

April

GERMANTOWN SCHOOL DISTRICT Course Proposal

Please check one of the following:

- New Course Proposal
 Revised Course Proposal
 Course Deletion Proposal
 Title Change

Date/Time Field Department School

Person Initiating Proposal

Department Chair

Course Title

Certification Required to Teach The Course

Reason for Deletion (If Appropriate):

Course Description:

Necessary Prerequisites:

Course Objectives:

Course Content / Outline: (Please attach to the form if more space is needed)

Course Evaluation:

Identify the Student Need:

The current science curriculum at GHS doesn't sufficiently cover all the Wisconsin state standards for Earth Science.

Target Audience:

This class is a great choice for the third credit of science needed for graduation. It is also a option for a science credit for those entering a four year college but do not plan to major in biology or a healthcare related field.

Anticipated Enrollment:

50 students

Credit:

1 yr. credit - Science - toward graduation

Budget:

\$15,500 \$5500 for textbooks and \$10,000 for supplies

Additional Staff:

None needed

Instructional Materials:

Textbook and online resources

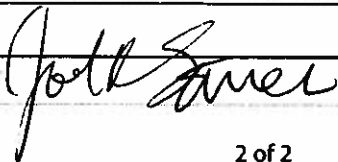
Space:

Science classroom

Equipment:

We will need to purchase the majority of the equipment for this course as there is not an Earth Science course taught at GHS currently.

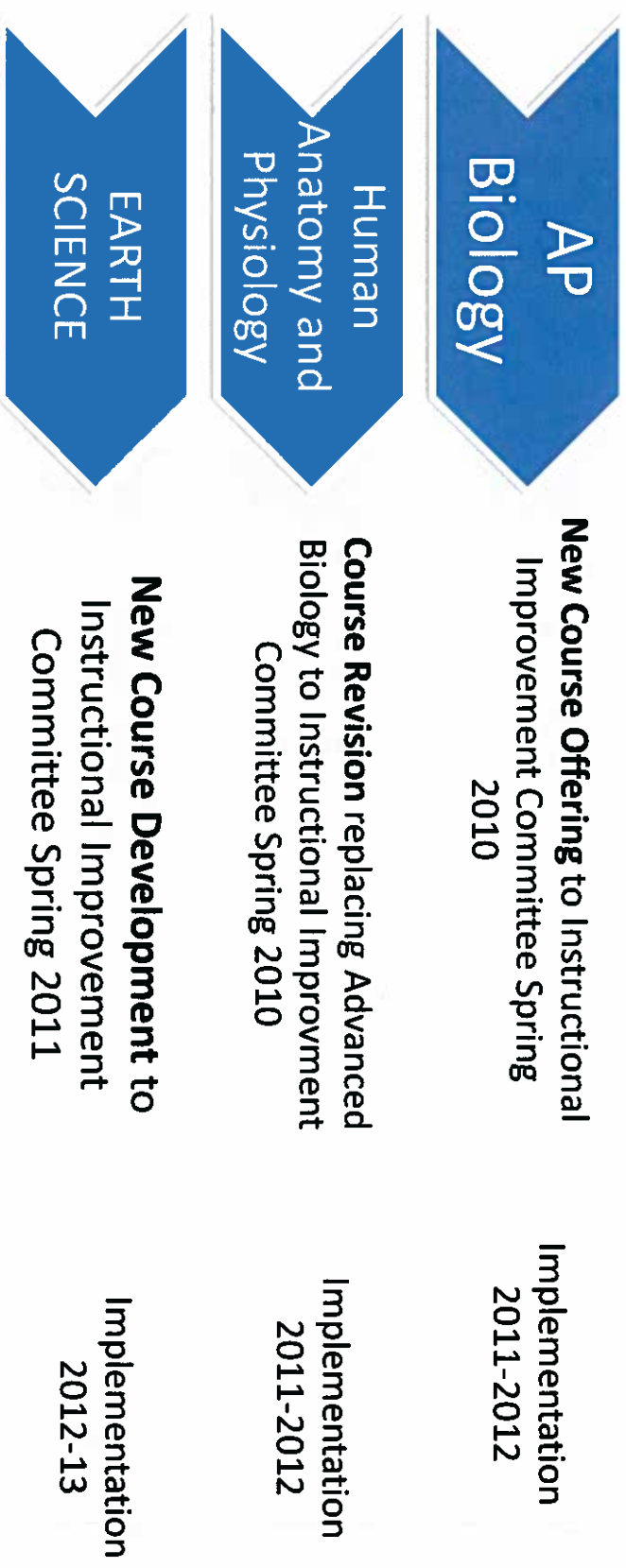
Building Principal Signature:



