

AGENDA

**SCHOOL DISTRICT OF NEW GLARUS
CURRICULUM COMMITTEE MEETING**

MONDAY, OCTOBER 27, 2025

**HIGH SCHOOL LIBRARY/MEDIA CENTER, ROOM 183 JOIN ZOOM MEETING USING
LINK**

**HTTPS://US02WEB.ZOOM.US/J/87102488847?PWD=8WQEQLVMXFKBBULAABU
BURA1A9ENXW.1 BY PHONE USING 1-646-568-7788 MEETING ID 871 0248 8847**

& PASSWORD 315137

1701 2ND STREET

NEW GLARUS, WISCONSIN 53574

6:00 PM

- I. **Call to Order**
- II. **Animal Science Crosswalk** **2**



For questions regarding this form, send an email to DPlequivalency@dpi.wi.gov.
Applicants will be notified within 60 days for verification of receipt of equivalent application.

1. GENERAL INFORMATION		
Participating School District New Glarus School District		Participating High School New Glarus High School
Name of Contact Person <i>First and Last</i> Hanna Mielke	Contact Person Phone <i>Area/No.</i> 6082905304	Contact Person Email Address hanna.mielke@ngsd.k12.wi.us
Mailing Address <i>Street, City, State, Zip</i> 1701 2nd Street, New Glarus, WI, 53574	Date Applying <i>Mo./Yr.</i> 07/25	Anticipated School Year <i>Yr.-Yr.</i> 2025-2026

2. DESCRIPTION OF EQUIVALENT COURSE	
Equivalent Course Title Animal Science	Course is Worth <i>Check .5 or 1 credit</i> <input checked="" type="checkbox"/> .5 credit <input type="checkbox"/> 1 Credit

Provide a brief description of the proposed equivalent course. Best practice examples can be found at: <https://dpi.wi.gov/aq/equivalency>
 This course is designed to give students an advanced knowledge of production animals and science that is surrounding the industry. Students will learn about the structural functions of the reproduction and digestive systems. Students will gain an understanding of technical areas of nutrition, growth hormones, artificial insemination, embryo transfer, heat synchronizations, and biotechnology of cloning to improve the efficiency of livestock production. Hands-on laboratories will be included.

3. EQUIVALENT VERIFICATION REQUIREMENTS

1. List of committee members and their titles.
2. Brief summary of the district Ag/Science equivalent process.
3. Documentation of agriculture equivalent course content/syllabus—with proposed instructional time documented.
4. Completion of the Ag/Science crosswalk—how the crosswalk was used to develop the content of the equivalent course.

4. CERTIFICATION SIGNATURES

ON BEHALF OF THE BOARD OF EDUCATION, I HEREBY AFFIRM that the above-named equivalent course contains the time allotment and substantially the same objectives to develop the knowledge, concepts, and skills of the course for which the equivalent is proposed, consistent with s. 118.33, Wis. Stats., and Ch. PI-18 Wis. Admin. Code and subject to the state superintendent's approval.

Signature of School Board President ➤	Date Signed <i>Mo./Day/Yr.</i>
Date Approved by Local School Board <i>Mo./Day/Yr.</i>	
Signature of High School Principal ➤	Date Signed <i>Mo./Day/Yr.</i>
Signature of District Administrator ➤	Date Signed <i>Mo./Day/Yr.</i>

AFNR Animal Science NGSD Crosswalk

AFNR ANIMAL SCIENCE CROSSWALK

Taught & Created by Hanna Mielke, Agriculture Teacher - Rychia Bosman, Biology Teacher NGSD - Dr. Jeff Eichelkraut, Curriculum Director

