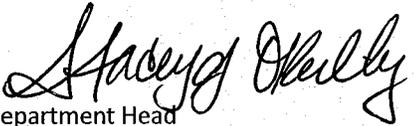
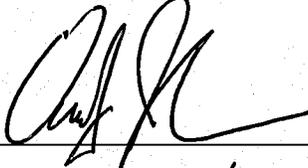
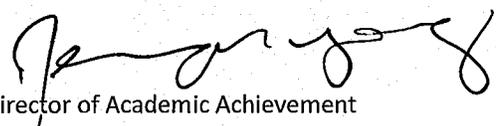
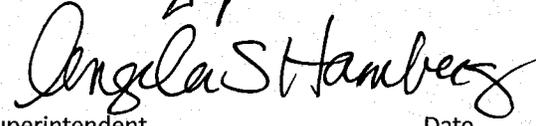




Curricular Change Proposal
Due by October 10, 2019

Proposal to: <input checked="" type="checkbox"/> Add <input type="checkbox"/> Drop <input type="checkbox"/> Modify	Grade Level(s): 12
Course Name: Business Writing and Speech	Suggested Prerequisite: English 9-11
Course Description: (Modification or New Description) This course introduces students to writing real-world documents. Students will produce personal documents, such as resumes and cover letters, as well as business and consumer documents such as brochures, manuals, budgets, advertisements, etc. Additionally, students will develop public speaking and active listening skills, create individual and group presentations, and prepare for real-world speaking engagements.	Course Objectives: (Modifications or New) Students will analyze various technical writing modes in order to apply these text structures to their own writing. Students will produce real-world products that reflect their knowledge of the underlying principles of workplace writing. The course will emphasize career connections and using a variety of writing styles as a vehicle to communicate in a global 21st Century society.
Rationale for Modification/Add: (Include data) With the addition of CCP, our current English offerings do not meet our students' needs, especially for seniors. Students need choice in their learning pathways to help them achieve optimal success in their post high school endeavors.	Impact on Curriculum/Sequencing: (Inter/Intradepartmental) There should be minimal impact on curriculum, as it replaces the current English 12 course. Students will need to take two semester courses. This course will be worth ½ credit.
Cost: (Include initial and ongoing) \$1500 initial cost for new materials, and then replacement cost of materials as needed.	Staffing Needs/Changes: The current department staffing will be sufficient.

 Department Head Date 12/3/19	 Principal Date 12/3/19
 Director of Academic Achievement Date 12-3-19	 Superintendent Date 12.3.19

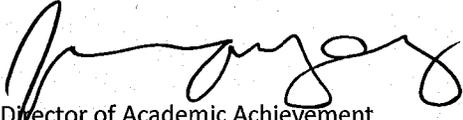
Curricular Change Process:

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- District and Building Administration consider forms and feedback from PAC when making final decision - November
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- Approved courses are prepared for course description book and scheduling December
- New information is shared with students and parents in January.



Curricular Change Proposal
Due by October 10, 2019

Proposal to: <input checked="" type="checkbox"/> Add <input type="checkbox"/> Drop <input type="checkbox"/> Modify	Grade Level(s): 12
Course Name: Contemporary Lit and Creative Writing	Suggested Prerequisite: English 9-11
Course Description: (Modification or New Description) Contemporary Literature and Creative Writing explores the literature of the twentieth century to the present. Emphasis is placed on analysis of modern text and structure. Students will also be introduced to many of the processes and techniques of creative writing across multiple genres, developing their own poems, stories, and creative essays. Contemporary issues and mature language may be encountered in the reading. Class readings will expose students to various writing styles, and provide examples of the successes and strategies of other writers across many different formats and genres. Students will also learn some of the basics of work-shopping their pieces, including how to respond to writing in different genres, and aspects of reading and discussing texts as both a writer and consumer.	Course Objectives: (Modifications or New) Students will read, write, and discuss contemporary issues presented in their readings and in their everyday lives in both small and large groups. This course will challenge students to think critically. In doing so, the students will experience some of the types of classroom learning experiences which they can expect to encounter in college courses. Students will also analyze various creative writing models in order to apply creative strategies to their own writing. Students will engage with texts and creative ideas in an analytical manner. Students will reflect on personal experiences in order to create their own drama, fiction, and poetry pieces.
Rationale for Modification/Add: (Include data) With the addition of CCP, our current English offerings do not meet our students' needs, especially for seniors. Students need choice in their learning pathways to help them achieve optimal success in their post high school endeavors.	Impact on Curriculum/Sequencing: (Inter/Intradepartmental) There should be minimal impact on curriculum, as it replaces the current English 12 course. Students will need to take two semester courses. This course will be worth ½ credit.
Cost: (Include initial and ongoing) \$1500 initial cost for new materials, and then replacement cost of materials as needed.	Staffing Needs/Changes: The current department staffing will be sufficient.

