

**SCHOOL DISTRICT OF MANAWA
CURRICULUM COMMITTEE MEETING
AGENDA**

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Amended on 11-5-2021

Date: November 8, 2021

Time: 6:00 p.m.

Hybrid Meeting Format (In-person Meeting for Board of Education at MES Board Room, 800 Beech Street & Virtual Components)

Board Committee Members: Hollman (C), Jepson, J. Johnson

In Attendance:

Timer: _____ Recorder: _____

1. Consider Endorsement of New LWHS Gay/Straight Alliance Club as Presented (Information / Action)
2. Consider Endorsement of School District of Manawa 2022-23 Internal Schedule Change Proposal as Presented (Information / Action)
3. Consider Endorsement to Add a New Articulated Wildlife/Ecology Agriculture Science Course with Fox Valley Technical College (Information / Action)
4. Formation of Wellness Committee as Per New Policy Being Considered by P and HR Committee (Information)
5. Consider Endorsement of Fountas and Pinnell Interactive Read Aloud (IRA) Collection for 4K at a Cost of \$1,088 as Presented (Information / Action)
6. Consider Endorsement of Reading Mini-lessons for Grades K-5 at a Cost of \$1,633.50 as Presented (Information / Action)
7. Consider Whether to Proceed with or Cancel the Washington D.C. Spring Trip for Grades 7-9 as Presented (Information / Action)
8. Consider Endorsement of High School Music Department Overnight/Out-of-State Field Trip Request - National Festival of the States in South Dakota - March 5, 2022 to March 10, 2022 as Presented (Information / Action)
9. Consider Endorsement of Wolfpack Brigade - LWHS Band Renaming Request (Information / Action)
10. Consider Endorsement of LWHS and Manawa Middle School Moving from a 7-Period Day to an 8-Period Day as Presented (Information / Action)
11. Consider Endorsement of Update to Robotics and Engineering Career and Technical Education Course Sequencing as Presented (Information / Action)

12. Curriculum Committee Planning Guide (Information / Action)

13. Next Meeting Date _____

14. Next Meeting Items:

- a. Consider Endorsement of LWHS 2022-23 Course Selection Guide (Information / Action)
- b. Consider Endorsement of LWHS Science Course Curriculum Revisions (Information / Action) - Summer 2022
- c. Curriculum Writing Plan
- d.

15. Adjourn

The purpose of this memo is to provide needed information and documentation for starting a Little Wolf High School GSA Club for grades 9-12. The information in this document was written by Grace Tohm, who is a senior at Little Wolf High School, has been a member of the Manawa School District since 2009, and a member of the Manawa community since 2006.

Words to Know

GSA: Gay-Straight Alliance

Heterosexual: one who is sexually attracted to the opposite sex

Homosexual: one who is sexually attracted to the same sex

LGBTQ+: people who identify as lesbian, gay, bisexual, transgender, questioning, and more.

This term includes all who identify as someone other than heterosexual and cisgender

Cis-Het: a Heterosexual Cisgender person

Cisgender: an individual whose gender identity is the same as their assigned sex at birth

Ally/Allies: A straight-cis person who supports and accepts the LGBTQ+ community

YRBS: Youth Risk Behavior Survey

ACLU: American Civil Liberties Union

GLSEN: Gay, Lesbian, and Straight Education Network

GSA "Mission Statement"

Gay-Straight Alliances, or GSAs, are student-led and student-organized school clubs that aim to create a safe, welcoming, and accepting school environment for all youth, regardless of sexual orientation or gender identity, often completing community service projects and planning social activities for students.

Purpose and Rationale

The ACLU states that "anti-gay harassment" and "LGBT students or allies want[ing] a safe, supportive space" are "really good reasons to start a GSA."¹ The intended purpose of the proposed GSA club would be to showcase the similarities between LGBTQ+ and straight students, through group activities and helping the community. This is a club for ALL people, regardless of sexuality and/or gender. This would be a club that would bond and support students who feel left out because of their sexuality and/or gender identity with straight allies as support. Many students and faculty in the School District of Manawa are not friendly to the fact that there are LGBTQ+ students and those who support them. Starting this organization will prove that students and faculty need to see that there will be people who will oppose you, but you need to stand up for who you are. In America, our 1st Amendment tells us that everyone is free to openly express themselves and that is what I hope to achieve. There may be backlash, but no one gives up fighting for who they are, no matter what purpose they aim to serve.

Intended Outcomes for Student

The outcome that will occur out of this group would be that students realize that even if someone is different from yourself, you can both work towards the same goal. This club promotes acceptance and support of all peoples. This would further make Manawa a place that

¹ American Civil Liberties Union <https://www.aclu.org/issues/lgbtq-rights/lgbtq-youth/gay-straight-alliances>

is supportive of all students and this would help to solidify this idea in the district. The main purpose of this club, to inspire and connect students to make Manawa a safer and more accepting place.

According to the YRBS survey done in 2019 of Little Wolf High School (Pages 71 to 74), 48% of students, grades 9-12, who have identified as “LGBTQ+”, report feeling a sense of belonging at school.² 34% who have experienced bullying (compared to 39% for straight-cis students) and 88% experience mental health concerns (compared to 47% of straight-cis students).³ The fact that straight-cis students have experienced more bullying than that of their LGBTQ+ peers proves that straight-cis students need this club, in a sense, more than those in the LGBTQ+ bracket.

Participation

Grades 9 through 12 will be allowed and encouraged to join GSA. I already have a group of students, grades 9-12, that I have talked to about the possibility of joining a GSA club, that are straight and LGBTQ alike, that want to start this. When we had an interest meeting on October 22, 2021, there were 19 students (based students open about their sexuality, we had both straight-cis and LGBTQ+ students). This would include a weekly meeting at lunch on Fridays, to discuss what activities/field trips/community service we should look at participating in and how we will execute these activities with the help of our advisors.

Plan of Operation

Interested students would attend lunch meetings every Friday during lunch to discuss and plan activities for the following week, month, and/or school year. Once the organization is approved, we will meet and decide officers, of whom will be a part of the GSA and be dedicated to planning and organizing activities and fundraisers with Ms. Gruman and Ms. Connolly. We would need a “council”, consisting of a president, who will organize activities, a vice president who will take the president's place in the situation that they cannot attend, a secretary who will note everything said at meetings, and a treasurer who will keep track of funds. We may also have a student representative who will voice the opinions and possible concerns of the other members of the group. Of course everyone will have a say, but for things that are a concern for many people the representative will bring it up to the “council”.

Costs

There would be no costs in order to start this club. We will start fundraising operations (as soon as possible) in order to go on educational trips, donate to LGBTQ+ and ally organizations, and to do activities. (There is a list, later in the document, of fundraisers and ways that we could possibly execute them.)

