

ATTACHMENT X-F: Approval of High School Curriculum Course Proposals

Suggested Motion:

Move to approve:

1. Music Appreciation and Listening
2. Vocational Internship Program

Recommended Action:

Approve as presented

The Curriculum, Instruction, Assessment Committee met on Wednesday, November 16, 2016 to review and discuss new course proposals for the High School. Each of the proposed courses is attached for the Board's review.

After discussion of the merits and need for each proposed course, it was determined by the Committee to recommend the following courses be implemented for the 2017-2018 school year:

Music Appreciation and Listening
Vocational Internship Program

1

HIGH SCHOOL CURRICULUM PROPOSAL

PROPOSED COURSE NAME: Music Appreciation and Listening

OLD COURSE NAME (if applicable)

N/A

SUBMITTED BY:

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

Implementation Date: School Year 2017 - 2018

Person(s) who will write the Curriculum:

Johnny Lammersfeld

Respond to the following:

Duration: Year Long

Open to: Sophomores - Seniors

Prerequisites: No Pre-requisite, (Teacher Recommendation)

Pass/Fail Option: Yes, Normal Grading Scale

Credit:

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

Fine Arts Elective - Humanities

Where does this course fit into department sequence?

This course is for students who are interested in studying music from all different genres, regions, and historic periods. This course is open to any student allowing students to come in and listen to and research differing types of music. The course would be an intensive program based off of four units in music gradually covering a large area of known music today.

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

This course would allow all students to be introduced to a music course. It will show students what it is like studying music in the educational and scholarly setting. It is also a different kind of research and study that is not offered in other academics.

Course Description

Submit the Completed form to the Building Principal who will forward to the Superintendent

HIGH SCHOOL CURRICULUM PROPOSAL

Music Appreciation and Listening is an intensive course studying four unit of music history and research. The four units consist of Historic Music and listening skills, 50's to 80's music, large music ensembles, and modern music. Students will write reports, do research, collect data, and take assessments based on the music covered in 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?

This was the second most asked for course taken from the school-wide survey given out this year. This would allow any student to come and take a music class, regardless of performance ability. This will open up a whole new world of academics and education to the entire student body.

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

This course would allow more students to come into the music room at the high school allowing them to be exposed to music and the happenings in our music department. In turn this should spark more interest in joining ensembles like band or choir, opening more doors to students.

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

This course would grow the music program along with giving students a bridge into the music courses and department at the high school.

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

Students will learn how to listen to music in a scholarly manner, looking for topics like instrumentation and genre. Students will then study Baroque, Classical and Romantic in the first unit. Students will then study music from the 50's, 60's, and 70's in the second unit. In the third unit topics will cover, World music, Orchestral, and Jazz. And in the final unit topics will cover pop music, new artists, and music that the students are interested in. Students will perform research, write reports, and analytically listen to the music covered.

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

The course will be taught in the lecture setting along with student research and written reports will cover the learning students must do on their own and in homework. The classroom will be a basis for discussion as well in the topics covered.

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HIGH SCHOOL CURRICULUM PROPOSAL

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

Assessments will be based on what the student should know and describe with each unit and its coinciding music. Four large unit assessments along with a midterm and a final will cover most of the grade.

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

1. Band Director at the Junior High

Include any additional information pertinent to your course.

This course opens up options to all students throughout the district and this will allow growth in the music department.

This I believe would be the most pertinent class to begin to offer the students. I am completely open to any suggestions.

Submit the Completed form to the Building Principal who will forward to the Superintendent

PROPOSED COURSE NAME **Vocational Internship Program**

OLD COURSE NAME (if applicable)

SUBMITTED BY: **Melissa Ford**

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

Implementation Date: **2017 – 2018 School year**

Person(s) who will write the Curriculum:

Melissa Ford along with the help of Lisa Boswell, Social Work part of the program and Kelly Friesema, Speech part of the program.

Respond to the following:

Duration: **2 class periods (preferably 5th and 6th hours) for internship
1 class period (preferably 4th hour) for classroom instruction**

Open to: **Students aging 18-21 in the life skills program and Seniors with an IEP looking for employment after graduation NOT college**

Prerequisites: **Students have to take classroom instruction along with the internship**

Pass/Fail Option: **yes for students receiving a certificate of completion**

Credit: Internship	Classroom Instruction
1.0 = Semester	0.5 = Semester
2.0 = Year	1.0 = Year

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

Where does this course fit into department sequence?
For students in their transition years of high school (12+ years) and Seniors

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

It is the only internship program offered.

Course Description

The North Boone Vocational Internship Program, will be a partnership between the life skills program, students with vocational needs at the high school and the local businesses. This 2 hour elective course is great for students who need a real life work experience outside of the school building. Partnering with local businesses, students are placed as interns working out in the community. As much as possible, students are placed according to their interests and abilities in positions that will help them develop real life workplace skills.

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

A 50 - minute classroom portion will be added for the students to watch the video-based curriculum, practice workplace scenarios, 1 day per week will be a Social Work / Speech Session.

RATIONALE, OBJECTIVES, STRATEGIES

1. Course Rationale

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

The internship program is designed to improve the education to career transition for students with disabilities. The course will be great for students who need a real life work experience outside of the school building.

Partnering with local businesses, students are placed as interns working out in the community. The students will be placed according to their interests and abilities based on positions available in the community.

Last year, the students got vocational experience with this program by offering the training in an actual real life work setting with a boss to answer to.

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

Students will prepare for a career by developing employability skills through a hands-on, experienced based classroom and community opportunity.

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

The students will explore careers for their future.

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

Students in the Vocational Internship Program will learn to communicate with supervisors, deal with customers and coworkers, use products and in some cases handle money.

The Vocational Internship Program is an opportunity for students to add information to a resume and acquire references for future employment. Other skills include but are not limited to: social behavior (through the Social Worker), problem solving, exploring jobs/ career research, completing applications and resumes, develop good work habits and attitudes, follow work safety procedures and rules.

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

The students will demonstrate work habits and attitudes important for successful employment through on the job training.

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

Unless identified otherwise in the student's IEP, students receive grades based on their level of participation and compliance of expectations towards classroom and internship site work as set forth in the attached rubric.

Weekly Performance Scores at each Internship assignment according to the rubric.

Quarterly Performance Evaluations (Formal Work & Etiquette Reviews) – Evaluations filled out with business partners.

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

Bus transportation will be needed to transport the students to the local businesses during the high school 5th and 6th hours.

Letters pertaining to insurance coverage for vocational activities / students needed to present to the local businesses. The letter should confirm that the district has general liability insurance for the students while participating in the Vocational Internship Program.

Scripted Vocational Role Plays \$29.00

Work Assessment Program \$199.00

Include any additional information pertinent to your course.

The program during the 1st Quarter has been very successful. Two of the businesses thus far requested for students every quarter because they truly believe in the program.

The program was awarded a \$5,500.00 grant through the Community Foundations of Northern IL to help get the program a video-based curriculum, polo shirts for the interns, window decals for the supporting businesses and funding for an end-of-the year luncheon for all the supporting businesses.