 Department Head	12/3/19 Date	 Principal	12/3/19 Date
 Director of Academic Achievement	12-3-19 Date	 Superintendent	12.3.19 Date

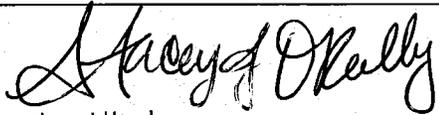
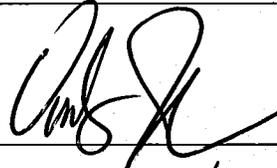
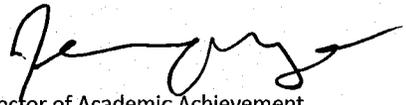
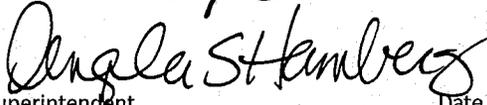
Curricular Change Process:

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Curricular Change Proposal
Due by October 10, 2019

Proposal to: <input checked="" type="checkbox"/> Add <input type="checkbox"/> Drop <input type="checkbox"/> Modify	Grade Level(s): 12
Course Name: Dystopian Lit	Suggested Prerequisite: English 9-11
Course Description: (Modification or New Description) What is happening in postmodern society that young readers are reading books based on fear, loss, and the will to survive against all odds? This class will focus on answering that question—we'll track the emergence of the modern dystopian novel, and we'll talk about governments, war, freedoms, fears, culture, the apocalypse, modern society, and many other ideas that may give us a foothold into this complex topic. Students will be expected to complete extensive reading as well as write and present on various topics.	Course Objectives: (Modifications or New) Students will analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods. This is a reading-based, idea-centered, discussion-driven class. Our discussions will thrive on opposition, varying opinions, questions, diverse interpretations and responses.
Rationale for Modification/Add: (Include data) With the addition of CCP, our current English offerings do not meet our students' needs, especially for seniors. Students need choice in their learning pathways to help them achieve optimal success in their post high school endeavors.	Impact on Curriculum/Sequencing: (Inter/Intradepartmental) There should be minimal impact on curriculum, as it replaces the current English 12 course. Students will need to take two semester courses. This course will be worth ½ credit.
Cost: (Include initial and ongoing) Under \$1500 initial cost for new materials, and then replacement cost of materials as needed.	Staffing Needs/Changes: The current department staffing will be sufficient.

 Department Head	12/3/19 Date	 Principal	12/3/19 Date
 Director of Academic Achievement	12-3-19 Date	 Superintendent	12.3.19 Date

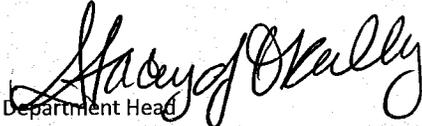
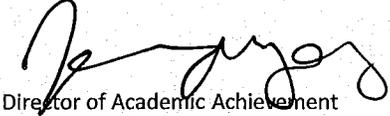
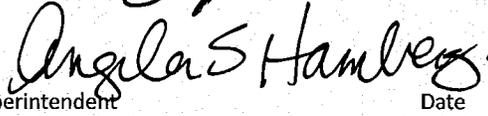
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Curricular Change Proposal
Due by October 10, 2019

