NOTICE

SCHOOL DISTRICT OF NEW GLARUS
BOARD OF EDUCATION
CURRICULUM, SPORTS & CP-CURRICULAR COMMITTEE MEETING
MONDAY, FEBRUARY 25, 2019
HIGH SCHOOL CONFERENCE ROOM
6:15 PM

AGENDA

POSTED :

NG HIGH SCHOOL
NG MIDDLE SCHOOL
NG ELEMENTARY SCHOOL
NG POST OFFICE
BANK OF NEW GLARUS
UB&T BANK OF NEW GLARUS
MARINE CREDIT UNION

PUSUANT TO APPLICABLE LAW, NOTICE IS HEREBY GIVEN THAT A QUORUM OR A MAJORITY OF THE NEW GLARUS SCHOOL DISTRICT COMMITTEE 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 ACCOMODATIONS INCLUDING THE PROVISION OF INFORMATIONAL MATERIAL IN AN ALTERNATIVE FORMAT FOR A DISABLE PERSON TO BE ABLE TO ATTEND THIS MEETING. THIS AGENDA IS PRELIMINARY AND MAY BE MODIFIED OR SUPPLEMENTED TO PROVIDE THE FINAL AGENDA AND NOTICE FOR THIS MEETING. THE FINAL AGENDA WILL BE POSTED AND DISTRIBUTED AS REQUIRED BY CHAPTER 19 OF THE WISCONSIN STATUTES.

Form A (HS)

NEW GLARUS SCHOOL DISTRICT
New Course Proposal Form

Curriculum(Course) <u>Cybersecurity</u>   Date: 1-14-19

I.   RATIONALE

A. Does this Curriculum/Course meet the district's six Principles of curriculum Development 1. Well- defined scope and sequence of skills aligned to standards 2. Assessment for placement and formative throughout 3. Universal- not teacher dependent 4. Ability to provide PD to new staff and on-going for existing staff 5. Research based or aligned to best practices 6. How does this impact other K-12 curriculum?	Yes. This is a Project Lead the Way course, so it will be integrated with other PLTW computer courses.
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)	This course would be an introduction to an in-demand field with high levels of interest and high growth.
C. Provide data or needs that support the new universal curriculum/course proposal:	The shear number of cyber attacks in the news indicates how critical this field is in the real world. It will provide students taking it a new level of digital awareness.
D. Describe the expected impact on student achievement:	Academic achievement may not be affected, but real-world awareness and digital literacy will likely be highly impacted.

| E. Standards addressed: | From Wisconsin's new computer science standards:
Standard: IC1: Students will understand the impact and effect computing technology has on our everyday lives.
Standard: IC3: Students will understand the importance of proper use of data and information in a computing society.
Standard: NI1: Students will understand the importance of security when using technology.
Standard: NI2: Students will understand how information is sent by the Internet. |

II. MATERIALS/RESOURCES

A. Describe how materials will enhance reading goals (ie readability level, reading comprehension support through structure and organization of materials)	PLTW material is known for being rigorous and challenging. This course will likely stretch student understanding.
B. Describe how materials/text are student and teacher friendly (ie well-organized, comprehensive)	As a PLTW course, the material will be well arranged.

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?	It will add an additional course to our computer science sequence, completing the PLTW strand.
B. How does it impact student scheduling or instructional minutes needed to teach.	It will add an additional two-tri course for a teacher and for students.
C. How does it affect the current course sequences within your curricular area?	It would require two trimesters of open time to fit the course into.
D. Does it duplicate the content of a course currently offered in your curricular area or others?	No.

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E. Could technology enhance this course? If yes, please describe.	Technology will be critical, as this will be a technology class.

IV. IMPACT ON GENERAL STUDENT PROGRAM (If applicable)

A.	How will it affect graduation requirements for students?	It would provide an additional science/ math option for graduation.
B.	How will enrollment in this course impact other departments?	It could potentially affect enrollment in other departments by drawing in some of their students from optional classes.

V. IMPACT ON DISTRICT/STAFF RESOURCES

A.	Do you have sufficient highly qualified staff to teach this course?	They will need to be trained.
B.	Do you have the necessary facilities, equipment, and materials?	There will need to be some investment in software, but otherwise yes.
C.	Funding: Please complete VI: Funding requirements	Approximately $600-$900 per year for software licenses.
D.	What is the anticipated enrollment in this course?	Unknown. Potentially 12-20. There are no prerequisites required, so students could take it without previous programming classes.