<p>NGSD Curriculum Lesson Plans based on 60 hour curriculum</p>	<p>Title of Standards: AFNR WI DPI <u>Standards</u> Date of Copyright: 2024 Organization: Wisconsin Department of Public Instruction</p>	<p>Title of Standards: <u>Next Generation Science Standards</u>, Date of Copyright: <u>Copyright 2013</u> Organization: Achieve</p>
<p>Local Course Curriculum / Units or Lessons</p>	<p>NGSD Animal Science <u>Syllabus</u></p>	
<p><i>Unit 1 Sustainability in Agriculture</i></p>	<p>2 days</p>	<p>Disciplinary Core Ideas: ESS3.A Natural resources & ESS3.C Human impacts on Earth systems & ESS3.D Global climate change</p>
<p>ω 1.1 Environmental Impact</p>	<p>AFNR.AS.8.A.b.1: Identify and summarize effects of animal agriculture on the environment.</p>	<p>Science and Engineering Standards: 1. Asking questions (for science) and defining problems (for engineering) & 8. Obtaining, evaluating, and communicating information</p>
	<p>AFNR.AS.8.A.a.1: Devise a plan including measures to reduce impact of animal agriculture on the environment.</p>	<p>Science and Engineering Standards: E.12.4 Analyze* the benefits, costs, and limitations of past, present, and projected use of resources and technology and explain* the consequences to the environment</p>
<p><i>Unit 2 Animal Terminology</i></p>	<p>5 days</p>	
<p>2.1 Animal Terminology</p>	<p>AFNR.AS.1.E: Communicate effectively utilizing disciplinary literacy.</p>	<p>Science and Engineering Standards: 8. Obtaining, evaluating, and communicating information</p>
	<p>AFNR.AS.2.A.b.3: Identify domesticated animals by sight while using appropriate terminology.</p>	

	AFNR.AS.2.A.i.2: Compare and contrast major uses of different animal species.	
	AFNR.AS.2.A.i.3: Compare and contrast breed characteristics of an animal or animal product, and select correct classification terminology when referring to companion, production, and wild animals	Disciplinary Core Ideas: HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
2.2 Animal Breed Characteristics		
<i>Unit 3 Basic Animal Management</i>	15 days	
	AFNR.AS.3.D: Recommend and demonstrate an animal health recordkeeping system.	Science and Engineering Standards: 1. Asking questions (for science) and defining problems (for engineering) & 2. Developing and using models & 8. Obtaining, evaluating, and communicating information
3.1 Animal Identification		
4	AFNR.AS.3.D.a.1: Recommend and demonstrate animal health recordkeeping systems	
	AFNR.AS.7.A.b.2: Identify and summarize equipment, technology, and handling facility procedures used in modern animal production.	
3.2 Animal Housing		
	AFNR.AS.7.A.i.2: Analyze the use of modern equipment, technology, and handling facility procedures, and determine if they enhance the safe, economic, and sustainable production of animals.	Science and Engineering Standards: SEP: Developing and Using Models
	AFNR.AS.7.A.a.2: Select, use, and evaluate equipment, technology, and handling procedures to enhance sustainability and production efficiency.	
3.3 Biosecurity	AFNR.AS.3.E.b.1: Define biosecurity and explain the importance of biosecurity to the animal industry.	

	AFNR.AS.3.E.i.1: Analyze procedures at local, state, and national levels to ensure biosecurity of the animal industry (ex. premise ID program).	
	AFNR.AS.3.C: Design programs to prevent animal diseases, parasites, and other disorders to ensure animal welfare	
<i>Unit 4 Animal Husbandry</i>	2 days	Disciplinary Core Ideas: LS1.D Information Processing & LS2.D Social interactions and group behavior
4.1 Animal Welfare	AFNR.AS.6.A.b.1: Define and compare “animal rights” and “animal welfare.”	Science and Engineering Standards: 8. Obtaining, evaluating, and communicating information
4.2 Animal Husbandry	AFNR.AS.6.A.b.3: Research animal training practices that promote and ensure animal welfare.	SCI.LS2.D.h Group behavior has evolved because membership can increase the chances of survival for individuals and their genetic relatives.
	AFNR.AS.6.B.i.2: Compare and contrast humane methods of harvesting animal products.	Disciplinary Core Ideas: F.12.12 Trace how the sensory and nervous systems of various organisms react to the internal and external environment and transmit survival or learning stimuli to cause changes in behavior or responses
<i>Unit 5 Animal Genetics & Reproduction</i>	15 days	Disciplinary Core Ideas: LS1.B Growth and development of organisms & LS3.A Inheritance of traits & LS3.B Variation of traits
5.1 Reproduction Anatomy	AFNR.AS.5.A.b.1: Identify male and female reproductive organs.	Science and Engineering Standards: 1. Asking questions (for science) and defining problems (for engineering) & 4. Analyzing and interpreting data & 8. Obtaining, evaluating, and communicating information
	AFNR.AS.5.A.i.1: Explain the function of male and female reproductive organs of major animal species	Disciplinary Core Ideas: HS-LS4-2. Construct an explanation based on evidence that the process of

