

NOTICE

**SCHOOL DISTRICT OF NEW GLARUS
BOARD OF EDUCATION
CURRICULUM AND INSTRUCTION COMMITTEE MEETING
MONDAY, FEBRUARY 29, 2016
HIGH SCHOOL LIBRARY
7:00 PM**

AGENDA

- I. CALL MEETING TO ORDER - ELLYN RUNDE
- II. HIGH SCHOOL MATH
- III. HIGH SCHOOL ENGLISH SEQUENCE AND COURSE OFFERINGS 2
- IV. HIGH SCHOOL BAND AND CHOIR
- V. MEDICAL INTERVENTIONS COURSE
- VI. RESEARCH SEMINAR COURSE
- VII. EXPLORING THE TRADES COURSE
- VIII. ADJOURNMENT

POSTED :

NG HIGH SCHOOL
NG MIDDLE SCHOOL
NG ELEMENTARY SCHOOL
NG POST OFFICE
BANK OF NEW GLARUS
UB&T BANK OF NEW GLARUS
ANCHOR BANK OF NEW GLARUS

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.



New Glarus High School



RE: English Sequence Proposal

Date: February 29, 2016

Purpose:

1. Working to achieve ACT results comparable to scores in top ranking districts
2. Desire to improve the quality and rigor for ALL students to be college and career successful
3. Ensure access to advanced coursework for ALL students to be college and career successful
4. Providing consistent instructional language across all courses
5. Align curriculum with ACT standards
6. Follows an acceleration model versus a honors model- (See 4 year sequence examples)

Current Course	Course Proposed
English 9	English I
English 10	English II
Composition	Incorporated into English III- "American Literature A"
Multicultural Literature	Incorporated into English III- "American Literature B"
Advanced English 10	Combination of English III "Composition" and "Classic Literature" (new)
Intro to College Writing and Reading Strategies-Dual Credit Madison College	Same
AP- Literature- EOY	Same
AP- Language/Composition- EOY	Same
Intro. to Literature- Elective	Same
Contemporary Literature-elective	Same



New Glarus High School



Communication Arts-elective	Same
Creative Writing- Elective	Archived
Media Analysis- Elective (no longer accepted by some UW colleges)	Archived

Four Year Sequence Examples

Traditional Sequence Options

***Example 1**

9th- English I
 10th- English II
 11th-English III (American literature)
 12th- Intro to College Writing and Reading

***Example 2**

9th- English I
 10th- English II
 11th-English III
 12th AP Literature or Language

Example 3

9th- English I
 10th- English II
 11th-English III
 12th- 2 Electives

Accelerated Sequence Options

***Example 1**

9th- English II
 10th- English III (Classic Literature)
 11th- AP Literature
 12th- AP Language

***Example 2**

9th- English II
 10th- English III
 11th- AP Literature/Language
 12th- 2 Electives

***Example 3**

9th-English I
 10th-English III (accelerated)
 11th-AP Literature
 12th-AP Language

***one or more college/dual credit courses taken**



New Glarus High School New Courses For 2015-2016



New Courses

English III- Students in English III- American Literature (Trimester 1) will read fiction and nonfiction texts from eras in American literature, including Puritanism and the Revolutionary Era, Romanticism and Transcendentalism, Realism, Naturalism and Early Modernism, and literature through the mid 1900's. They will work with a variety of short fiction, drama, and nonfiction texts from early eras (16th-19th century), and read the novel *One Flew Over the Cuckoo's Nest*. Writing instruction and assignments will include ACT practice essays and literary analysis. Students will be expected to complete reading outside of class.

Students in English III- American Literature (Trimester 2) will read fiction and nonfiction texts from the middle of the 20th century through today. Reading will center around the Civil Rights Movement, times of war, and modern multiculturalism. Students will read short stories, poetry, essays, and longer works of fiction, including *Raisin in the Sun*, *The Things They Carried*, and *The Book of Unknown Americans*. In addition, students will write college essays, comparison papers, and literary analysis. Students will be expected to complete reading outside of class.

Students in English III- Classical Literature (Trimester 2) will explore classic texts from centuries past. This fast-paced course will include Greek drama, works by Shakespeare, and Hawthorne's *Scarlet Letter*. Discussions will largely be conducted in the Socratic seminar style, and writing will focus mainly on literary analysis. There is a significant amount of out-of-class reading expected in this course.

AP Language and Composition-

AP English Language Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. The course cultivates the rhetorical understanding and use of written language by directing students' attention to writer/reader interactions in their reading and



New Glarus High School New Courses For 2015-2016



writing of various formal and informal genres (e.g., memos, letters, advertisements, political satires, personal narratives, scientific arguments, cultural critiques, research reports). Reading and writing activities in the course also deepen students' knowledge and control of formal conventions of written language (e.g., vocabulary, diction, syntax, spelling, punctuation, paragraphing, genre). The course helps students understand that formal conventions of the English language in its many written and spoken conventions may intentionally or unintentionally contribute to the effectiveness or ineffectiveness of a piece of writing in a particular rhetorical context; and that a particular set of language conventions defines.