Persons in Charge

Adults who will overlook the operation would include Carrie Gruman-Trinkner and Janine Connolly. They are both allies of the LGBTQ+ community. GLSEN is an organization that

² See Page 71 of Little Wolf High 2019 YRBS Results

³ See Pages 72 and 73, respectively, of Little Wolf High 2019 YRBS Results

believes every student, LGBTQ+ and straight, deserve a safe, LGBTQ+ inclusive education, in hopes to prevent students from harassment if they simply have an identity in LGBTQ+ community. Research from GLSEN shows that having supportive adults in a school has a significant positive effect on LGBTQ+ students' sense of belonging and safety, not to mention on their attendance rates and their academic success.⁴ All students benefit from supportive adults and LGBTQ+-inclusive curriculum, because of the fact that modeling support and allies in the district will reduce discrimination, and inclusive curriculum will make it possible to teach about the rich tapestry of the people of Wisconsin, of which the LGBTQ+ community is an integral part. As advisors Ms. Gruman and Ms. Connolly will simply help us put our thoughts into actions, assisting with district approval, deadlines, comments, a sense of reality, and supervision. Other than that, this club is student-driven. Students will orchestrate the activities they want to complete, recognize how they connect with the GSA purpose, and finally see how a group of people with differences coming together can positively affect the world. This will teach students responsibility, leadership, selflessness, creativity, and how to work in a group to achieve a goal. There is a possible handbook that our advisers can use to give us ideas and to help themselves to guide us.⁵

Resources Needed

A room to meet, discuss, and create in. (The Choir Room)

Potential Fundraisers

Bake sales at school-sponsored events such as wrestling matches, basketball games, and after school events are a possibility of places and times that we could sell baked goods. We could also, considering the lunch program is not adversely affected, sell themed cookies and baked goods during the holidays (like Christmas, Halloween, Thanksgiving, Valentines Day, St. Patrick's Day, etc.). This could also occur on LGBTQ+ and ally celebration days where we could sell themed cookies to spread awareness. This would include Harvey Milk Day (May 22nd), Lesbian Day (October 8th), Trans Day of Visibility (March 31), International Day Against Homophobia, Transphobia, and Biphobia (May 17th), and Intersex Day of Remembrance (November 8th).⁶

A coin drive, also known as a penny war, is also a possible fundraiser. Grades 9-12 and staff will compete against each other in order to win a prize, possibly an afternoon of board games, video games, movies, or other appropriate school events. The catch is you can only add pennies and cash to the fundraiser; nickels, dimes, quarters, and half/dollar coins take away from that class's earnings. Grades can sabotage the others by adding nickels, dimes, etc. instead of pennies and cash, therefore lowering that class's winnings and heightening their class's chance of winning.

Ending Comments

⁴ For more information on the GLSEN National School Climate Survey, please see: <https://www.glsen.org/research/2019-national-school-climate-survey>

⁵ GSA Advisor Handbook <https://gsanetwork.org/wp-content/uploads/2018/09/Advisor-Handbook-2020.pdf>

⁶ https://en.wikipedia.org/wiki/List_of_LGBT_awareness_periods

I would like to also note that GSA is in no way “recruiting” students into the LGBTQ+ community. No one chooses to be LGBTQ+, people are, to quote Lady Gaga, “born this way”.⁷ As a lesbian member of the Manawa community, being known for her involvement in theater, music, and the arts, I find this as an incredibly important step in ensuring that LGBTQ+ students in the district’s future, do not face the discrimination from their peers, as I often did. Students often made jokes, not directed at me, but directed at the community that made me feel inferior, as if I was somehow lower than them. But through the support of students I have found people like me, LGBTQ+ and cis-het alike, that support me and accept me for who I am. I only hope that in the future, this district will be more accepting of people like me.

⁷ [Lady Gaga - Born This Way \(Official Music Video\)](#)



To: Dr. Melanie J. Oppor, BOE
From: Danni Brauer and Dan Wolfgram
Date: 9/16/21
Re: 2022-23 Calendar Proposal

This memo proposes the discontinuation of early release Wednesdays beginning with the 2022-23 school year to be replaced by a full day of instruction on Wednesdays and the return of guaranteed dedicated collaboration time throughout the school year as recommended by the Calendar Committee.

Rationale

MES

Academic data at MES has been less than optimal for the past several years. Many students are not meeting district and state benchmarks by the time they transition to middle school. As the situation was investigated, it was determined that there are several reasons this is happening. First, the teaching resources being used needed to be replaced or enhanced by research/evidence-based practices or materials. It was also determined that the current schedule does not allow for the time or consistency of instruction required for students to learn optimally. Finally, the realization that the data that was collected was not being used in a systematic way and, in some cases, further data was needed in order to make good decisions to improve instruction and student achievement.

At the start of the 2021-22 school year, several changes were implemented. New phonics/decoding instruction began in grades K-2 and consistent spelling instruction is now implemented in grades 3-5. Interactive Read Alouds are being implemented across all grades to model reading strategies. A new math program is now being used in grades 4K-5. Instructional coaches are rotating through all classrooms to support teachers with new instructional practices and materials. Teachers are working especially hard to align instruction to state standards. There is a renewed focus on making data-based decisions using formative assessments that are aligned to essential standards and learning targets. Classroom schedules were also made for teachers with a focus on the number of minutes needed for instruction and the ability to provide instructional coaching for ELA and math.

Proposal

MES

Eliminating early release Wednesdays will add 60 minutes back into weekly classroom schedules. This 60 minutes a week will allow teachers to teach more content in the areas of Science and Social Studies. At this time, Science and Social Studies minutes are significantly shortened because there just isn't enough time in the week to include all that is required. The Wednesday meetings are helpful but one hour is not enough for types of rich discussions that data-based decisions require and appropriate support from the principal and instructional coaches are divided between grade levels and, in the case of instructional coaches, two buildings.



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

MMS and LWHS

A scheduling committee was formed in mid-September to analyze the possibility of change. Teachers had input throughout the entire process. The elimination of the Wednesday early release for the purpose of collaborating with colleagues is supported by the staff provided the time is returned to the staff in some guaranteed manner throughout the school year.

We feel that it is critical that this dedicated collaboration time be put back into the master calendar to allow for half-day releases every 3-4 weeks or an equal amount of time in a full-day format. The work that is done during this time is essential for continued student success.