Proposal to: X Add ____ Drop ____ Modify	Grade Level(s): 10-12
Course Name: INTRODUCTION TO FILM	Suggested Prerequisite:
Course Description: (Modification or New Description) Introduction to the history, theory, production, and criticism of film. In this semester long course we will probe issues of race, class, gender, and cultural identity as we examine important films and notable eras ranging from the silent screen to contemporary blockbusters. We will screen the films of cinematic legends like Hitchcock, Chaplin, Disney, Cameron, Spielberg, and more as we work to analyze film as a visual narrative, paying close attention to authorship, cinematography, genre, editing, and sound. As we do this, we will seek to answer essential questions pertaining to the development of film and its reflection of culture, and students will be expected to read, write, discuss, and present on various related topics. Students will have the opportunity to apply what they learn to produce a short film. This is an elective course that does not count for an English credit.	Course Objectives: (Modifications or New) Interdisciplinary course in which students will acquire critical skills in reading and analysis of film form as narrative, and analyze film through social, cultural, and historical lenses. Students will examine authorship and auteurs, as well as genre and aesthetic, and become familiar with the various film genres such as film noir and mockumentary. Students will learn the history of film, trace important cinematic movements, and will evaluate the impact of framing, style, montage, and other devices used in visual storytelling. Students will answer essential questions related to the transforming and reflective nature of film, and will gain technical and production knowledge in order to produce a visual narrative that responds to an essential question. This is a reading-based, idea-centered, discussion-driven class. Our discussions will thrive on opposition, varying opinions, questions, diverse interpretations and responses.
Rationale for Modification/Add: (Include data) With the addition of CCP, our current English offerings do not meet our students' needs, especially for seniors. Students need choice in their learning pathways to help them achieve optimal success in their post high school endeavors.	Impact on Curriculum/Sequencing: (Inter/Intradepartmental) There should be minimal impact on curriculum, as it replaces the current English 12 course. Students will need to take two semester courses. This course will be worth ½ credit.
Cost: (Include initial and ongoing) \$1500 initial cost for new materials, and then replacement cost of materials as needed.	Staffing Needs/Changes: Current staff will be sufficient

 Department Head	Date 12/3/19	 Principal	Date 12/3/19
 Director of Academic Achievement	Date 12-3-19	 Superintendent	Date 12.3.19

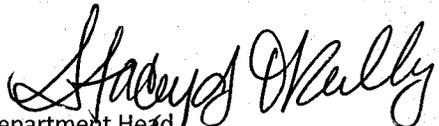
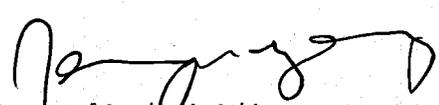
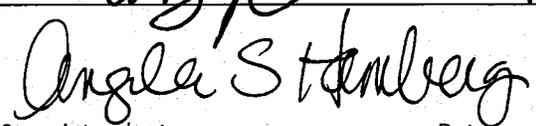
Curricular Change Process:

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Curricular Change Proposal
Due by October 10, 2019

Proposal to: <input checked="" type="checkbox"/> x <input type="checkbox"/> Add <input type="checkbox"/> Drop <input type="checkbox"/> Modify	Grade Level(s): 12
Course Name: Tales of Terror: Horror and Suspense Literature	Suggested Prerequisite: American Literature, AP Language, or AP Literature.
Course Description: (Modification or New Description) This is a literature course about things that go bump in the night. The course will ask students to examine a number of different texts from novels and stories to poetry and essays that examine the genre of horror literature. From the Gothics to Stephen King, we will explore how writers have used tales of terror to reflect on the human condition.	Course Objectives: Students will analyze literary works as expressions of individual or communal values within social, political, cultural, or religious contexts. Students will write analytically and reflectively about texts and their connections to genre, time period, and culture. Students will regularly write about their reading, making connections between texts/literary period/culture/etc.
Rationale for Modification/Add: (Include data) With the addition of CCP, our current English offerings do not meet our students' needs, especially for seniors. This option provides students choice in their learning pathways to help them achieve optimal success in their post high school endeavors.	Impact on Curriculum/Sequencing: (Inter/Intradepartmental) There should be minimal impact on curriculum, as it replaces the current English 12 course. Students will need to take an additional semester course beyond this one to earn a full, fourth English credit. This course will be worth ½ credit.
Cost: (Include initial and ongoing) \$1500 initial cost for new materials, and then replacement cost of materials as needed.	Staffing Needs/Changes: The current department staffing will be sufficient.

 Department Head	12/3/19 Date	 Principal	12/3/19 Date
 Director of Academic Achievement	12-3-19 Date	 Superintendent	12.3.19 Date

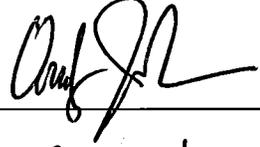
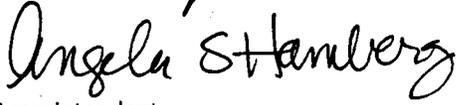
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Curricular Change Proposal
Due by October 10, 2019