VI. COURSE DESCRIPTION (if applicable)

A.	Course Title	Cybersecurity
B.	Course Description **(how it would appear in Student Course Handbook)**	Cybersecurity is a full-year course recommended for students in grades 10-12. The course provides students with a broad exposure to the many aspects of digital and information security, while encouraging socially responsible choices and ethical behavior. It inspires algorithmic and computational thinking, 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.
C. Amount of Credit (if applicable)	1
D. Cross curricular credit? (if applicable)	Depending on which department teaches it.
E. Graduation requirement? Y/N (if applicable)	N
F. Repeatable/Non-repeatable course	Non-repeatable
G. Length of Course?	2 tris
H. Intended grade level(s)?	10-12
I. Prerequisites?	None

VII. FUNDING REQUIREMENTS

Item needed	Amount	Funding Source
Textbooks		
Supplemental Materials		
Technology		
Equipment		
Annual ongoing costs	Approximately $600-$900	
Staffing	1 staff member	
Professional Development	$2400	
Other		

Other Considerations:

Form A (HS)

NEW GLARUS SCHOOL DISTRICT
New Course Proposal Form

Curriculum(Course) CNC Machinist/Fabricator   Date: 1.17.19
Working in the X,Y,Z

I.   RATIONALE

A. Does this Curriculum/Course meet the district's six Principles of curriculum Development 1. Well- defined scope and sequence of skills aligned to standards 2. Assessment for placement and formative throughout 3. Universal- not teacher dependent 4. Ability to provide PD to new staff and on-going for existing staff 5. Research based or aligned to best practices 6. How does this impact other K-12 curriculum?	1. Aligns to Wisconsin State Technology and Engineering Standards. 2. Developing 3. Any 220 licensed, person with CNC experience, or significant background in 3d design and it's application could teach this course. 4. As needed. 5. Yes. 6. This course will supplement and enrich course work in math, science, and all technology and engineering.
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)	This course is designed for practical application of current and emerging technological advancements in business and industry. Many colleges are currently teaching classes that teach CNC coding and machine usage, this course will expose students to these current applications.
C. Provide data or needs that support the new universal curriculum/course proposal:	Need administrative support here.
D. Describe the expected impact on student achievement:	This course aligns with current technological trends that are being implemented in business and industry today. It is imperative that we have a course that begins to expose our students to related technologies in the

	workforce today.
E. Standards addressed:	As defined in Wisconsin Standards for Technology and Engineering

II. MATERIALS/RESOURCES

A. Describe how materials will enhance reading goals (ie readability level, reading comprehension support through structure and organization of materials)	==Need administrative support here.==
B. Describe how materials/text are student and teacher friendly (ie well-organized, comprehensive)	This course would be teacher derived based on the current tools, equipment, and software that we have.

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?	This gives students an additional option to expand upon CNC programming and machine tool operation. It doesn't take away from any existing course offerings.
B. How does it impact student scheduling or instructional minutes needed to teach.	My only hesitation is that it takes away from other Technology Course offerings by the numbers. However, with increasing enrollment I feel that this course will complement the existing course offerings very well.
C. How does it affect the current course sequences within your curricular area?	It is an additive option for students and is not particularly tied or sequenced to current courses.
D. Does it duplicate the content of a course currently offered in your curricular area or others?	No. There are components from this class that are covered in a variety of classes, but none of which are all specific content areas covered.
E. Could technology enhance this course? If yes, please describe.	We could continue to implement newer, larger, and more industrial standard equipment and computers, but to what end?

IV. IMPACT ON GENERAL STUDENT PROGRAM (If applicable)

A. How will it affect graduation requirements for students?	None
B. How will enrollment in this course impact other departments?	Could possibly pull away from other elective options.