	while using accurate terminology	evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
5.2 Punnet squares	AFNR.AS.5.C.i.2: Demonstrate determining probability trait inheritance in animals. AFNR.AS.5.D.a.3: Select and assess animal performance based on quantitative breeding values for specific characteristics.	Disciplinary Core Ideas: F.12.4 State the relationships between functions of the cell and functions of the organism as related to genetics and heredity
5.3 Genetic Defects	AFNR.AS.5.C.b.3: Identify and summarize genetic defects affecting animal performance. AFNR.AS.5.D.b.2: Identify and summarize advantages and disadvantages of major reproductive management practices, including but not limited to estrous synchronization and superovulation, flushing, and embryo transfer.	Disciplinary Core Ideas: F.12.6. Using concepts of evolution and heredity, account for changes in species and the diversity of species, include the influence of these changes on science, e.g. breeding of plants or animals
5.4 Breeding practices	AFNR.AS.5.D.i.2: Analyze processes of major reproductive management practices, including but not limited to estrous synchronization, superovulation, flushing, and embryo transfer.	Disciplinary Core Ideas: F.12.12 Trace how the sensory and nervous systems of various organisms react to the internal and external environment and transmit survival or learning stimuli to cause changes in behavior or responses
	AFNR.AS.5.D.a.4: Demonstrate or communicate reproductive management techniques.	Disciplinary Core Ideas: F.12.5 Understand the theory of evolution, natural selection, and biological classification

<i>Unit 6 Animal Nutrition</i>	18 days	
6.1 Digestive Systems	AFNR.AS.2.B.a.3: Apply knowledge of anatomical and physiological characteristics of animals to make production and management decisions	Science and Engineering Standards: 1. Asking questions (for science) and defining problems (for engineering) & 8. Obtaining, evaluating, and communicating information
6.2 Nutrients & Livestock Feeds	AFNR.AS.4.A.b.1: Identify essential nutrients required for animal health, and explain each nutrient's specific roles in growth and performance	SCI.LS1.A.h Systems of specialized cells within organisms help perform essential functions of life. Any one system in an organism is made up of numerous parts. Feedback mechanisms maintain an organism's internal conditions within certain limits and mediate behaviors.
7	AFNR.AS.4.A.i.2: Correlate species nutritional needs to possible and available feedstuffs.	Disciplinary Core Ideas: F.12.9 Using the science themes, investigate energy systems (related to food chains) to show how energy is stored in food (plants and animals) and how energy is released by digestion and metabolism
6.3 Feeding Practices	AFNR.AS.4.A.b.2: Differentiate between nutritional needs of animal species.	
	AFNR.AS.4.B.a.1: Select appropriate feedstuffs for animals based on varying factors.	
	AFNR.AS.4.B.b.3: Summarize purpose, impact, and mode of action of various feed additives and growth promotants in animal production.	
	AFNR.AS.4.B.a.3: Make and defend decisions regarding feed additives and growth promoters based on scientific evidence, production system needs and goals, and input from industry professionals.	
Unit 7 Final Examination &	3 days	

Review		
7.1 Final Cumulative Test Review		
7.1 Final Cumulative Test	<u>Test</u>	

III. 2026-2027 New Course Proposals

10



New Glarus High School

2025-2026 New Course Proposals



Math

Explorations in Data Science (1.0 credit)

Karen Wenger

In this course, students will learn to understand, ask questions of, and represent data through project-based units. The units will give students opportunities to be data explorers through active engagement, developing their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, modeling with data, making and evaluating data-based arguments, and the importance of data in society. At the end of the course, students will have a portfolio of their data science work to showcase their newly developed knowledge and understanding.

- IV. **Advanced Placement Opportunity for All Students**
- V. **Adjourn**

PURSUANT TO APPLICABLE LAW, NOTICE IS HEREBY GIVEN THAT A QUORUM OR A MAJORITY OF THE NEW GLARUS SCHOOL DISTRICT BOARD MEMBERS MAY ATTEND THIS MEETING. INFORMATION PRESENTED AT THIS MEETING MAY HELP FORM THE RATIONALE BEHIND FUTURE ACTIONS THAT MAY BE TAKEN BY THE NEW GLARUS SCHOOL DISTRICT BOARD.

UPON REQUEST TO THE DISTRICT OFFICE, SUBMITTED TWENTY-FOUR (24) HOURS IN ADVANCE, THE DISTRICT SHALL MAKE REASONABLE ACCOMMODATIONS INCLUDING THE PROVISION OF INFORMATIONAL MATERIAL IN AN ALTERNATIVE FORMAT FOR A DISABLED PERSON TO BE ABLE TO ATTEND THIS MEETING.