Proposal to: ___ Add ___ Drop ___x___ Modify	Grade Level(s): 11-12
Course Name: Algebra 3	Suggested Prerequisite: Algebra II
Course Description: (Modification or New Description) This course is designed to follow Algebra II with a focus on trigonometry. New concepts include oblique trigonometry, trigonometry using the unit circle, graphing trigonometric functions, vectors, and parametric equations.	Course Objectives: (Modifications or New) Trigonometry: right and non-right triangle trig (law of sines and cosines), degree and radian, graphing trigonometric functions, vectors, and parametric equations
Rationale for Modification/Add: (Include data) Previously students have been forced into 1 of 3 paths and many struggle because the path is rigid - low, medium or high. Allows students to create a more personalized math plan during the junior/senior years. We can better meet the wide ranging needs of all students for the final math credit.	Impact on Curriculum/Sequencing: (Inter/Intradepartmental) Students would take 1-2 of these classes during the junior and/or senior years, after completing Algebra 2. This would serve as the final math credit, unless taken the junior year.
Cost: (Include initial and ongoing) Resources are current. Should not be needed	Staffing Needs/Changes: Teacher currently teaching current courses would continue to teach these in a semester fashion.

 Department Head	12-3-19 Date	 Principal	12/2/19 Date
 Director of Academic Achievement	12-2-19 Date	 Superintendent	12.2.19 Date

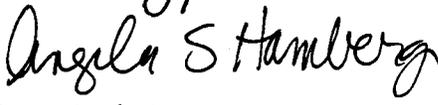
Curricular Change Process:

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Curricular Change Proposal
Due by October 10, 2019

Proposal to: <input checked="" type="checkbox"/> Add <input type="checkbox"/> Drop <input type="checkbox"/> Modify	Grade Level(s): 11-12
Course Name: Financial Literacy	Suggested Prerequisite: Algebra II
Course Description: (Modification or New Description) Using project-based instruction and real-world situations this course will give students the knowledge and general understanding of all key aspects of personal finances necessary to be successful now and throughout their adult lives. The structure of this class will reflect real-world situations as closely as possible.	Course Objectives: (Modifications or New) Creating and maintaining a budget Set up and use retirement accounts Understanding loans, and mortgages Set up a monthly payment schedule Understanding paychecks Entrepreneurship Creating a spending profile Side jobs Using / paying for credit cards Filing taxes
Rationale for Modification/Add: (Include data) This class is designed to meet the the final math credit for students who may or may not be college bound. This math course provides a more practical application of math concepts and satisfies the state financial literacy requirements. Normally these students will come from Algebra 2 cotaught and struggle in Algebra 3. This course allows them to learn math, apply it to their daily lives and meet state requirements	Impact on Curriculum/Sequencing: (Inter/Intradepartmental) Algebra 2, could serve as one half of the final math credit. Students would need to combine with another semester course such as Stats 1, or Algebra 3.
Cost: (Include initial and ongoing) \$1500 initial cost for new materials, and then replacement cost of materials as needed.	Staffing Needs/Changes: The current department staffing will be sufficient.

 Department Head	12-3-19 Date	 Principal	12/2/19 Date
 Director of Academic Achievement	12-2-19 Date	 Superintendent	12.2.19 Date

Curricular Change Process:

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Curricular Change Proposal
Due by October 10, 2019

Proposal to: <input checked="" type="checkbox"/> Add <input type="checkbox"/> Drop <input type="checkbox"/> Modify	Grade Level(s): 11-12
Course Name: Statistics I	Suggested Prerequisite: English II, Algebra II
Course Description: (Modification or New Description) This is a one semester introductory course in statistics designed to provide students with the basic concepts of data gather and analysis and statistical computing. Topics covered include basic descriptive measures, measures of association, designing experiments, and collecting data.	Course Objectives: (Modifications or New) Display and describe categorical and quantitative data Compare distributions The normal model and z - score Measures of central tendency and spread Linear regression Designing experiments Collecting data without bias
Rationale for Modification/Add: (Include data) Year long statistics will be split into 2 courses. This allows students to create a more personalized math plan during the junior/senior years. We can better meet the wide ranging needs of all students for the final math credit. Stats 1 will introduce basic concepts to students regarding the study of Statistics. It will serve as baseline course. Students can take this course then follow with Stats 2 or something else of interest to them.	Impact on Curriculum/Sequencing: (Inter/Intradepartmental) Students must complete Algebra 2 and an additional semester math class This would fulfill the second half of the fourth credit required for graduation.
Cost: (Include initial and ongoing) None - materials from the current year- long Statistics class will be used.	Staffing Needs/Changes: none

 Department Head	12-3-19 Date	 Principal	12/2/19 Date
 Director of Academic Achievement	12-2-19 Date	 Superintendent	12.2.19 Date

Curricular Change Process:

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Curricular Change Proposal
Due by October 10, 2019