Medical Interventions- Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

Learning The Trades-Topics covered will include blueprint reading for use in residential construction, the effective and safe use of tools found on a typical construction site, foundations, basic plumbing, basic electrical, roof systems and related math.

Social Studies Seminar- The goal of Social Studies Seminar is to provide a course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team.

Form A (HS)

NEW GLARUS SCHOOL DISTRICT New Course Proposal Form

Curriculum(Course) English III

Date: 2/8/16

I. RATIONALE

<p>A. Does this Curriculum/Course meet the district's six Principles of curriculum Development</p> <ol style="list-style-type: none">1. Well- defined scope and sequence of skills aligned to standards2. Assessment for placement and formative throughout3. Universal- not teacher dependent4. Ability to provide PD to new staff and on-going for existing staff5. Research based or aligned to best practices6. How does this impact other K-12 curriculum?	<ol style="list-style-type: none">1. Aligned to ACT College and Career Readiness standards. Skill target level will be within 24-27 in the English and Reading standards and 9-10 for Writing.2. Students' readiness for English III will be determined through scores on the Aspire test as well as demonstrated proficiency in English II level skills.3. Curriculum is currently being developed and charted for future years.4. NA5. We researched other top performing schools when choosing texts for the course. Writing genres were largely determined by ACT standards.6. This will extend content and skills already covered in English I and II. It will also provide the foundation students need to be successful in AP Language and Composition and AP Literature and Composition.
<p>B. Describe the need for this universal curriculum/course. (considerations might include graduation credits, dual-credit, increased alignment to standards, differentiation for student need, compliance issues)</p>	<p>We recognize the need for all students to have a rigorous course sequence that includes reading, writing, and language skills. We also want to better prepare students for the ACT in the spring of their junior year.</p>
<p>C. Provide data or needs that support the new universal curriculum/course proposal:</p>	<p>We want to guarantee that students receive a well-rounded English curriculum throughout</p>

	their years at NGHS. Adding English III ensures that students must continue to demonstrate proficiency in several areas, including reading, writing, and language.
D. Describe the expected impact on student achievement:	We expect that exposing students to advanced level literature from across several centuries will help improve their reading skills and scores. In addition, we hope to better prepare them for the future through experience with college-level writing practice.
E. Standards addressed:	ACT Reading and English Standards (24-27 score range) and ACT Writing Standards (9-10 score range)

II. MATERIALS/RESOURCES

A. Describe how materials will enhance reading goals (ie readability level, reading comprehension support through structure and organization of materials)	Students will encounter higher-level texts, aimed at preparing them for a score of 24-27 on the ACT.
B. Describe how materials/text are student and teacher friendly (ie well-organized, comprehensive)	We will pull a variety of literary texts, rather than using a textbook.

III. IMPACT STATEMENT ON YOUR CURRICULAR AREA

A. How does it change the current "balance" or scope and sequence of the K-12 curriculum offerings?	English III will be required for all students before entering either AP English or English electives.
B. How does it impact student scheduling or instructional minutes needed to teach.	This is a two trimester course. Students in the American Literature option will take the course 1st and 2nd trimester. Students in the Classical Literature option will take the course 1st and 3rd trimester.
C. How does it affect the current course sequences within your curricular area?	Students will need to take English III before they are eligible for AP English or English electives.

Form A (HS)

**NEW GLARUS SCHOOL DISTRICT
New Course Proposal Form**

Curriculum(Course) AP Language and Composition

Date: 2/5/16

I. RATIONALE

<p>A. Does this Curriculum/Course meet the district's six Principles of curriculum Development</p> <ol style="list-style-type: none">1. Well- defined scope and sequence of skills aligned to standards2. Assessment for placement and formative throughout3. Universal- not teacher dependent4. Ability to provide PD to new staff and on-going for existing staff5. Research based or aligned to best practices6. How does this impact other K-12 curriculum?	<ol style="list-style-type: none">1. AP Language and Composition standards directly mirror college-level Introductory English standards.2. Students will be placed in the class based on their ability to read and analyze difficult texts.3. This course is universal in terms of standards, but materials are chosen by the instructor based on a long list of material requirements compiled by The College Board.4. There are consistent opportunities for professional development through day-long workshops and week-long summer institutes.5. Research shows that students enrolled in AP courses often have greater success in college and a higher graduation rate. Please see www.collegeboard.org/research for specific studies conducted.6. This will give students an additional AP English option, but it should not have a large effect on other English courses or courses in other curricular areas.
<p>B. Describe the need for this universal curriculum/course. (considerations might include graduation credits, dual-credit, increased alignment to standards, differentiation for student need, compliance issues)</p>	<p>This course is intended for higher level students, as it requires working with challenging texts in order to conduct analyses of a work's construction and purpose. Students should have fundamental skills in research, analysis, and argument, and numerous experiences with difficult nonfiction.</p>

