

## HIGH SCHOOL CURRICULUM PROPOSAL

PROPOSED COURSE NAME                      College Algebra

OLD COURSE NAME (if applicable)        N/A

SUBMITTED BY:                                Chris J Shank

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

Implementation Date:                        Fall 2018

Person(s) who will write the Curriculum: Chris J Shank

Respond to the following:                    Chris J Shank

Duration:                                        Full Academic Year

Open to:                                         Anyone with prerequisites

Prerequisites:                                 Algebra 1, Geometry, Algebra II, PreCalculus

Pass/Fail Option:                              No

Credit:

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

Where does this course fit into department sequence?  
After Algebra 1 & 2, Geometry, and PreCalculus

What is the potential impact of this course on the other department offerings?  
This course could potentially improve the caliber of students enrolled in AP Calculus.

### Course Description

The course includes algebraic expressions, polynomials, equations, problem solving, complex numbers, and graphing. Major topics include functions, exponential and logarithmic functions, matrices, polynomial equations, inequalities, introduction to analytic geometry, conic sections, systems of equations, mathematical induction, and the binomial expansion theorem.

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

N/A

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## RATIONALE, OBJECTIVES, STRATEGIES

### 1. Course Rationale

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

Sophomores that are currently in PreCalculus need a 3<sup>rd</sup> year of math according to the state of Illinois. Some of these students need an alternative to AP Calculus and Statistics.

There are other students that want a fourth year of math but do not meet the standards for AP Calculus.

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

An alternative to AP Calculus and Statistics. This course would provide a good forecast of the student's first math class in college.

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

This course will benefit a more diversified student body by admitting more prospective students and allowing for a more inclusive culture.

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

The student will

- 1) demonstrate an understanding of the concepts related to functions and their inverses.
- 2) identify and graph quadratic, polynomial, rational, exponential, and logarithmic functions as well as the conic sections; also, demonstrate knowledge of the properties of these functions and relations and apply this knowledge to real world situations.
- 3) demonstrate proficiency in solving linear and non-linear systems using various algebraic, matrix, and graphical methods.
- 4) graphically represent the solutions to inequalities and system of inequalities that involve two variables.
- 5) use appropriate theorems and techniques to locate the roots of second and higher degree polynomial equations.
- 6) use the notation and formulae associated with arithmetic and geometric sequences and series.
- 7) demonstrate knowledge of binomial expansion, Pascal's triangle, and combinatorial formulae.
- 8) use technology appropriately in problem solving and in exploring and developing mathematical concepts.

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

Lecture, discussion, problem solving, and group work will be used.

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

Student assessment procedures will include formative and summative assessments. Summative assessments include tests and quizzes.

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

Free An open source online textbook can be combined with guided notes.  
The following is an example of an open source online textbook for College Algebra.

[www.stitz-zeager.com/szca07042013.pdf](http://www.stitz-zeager.com/szca07042013.pdf)

\$1075 10 TI-84 Plus CE.

\$799 1 Microsoft Surface Pro to create guided notes and make videos for online supplement resource.

\$1874 Total

Include any additional information pertinent to your course.

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# HIGH SCHOOL CURRICULUM PROPOSAL

PROPOSED COURSE NAME Spanish 4 (not Honors)

OLD COURSE NAME (if applicable) NA

SUBMITTED BY: Jason Geiger

Underline the Appropriate Item: New Course

Implementation Date: 2018-19

Person(s) who will write the Curriculum: Jason Geiger

Respond to the following:

Duration: Year long

Open to: Spanish 3 students for following year.

Prerequisites: Solid B in Spanish 3.

Pass/Fail Option: NO

Credit: weighted

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

Where does this course fit into department sequence? Year 4 Spanish

What is the potential impact of this course on the other department offerings?

Less students sign up for Spanish 4 Honors

## Course Description

The goal of Spanish 4 consists of a communicative approach with an emphasis on grammar, vocabulary, literature, and culture to strengthen a student's proficiency in Spanish. Students have an opportunity to reinforce reading, speaking, listening, and writing skills through individual and group activities.