Name of Class:	Ecology		
Catalog/State Course #:	10057109-1		
Instructor Name:	Anthony Rynish	Office:	D121
Email:	rynisha@fvtc.edu	Phone:	920-735-2527
Office Hours:			
Class Number:	51426	Credits:	2
Day(s) of Week:	Monday	Class Time:	8:30 am to 11:20 am
Start/End Dates:	8/23/21 to 12/13/21	Weeks:	16
Location:	G140A		
Textbook:	Ecology Concepts & Applications: 8 th Edition, Manuel C. Molles Jr. **Book is available online		
Supplies Needed:	Dictionary, notebook and writing utensil.		

You are attending this class as a student of Fox Valley Technical College. Our mission is to prepare you to be a NATURAL RESOURCE PROFESSIONAL for your career beyond Fox Valley Technical College. The following is what will be expected of you as a Natural Resource Professional.

Technical Skills/Equipment Needed

Microsoft word, Blackboard, Email, use internet, use MS Office, etc. A few classes will be held outside. The Natural Resource Professional will be notified one week in advance of going outside for class and will be expected to dress accordingly for the weather.

McGraw Hill Education Connect

- For this course, we will be using McGraw-Hill Education Connect® Access for Ecology: Concepts and Applications by Molles. Digital access to Connect was included in your tuition as a course fee, so please follow the registration steps **“BlackBoard + Connect Registration”** to get access to the digital textbook and homework assignments.
- You are not required to have a print text, but if you’d like one the bookstore is carrying loose-leaf print copies which can be purchased out-of-pocket for a reduced price.
- For any and all Technical Support or questions, **please contact the McGraw-Hill Customer Experience Group directly at (800) 331-5094**. Please save this number and be sure to get your case number for future reference if you call the CXG (Customer Experience) line.

Blackboard Support: email - online@fvtc.edu Phone: (920) 735-4816

Part of this course will be on Blackboard which has been paired with Connect. For any technical assistance the student will need to contact this technical support number: 1-800-331-5094 (This is the Connect IT helpline)

Sunday 11 am to 1 am

Monday thru Thursday 7 am to 1 am

Friday 7 am to 8 pm

Saturday 9 am to 7 pm

Communication Policy

Communication is key in any part of life (professional, personal). If you have questions it is best to either speak to me after class or during office hours. If that does not work for you please contact me either by email or phone to set up an appointment.

Grading Policy

All work will be graded within one week of submission. Allow an extra week for larger projects. Assignment and test grades will be entered on Black Board. It is the Natural Resources professional's responsibility to track their grade throughout the semester. ALL ASSIGNMENTS must be completed to receive a grade.

Grading Scale

Percent

A = 95-100

A- = 93-94

B+ = 91-92

B = 87-90

B- = 85-86

C+ = 83-84

C = 79-82

C- = 77-78

D+ = 75-76

D = 72-75

D- = 70-71

F = <70

Breakdown of Grade

Papers = 43%

Research Paper = 21%

Oral Presentations = 11%

Reading & EcoPrep (on Blackboard) = 14%

Review for Hummingbird Video = 4%

Hummingbird Video = 7%

Papers = 600 Points

Research Paper = 300 Points

Oral Presentations = 150 Points

Reading & EcoPrep (on Blackboard) = 204 Points

Review for Hummingbird Video = 50 Points

Hummingbird Video = 100 Points

Assignment/Exam Policy

ALL ASSIGNMENTS must be completed to receive a grade. All assignments, except ECOPREPS, are due at the start of class on the due date. Assignments handed in after the start of class on the due date will be considered late.

Assignments handed in within one week after due date will be graded, but reduced by one letter grade. Assignments handed in one week or later after due date will be reviewed for performance, but will receive zero points unless circumstances (determined by the instructor) allow for a grace period.

It is the RESPONSIBILITY of the Natural Resource Professional to contact the instructor to discuss a possible grace period. **The Natural Resource Professional should focus on what they CAN DO, not what they can't do!

Department/Program Grade Expectations

This course is competency-based which means you must complete all assignments to pass the course.

Student Effort: In order to meet the course requirements, you should expect approximately two hours of outside class work for every one hour of effort in the classroom. In lab courses, you can generally expect to spend one hour of outside effort for every two hours in the lab. This will allow you to fully prepare and review necessary course activities. (These ratios may need to be adjusted, depending on the type of class hours assigned to the course.) Coursework and assignments are based on these assumptions.

Content Outline/Content Outline with Schedule

EcoPrep assignments are found on Blackboard.

Online Content Outline and Schedule - 2 Credits (see notes at bottom of schedule)

**Ecology and Written Communications
Monday Tentative Schedule – Fall 2021**

Date	Due	In Class	Assigned
Week 1: 8/23		<ul style="list-style-type: none"> Review Course Syllabi Discuss Class Expectations What is Ecology? Writing Process 	<ul style="list-style-type: none"> Read Chapter 1 ECOPrep Read Chapters 2, 3, 4 WC WC 2,3,4 assignment
Week 2: 8/30	<ul style="list-style-type: none"> WC 2,3,4 assignment ECOPrep Wk 1 	<ul style="list-style-type: none"> Chapter 1 E - Observations Chapter 2,3,4 WC Discuss Traits of Effective Writing Memo format/revision activity Format, content, IBC <i>Outside Work – Dress accordingly</i> 	<ul style="list-style-type: none"> Read Chapter 4E ECOPrep E & WC – Observation Memo Read Chapter 9 WC
Week 3: 9/6	<ul style="list-style-type: none"> Labor Day – No Classes 		
Week 4 9/13	<ul style="list-style-type: none"> E & WC Observation Memo ECOPrep Wk 3 	<ul style="list-style-type: none"> Chapter 4 E Chapter 9 WC – Informal Reports Source Evaluation 	<ul style="list-style-type: none"> Read Chapter 9, 10, 13E ECOPreps E Making of the Fittest 5 Questions E /WC Report- Chapter 3 Informational Report – Selection
Week 5 9/20	<ul style="list-style-type: none"> E /WC Report- Chapter 3 Informational Report - Selection ECOPrep Wk 4 E Making of the Fittest 5 Questions 	<ul style="list-style-type: none"> Chapter 9,10, 13E Turkey Population Worksheet Grammar Review 	<ul style="list-style-type: none"> Read Chapter 11, 12E ECOPreps Turkey Population Worksheet
Week 6 9/27	<ul style="list-style-type: none"> Turkey Population Worksheet ECOPrep Wk 5 	<ul style="list-style-type: none"> Chapter 11, 12 E Turkey Population Analytical Report Analytical Reports Discuss Extreme Organism Presentations Discuss Oral Presentations. 	<ul style="list-style-type: none"> Read Chapter 5, 6, 7E ECOPreps Turkey Population Analytical Report Extreme Organism Presentation
Week 7 10/4	<ul style="list-style-type: none"> Extreme Organism Presentation Turkey Population Report ECOPrep Wk 6 	<ul style="list-style-type: none"> Chapter 5, 6, 7 E Extreme Organism Oral Presentations Research Paper Introduction Sources/Documentation/Visuals Research Paper Preparation 	<ul style="list-style-type: none"> Read Chapter 16 E ECOPrep Review WC pages 148 – 150 Research Paper Topic Research Paper Prep Purpose Statement Sources/Documentation Assignment Summary Assignment
Week 8 10/11	<ul style="list-style-type: none"> EcoPrep Week 7 Research Paper Prep 1 & 2 	<ul style="list-style-type: none"> Discuss Research Paper Topics Discuss Body of Report Discuss 	<ul style="list-style-type: none"> Read Chapter 10 and Appendix C Research Prep Preliminary Source List

