

GHS PROPOSAL FOR NEW COURSE

Course proposals for 2014-15 are due to Mr. Hauge by October 1, 2013

TO: High School Leadership Team

FROM: Steve Brucher

NAME OF COURSE: AP World History

DATE: Sept. 30, 2013

Course Description: AP World History would be a year-long elective course ideally offered to seniors (and possibly juniors). The course would follow the AP course curriculum guidelines.

Rationale: The Social Studies Department currently offers 2 Advanced Placement courses: US History (sophomore year) and Government (junior year). Adding World History to the curriculum would give an AP level social studies course option for senior students.

Costs:

Student Costs: Textbook and other supplementary materials

District Costs: None that I am aware of

Other Considerations: positive & negative (i.e. location of class, elective or required, any conflicts with other classes, any crossover or duplication with other classes, time of day such as EB only, pre-requisites, used for graduation requirement, semester or year long, grade level targeted, etc)

POSITIVE: Addressed in "Rationale" section above; offering AP courses to our students is a primary objective of our high school and its administration that helps to promote the district in a positive way through awards and recognition at a state and national level.

NEGATIVE: Adding another AP class would further saturate the AP offerings at GHS; there are only so many students to take these AP courses. Moreover, this course would most likely be another "singleton" course making scheduling even more challenging

COURSE SYLLABUS:

Instructional Materials to Include the Following:

Textbook: Have not selected one at this time – would do so after course is approved.
Have 3 sample textbooks from AP World History workshop

Study Guide:

Student Evaluation:

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TO: High School Leadership Team

FROM: Melanie Rice and Teri Minnaert

NAME OF COURSE: Life Long Learning

DATE: September 19, 2013

Course Description:

The purpose of this course is to increase opportunities for life long learning skills. It will be geared towards those students who need exposure and task oriented practice. The classroom will be the entire community. It will be a two fold curriculum which offers skills based tasks with social/emotional learning. It will include conversational skills, decision making skills, goal setting, and handling anxiety that goes along with each skill based task.

Rationale:

The electives offered to special needs students do not always meet the needs of the students. This course addresses IEP goals and objectives. The class size is important in that no more than 10 students should be placed in this class at one time. It is a year long class so that repetition and practice will ensure independence. There will be a learning contract for students as well as parents. Homework will include skill practice outside of the school day.

Costs:

Student Costs: none

District Costs: school vehicle usage

The course will be supported by grants such as Abilities Plus, PTA, Walmart, GEEE, Community Chest, and any other local grants possible. This course would also like to participate in the fundraising rotation. The course will need funds for public transportation, shopping, banking, laundry, and recreation. This course can be offered without any additional school resources or personnel.

Budget:

Transportation (public) \$1000
Laundry Mat \$100.00
Grocery Store \$500.00
Shopping \$250.00
Recreation/leisure \$50.00
Curriculum / training \$0

Every year -

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Other Considerations: positive & negative (i.e. location of class, elective or required, any conflicts with other classes, any crossover or duplication with other classes, time of day such as EB only, pre-requisites, used for graduation requirement, semester or year long, grade level targeted, etc)

We will be working with a local bank for checking and savings accounts for the students. After maintaining a job for a specified time, the students will assist with the cost of transportation. It will be no more than \$1.00 per day. We will also be obtaining debit cards for student use and practice. Local businesses such as the laundry mat, Village Home Stores, Food Pantry, Goodwill, Restaurants etc. will be utilized.

For time constraints and activities off of school grounds, it would be best to schedule the course during 3rd period and include ASAP and possibly A lunch. This would allow close to 90 minutes. This would guarantee enough time for work, transportation, and completed tasks.

This course will be offered to special education students grade 9 – 12 and could be repeated if necessary without penalty. Students will be evaluated on progress of skills and striving toward independence.

COURSE SYLLABUS:

Instructional Materials to Include the Following:

Textbook: teacher gathered and created materials

Study Guide:

1. Transportation
 - a. Walking
 - b. Public transit
2. Job skills
 - a. Seeking applications
 - b. Filling out applications
 - c. Speaking to employer
 - d. Interviewing
 - e. Part time employment
3. Grocery shopping
 - a. Lists
 - b. Locating items
 - c. Budgeting

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4. Banking
 - a. Checking accounts
 - b. Savings accounts
 - c. Depositing/withdrawing
 - d. Debit cards
5. Laundry
 - a. Laundry mat
 - b. Home
6. Doctors
 - a. Making appointments
 - b. Getting and taking prescriptions
 - c. Making payments
7. Recreation
 - a. Volunteering
 - b. Organizations/ activities
 - c. Community Center
 - d. Leisure time
8. Shopping
 - a. Frugal shopping – Goodwill

Food Pantry

Student Evaluation:

Through behavior checklists, observation, physically mastering tasks, written work and assessment.

TENTATIVE COURSE SCHEDULE/Calendar:

All topics will be introduced, practiced, mastered and repeated. All topics will be yearlong and at an individual pace. Once a concept is mastered, students will move on to other topics but returning to mastered topics often for independence.