Proposal to: <input checked="" type="checkbox"/> Add <input type="checkbox"/> Drop <input type="checkbox"/> Modify	Grade Level(s): 11-12
Course Name: Statistics II	Suggested Prerequisite: Statistics I
Course Description: (Modification or New Description) This is a one semester introductory course in statistics designed to provide students with the basic concepts of probability, data analysis and inference. Topics covered include probability theory, and confidence intervals. The main objective is to provide students with pragmatic tools for assessing statistical claims and conducting their own statistical analyses.	Course Objectives: (Modifications or New) Simple probability Random variables Binomial and geometric distributions Sampling distributions Confidence intervals
Rationale for Modification/Add: (Include data) Year long statistics will be split into 2 courses. This allows students to create a more personalized math plan during the junior/senior years. We can better meet the wide ranging needs of all students for the final math credit. Stats 2 will take a deeper dive into more complex concepts in Statistics 1. Students who would like a deeper understanding of Statistics will find this class interesting at will build on Stats 1.	Impact on Curriculum/Sequencing: (Inter/Intradepartmental) Students must complete Algebra 2 and Stats 1. This would fulfill the second half of the fourth credit required for graduation.
Cost: (Include initial and ongoing) None - materials from the current year- long Statistics class will be used.	Staffing Needs/Changes: none

 Department Head	12-3-19 Date	 Principal	12/2/19 Date
 Director of Academic Achievement	12-2-19 Date	 Superintendent	12.2.19 Date

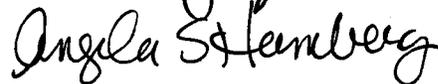
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Curricular Change Proposal
Due by October 10, 2019

Proposal to: <input checked="" type="checkbox"/> Add <input type="checkbox"/> Drop <input type="checkbox"/> Modify	Grade Level(s): 11-12
Course Name: Trigonometry	Suggested Prerequisite: Algebra II
Course Description: (Modification or New Description) Algebraic operations of functions (polynomial, rational, exponential, and rational functions), conic sections, series and sequences, and analytic trigonometry	Course Objectives: (Modifications or New) Functions: polynomial, rational, exponential, logarithmic Conics Analytic Trigonometry: trigonometric identities, unit circle Series and sequences
Rationale for Modification/Add: (Include data) This class is the second half a current year long class. By splitting it from Algebra 3 (currently a year long class) students will be able to select this class and its concepts without taking another Algebra course. This class allows students who do not want to take an advanced course but would like some mathematical challenge can select this course. This allows students to create a more personalized math plan during the junior/senior years. We can better meet the wide ranging needs of all students for the final math credit.	Impact on Curriculum/Sequencing: (Inter/Intradepartmental) Students must complete Algebra 2 and an additional semester math class This would fulfill the second half of the fourth credit required for graduation. They can take Algebra 3 prior to this semester if they wish.
Cost: (Include initial and ongoing) None - materials currently in sue	Staffing Needs/Changes: none

 Department Head	12-3-19 Date	 Principal	12/2/19 Date
 Director of Academic Achievement	12-2-19 Date	 Superintendent	12.2.19 Date

Curricular Change Process:

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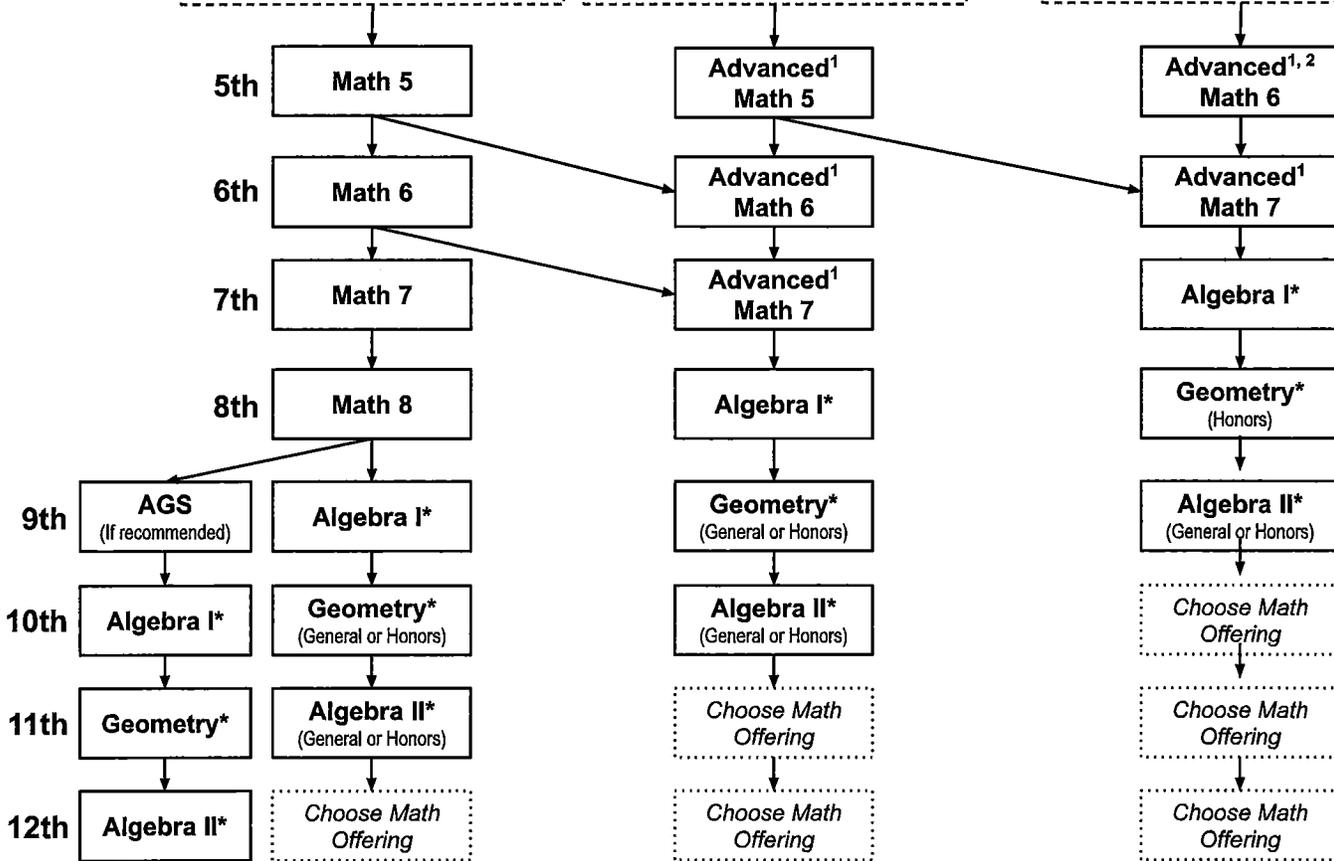


Math Course Sequencing

- Students on this path:**
- Represent the majority of the student body
 - Will be college/career ready
 - May be interested in a career or college degree in a non-mathematical field

- Students on this path:**
- Will be college/career ready
 - Demonstrate strong performance in math courses
 - Have an interest in math
 - May be interested in a career or college degree in math, science, or engineering

- Students on this path:**
- Considering a career/college degree in math, science, or engineering
 - Have a strong interest in math
 - Demonstrate exceptional performance in math courses
 - A very small percentage of students
 - Will be college/career ready



* This course is a requirement for high school graduation. Algebra I and Geometry also have State-required End-of-Course exams.

¹ This course uses compacted coursework and will cover material from multiple grade levels.

² Requires formal testing for grade acceleration

Math Offerings Post-Algebra II

These offerings are listed in alphabetical order and are only recommendations for each path. Check the Program of Studies for suggested prerequisites and speak with the school counselor to ensure appropriate placement.

Have little interest in math or considering a career or college degree in a non-mathematical field? <i>Consider these courses:</i>	Have a strong interest in math or considering a career or college degree in math, science, or engineering? <i>Consider these courses:</i>
Algebra III (Semester) College Algebra (CCP) College Trigonometry (CCP) Financial Literacy (Semester) Statistics I or Statistics II (Semester) Trigonometry (Semester)	Calculus AB (AP) Calculus BC (AP) College Algebra (CCP) College Trigonometry (CCP) Pre-Calculus (Honors) Statistics (I, II or AP) Trigonometry (Semester)

AP = Advanced Placement, Students can earn college credit by scoring a 3 or higher on the AP exam
 CCP = College Credit Plus, Students receive both high school and college credit for this course