	<ul style="list-style-type: none"> Sources/Documentation Assignment Summary Assignment Sources/Documentation Assignment Summary Assignment 	Documentation/References Chapter 16 E	<ul style="list-style-type: none"> Draft of Instructions Draft of Instructions
Week 9 10/18	<ul style="list-style-type: none"> Research Prep Preliminary Source List Draft of Instructions 	<ul style="list-style-type: none"> Work on Body of Report/Review Documentation Instructor Review Paper Progress 	<ul style="list-style-type: none"> Read Chapter 14 E ECOPrep Sampling Instructions Sources/Documentation Assignment Summary Assignment Research Preparation Assignment
Week 10 10/25	<ul style="list-style-type: none"> ECOPrep Wk 9 Research Preparation Assignment Sampling Instructions 	<ul style="list-style-type: none"> Chapter 14 E – Carnivore/Prey and Herbivore/Plant Presentation Prep Discuss Sampling Discuss Instructions 	<ul style="list-style-type: none"> Read Chapter 15 E ECOPrep Draft Instructions
Week 11 11/1	<ul style="list-style-type: none"> ECOPrep Wk 10 Draft of Body of Report 	<ul style="list-style-type: none"> Chapter 15 E Sampling Activity Sampling Data Sampling Short Report <i>Outside Work – Dress accordingly</i> 	<ul style="list-style-type: none"> Submit Draft of Body to SafeAssign Carnivore/Prey Presentation
Week 12: 11/8	<ul style="list-style-type: none"> Submit Draft of Body to Safe Assign Oral Presentations 	<ul style="list-style-type: none"> Oral Presentations – Carnivore/Prey Discuss Source Usage & Paraphrasing Instructor Review of Body of Paper 	<ul style="list-style-type: none"> Draft with Intro/Conc/Rec Read Chapter 20 E ECOPrep
Week 13: 11/15	<ul style="list-style-type: none"> Draft with Intro/Conc/Rec ECOPrep Wk 12 	<ul style="list-style-type: none"> Chapter 20 E Discuss Introduction/Conclusions/ Recommendations Succession Walk <i>Outside Work – Dress accordingly</i> Ecology Review Worksheet 	<ul style="list-style-type: none"> Draft of complete paper Ecology Review Worksheet
Week 14: 11/22	<ul style="list-style-type: none"> Two copies of entire paper Ecology Review Worksheet 	<ul style="list-style-type: none"> Research paper Peer Review 	<ul style="list-style-type: none"> Research Paper
Week 15: 11/29	<ul style="list-style-type: none"> Research Paper 	<ul style="list-style-type: none"> Research paper Due HUMMINGBIRD Video with Guide/Exam Chapters 6 & 7 WC Discuss Letter Format Discuss Direct and Indirect Letters 	<ul style="list-style-type: none"> Chapters 6 & 7 WC - 3/2/1
Week 16: 12/6	<ul style="list-style-type: none"> Positive and Negative News Letters Chapters 6 & 7 WC 	<ul style="list-style-type: none"> Peer Review Direct (Positive News) Letter Peer Review Indirect (Negative News) Letter 	<ul style="list-style-type: none"> Read Chapter 2, 3, 17ECOPrep
Week 17:	<ul style="list-style-type: none"> Positive and Negative News Letters 	Discuss Chapters 2,3, 17E Catch-up Day	

Attendance Policy

Attendance is important!!! *If you are absent for any reason:*

- *It is the Natural Resource Professional's **RESPONSIBILITY** to obtain any information missed prior to their arrival or when they are absent from other professionals.*
- *If there is a pattern of or repeated absences the instructor will refer the Natural Resources Department General Policies and Criteria Attendance Policy.*
 - *NATURAL RESOURCE PROFESSIONALS can miss two (2) class sessions, EXCUSED OR UNEXCUSED it makes no difference.*
 - *If a third (3) class is missed the Natural Resource Professional will have their overall course grade lowered by one letter grade.*
 - *Upon missing a fourth (4) class the Natural Resource Professional will be immediately withdrawn from the class.*

COVID-19 STATEMENT – COVID-19 has created many new challenges and changes. Class attendance is important for in-person classes. However, due to COVID-19 if you are not feeling well on a day scheduled for class and have a temperature of 100.4 degrees F or higher please plan to stay home. Contact the Covid Response Team (covidresponse@fvtc.edu) and the instructor so a plan can be made for you to make up the class. Communicating with the instructor is very important during this time. If you miss class due to illness and do not contact the instructor the above attendance policy will be followed.

Guidance/Policy for Masks: <https://www.fvtc.edu/forward-fox-valley-tech>.

Student Resources/Support: (*Note: Underlined items are hyperlinks to the FVTC College resources and/or policies.*)

- [Campus Safety & Security](#) - Life threatening 911 / Emergency (920) 7354777 / Non-emergency (920) 7355691
- [Support Services](#) - There is a broad network of support services for you at Fox Valley Technical College; see them at this link that takes you to the Help and Resources Tab in Blackboard.
- [Tutoring/Writing Assistance](#) - The Teaching and Learning Center (TLC) and Write Way are services to assist you with tutoring and writing assistance services; see the For Students tab in Blackboard.
- [Course Withdrawal](#) - If you choose to withdraw from the course, please contact me and enrollment services to ensure you are aware of the impact to your Academic and Financial Aid GPAs.
- **Equal Opportunity** - Fox Valley Technical College is committed to ensuring equal access to its educational programs and employment opportunities without regard to sex, gender, race, color, national origin, religion, age, disability, gender identity, sexual orientation, genetic characteristics, marital status, or military status.
 - **ADA** - FVTC provides a wide range of supplemental services to ensure reasonable accommodations to the known physical or mental limitations of qualified individuals with disabilities. To obtain more information or request accommodations, contact FVTC's Student Services' Educational Support Center at (920) 7355679 Voice/TTY.
 - **Title IX** - FVTC prohibits all forms of illegal gender and sex-based discrimination, which includes acts of sexual violence, sexual harassment, domestic violence, dating violence, and stalking. To report a Title IX concern, contact Security Services at (920) 7355691 or (920) 9935177. [Sexual Misconduct Policy](#)