Date:

3/31/11

Proposed Germantown High School Timeline to K-12 Science Committee

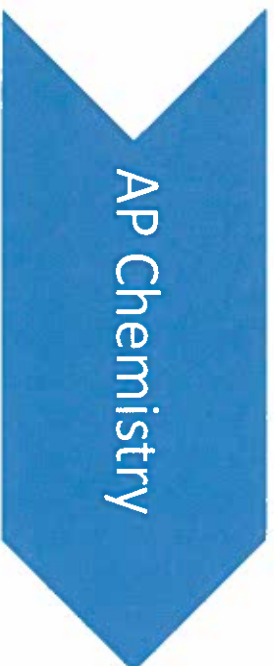


Proposed Germantown High School Timeline to K-12 Science Committee



New Course Offering
to Instructional
Improvement
Committee Spring
2011

Implementation
2012-13



New Course Offering to
Instructional
Improvement Committee
Spring 2012

Implementation
2013-14

Bring - Spring 2012

GERMANTOWN SCHOOL DISTRICT Course Proposal

~~12-13~~ School
13-14 Year

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Reason for Deletion (If Appropriate):

Course Description:

Food Science is designed to help students learn about the relationships among science, food, and nutrition.

Necessary Prerequisites:

Completion of Biology & jr/sr. Status

Course Objectives:

Students will apply basic laws of chemistry, microbiology and physics to the production, processing, preservation and packaging of food. Students will explore the characteristics of each component found in food. They will examine the helpful and harmful effects of microorganisms on the food supply. Students will also find out how the complex mixtures in foods are combined, and separated.

Course Content /
Outline: (Please attach
to the form if more
space is needed)

Introduction to Food Science, Sensory Evaluation, Basic Food Chemistry, Energy: Matter in Motion, Ions: Charged Particles in Solution, Water: The Universal Solvent, Sugars and Other Carbohydrates, Lipids, Proteins and Enzymes, Vitamins and Minerals, Phytochemicals, Food Analogs: Substitute Ingredients, Food Microbiology, Food Preservation and Packaging, Developing New Food Products

Course Evaluation:

Written assessments, hands-on lab activities, projects, cooperative learning group activities

Identify the Student Need:

There are many career areas related to food science. This course is another option for a third credit of science to graduate.

Target Audience:

Students who need a third credit of science to graduate and may not want to take chemistry. Also, students who are interested in the areas of microbiology, nutrition, and food science in general.

Anticipated Enrollment:

2 sections (40 students)

Credit:

1 yr. science credit

5,000

Budget:

\$30 student fee for consumables. \$2000 for non-consumables that are not in the science department inventory. One class set of textbooks (30) - \$3000?

Additional Staff:

none needed

Instructional Materials:

Food Science textbook

Space:

FACE classroom

Equipment:

A list of equipment needed will be compiled at a later date.

Building Principal Signature:

Date:

October 2010

Dear District Administrator:

The Department of Public Instruction (DPI) is committed to expanding opportunities for students to meet the graduation requirements in §118.33, Wis. Stats., and Chapter PI 18, the *High School Graduation Standards*. Family and Consumer Sciences education courses, and in particular, food science courses, are evolving into courses with 21st century science concepts and serves as the foundation for high school science equivalency credit.

Chapter PI 18.02 defines "equivalent graduation policy" as "a broad policy which meets the credit requirements specified (§118.33, Wis. Stats.) for each subject area, but which permits selected equivalent courses, as long as such courses contain the time allotment and substantially the same objectives to develop the knowledge, concepts, and skills of the course for which an equivalent is proposed." This high school course equivalency option for a district is not new; however, the process for seeking DPI approval in the area of family and consumer science and science course equivalency has been updated.