V. IMPACT ON DISTRICT/STAFF RESOURCES

A. Do you have sufficient highly qualified staff to teach this course?	Jake Mihm
B. Do you have the necessary facilities, equipment, and materials?	Yes.
C. Funding: Please complete VI: Funding requirements	$3000 - Training and software purchase. For discussion.
D. What is the anticipated enrollment in this course?	12-16

VI. COURSE DESCRIPTION (if applicable)

A. Course Title	CNC Machinist/Fabricator (Working in the x, y, z)
B. Course Description **(how it would appear in Student Course Handbook)**	Students will receive training on ALL the equipment that works in 3D Space that we have recently implemented here at New Glarus High School. The training will include basic drafting training in 3d Software using Inventor and MasterCAM. Equipment training will be broken down in to various weeks including training with the laser engraver, 3D Printers, CNC (wood) Router, CNC PlasmaCAM (metal), CNC Mill (metal), 6 axis Robotics.
C. Amount of Credit (if applicable)	.5

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D. Cross curricular credit? (if applicable)	Would consider dual credit once course is established.
E. Graduation requirement? Y/N (if applicable)	No
F. Repeatable/Non-repeatable course	Possible?
G. Length of Course?	1 trimester
H. Intended grade level(s)?	9-12
I. Prerequisites?	No

VII. FUNDING REQUIREMENTS

Item needed	Amount	Funding Source
Textbooks	None	
Supplemental Materials		Various Consumables- Enrollment dependant. Estimate $25.00 per student
Technology	$2500	Possible add on of MasterCAM software. $500 per seat (5 seats). This is a one time purchase.
Equipment	None- currently	
Annual ongoing costs		Machine tool maintenance- varies & consumables @ $25 per student.
Staffing	None	
Professional Development	$500	I would like to consider a course at a local technical school for added CNC training.
Other		

Other Considerations:

Form A (HS)

NEW GLARUS SCHOOL DISTRICT
New Course Proposal Form

Curriculum(Course) ___Introduction to Law_____   Date: __1/25/2019

I.   RATIONALE

| A. Does this Curriculum/Course meet the district's six Principles of curriculum Development
1. Well- defined scope and sequence of skills aligned to standards
2. Assessment for placement and formative throughout
3. Universal- not teacher dependent
4. Ability to provide PD to new staff and on-going for existing staff
5. Research based or aligned to best practices
6. How does this impact other K-12 curriculum? | 1.**Units of Study include:**

Unit One: What is law, law making, and The Court System (1 weeks)

Chapter 1, Chapter 2, and Chapter 5

Unit Two: Criminal Law and the Trial process (3 weeks)

Chapter 8, Chapter 9, Chapter 10, Chapter 12, Chapter 13, Chapter 14, and

Chapter 15

Project One: Criminal Mock Trial (1 week)

Unit Three: Civil Law (3 weeks)

Chapter 18, Chapter 19, Chapter 20, and Chapter 21

Project Two: Civil Mock Trial (1 week)

Unit Four: Individual Rights and Liberties (3 weeks)

Chapters 36, Chapter 37, Chapter 39, Chapter 40, Chapter 41, Chapter 42

Project Three: Simulation: Do you know your rights?
se of political institutions at the local,

2. Placement assessment would be a passing grade in 9th grade social studies

Ongoing formative assessments are provided with the Street Law curriculum and though ongoing teacher observation, student role |

	play, and course discussions
	3. General Social Studies certification should qualify for teaching this course, but political science certification would be most qualified.
	4. The program Street Law provides week-long live training, online training, and training manuals connected to the teaching materials.
	5. Street Law programs are well respected and researched based
	6. This course adds to a variety for students to select from it connects to students of with a variety of future plans from security, criminal justice and legal practices.
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)	Introduction to Law connects to career readiness goals because it introduces and allows students to explore careers and skills connect to the field of law from criminal justice, policing, security to the practice of law. It also teaches students about their own civil rights and legal responsibilities.
C. Provide data or needs that support the new universal curriculum/course proposal:	N/A
D. Describe the expected impact on student achievement:	The overall impact will be to help students decide on a career in law and to instruct students on their civil rights and responsibilities.
E. Standards addressed:	**State Standards:** **Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.** **Inq1.a: Develop questions based on a topic** SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation

Inq1.b: Plan inquiry

SS.Inq1.b.h Construct questions that support the research and identify the sources that will be used in the student-developed research proposal.

Standard SS.Inq2: Wisconsin students will gather and evaluate sources.

Inq2.b: Evaluate sources

SS.Inq2.b.h Analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.

Inq3.a: Develop claims to answer inquiry question

SS.Inq3.a.h Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.

Inq3.c: Elaborate how evidence supports claim

SS.Inq3.c.h Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify claim appropriately.

Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.