Student Conduct

- [Conduct - Student Policies](#) - Please review these policies to understand your rights and responsibilities as a student. The topics below are covered in these policies.
 - Plagiarism and Academic Conduct - **Plagiarism and cheating are not acceptable. If instructor suspects plagiarism or cheating, the incident will be investigated. You will earn an "F" on the assignment and possibly an "F" for the course. The decision will be made at the discretion of the instructor.**
- [Acceptable Use of Computers and Electronic Devices](#)

- *Laptop computers and tablets will be allowed to be used during class when instructed by the instructor.*
- *All cell phones, pagers, and other electronic devices must be turned off during class.*
- *Texting during class discussion is prohibited and Natural Resource Professionals who abuse this will be asked to leave the classroom for the rest of the class time. If a Natural Resource Professional is dismissed because they are texting, or on any other electronic device, it will count as an absence. Please refer back to the Attendance policy.*
- *If a Natural Resource Professional is expecting an urgent phone call please see the instructor before class to alert him to this need, and put the phone in vibrate mode.*
- **Backpack/Book Bag**
- *All backpacks, book bags, knapsacks or any other item used for carrying books must be placed on the floor during class.*

Student Expectations

Come prepared for class and conduct yourself as a Natural Resources Professional!

Course Description

Ecology is a study of the relationship and interrelationships of living organisms in their environment. Students will learn about natural selection and speciation, environmental conditions, populations and competition, succession, energy flow and biogeochemical cycles, and diversity of ecosystems.

Prerequisites/Corequisites

Written Communications or Equivalent

Course Competencies: All students should be competent in the following knowledge, skills, and behaviors by the end of this course.

- Analyze interactions among animals and between humans and animals
- Graph population dynamics
- Classify species in extinct, threatened and endangered categories
- Explain effects of competition and coexistence between native and exotic species
- Differentiate between herbivory, carnivory, parasitism, and cannibalism
- Present a summary of a plant community
- Explain the process of succession.

Employability Essentials: FVTC works closely with area employers to ensure our students are learning the skills needed in today's competitive workplace. In addition to technical skills, you will also learn and practice the following Employability Essentials—the skills and behaviors employers want in the workplace.

- Adapt to Change
- Think Critically and Creatively
- Work Collaboratively
- Communicate Effectively and Respectfully
- Act Responsibility

Amendment to Syllabus

Any changes to the information in the syllabus affecting the course, or course content will be announced by the instructor. Changes to the course policies may occur due to extenuating circumstances.

Addendum

Natural Resources Program General Policies and Criteria (attached)



Students choosing to excel; realizing their strengths

To: Board of Education
From: Michelle Johnson, District Literacy Specialist
Date: 10/26/2021
Re: 4K Interactive Read Aloud Materials Recommendation

I recommend the purchase of the Fountas and Pinnell Interactive Read Aloud (IRA) Collection for 4K at a cost of \$1,088. These materials will be paid for with ESSER II money provided by the federal government to mitigate the learning loss caused by the COVID-19 pandemic.

Per the School District of Manawa Comprehensive Literacy Plan (approved on March 15, 2021), Interactive Read Alouds will be used in each classroom K-5 for 15 minutes a day, 5 days a week.

The collection is organized into 25 text sets. Each text set contains four to six high-quality picture books. The instructional purpose is that when these age-appropriate books are read to students, they will spark classroom discussion and provide opportunities for students to write and reflect on reading all while enriching their learning with engaging stories. Each interactive read aloud models literacy skills aligned to essential standards such as:

- Character analysis and development
- Solution seeking to conflict
- Summarization through partner share, group discussion, and journal writing
- Genre elements identification
- Lifelong connections and vocabulary acquisition
- Emulation of model writing
- Grounding interpretation and ideas with supportive text evidence
- Fostering the joy of reading

This same type of materials were purchased for grades 5K through 5. Due to many changes in 4K instruction, the purchase of this IRA collection was delayed. Now, though, is the time to expand this type of instruction to our youngest learners.



Students choosing to excel; realizing their strengths

To: Board of Education
From: Michelle Johnson- District Literacy Specialist
Date: 10/26/21
Re: K-5 Supplemental Literacy Materials Purchase Recommendation

I recommend the purchase of *Reading Minilessons* for grades K-5 at a cost of \$1,633.50. The cost of these materials will be paid for with ESSER II money provided by the federal government to mitigate the learning loss caused by the COVID-19 pandemic.

Reading Minilessons, published by Fountas and Pinnell, is a teacher text that will serve as a supplemental resource to the Interactive Read Aloud (IRA) Collection for grades K-5 that have already been purchased and are being used in MES classrooms. This resource includes “short, concise, explicit, inquiry-based lessons about a principle that students can apply to their own reading.” It is organized into four types of lessons:

- Management- literacy rich routines with modeling, guided practice, and independent implementation
- Literacy Analysis- builds awareness of characteristics of genres
- Strategies and Skills-model and reinforce skills to meet and exceed literacy expectations and behaviors
- Writing about Reading- students ground their thinking with writing about text, supporting ideas with text evidence, and expanding upon their interpretations of rich mentor texts.

These lessons help students connect all the parts of their literacy instruction: the IRA, reading mini lesson, guided/small group instruction, word study, and independent reading practice. This, in turn, increases reading skills and overall achievement.



To: Dr. Melanie Oppor, Curriculum Committee
Fr: Dan Wolfgram, Jeff Bortle
Date: 11/4/2021
Re: 2022 Washington D.C. Trip

The purpose of this memo is to provide information to the Curriculum Committee and the SDM Board of Education regarding the proposed curriculum aligned Washington D.C. trip so a decision can be made regarding participation. To avoid any loss of dollars to families, a decision to commit or withdraw from the trip needs to be made in November. The company said that in December some financial commitments would be non-refundable.

The current situation in Washington DC according to the tour company:

- Mandatory masking indoors for all participants.
- Mandatory masking outdoors for the unvaccinated.
- Mandatory vaccination proof for some indoor locations.
- All unvaccinated participants must have a negative test 1-3 days before arriving in Washington DC. Some attractions and venues will ask for proof of this.
- If a trip participant (chaperone or student) gets symptoms or tests positive the entire group must remain in Washington D. C. for 10 days. This scenario would also require additional hotel rooms for quarantine or isolation that would be paid by the trip participants.
- Trip costs may rise for remaining participants if some participants choose not to go on the trip.

A signed survey document went out to the parents of students signed up for the trip as well as the chaperones on November 4 to confirm whether they are willing to comply with all the tour company stipulations noted above.