A relevant question is whether or not an equivalent course meets established university or college entrance requirements. University of Wisconsin System (UW System) college preparatory entrance requirement states "all University of Wisconsin System institutions require new freshmen to have completed a minimum of 17 high school credits. Thirteen of these credits must be core college preparatory from the following areas of study: four credits of English, three credits of mathematics, three credits of natural science, and three credits of social science/history."¹ DPI is working with the UW System to establish an ongoing process for review and recognition of DPI-approved equivalent courses.

When documenting equivalency credit on a student's transcript, it is important to note that the original course designation does not change; that is, a family and consumer science course that is approved as equivalent to a science course will remain listed on the transcript as a family and consumer science course. The district will, however, need to designate the family and consumer science course as being a science equivalent on the student's transcript.

Similarly, the required license for the teacher does not change. A family and consumer science course approved as equivalent to a science course would have to be taught by a teacher who holds a family and consumer science license.

Use the following process to seek DPI approval for designating a family and consumer science course as equivalent to a science course:

1. Form a committee of district personnel that includes both family and consumer science and science educators. Review the knowledge and skills of the family and consumer science course the district is seeking equivalency for and compare this to the knowledge and skills identified in the district science curriculum or program. To assist with this process, DPI has completed a crosswalk² document between Wisconsin's Model Academic Standards for Family and

¹ From UW System College Preparatory Course Requirements, UW System website.

² FCS/Sci Crosswalk found at: <http://dpi.wi.gov/fce/fdsci.html>

October 2010

Consumer Science Education and Wisconsin's Model Academic Standards for Science. This crosswalk is to be completed during the review process. DPI has several best practice examples available for family and consumer science courses that are representative of an equivalent family and consumer science course. Please refer to <http://dpi.wi.gov/fce/fdsci.html> to find those examples.

2. Request school board approval for the equivalency course.
3. Submit all documentation to DPI using Form PI-1803-FS. This documentation is to include dates and meeting times, district personnel in attendance, documentation of course content with instructional time allocation specified, alignment to the crosswalk from DPI, and documentation of course approval by the district's school board, including the date of board acceptance of the equivalent course.

All required forms and pertinent information can be found at <http://dpi.wi.gov/fce/fdsci.html> on the department website. DPI will review the district's documentation described above and notify the district in writing that the course equivalency has or has not been approved.

Please feel free to contact Diane Ryberg, Family and Consumer Science Education Consultant at diane.ryberg@dpi.wi.gov or 608-267-9088; or contact Shelley Lee, Science Education Consultant at shelley.lee@dpi.wi.gov or 608-266-3319 if you have any questions.

Sincerely,



Tony Evers, PhD
State Superintendent

TE/dr

AK

GERMANTOWN SCHOOL DISTRICT Course Proposal

*Out of Dept.
Budget*

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Reason for Deletion (If Appropriate):

Course Description:

Necessary Prerequisites:

Course Objectives:

Course Content / Outline: (Please attach to the form if more space is needed)

Course Evaluation:

Identify the Student Need:

This course seeks to work with those who lack basic proficiency in the language arts area and are self-identified as choosing a path OTHER than a four year college.

Target Audience:

Juniors and seniors

Anticipated Enrollment:

up to 25 a sections

Credit:

1/2 English elective

Budget:

Additional Staff:


Instructional Materials:

Books: A Long Way Gone (Ishmael Beah), Red Badge of Courage (Stephen Crane), The Things They Carried (Tim O'Brien), Nineteen Minutes (Jodi Picoult)

Space:

Equipment:

Building Principal Signature:



Date:

4/11/11

GERMANTOWN SCHOOL DISTRICT

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Course Description:

Necessary Prerequisites:

Course Objectives:

Course Content / Outline: (Please attach to the form if more space is needed)

Course Evaluation:

Identify the Student Need:

Students are only asked to study and read one novel for the year in English 9 and are ill-prepared for self-directed literature circles and more intense reading at the sophomore level. See attached rationale.

Target Audience:

Ninth grade students

Anticipated Enrollment:

unknown

Credit:

1

Budget:

One, hardcover copy costs: \$17.00; soft cover costs: \$9.99

Additional Staff:

none

Instructional Materials:

Copies of the *The Book Thief*, one for each student in next year's freshmen class.
We could also rotate the unit and have 5-7 class sets available so we could make do with 150-210 books.

