with more teen health and wellness issues more so than in 7th grade. If this proposal for 8th grade health is approved, we would like to enhance the 8th grade curriculum by tying in physical education in tandem with health education.

With this model, we would be able to have deeper discussions on topics that can be brought into the physical education setting the next day.

Ideally, 6th grade health would continue being taught by classroom teachers under the direction of the health department. Thus, students would have health in their homerooms in 6th grade and with a designated health teacher in 7th and 8th grade.

Currently, students have health in 6th and 7th grade and then do not have health again until 10th grade at BHS. Moving health (or adding health) to the 8th grade curriculum would allow for students to have more congruent instruction throughout their health curriculum (less chance for lack of retention).

Prerequisites:

Students would need to have taken 7th Grade Health.

Scheduling Considerations:

This change would even the "playing field" for students electing either a music or non-music track at BCMS.

Budget Needs - Curriculum Writing:

We would need at least three teachers for two full days of curriculum writing. After those initial meetings, we have estimated that the teachers that will be directly teaching health will need another week to organize their curriculum prior to the start of the 2016 school year. It would be ideal to accomplish these curriculum related meetings prior to the end of the 2015-2016 school year, but if necessary it could extend into the summer.

Budget Needs - Training:

As noted in curriculum writing, we would need time to organize and write curriculum. In regard to training, staff may need a half-day to familiarize themselves with the interactive whiteboard technology, etc. that will be installed in the new health rooms. We will know more when the type of interactive whiteboard is purchased. At that point, we will be able to start learning about the software that comes with it and determine what staff will need to be available to learn about the tools.

Additionally, if a new staff member is hired they may need a day to familiarize themselves with the technology tools utilized within our health classroom--which would involve a current staff member as well.

Budget Needs - Materials:

The addition of 8th grade health will require the following purchases:

- Classroom Chromebook Cart - ~\$1000
- Classroom Set of Chromebooks - ~ \$11244 (I would recommend ones that are built for education and can take drops, spills, etc.)
- Classroom Curriculum and Teacher Textbook - ~\$4000

Site:

BCMS

Type of Proposal:

Course Deletion

Course Proposal:

Exploring Digital Media

Teacher to Contact for this Proposal:

Matt Lubben

Proposed Year of Implementation:

2016-2017

Department:

8th Grade Elective

Target Audience:

8th

Type of Course:

Elective

Credit:

no credit (BCMS course only)

Rationale for Proposal:

This course no longer meets the current trends in video technology or the needs of the students in this area. We can better address this in our 6th grade STEAM electives for all students.

Prerequisites:

Not Applicable

Scheduling Considerations:

This will help with our addition of Health 8 and the 2 new Art electives.

Budget Needs - Curriculum Writing:

None

Budget Needs - Training:

None

Budget Needs - Materials:

None

Site:

BCMS

Type of Proposal:

Course Addition

Course Proposal:

STEAM Innovations

Teacher to Contact for this Proposal:

Jenny Wykle and Robin Nyquist

Proposed Year of Implementation:

2016-2017

Department:

STEAM Elective

Target Audience:

6th

Type of Course:

Required Elective

Credit:

no credit (BCMS course only)

Rationale for Proposal:

BCMS would incorporate STEAM elements into its courses, with a beginning focused emphasis on the 6th grade STEAM classes. Each class would utilize the **BCMS Design Process** model.

BCMS Design Process Link: https://docs.google.com/document/d/1EOuXYnl-65QV4v9CWXZUGuf5sX8P6Qa2nzuXLFxEy_M/edit

Students would be exposed to and would practice employing the process in four curricular areas: Technology, Communications, Art and Innovations.

Curriculum to involve students in tackling real-world issues through exploration, inquiry, and problem-solving experiences

Integrated, interdisciplinary curriculum involving science, technology, engineering, art and mathematics.

Curriculum that regularly requires critical thinking, creativity, effective collaboration, research skills, and communication.

Prerequisites:

None

Scheduling Considerations:

Unknown

Budget Needs - Curriculum Writing:

Curriculum Writing - Writing time to write and align curriculums

Budget Needs - Training:

Additional teachers/new staff

School visits

TIES courses

Budget Needs - Materials:

Classroom set of Chromebooks

Online software subscriptions

Various consumables