Option A: Proceed with the trip for those who can conform with the travel requirements and refund money to those who are not able to do so.

Option B: Cancel the trip.

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School District of Manawa
Field Trip/Transportation Permit Form

Field Trip Permit Forms must be submitted at least two weeks in advance. School day trips must return to school no later than 2:45 p.m. to coordinate with dismissal and bussing schedules.

Reminder – Overnight and Water Related trips require BOE approval. Plan approval at least two months in advance.

Teacher/Coach (responsible for trip) Gruman/Plekan Grade/Class 9-12 Music Dept.
Date(s) of trip March 5 to March 10

Destination and Address: South Dakota
Itinerary of trip (attach sheets as necessary): **Is this an overnight or water related trip?** yes no

See Attached

Purpose of trip (include curriculum guide learner outcome or competency references):
Performance/clinic opportunity + tour

No. of Students ~40 No. of Teachers 2 No. of Chaperones ~3 GROUP TOTAL 45
Departure time _____ Return time _____ Total hours _____ No. of Buses 1 (provided by Company)
Start (pick up) point _____ Return (drop off) point _____

FIELD TRIP COSTS (NO student participation fee can be required without prior Board of Education approval.)

Non-transportation costs (Planner completes for all field trips)

A. Total school-paid miscellaneous costs (admission, tickets, supplies, etc.) A. \$ _____
FD _____ LOC _____ OBJ _____ FUNCTION _____ PROJ _____

B. Per pupil student-paid miscellaneous costs See attached B. \$ _____

C. Lunch plans (check all that apply)

- Students will bring a sack lunch from home _____
- Food service staff will prepare box lunches _____
- Lunch will be purchased at site of field trip X by student _____
- Not applicable _____

NOTE: ALL PARTICIPANT FIELD TRIP FEES ARE TO BE PAID TO THE SCHOOL/DISTRICT PRIOR TO THE TRIP.

Staff member(s) responsible for administering medication to students Gruman

APPROVED Dan Wolfgram DATE 11/2/21
Principal

Forms Distribution: Kobussen Buses LTD.
District Nurse
Business Manager
School Office
Activities Director (as applicable)



Music Celebrations International, L.L.C.

1440 S. Priest Drive, Suite 102, Tempe, AZ 85281-6954

(480) 894.3330 (800) 395.2036 Fax (480) 894.5137

info@musiccelebrations.com

October 20, 2021

Mr. Kevin Plekan
Little Wolf High School
515 E. Fourth St.
Manaway, WI 54949

Dear Mr. Plekan,

Based on your recent communication with Luke Wiscombe, Music Celebrations International is pleased to present this proposal for a concert tour to **SOUTH DAKOTA** for the **LITTLE WOLF HIGH SCHOOL BAND & CHOIR**.

The quality of your performances is of the utmost importance! Performance venues range in locations from the standard public venues to auditoriums, exchange concerts, churches and memorials. Schedules permitting, we can arrange workshops with well-known clinicians, and faculty members from the most prestigious music conservatories and universities in the area who specialize in working with groups like yours.

Music Celebrations International personnel have been organizing concert tours of exceptional quality throughout the world for over 25 years. Our professional and experienced staff will handle all of your travel arrangements and accommodations down to the last detail. Rest assured that the prices we offer cover the cost of everything that will enable your group to have a successful and memorable concert tour experience.

I am very excited about the musical stimulation this tour will undoubtedly provide C just the kinds of experiences that raise the level of musicianship and dedication to the performing arts for all participants.

This is the life-changing focus of Music Celebrations! Please call on us for any reason. We look forward to associating with you in this special performance opportunity.

Sincerely yours,

John P. Wiscombe

President

MUSIC CELEBRATIONS INTERNATIONAL

Cost Estimate

Little Wolf High School Band & Choir

The following cost estimates for MCI's suggested tour itinerary are based on the number of paying participants in each 54 seat motorcoach. These tour suggestions represent a beginning point for further discussion, customization and negotiation.

3 nights / 6 days by chartered motorcoach	50-52 Paying (+2 free)	45-49 Paying	40-44 Paying	35-39 Paying	30-34 Paying
Including Motorcoach	\$900	\$1,000	\$1,100	\$1,200	\$1,300

Transportation (chartered bus) is priced as of October 20, 2021, and is subject to change. Fuel surcharges for coaches may apply.

These costs are based on group payments made by organization check or cash-equivalent to qualify for our lowest discounted prices. If you choose to have MCI handle the accounting and payment processing for each individual on tour, a 5% accounting fee applies.

Longer and shorter tour options, with or without additional musical opportunities, are available.

Please complete your registration on our web portal at <https://portal.musiccelebrations.com> and submit your \$1500 non-refundable deposit to Music Celebrations International so that we can immediately begin work on the logistical and performance arrangements for your concert tour. We'll contact you within a few days to confirm your receipt of this material and address any questions you might have. In the meantime, you are welcome to contact us toll free at 1-800-395-2036. We look forward to associating with you in this special performance opportunity.

WE WILL MATCH OR BEAT ANY OTHER SIMILAR OFFER YOU MAY BE CONSIDERING! These items are subject to negotiation. For instance, we can re-quote based on less centrally located hotels, eliminate some dinners, eliminate entrance fees, adjust the free trip ratio, etc., to reduce the overall cost.



**MUSIC CELEBRATIONS INTERNATIONAL
Cost Inclusions & Exclusions
Little Wolf High School Band & Choir**

COST INCLUSIONS

- ❖ **CONCERT ARRANGEMENTS:** All performances and workshops, including necessary clearances or permits, and chairs as needed.
- ❖ **CONCERT PROMOTION:** Official recognition, quality concert venues and publicity.
- ❖ **COACH TRANSPORTATION:** Round-trip transportation by deluxe motorcoach from **Manawa, WI** based on the enclosed Tour itinerary. Extended hours may incur additional charges for relief drivers.
- ❖ **ACCOMMODATIONS:** Hotel accommodations, based on quad occupancy. City center accommodations are available at a supplement upon request.

Triple Supplement Double Supplement Single Supplement

2 hotel nights \$26 \$77 \$231

- ❖ **MEALS:** Two meals per day (as noted in the Tour Itinerary) including breakfast and dinner. Please note that breakfast is not included on day of arrival and dinner is not included on day of departure.
- ❖ **TOUR MANAGEMENT:** One full-time, professionally-licensed Tour Manager on each motorcoach who meets the group at the hotel each morning for two days to guide all excursions, maximize use of time, and enhance the educational value.
- ❖ **ENTRANCE FEES:** Entrances are included to all sights listed on the Tour itinerary.
- ❖ **T-SHIRTS:** One souvenir T-shirt for each participant.
- ❖ **FREE TRIPS:** Two free trips (based on single occupancy).
- ❖ **GRATUITIES:** Tips and taxes are paid to Tour Managers, coach drivers, and hotel personnel. ❖ **LIABILITY INSURANCE:** \$3M MCI Tour Liability Insurance coverage. Only MCI arranged services (motorcoach, flights, guides, hotels, etc.) will be covered under MCI's Tour Liability Insurance.

