

HIGH SCHOOL CURRICULUM PROPOSAL

PROPOSED COURSE NAME: Freshman Seminar

OLD COURSE NAME (if applicable)

SUBMITTED BY: Jake Hubert and Counseling Office

Underline the Appropriate Item: New Course / Major revision to an existing course

Implementation Date: 08/2016

Person(s) who will write the Curriculum: Jake Hubert and Counseling Office. With input from the Social Studies Department.

Respond to the following:

Duration: Semester long, with the possibility of a weekly rotation with another semester course.

Open to: Freshman

Prerequisites: None

Pass/Fail Option: Yes

Credit: 0.5

If the course meets a graduation requirement, which one does meet? Elective

Where does this course fit into department sequence? N/A

What is the potential impact of this course on the other department offerings? This course may replace the Career Education Course.

Course Description:

This pass/fail course is required for all Freshmen and is designed to provide students with a solid foundation in the study skills and foundations it takes to be successful in high school and beyond while exploring possible future careers. This course will help Freshmen to establish an academic plan to achieve their possible future careers, and give them tools to use to reach out to institutes of higher education beyond high school. The

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course will also cover a study of the social and emotional skills it necessary to be successful in high school and beyond.

Special Notes (i.e., extended periods, team teaching, etc.)

This course will help the high school identify those students who are academically or emotionally at risk and who would benefit from preventative measures. Many students transition into the high school with little to know study skills. This course will give them a solid understanding of the skills necessary to be successful and show them how to apply such skills. Many students also have a difficult time managing conflict at this stage of their life, whether with peers or others. The social/emotional aspect of the class will equip students with tools to properly manage how to approach conflict, in turn, driving down discipline issues, which will in turn allow for less disruptions to academics.

RATIONALE, OBJECTIVES, STRATEGIES

1. Course Rationale

A) What is the evidence of student need for this course?

B) What departmental needs/goals would this course meet?

C) What institutional needs/goals would this course meet?

2. Course Objectives: What will each student learn and know?

3. What types of instructional strategies will be used in the class?

4. What types of student assessment procedures will be used? How will the assessment be used to guide instruction?

5. List resources needed and approximate costs to implement this course. Include staff development, materials, textbooks, additional staff, equipment, technology resources, facilities, and fees.

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Include any additional information pertinent to your course.

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