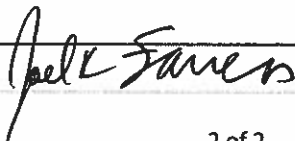
Space:

same as previous years

Equipment:

none

Building Principal Signature:



Date:

4/11/11

The Book Thief

Proposal for adding to the English 9 curriculum:

A Rationale for *The Book Thief*:

The Book Thief by Mark Zusak will make an excellent addition to the English 9 curriculum for a second semester novel.

- Currently, students are only asked to read one novel in their first high school English class (*Ender's Game* by Orson Scott Card)
- Past sophomores at GHS have not been prepared to independently read chosen novels, especially when they are asked to be self-directed with their literature circles. We feel that only asking students to read one novel in their freshmen year is an inadequate way to prepare them for reading texts of length in their sophomore year and beyond.
- A second novel in the 9th grade curriculum is extremely necessary in fostering and improving reading skills, independent learning, vocabulary development, and comprehension.
- Another limitation in the English 9 curriculum is that students are not exposed to a text of length that deals with cultural sensitivities and historical truth. While this novel is historical fiction, it is set during the Holocaust. This novel will connect well with what ninth grade students study in American Literature and will give them another perspective of the effects of WWII.
- The Book Thief will allow for students to apply and learn many such literary terms as:
 - Point of View
 - Personification
 - Theme
 - Satire
 - Tone
 - Mood
 - Irony
 - Conflict
 - Theme
 - Dynamic/Static character
 - Atmosphere
 - Connotation
 - Diction
 - Alliteration
 - Consonance
 - Assonance
 - Simile
 - Metaphor

Common Core Standards This Unit Will Address:

(From <http://dpi.state.wi.us/standards/>)

Key Ideas and Details (through literary analysis essay)

- 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure (through literary analysis essay)

- 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- 5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- 6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

- 7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
- 9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

- 10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

Vocabulary Acquisition and Use

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
 - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.
- 6. Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Production and Distribution of Writing (through literary analysis)

- 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.)
- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Major Assessment:

The major assessment attached to this unit will be a literary analysis essay in which students choose a short passage from the text to closely analyze for such literary devices as diction, word connotation, symbolism, metaphors, personification, similes, allusions, consonance, assonance, alliteration, irony, tone, mood, imagery, and/or foreshadowing (to name a few).

Students will learn basic annotation of text and apply each literary device to find a thematic purpose. Essays will follow standard MLA format with in-text citations and work cited page. Students will polish the format of the five-paragraph essay in order to further delve into the literary value of *The Book Thief*.

Teachers will first model annotations of the text in class as a large group activity (prior students will have plenty experience, knowledge and notes of literary terms). Students will then choose a passage to analyze independently, looking for and applying the literary terms studied throughout the semester. Finally, using the found devices, students will develop an argument about how these devices thematically apply to the novel. This will develop into a thesis statement and essay.

Below is a suggested rubric for the Literary Analysis Essay:

Literary Analysis Rubric:

1. Introduction explains, with brief summary, when/where this passage takes place within the text.
 - a. Brief paraphrase/summary of the lines, explanation of what is happening in the passage
 - b. Strong thesis statement that directs the main analysis of the essay

/20 pts

2. In several body paragraphs, the essay discusses a **plethora** of literary devices by:
 - a. Identifying the literary device
 - b. Using textual evidence for support
 - c. Arguing the purpose/use of the device—not just pointing it out
 - d. Answering: What does the literary device add to the passage?
 - e. Synthesizing the literary device to the literary work as a whole
 - f. Suggested literary devices to look for/discuss/cover (you are not limited to this list):
tone, mood, diction, simile, metaphor, allusion, irony, dramatic irony, theme,
connotation, imagery, style, alliteration or foreshadowing.

/40 pts

3. Conclusion restates the thesis, explains the significance of the passage to the rest of the text, and allows for new commentary of theme by comparing the passage to another part of the text.

/10 pts.

4. Essay follows MLA format: in-text citations and works cited page.

/10 pts.

5. Proper grammar/mechanical devices are used throughout the essay.

/10 pts.