COST EXCLUSIONS

- ❖ Meals not mentioned in the Tour itinerary.
- ❖ Instrument and/or music stand rental, if needed.
- ❖ Concert programs.



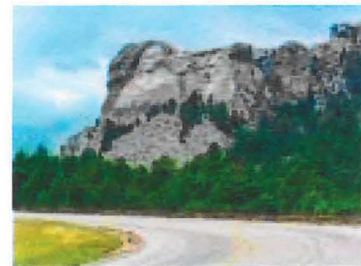
Little Wolf High School Band and Choir National Festival of the States South Dakota



(3 nights/6 days + travel)

Day 1

Depart Gardner, IL via deluxe chartered motorcoach
(approx. 800 miles; 12 hours non-stop)
Driving through the night, stopping for breaks and meals (on own)
along the way, as needed



Day 2 (D) Afternoon arrival into Rapid City, SD

Check-in to the hotel
Dinner at a local restaurant
Return to the hotel for overnight

Day 3 (B,D) Breakfast at the hotel

Meet your local Tour Manager who will remain with the group for the day
Transfer to Mount Rushmore National Memorial
Visit the Lincoln Borglum Visitor Center and walk around the National Memorial afterwards

*Performance at Mount Rushmore as part of the National Festival of the States**

Lunch, on own, outside the park
Transfer to the Crazy Horse Memorial
(admission to Crazy Horse Memorial includes access to three museums, an orientation film, viewing of the sculpture from the veranda and the wall of windows, and scheduled cultural programming)
Return to Rapid City, SD
Dinner at a local restaurant
Return to the hotel for overnight



Day 4 (B,D) Breakfast at the hotel

Meet your local Tour Manager who will remain with the group for the day
Transfer to Deadwood, SD for a guided tour of this historic city
Visit the Mount Moriah Cemetery and the graves of Wild Bill Hickok and Calamity Jane. Also visit the Adams Museum

Lunch, on own
Continue to the Homestake Mine in Lead, SD
Visit the Sanford Lab Homestake Visitor Center to view exhibits and mining artifacts. From the deck, view the 1,250-foot-deep Open Cut
Early dinner at a local restaurant
Board the chartered motorcoach for the return transfer to Gardner, IL
Driving through the night, stopping for breaks and meals (on own)
along the way, as needed
Route and time permitting, drive through Sturgis, SD





Music Celebrations International

Concert Tours With Integrity

Day 5 Add On Day as requested.

TBA. Looking at the Corn Palace and additional attractions. We will confirm with you before booking.

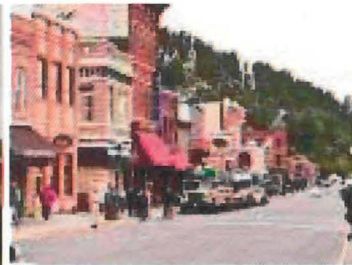
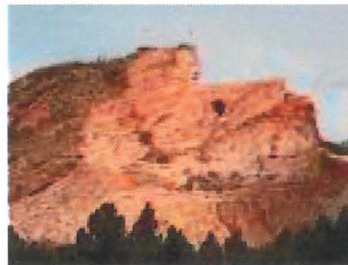
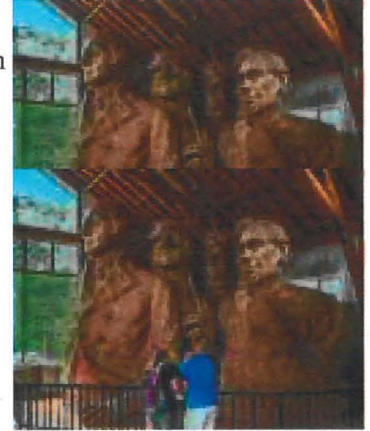
Day 6

Return to Manawa, WI

**Subject to confirmation*

***This is a very flexible itinerary.** Except for confirmed appointments and performances, the places of interest and the sequence of sightseeing might be changed if necessary or desirable. In the event of an unavoidable conflict in the performance and the sightseeing schedule, the concert schedule will prevail, and it may be necessary to exclude some sightseeing activities.*

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Music Celebrations International

Concert Tours With Integrity



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Dr. Mealnie Oppor, Curriculum Committee
Fr: Dan Wolfgram, Kevin Plekan
Date: 11/2/2021
Re: Renaming Little Wolf Marching/Pep Band

The purpose of this memo is to request that in addition to the name Little Wolf Marching Band, that the verbiage “Wolfpack Brigade” be associated with the ensemble.

The Rationale for Change:

This proposed name change is a collaborative effort by both Mr. Plekan and the band students. The topic was introduced by Mr. Plekan at the 2021 summer band camp. With the new style of a marching band and pep band, students feel this change will help build a sense of community and pride. Early input from the community and the students believe the program is moving in a positive direction. By branding the marching and pep band as the “Wolfpack Brigade” as a team; is much like how the various sports teams have school attire associated with their individual groups. For example football, basketball, volleyball, etc. They are called the “Wolves” when cheered for in the school song or at games when announced.

Having the “Wolfpack Brigade” apparel for students, their families and the community to purchase would further give a positive sense of belonging to the marching band and pep band.

This is in no way meant to diminish the accomplishments of the past with what the Little Wolf High School Band has done. This proposal is to build upon what has come before, and add a new nickname to the band when it marches for halftime shows, parades, or performs for sporting events at home and away. “Wolfpack Brigade” would be recognizable as the marching band and pep band portion of the Little Wolf High School Band program.

With time, the Wolfpack Brigade would become a household name. Students and the community would have a sense of pride in the band program when it marches and plays at sporting events.

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To: Dr. Melanie Oppor, Curriculum Committee
Fr: Dan Wolfgram
Date: 11/3/2021
Re: 2022-2023 LWHS and MMS Schedule Proposal

This memo proposes a MMS/LWHS master schedule change from a 7-period day to an 8-period day for the 2022-2023 school year.

Background and Rationale:

A review of the LWHS and MMS master schedule occurs annually to analyze how continuous improvements can be made. Past adjustments have been made in 2014, 2015, and 2016 that included a traditional block schedule, a modified block schedule, and then a 7-period day. The last time the school utilized an 8-period day was in 2011-2012.

Due to decreasing enrollments, the elimination of some programs, and shared staffing with the MES, the master schedule has been ever-changing to accommodate these factors. Additionally, student need is a high priority factor in determining course offerings.

A change to an 8-period day for 2022-2023 would address several current issues and provide improvements for staff and students. These include:

- Provide for more flexibility in student schedules and course options.
- Provide additional elective offerings for students, including middle school.
- Provide for additional AP course offerings.
- If teacher hiring continues to be a challenge due to shortages, the bell schedule would align more directly with classes offered through the ERVING Network.
- Provide for a smooth transition of shared staff with the elementary school schedule proposal.
- More teacher-to-student face instructional minutes in primary instruction vs. an early release for some students.
- Targeted RtI in the form of literacy and numeracy-based student resource periods.

A scheduling committee was formed in mid-September to analyze the possibility of change. Teachers had input and representation throughout the entire process.

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School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

Graduation Credit Requirements:

Due to the increased opportunity for students to take classes, graduation credit requirements, and class credit requirements would change to the following:

- Freshman 0 to 7 Credits
- Sophomore 8 Credits to 14 Credits
- Junior 15 Credits to 21 Credits
- Senior 22 Credits or more

A Little Wolf High School diploma shall be granted upon successful completion of a total of at least:

- 25 credits for the class of 2023
- 26 credits for the class of 2024
- 27 credits for the class of 2025 and beyond. (Tentative, under discussion)

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School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Dr. Melanie Oppor, Curriculum Committee
 Fr: Dan Wolfgram, Meria Wright
 Date: 11/7/2021
 Re: LWHS CTE Course Resequencing

Introduction:

The objective of this proposal is to create a pathway for students in order to increase course rigor, workforce preparation, and add systemic flow to the CTE curriculum. The recommended pathway for CTE courses is as follows:

<i>Grade</i>	<i>Current</i>	<i>Proposed for SY22-23</i>
Freshmen	Engineering	Intro to Programming Intro to DC Circuits
Sophomores	Engineering Programming 1 (<i>Algebra 1</i>)*	Intro to Programming Intro to DC Circuits Engineering (<i>Intro to DC Circuits & Intro to Programming</i>)* Programming 1 (<i>Intro to Programming</i>)* Robotics 1 (<i>Intro to DC Circuits & Intro to Programming</i>)*
Juniors	Engineering Programming 1 (<i>Algebra 1</i>)* Robotics (<i>Programming</i>)* Advanced Robotics (<i>Robotics</i>)*	Intro to Programming Intro to DC Circuits Engineering (<i>Intro to DC Circuits & Intro to Programming</i>)* Programming 1 (<i>Intro to Programming</i>)* Programming 2 (<i>Programming 1</i>)* Robotics 1 (<i>Intro to DC Circuits & Intro to Programming</i>)* Robotics 2 (<i>Robotics 1</i>)*
Seniors	Engineering Programming 1 (<i>Algebra 1</i>)* Robotics (<i>Programming</i>)* Advanced Robotics (<i>Robotics</i>)*	Intro to Programming Intro to DC Circuits Engineering (<i>Intro to DC Circuits & Intro to Programming</i>)* Programming 1 (<i>Intro to Programming</i>)* Programming 2 (<i>Programming 1</i>)* Robotics 1 (<i>Intro to DC Circuits & Intro to Programming</i>)* Robotics 2 (<i>Robotics 1</i>)*

* Denotes prerequisite courses for students.

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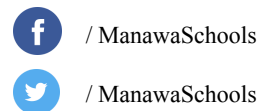
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Proposed Course Descriptions:

Intro to Programming - This course is designed to introduce the student to the fundamentals of programming. Students will learn the basics of block coding and basic game programming. Students will also be introduced to the basics of robotic programming, website design, JavaScript, and Python.

0.5 Credit

Grades: 9-12

Prerequisite: None

Intro to DC Circuits - This course is designed to introduce the student to the fundamentals of direct current circuits. Students will learn the basics of series and parallel circuits, switches, resistors, circuit diagramming, and wiring. Students will also be introduced to Ohm's Law, multimeters, and soldering.

0.5 Credit

Grades: 9-12

Prerequisite: None

Programming 1 - This is an introductory computer science course that takes a wide lens on computer science by covering topics such as problem-solving, programming, physical computing, user-centered design, and data while inspiring students as they build their own websites, apps, animations, games, and physical computing systems.

1.0 Credit

Grades: 10-12

Prerequisite: Intro to Programming

Programming 2 - 1 Laude Point This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in.

1.0 Credit

Grades: 10-12

Prerequisite: Programming 1

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Engineering - This course is designed to introduce students to the various types of engineering through hands-on activities and challenges. Students will learn about the Engineering Design Process and will apply it to various engineering projects that include 3D printed models, laser-cut products, and automated solutions using Arduino and Raspberri Pi microcontrollers. Students will use higher-level problem-solving skills to devise solutions to real-world problems.

1.0 Credit

Grades: 10-12

**Prerequisites: Intro to Programming
Intro to DC Circuits**

Robotics 1 - 1 Laude Point Students will walk through the engineering design process and build a mobile robot to play a sport-like game. During this process, they will learn key STEM principles and robotics concepts. At the culmination of this class, they will compete head-to-head against their peers in the classroom, or on the world stage in the FRC Robotics Competition, the largest and fastest-growing international robotics competition for middle and high school students.

1.0 Credit

Grades: 10-12

**Prerequisites: Intro to Programming
Intro to DC Circuits**

Robotics 2 - 1 Laude Point Students will continue to use the engineering design process to build mobile robots that could be used in real-world situations such as manufacturing. They will continue to learn key STEM principles and robotics concepts. Students will also work on troubleshooting electrical, mechanical, and circuitry problems in various computers, robots, and toys.

1.0 Credit

Grades: 11-12

Prerequisites: Robotics 1

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Rationale:

The current progression has students starting in Engineering without any prior knowledge of circuitry or programming. A basic understanding is needed if students are to succeed within any of the high school CTE programs.

Programming contains multiple branches that cannot all be pursued during a single school year. Therefore, a secondary class is proposed to accommodate those students who would like to pursue a more advanced programming language. This class will run concurrently with the Programming 1 class.

The current Robotics sequence will remain the same with only a change in the names and a few changes to the course descriptions.

Transition Plan:

Current Freshmen, Sophomores, and Juniors who have taken any CTE courses this year will be exempt from having to take the Intro to Programming and the Intro to DC Circuits to take any further CTE classes.

Conclusion:

With the implementation of the new CTE course sequence, a more thorough and comprehensive delivery of the standards will be possible, and students will be more adequately prepared to enter the computer science, technology, and/or engineering fields. The realignment of the CTE courses will also provide more options for students that have designated pathways for a technical college, a 4-year college, or the world of work.

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