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

N/A

## RATIONALE, OBJECTIVES, STRATEGIES

### 1. Course Rationale

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

For the 2016-17 school year and the current 2017-18 school year, the students enrolled in Spanish 4 Honors were not ready for Spanish 4 nor were ready for an honors-level foreign language class.

Students want a fourth year, but are not ready for what the title suggests, and is a false impression for college/university requirements.

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

Year 4 Spanish. An option that is not honors.

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

Spanish is not a graduation requirement.

Most colleges/ universities require a dedication to an area of interest, but it language, music, art, etc., over a length of time (two years). Some colleges are specific to foreign language. The more-competitive the college/ university, the more years in foreign language are required for acceptance.

NBHS should have a fourth year of Spanish instruction for students that want to take it, but not have it "honors".

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

Continuation of material from where they left off the previous year.

Last year and this year, Spanish 4 Honors students tested (paper test) at year two. We expect near the same for next year (2018-19), but not for the year after.

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

Variety, with a push for students to be able and to be comfortable communicating in Spanish.

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

Formative and Summative assessments.

Formatives guide changes in daily instruction.

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# HIGH SCHOOL CURRICULUM PROPOSAL

PROPOSED COURSE NAME Spanish 3 HONORS

OLD COURSE NAME (if applicable) NA

SUBMITTED BY: Jason Geiger

Underline the Appropriate Item: New Course

Implementation Date: 2018-19

Person(s) who will write the Curriculum: Jason Geiger

Respond to the following:

Duration: Year long

Open to: Spanish 2 students for following year.

Prerequisites: Honors Placement Criteria

Pass/Fail Option: NO

Credit: weighted

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

Where does this course fit into department sequence? Year 3 Spanish

What is the potential impact of this course on the other department offerings?  
Less students sign up for Spanish 3.

## Course Description

The goal of Honors Spanish 3 is to attain better communication skills, both written and oral, as well as a better understanding and fluency of the Spanish language and associated cultures. Students will study the language, culture, geography, and history of the Spanish-speaking world. Students will complete numerous projects. Given the nature of

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this class, students will be challenged constantly to produce clear and proper Spanish in class. Students will be exposed to more rigorous literature pieces than the on-level Spanish III class.

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

N/A

## RATIONALE, OBJECTIVES, STRATEGIES

### 1. Course Rationale

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

Advanced students in Spanish 2 want a more advanced class for next year. Complaints about slow pace, other students' lack of preparedness, and the need to re teach/ re assess due to poor performance (in the class in general).

Some students are simply fulfilling their "two years" for college requirement and have no real desire to pursue a real level of proficiency (which happens in levels 3 and 4). And then there are those that want it.

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

Something more advanced at an earlier level for students who want to do it. Geared towards students who (1) really want to learn the language and become proficient in communication, (2) want a challenge, and (3) are looking at more-competitive colleges/ universities.

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

Spanish is not a graduation requirement. Most colleges/ universities require a dedication to an area of interest, but it language, music, art, etc., over a length of time (two years). Some colleges are specific to foreign language. The more-competitive the college/ university, the more years in foreign language are required for acceptance.

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

Spanish 3 material (to keep in line with the current Realidades program), with expanded vocabulary and grammar.  
Extensive communication development.

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

Variety, with emphasis on continued development in active communication skills (speaking and writing).

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

Formative and Summative assessments.

Formatives guide changes in daily instruction.

Summatives guide the determination of mastery, with consideration for re-teaching or spiraling material.

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

None

Include any additional information pertinent to your course.

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I am sharing/ summarizing the information I have surveyed by looking at other high schools in regard to Honors levels in Foreign Languages at the HS level....

#### Placement of students:

1. Some schools want the students to choose to take honors level courses on their own. There is no placement requirement. The placement is purely by choice.
2. Some schools require only a teacher recommendation for honors level. And for some of these, it is any teacher, not necessarily a teacher specific to the honors content.
3. Some have a something of a "check list", which include things like a teacher recommendation, "exceeds" on standardized testing methodologies, "A" in previous year in content area, "A" on department final exam(s), a placement test, and a review of previous work (portfolio), etc.
4. Some have an actual "placement test" for honors consideration.