Curricular Change Proposal
Due by October 10, 2019

Proposal to: <input checked="" type="checkbox"/> Add <input type="checkbox"/> Drop <input type="checkbox"/> Modify	Grade Level(s): 11 and 12
Course Name: Introduction to Forensic Science	Suggested Prerequisite: Physical Science and Biology
<p>Course Description: (Modification or New Description) Forensic science is a multidisciplinary applied science ('MAS') encompassing several sub-fields of biology, chemistry, physics, and crime science investigation (CSI). These sub-fields include genetics, toxicology, entomology, pathology, computer forensics, fire debris and trace evidence. This course will focus on forensic science concepts: abilities to perform inquiry; basic criminal law; crime scene investigation; DNA analysis and blood typing; examining evidence; fingerprinting; science and humanity; and the nature of toxins. The primary emphasis will be to develop understandings of these concepts through hands on, field inquiry.</p>	<p>Course Objectives: (Modifications or New) Forensic Science is "how science helps solve crimes". In this exciting, hands-on course, students will learn how different types of evidence are analyzed, the procedures for processing a crime scene, and how scientific principles are applied to legal matters. An Introduction to Forensic Science will cover a variety of topics at a basic level. In the fall semester topics covered include those of an "inorganic" nature such as observational skills, careers in forensics and related fields, history of forensic science and criminalistics, crime scene processing, tool mark analysis, fibers and hair analysis, chromatography, and fingerprinting. Spring semester topics will be of an "organic" or biological nature such as blood typing, DNA analysis, forensic pathology, botany, soils, and entomology. A highlight of spring semester includes a crime investigation project where student teams will work to solve a case on campus using their science and forensic skills.</p>
<p>Rationale for Modification/Add: (Include data) Forensic Science is one of the fastest growing fields in the country and is a vital part of the criminal justice system. Forensic science is not only utilized in high profile cases, it is used every day from the patrol officer with a dash camera, to the scientist with a computer and an electron microscope. Forensics is an ever-changing field that has sparked interest among young adults--these young adults are our future law enforcement, legal representatives, and lab analysts!</p> <p>This course is entry-level and structured with hands-on, real-world lab activities. Forensic Science is geared toward students needing a third science credit that thrive in a non-traditional classroom environment. This course is another option for the third science credit for those that are not interested in Environmental Science, are not confident in their math skills needed to be successful in Chemistry or Physics or have an interest in pursuing a career in Forensic Science.</p>	<p>Impact on Curriculum/Sequencing: (Inter/Intradepartmental) This course fills a need in our science curriculum. Currently only one class is offered for the niche of students that this course is designed for. This class will provide not only an additional option for these students, but also one that is hands-on/real life and lab oriented.</p> <p>Coding: 139998 Other Advanced Science Other Advanced Science Any advanced level science course that satisfies Ohio's science graduation requirements as required by section 3313.603 of the Ohio Revised Code, which requires inquiry-based laboratory experiences that engage students in asking valid scientific questions and gathering and analyzing information. Course content must be at the 11th or 12th grade level or above, must not repeat content in K - 8, High School Physical Science, or Biology, and must be designed to prepare students for college or career level coursework or training.</p>
<p>Cost: (Include initial and ongoing) Initial \$300-400. A majority of the lab equipment I already have in my possession (gifted from my professor at ONU). We also already have lab equipment(gel electrophoresis equipment) and basic office supplies that will be used in the class.</p>	Staffing Needs/Changes:

Department Head <i>Nadine Adams</i>	Date 12/3/19	Principal <i>Chris J...</i>	Date 12/2/19
Director of Academic Achievement <i>[Signature]</i>	Date 12-2-19	Superintendent <i>Angela Stamborg</i>	Date 12.2.19

Curricular Change Process:

- Department discussion and development of course(s).
- Complete the form and submit to administration by October 10.
- PAC review - considers impact of course and cross curricular connections October 14th.
- District and Building Administration consider forms and feedback from PAC when making final decision - November
- School Board will approve new courses at the second reading November/December
- Approved courses are prepared for course description book and scheduling December
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Curricular Change Proposal
Due by October 10, 2019

Proposal to: <input checked="" type="checkbox"/> Add <input type="checkbox"/> Drop <input type="checkbox"/> Modify	Grade Level(s): 9-12
Course Name: Intro to Computer Science	Suggested Prerequisite: None
Course Description: (Modification or New Description) This course is designed to offer an introduction to computer science and programming with Python.	Course Objectives: (Modifications or New) Students will learn the basics of computer programming along with the basics of computer science. The material emphasizes computational thinking and helps develop the ability to solve complex problems. This course covers the basic building blocks of programming along with other central elements of computer science. It gives a foundation in the tools used in computer science and prepares students for further study, including AP Computer Science
Rationale for Modification/Add: (Include data) With the growing demand for programming skills in many career fields, offering more options for students to develop those skills while in high school will help our students be more marketable in their chosen career fields. This course is designed to be accessible at school and at home through video lessons and an online platform to practice coding in Python.	Impact on Curriculum/Sequencing: (Inter/Intradepartmental) There is no impact on curriculum at this time; all curriculum is offered online through Amazon/Edhesive Future Engineer Pathway for Computer Science. A grant was obtained last spring to offer this course at Big Walnut.
Cost: (Include initial and ongoing) There will be no cost initially as long as Lisa Danne is able to continue the grant through Amazon/Edhesive	Staffing Needs/Changes: None unless the number of students requesting this course exceeds one class period per year. Then another teacher may be needed to teach the course.