	This course pushes students to read about meaningful issues and engage in conversations about these issues. It encourages students to engage with outside sources in their reading, writing, and research in order to formulate and communicate well-informed opinions. It also teaches students to ask a series of fundamental questions about the way a piece of writing is composed in order to examine and improve a student's own writing.
C. Provide data or needs that support the new universal curriculum/course proposal:	Research shows that students who receive a score of 3 or higher on the AP exam typically experience greater success in college and have higher graduation rates than their non-AP peers. Also, most four year college and universities in the United States grant students credit or advanced placement based on their AP test scores. Please see www.collegeboard.org/research for specific studies conducted.
D. Describe the expected impact on student achievement:	AP courses allow students to earn college credit and/or advanced placement. It also demonstrates to college admissions officers that students have sought out the most rigorous course work available to them.
E. Standards addressed:	AP courses are modeled on a comparable college course, and university faculty ensure that this course will align with college-level English standards. Standards center around developing critical literacy and facilitating informed citizenship by reading and writing analytic and argumentative works.

II. MATERIALS/RESOURCES

A. Describe how materials will enhance reading goals (ie readability level, reading comprehension support through structure and organization of materials)	Materials push students to become skilled readers of prose written in a variety of rhetorical contexts. The College Board does not prescribe specific texts, but they provide a comprehensive list of guidelines in order to assist the instructor in selecting materials.
B. Describe how materials/text are	Due to the nature and intent of the course,

Form A (HS) New Course Proposal Form

Rationale:

Part A:

1. Yes
2. No
3. Yes
4. Yes- AP Seminar workshop offered annually during summer.
5. Yes
6. The course will cover contemporary issues, but the teacher can restrict topics to avoid duplication of topics currently covered in the class entitled "Contemporary Issues".

Part B:

The goal of Social Studies Seminar is to provide a course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team.

Part C:

The results of parent surveys conducted during the 2014-2015 school year indicate that students seem unprepared for the rigor of college-level courses. Social Studies Seminar will offer an opportunity to develop the research, analysis, and communication skills necessary for college success.

Part D:

Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

Part E:

B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments

B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved

C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position

C.12.9 Identify and evaluate the means through which advocates influence public policy

C.12.10 Identify ways people may participate effectively in community affairs and the political process

C.12.11 Evaluate the ways in which public opinion can be used to influence and shape public policy

C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals

E.12.9 Defend a point of view related to an ethical issue such as genetic engineering, declaring conscientious objector status, or restricting immigration

E.12.14 Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue

Material/Resources:

Part A:

Social Studies Seminar will utilize a wide variety of texts. Students will learn to find and assess credible sources, including but not limited to: scholarly journals, textbooks, news articles, and personal narratives. Exposure to diverse materials (in terms of reading level, structure, and organization) will enhance student reading and comprehension.

Part B:

Social Studies Seminar texts/materials will vary from class to class depending on topics.

Impact Statement On Your Curricular Area:

Part A:

Social Studies Seminar will add a research-based inquiry of Social Science content.

Part B:

Social Studies Seminar will offer an additional option for students seeking one Social Studies credit.

Part C:

Social Studies Seminar will not affect current course sequence within the Social Studies Department.

Part D:

Social Studies Seminar content will include research skills. English 10 currently includes a research paper unit. In an effort to avoid redundancy, the planning process should include a comparison of content.

Part E.

Social Studies Seminar will rely heavily on internet-based research.

Impact On General Student Program:

Part A:

N/A

Part B:

Social Studies Seminar will become AP Seminar in 2017. Enrollment may have a significant impact on other AP classes scheduled during the same hour. Impact on non-AP classes should be minimal.

Impact On District/Staff Resources:

Part A:

Yes

Part B:

Yes

Part C:

See Below

Part D:

5-20 Students

Course Description:

Part A:

Social Studies Seminar

Part B:

Students engage in conversations about complex academic and real-world issues through a variety of lenses, considering multiple points of view. Each class has the flexibility to choose one or more appropriate themes that allow for deep interdisciplinary exploration based on:

- Concepts or issues from other AP courses
- Student interests
- Local and/or civic issues
- Academic problems or questions
- Global or international topics

Exploring different points of view and making connections across disciplines are fundamental components of the Social Studies Seminar experience. Students consider each topic through a variety of lenses and from multiple perspectives, many of which are divergent or competing. Analyzing topics through multiple lenses aids in interdisciplinary understanding and helps students gain a rich appreciation for the complexity of important issues. Students will be encouraged to explore a topic through several of the following lenses:

- Cultural and social
- Artistic and philosophical
- Political and historical
- Environmental
- Economic
- Scientific
- Futuristic
- Ethical

Part C:

Social Studies Seminar will be a one credit class

Part D:

No

Part E:

No

Part F:

Repeatable. Eventually, NGHS could provide the entire AP Capstone, alternating AP Seminar (starting in 2017-2018) and AP Research (starting 2018-2019).

Part G:

Two trimesters

Part H:

11, 12

Part I:

English 10 or equivalent.

Funding Requirements:

Social Studies Seminar would benefit from access to a scholarly journal database.
College Board requires new AP Seminar teachers to attend their summer workshop.