#### Levels offered:

1. A few schools offer honors in Level 1, but most start in Level 2 and continue upwards. These schools also offer an on-level and honors level at 2, 3, and 4.
2. Some schools only offer honors for Levels 3 and 4, with NO on-level offered for these levels.
3. Some schools have AP at for level 4, others at level 5.
4. Some schools have Spanish through Level 5 (even 6), and these are not AP. Rather the upper levels are specialty classes- film, literature, etc.
5. Some schools have dual credit offerings for upper levels.

#### Differentiating between honors and on-level....

Honors foreign language classes differ from on-level classes by presenting information and assignments at a faster pace and also by offering students more extensive vocabulary and deeper assignments. Honors classes are also differentiated by the readings required, the projects are more numerous and intense, and the work-load in general requires a larger commitment outside of class. Honors Spanish students are tested on skills and vocabulary at a higher level of understanding. Honors level students have a personal desire to learn the language and use the language as much as possible.

#### My recommendation:

1. Offer Honors Spanish 3, along with an on-level Spanish 3.
2. Offer a regular Spanish 4 ONLY for next year, and then only Honors Spanish 4 (and NOT offer a non-honors option) after that. Although Spanish 4 is not/ has not been Spanish 4 nor has it been honors, there

are students who want a fourth year. The 2018-19 year will be the last year of the affects from the previous Spanish teachers.

3. Establish an Honors Placement Criteria.

- MUST currently be in the prior level (Spanish 2 for Honors 3; Spanish 3/ Spanish 3 H for Honors 4). No skipping a year, specifically the year prior.
- MUST have recommendation from Spanish teacher (content) and a second teacher (any content).
- MUST fill out Reflection form (student AND parent).
- Meets 4 of 6:
  - Overall GPA is 3.5 or higher.
  - Standardized test score demonstrates high proficiency (i.e. "exceeds")
  - Earned an A in previous TWO (2) semesters in content area.
  - Earned an A on last department exam (semester exam).
  - Take the placement test (skill sets and communication demonstration) and scores at high proficiency (at least 90%).
  - Submit and present to a panel a variety of previous academic work in multiple content areas.

Reflection form (sample):

Student- Circle One: C=Consistently, S=Sometimes, SEL=Seldom, NA=Not applicable

I am motivated to learn at higher levels and at an accelerated pace. C S SEL NA

I am willing to commit myself to the rigorous expectations of an Honors Spanish class and to persevere even when it becomes more difficult. C S SEL NA

I am willing and able to work as an independent learner. C S SEL NA

I am willing to complete assignments that will require considerable course work outside of the class period. C S SEL NA

I am willing to become an active participant in discussions, debates, activities, etc., in Spanish. C S SEL NA.

Parent-

Check: Yes    No

I am aware that Honors courses are more rigorous and have higher expectations than regular courses. I will encourage my son/daughter to honor commitment and persevere even when the course becomes difficult.

\_\_\_\_\_

I am willing to support and encourage my child's progress in Honors Spanish class.

\_\_\_\_\_

I am willing to promote good study habits and to provide sufficient opportunities for my child to study.

\_\_\_\_\_

I am supportive of my child's interest in participating in Honors Spanish class.

\_\_\_\_\_

I understand that good attendance is vital for the pace of an Honors Spanish class.

\_\_\_\_\_

Teacher recommendation form-

Circle One: C=Consistently, S=Sometimes, SEL=Seldom, NA=Not applicable

Performs as an independent learner            C S SEL NA

Will have met course prerequisites            C S SEL NA

Is proficient in relevant study skills            C S SEL NA

Is able to work in cooperative groups            C S SEL NA

Is able to synthesize, analyze, and evaluate            C S SEL NA

Completes assignments and projects on time            C S SEL NA

Is motivated in this discipline            C S SEL NA

Attends school as expected            C S SEL NA

Grades in this content the previous semester: \_\_\_\_\_ Sem 1 \_\_\_ Fall 20 \_\_\_

**Additional Teacher Comments:**