Department Head  Date 12-3-19	Principal  Date 12/2/19
Director of Academic Achievement  Date 12-2-19	Superintendent  Date 12.2.19

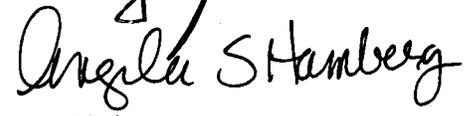
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Curricular Change Proposal
Due by October 10, 2019

Proposal to: ___X___ Add ___ Drop ___ Modify	Grade Level(s): Grades 9-12
Course Name: Piano Class	Suggested Prerequisite: N/A
Course Description: (Modification or New Description) Piano Class is designed for students who wish to develop basic piano playing skills or expand on their existing skills. Students will learn all the basics music skills/theory and should be able to play simple melodies with a left hand chorded accompaniment by the end of the course. Time will be spent in both group instruction as well as working individually to master the techniques of playing and learning pieces. Other topics that will be covered are music-notation, composition and the ability to evaluate music and musical performances effectively.	Course Objectives: (Modifications or New) Students will be able to: <ul style="list-style-type: none"> ♪ Play piano with proper technique ♪ Perform alone and with others ♪ Read music notation ♪ Compose music within specific guidelines ♪ Transcribe music ♪ Improvise following the standard Blues chord progression ♪ Listen to, analyze, and describe music ♪ Evaluate music and music performance ♪ Understand the relationship between music and the world beyond the school setting
Rationale for Modification/Add: (Include data) <ul style="list-style-type: none"> • Provides BWHS Students a non-performanced based music course. • Provides a well-rounded music curriculum • Fulfills a void & frequent request from Students & Parents • Provides the Students a life-long skill that can be used long after High School 	Impact on Curriculum/Sequencing: (Inter/Intradepartmental) N/A
Cost: (Include initial and ongoing) N/A	Staffing Needs/Changes: N/A

 Department Head Date 12/3/19	 Principal Date 12/2/19
 Director of Academic Achievement Date 12-2-19	 Superintendent Date 12.2.19

Curricular Change Process:

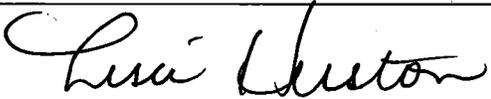
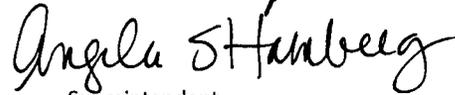
- Department discussion and development of course(s).
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Curricular Change Proposal

Due by October 10, 2019

Proposal to: <input checked="" type="checkbox"/> Add <input type="checkbox"/> Drop <input type="checkbox"/> Modify	Grade Level(s): 9-12
Course Name: Print & Design Service	Suggested Prerequisite: n/a Application Required
Course Description: (Modification or New Description) Based on a small business model, this course offers you real-life experience working in a print and design program to meet the needs of customers. Tasks within this small business include communicating via email, phone and in-person, listening to the requests of customers, sketching designs, designing work in Adobe Photoshop & Illustrator, managing finances, creating a weekly newsletter, and overseeing social media.	Course Objectives: (Modifications or New) - To display mastery in Adobe Illustrator and Photoshop - Build/strengthen communication skills in person, via email and over the phone - Design and draw work for customers - Managing finances - Overseeing and updating social media
Rationale for Modification/Add: (Include data) - Meets 2020 Vision - Easily provides differentiation of instruction - Provides "real world" experience - Offers completely transferable skills within the printing industry - Emphasizes communication skills	Impact on Curriculum/Sequencing: (Inter/Intradepartmental) Students who come from a strong digital design background will have a lot of success in this program. They will find the skills transferable and helpful in any additional programs of design.
Cost: (Include initial and ongoing): I would like to request a budget 2020/2021 approximately \$1500.00	Staffing Needs/Changes: n/a

 Department Head Date 12/3/19	 Principal Date 12/2/19
 Director of Academic Achievement Date 12-2-19	 Superintendent Date 12.2.19

Curricular Change Process:

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