Inq4.a: Communicate conclusions

SS.Inq4.a.h Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

Inq4.b: Critique conclusions

	SS.Inq4.b.h Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives. **Standard SS.Inq5: Wisconsin students will be civically engaged. Inq5.a: Civic engagement** SS.Inq5.a.h Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. **Standard SS.PS1: Wisconsin students will identify and analyze democratic principles and ideals. PS1.a: Values & Principles of American Constitutional Democracy** SS.PS1.a.h Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority. **PS1.b: Origins & Foundation of the Government of the United States** SS.PS1.c.h Evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States. Analyze the foundational ideas of United States government which are embedded in founding era documents. Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limits the government, protects individual rights, supports the principle of majority rule, while protecting the rights of the minority, and

	promotes the general welfare. Analyze the meaning and importance of rights in the Wisconsin Constitution, and compare/contrast to the United States Constitution.
	Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.
	PS2.a: Civil Rights and Civil Liberties
	SS.PS2.a.h Critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights. Assess the impact of individuals, groups, and movements on the development of civil rights for different groups.
	PS2.c: Asserting and Reaffirming of Human Rights
	SS.PS2.c.h Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. Evaluate different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ). Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.
	Standard SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions
	PS3.c: Power in Government

	SS.PS3.c.h Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels. Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational/non-government organization (NGO) levels distinguishing their roles, powers, and limitations. **Standard: SS.PS4: Wisconsin students will develop and employ skills for civic literacy.** **PS4.a: Argumentation** SS.PS4.a.h Create arguments by researching and interpreting claims and counterclaims. **PS4.b: Compromise, Diplomacy, and Consensus Building** SS.PS4.b.h Analyze the effects of a political compromise with major historical impact.

II. MATERIALS/RESOURCES

A. Describe how materials will enhance reading goals (ie readability level, reading comprehension support through structure and organization of materials)	The reading will be informational. Data indicates informational reading as an area of development. The reading for the course included complex academic vocabulary and legal vocabulary which will help increase student's abilities to comprehend complex texts in the future through practice in the course.
B. Describe how materials/text are student and teacher friendly (ie well-organized, comprehensive)	Street Law the textbook has online resources as well as comprehensive teacher materials. The student book includes many visuals, subheadings, and summaries to help comprehension and understanding.

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?	Adds an elective to the Social Studies department that blends with Career Readiness
B. How does it impact student scheduling or instructional minutes needed to teach.	This should have minimal impact since it would give students an elective
C. How does it affect the current course sequences within your curricular area?	n/a
D. Does it duplicate the content of a course currently offered in your curricular area or others?	n/a
E. Could technology enhance this course? If yes, please describe.	Yes -online ICivics interactive activities

IV. IMPACT ON GENERAL STUDENT PROGRAM (If applicable)

A. How will it affect graduation requirements for students?	Elective in social studies
B. How will enrollment in this course impact other departments?	May reduce some class sizes because of more course choices

V. IMPACT ON DISTRICT/STAFF RESOURCES

A. Do you have sufficient highly qualified staff to teach this course?	Yes
B. Do you have the necessary facilities, equipment, and materials?	Yes
C. Funding: Please complete VI: Funding requirements	
D. What is the anticipated enrollment in this course?	20 or more

VI. COURSE DESCRIPTION (if applicable)

A. Course Title	Introduction to Law
B. Course Description **(how it would appear in Student Course Handbook)**	This course intended for students who are looking for a working knowledge of the criminal justice system and the legal system. Law provides a survey of the criminal and civil legal structures in the United States, but more specifically to Wisconsin. The course includes an exploration of the history of the legal system, including historically significant legal cases, types of crime and civil violations, criminal process & police procedures, the trial process, and torts.
C. Amount of Credit (if applicable)	.5
D. Cross curricular credit? (if applicable)	
E. Graduation requirement? Y/N (if applicable)	N but elective
F. Repeatable/Non-repeatable course	N
G. Length of Course?	One term 12 weeks
H. Intended grade level(s)?	10,11,12
I. Prerequisites?	9th grade social studies

VII. FUNDING REQUIREMENTS

Item needed	Amount	Funding Source
Textbooks Abrams, Lee *Street Law,* 2010.	Already have 22 copies	
Supplemental Materials	On-line	
Technology	Chromebook	
Equipment	n/a	
Annual ongoing costs	n/a	
Staffing	Social studies	

Professional Development	Street Law on-line	
Other		

Other Considerations: