

School District of Manawa

Board of Education Agenda

December 17, 2018



Amended

Amended

1. Call to Order – President Johnson – **6:30 p.m.** – MES Boardroom, 800 Beech Street, Manawa
 - a. **Retiree Reception - Barb Quinn, Bus Driver**
2. Pledge of Allegiance - **7:00 p.m.**
3. Roll Call
4. Verify Publication of Meeting
5. **Presentations: None this month**
6. Announcements:
 - a. Contributions to the District
 - b. Other Contributions
7. Consent Agenda
 - a. Approve Minutes of November 19 and 29, 2018 Board Meetings
 - b. Treasurer's Report/Approve Expenditures & Receipts (on website)
 - c. Donations:
 - i. Holly Saunders, Waupaca - \$100 for the Instrumental Music Program
 - ii. Appleton Parade Committee - \$200 to LWJr/SrHS Band for Parade Participation
 - iii. Anonymous Donation of \$50 to Food Service - Family in Need
 - d. Consider Approval of the PowerLifting Club for Gr. 9-12 as Presented
 - e. Consider Approval of Summer School Co-Coordinators for Summer 2019 as Presented
 - f. Consider Approval of Early Graduation Request as Presented
 - g. Consider Approval of Overnight Field Trip to UW-Milwaukee for Choir Workshop on Feb. 1-2, 2019 as Requested
 - h. Consider Approval of Overnight Field Trip to UW Platteville for HS Band to Attend 49th Annual Jazz Fest for Feb. 1-2, 2019 as Requested
 - i. Consider Approval of WTI Grant Proposal as Presented
8. Any Item Removed from Consent Agenda
 - a.
 - b.
9. Public Comments (Register to Speak Prior to Start of Meeting / Guidelines Listed Below Agenda)
10. Correspondence:
 - a. None this Month
11. Board Recognition:
 - a. Laynie Bessette - Scored 1000 Career Points in Girls Basketball
 - b. MES Student Council Members Food Drive Brought in Over 1000 Items
 - c. MES Student Council Leaders: Mrs. Corrie Ziemer, Ms. LuAnne Ujazzdowski, Mrs. Highlander
12. District Administrator's Report:
 - a. Grace O'Brien, HS Student Council Representative
 - b. Legislative Update
 - c. Monthly Enrollment Update
13. School Operations Reports:

- a. ES Principal: Highlights - Included in Board Packet
 - b. HS Principal: Highlights - Included in Board Packet
- 14. Business Related Reports:
 - a. Highlights - Included in Board Packet
 - b. Kobussen Transportation Report
- 15. Director's Reports:
 - a. Curriculum / Special Education Director Highlights
 - b. Technology Director Highlights
- 16. Board Comments:
 - a.
 - b.
- 17. Committee Reports:
 - a. Curriculum Committee (Scheller)
 - i. Health Mapping Gr. 7-9
 - ii. Physical Education Mapping
 - 1. Gr. 7-8 PE Mapping
 - 2. PE I Mapping
 - 3. PE Elective Mapping
 - 4. Personal Fitness Mapping
 - 5. Team Sports Mapping
 - iii. HS Robotics Mapping
 - iv. Course of Study Guide for SY1920
 - 1. Course of Study Guide - Changes
 - 2. Course of Study Guide SY1920
 - b. Policy & Human Resources Committee (Pethke)
 - i. Policy 5451.01 Revised, Vol. 25 No. 2
 - ii. Policy 5460 Update - Graduation Requirements
 - iii. ag5421a Grading
 - iv. ag5430 Laude System
 - v. ag5460 Graduation Requirements
 - vi. Policy & Human Resources Committee Planning Guide
- 18. Unfinished Business:
 - a. Consider Approval of Policy 7530.02 School and Staff Use of PCD
- 19. New Business:
 - a. Consensus of WASB Delegate Assembly Resolutions
 - b. Consider Approval of the Health Mapping Gr. 7-9 as Presented
 - c. Consider Approval of the Physical Education Mapping as Presented
 - d. Consider Approval of the HS Robotics Mapping as Presented
 - e. Consider Approval Course of Study Guide for SY1920 as Presented
 - f. 1st Reading of Policy 5451.01 Revised, and Vol. 25 No. 2 Policy Updates as Presented
 - g. 1st Reading of Policy 5460 Update - Graduation Requirements as Presented
 - h. Consider Approval of ag5421a Grading as Presented
 - i. Consider Approval of ag5430 Laude System as Presented
 - j. Consider Approval of ag5460 Graduation Requirements as Presented
 - k. Consider Approval of Safety Drill Report for ACT 143 Compliance as Presented
 - l. Consider Approval of the Hoffman Planning, Design & Construction Bid Process as Presented

20. Next Meeting Dates:

- a. Jan. 9, 2018 - Curriculum Committee – 4:00 p.m. – MES Board Room
 - b. Jan. 9, 2018 - Policy & HR Committee Meeting – 5:00 p.m. – MES Board Room
 - c. Jan. 9, 2018 – **TENTATIVE** Buildings & Grounds Committee Meeting – 6:30 p.m. MES Brd Rm
 - d. Jan. 16, 2019 – Spec BOE Mtg – 5:30 p.m. – Hoffman Update - MES Board Room
 - e. Jan. 21, 2019 – Regular Mtg 6:30 p.m. Rapid Improvement Process Study; 7:00 p.m. Reg Mtg-Brd Rm
 - f. Feb. 13, 2019 – Spec BOE Mtg – 5:30 p.m. – Hoffman Update - MES Board Room
21. Closed Session – the Board of Education Shall Move into Closed Session Pursuant to the Provisions of 19.85(1)(a)(c)(f), 118.22 and 118.125 as well as 120.13(1)(c) Wis. Statutes, for the Purposes of: Discussing the Employment Status of Employees Over Which the Board Has Jurisdiction or Exercises Responsibility 1) Staff Evaluations and 2) Expelled Student Update
22. Board May Act on Items Discussed in Closed Session
23. Adjourn

PLEASE NOTE: Any person with a qualifying disability under the Americans with Disabilities Act that requires the meeting or material to be in accessible format, please contact the District Administrator to request reasonable accommodation. The meeting room is wheelchair accessible.

Public Participation at Board Meetings (Bylaws 0167.3)

The Board of Education recognizes the value of public comment on educational issues and the importance of allowing members of the public to express themselves on District matters.

Agenda Item

Any person or group wishing to place an item on the agenda shall register their intent with the District Administrator no later than fifteen (15) days prior to the meeting and include:

- A. name and address of the participant;
- B. group affiliation, if and when appropriate;
- C. topic to be addressed.

Such requests shall be subject to the approval of the District Administrator and the Board President.

Public-Participation Section of the Meeting

To permit fair and orderly public expression, the Board shall provide a period for public participation at every regular meeting of the Board and publish rules to govern such participation in Board meetings.

The presiding officer of each Board meeting at which public participation is permitted shall administer the rules of the Board for its conduct.

The presiding officer shall be guided by the following rules:

- A. Public participation shall be permitted as indicated on the order of business, at the discretion of the presiding officer, and for individuals who live or work within the District and parents/guardians of students enrolled in the District.
- B. Attendees must register their intention to participate in the public portion of the meeting upon their arrival at the meeting.

- C. Participants must be recognized by the presiding officer and will be requested to preface their comments by an announcement of their name; address; and group affiliation, if and when appropriate.
- D. Each statement made by a participant shall be limited to three (3) minutes duration.
- E. No participant may speak more than once on the same topic unless all others who wish to speak on that topic have been heard.
- F. Participants shall direct all comments to the Board and not to staff or other participants.
- G. All statements shall be directed to the presiding officer; no person may address or question Board members individually.
- H. The presiding officer may:
 - a. interrupt, warn, or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant;
 - b. request any individual to leave the meeting when that person does not observe reasonable decorum;
 - c. request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting;
 - d. call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action;
 - e. waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business.
- I. The portion of the meeting during which the participation of the public is invited shall be limited to fifteen (15) minutes, unless extended by a vote of the Board.
- J. Recording, filming, or photographing the Board's open meetings is permitted. Recording, filming, or photographing the Board's closed session is only permitted pursuant to Bylaw 0167.2 – Closed Session. The person operating the equipment should contact the District Administrator prior to the Board meeting to review possible placement of the equipment, and must agree to abide by the following conditions:
 - a. No obstructions are created between the Board and the audience.
 - b. No interviews are conducted in the meeting room while the Board is in session.
 - c. No commentary, adjustment of equipment, or positioning of operators is made that would distract either the Board or members of the audience or otherwise disrupt the meeting while the Board is in session.

19.90, Wis. Stats.

Minutes of the November 19, 2018 Board of Education Meeting

Call to Order – President Johnson – 6:30 p.m. – MES Boardroom, 800 Beech Street

a. Rapid Improvement Process Study

Pledge of Allegiance - 7:01 p.m.

Roll Call: Scheller, Forbes, Pohl, Pethke, R. Johnson, J. Johnson - Absent: Hollman

Thompson Moser, Student Council representative was introduced

Verify Publication of Meeting-Dr. Oppor

Presentations: District/School Report Card and Spring Data - Ms. Brauer, Mrs. Pukita, Mr. Wolfgram and Mrs. Sernau presented information on the State Report Card-District Report card-Danni Brauer Including Comparison of District Score and State Score highlighting Student Achievement, District Growth, Closing Gaps, On-Track and Postsecondary Readiness, Priority Area Weights, Student Engagement Indicators and Overall Score 69.1 Meets Expectations on the District Level

Announcements: Contributions to the District - Class of 2011 - \$413.28 for Urgent Needs Fund, First State Bank - \$180 for Urgent Needs Fund, First State Bank - \$140 for Project Backpack, Anonymous Donation of \$1,000 to Activity Account for Choir Uniform

Approved by Consent: Minutes of October 15, and 22, and November 7 and 13, 2018 Board Meetings, Treasurer's Report/Approve Expenditures (\$753,569.87) & Receipts (\$20,523.33); Donations: Class of 2011 - \$413.28 for Urgent Needs Fund, First State Bank - \$180 for Urgent Needs Fund, First State Bank - \$140 for Project Backpack, Anonymous Donation of \$1,000 to Activity Account for Choir Uniforms; Accept Resignation of Football Coach as Presented; Accept Resignation of Head Volleyball Coach as Presented; Consider Approval of MS GBB Coach Recommendation for SY1819 as Presented; Consider Approval of Softball Coaches for SY1819 as Presented; Consider Approval of Baseball Coaches for SY1819 as Presented; Consider Approval of Updated Fundraiser List for SY1819 as Presented.

Any Item Removed from Consent Agenda: None this month.

Public Comments: None this month

Correspondence: Thank you cards were received from: Family of Robert McCoy for plant, Kris Wegener for retirement gift, Premiere Community Bank thank you for our support and have made a Donation to the Food Pantry on the District's Behalf.

Board Recognition: WASB Recognition of Board Members: Helene Pohl - Level III, and Joanne Johnson - Level I; Gifted Education Week Proclamation.

Russ Johnson presented Mrs. Pohl and Mrs. Johnson with the recognitions from WASB.

Gifted Education Week Proclamation-Tony Evers November 5-9, 2018

District Administrator's Report: Thompson Moser, HS Student Council Representative gave an update on Student Council projects; thankful for giving the students a voice in the District. Legislative Update-84% of school met or exceed the expectations across the state. Act 143-requirement for WI to have safety plans. Discussed emergency drills and training staff in more modern techniques. All Districts are encouraged invite legislators to school, teach about the issues in individual communities. Discussion of

joint efforts of the students, teachers and admin. Focus meetings starting the week after Thanksgiving. All information on the website. Monthly Enrollment Report was presented, American Education Week November 12 - 16, 2018.

School Operations Reports: ES Principal and HS Principal: Highlights - Included in Board Packet

Business Related Reports: Highlights and Kobussen Transportation Report included in Board Packet

Director's Reports: Curriculum / Special Education Director Highlights and Technology Director Highlights were included in the Board Packet

Board Comments: None this month

Committee Reports: Minutes from Curriculum, Finance, Buildings & Grounds and Policy and Human Resources committees included in packet.

Unfinished Business:

Motion by R. Johnson/ Scheller to approve the NEOLA Vol. 27 No. 2 Updates as Presented. Motion carried – Hollman absent.

Move by Pohl / Forbes to table the Hoffman Planning, Design & Construction, Inc. Contract as it is not ready. Motion carried – Hollman absent.

New Business:

Motion by Forbes/Pethke to approve the Adoption of AP Chemistry Course as Presented. Motion carried - Hollman absent.

Motion by Forbes/R. Johnson to approve the Adoption of Programming Course as Presented. Motion carried - Hollman absent.

Motion by Pohl/Scheller to approve the Adoption of Engineering Course as Presented. Motion carried - Hollman absent.

Motion by R. Johnson/Forbes to approve the Adoption of ACT Day Testing Plan as Presented. Motion carried - Hollman absent.

Motion by Scheller/Pethke to approve the Adoption of the Horticulture Curriculum Map as Presented. Motion carried - Hollman absent.

Motion by Forbes/Pohl to approve the Adoption of the Employment Skills Curriculum Map as Presented. Motion carried - Hollman absent.

Motion by R. Johnson/Pohl to approve the Salary & Stipend Guide Update for SY1819 as Presented. Motion carried - Hollman absent.

1st Reading Policy 7530.02 School and Staff Use of PCD - will be reviewed for December approval.

Next Meeting Dates:

Dec. 4, 2018 – Finance Committee Meeting – 6:00 p.m. – MES Board Room

Dec. 5, 2018 – Curriculum Committee – 4:00 p.m. – MES Board Room

Dec. 5, 2018 - Policy & HR Committee Meeting – 5:00 p.m. – MES Board Room

Dec. 5, 2018 – Buildings & Grounds Committee Meeting – 6:30 p.m. – MES Board Room

Dec. 17, 2018 - Regular BOE Mtg – 6:30 p.m. **Retiree Reception**; 7:00 p.m. Regular Mtg-Board Room

Jan. 16, 2019 – Spec BOE Meeting – 5:30 p.m. – Hoffman Update - MES Board Room

Jan. 21, 2019 – Regular BOE Mtg – 6:30 p.m. Rapid Improvement Process Study; 7:00 p.m. - Regular Mtg – MES Board Room

Motion by Scheller/R. Johnson to adjourn to Closed Session at 8:00 p.m. Pursuant to the Provisions of 19.85(1)(a)(c)(f), 118.22 and 118.125 as well as 120.13(1)(c) Wis. Statutes, for the Purposes of:

Discussing the Employment Status of Employees Over Which the Board Has Jurisdiction or Exercises Responsibility 1) Personnel Evaluation Motion carried by roll call: Scheller, Forbes, Pohl, Pethke, R. Johnson, J. Johnson Absent: Hollman.

Motion by R. Johnson/Scheller to adjourn and Reconvene in Open Session at 9:09 p.m. Motion carried by roll call: Scheller, Forbes, Pohl, Pethke, R. Johnson, J. Johnson - Absent: Hollman.

Motion by Scheller/Forbes to Adjourn at 9:09 p.m. Motion carried – Hollman absent.

Bobbi Jo Pethke, Clerk

Minutes of the November 29, 2018 Special Board of Education Meeting

Call to Order – President Johnson at 5:30 p.m. in the MES Boardroom, 800 Beech Street, Manawa.

Pledge of Allegiance

Roll Call - Those in attendance: Scheller, Forbes, Hollman, Pethke, R. Johnson, J. Johnson; Absent: Pohl

Verify Publication of Meeting-Dr. Oppor

New Business:

School Perceptions Survey Review: Review of Manawa Community Survey Timeline. Survey sent out on Dec. 27/28. Email survey to staff and parents. Survey deadline is Jan. 11.

Motion by R. Johnson/Hollman to Approve the Contract with Hoffman Planning, Design and Construction, Inc. as presented. Motion carried - Pohl absent.

Motion by Scheller/Hollman to approve the request for leave of absence as presented. Motion carried - Pohl absent.

Next Meeting Dates:

Dec. 4, 2018 – Finance Committee Meeting – 6:00 p.m. – MES Board Room

Dec. 5, 2018 – Curriculum Committee – 4:00 p.m. – MES Board Room

Dec. 5, 2018 - Policy & HR Committee Meeting – 5:00 p.m. – MES Board Room

Dec. 5, 2018 – Buildings & Grounds Committee Meeting – 6:30 p.m. – MES Board Room

Dec. 17, 2018 - Regular BOE Mtg – 6:30 p.m. Retiree Reception; 7:00 p.m. Regular Mtg – MES Brd Rm

Jan. 16, 2019 – Spec BOE Mtg – 5:30 p.m. – Hoffman Update - MES Board Room

Jan. 21, 2019 – Regular Mtg – 6:30 p.m. Rapid Improvement Process Study; 7:00 p.m. Regular Mtg – MES Brd Rm

Motion by Scheller / Hollman to Adjourn at 6:26 p.m. Motion carried - Pohl absent.

Bobbi Jo Pethke, Clerk

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
79071	BRINKMANN, RICKY	JPAP11	11/19/2018	VARSIY BOYS BASKETBALL OFFICIAL ON 11/30/18 VS IOLA-SCANDINAVIA	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	70.00
						Totals for 79071	70.00
79072	CZARNECKI, LARRY	JPAP11	11/19/2018	JV BOYS BASKETBALL OFFICIAL ON 11/30/18 VS IOLA-SCANDINAVIA	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	47.00
						Totals for 79072	47.00
79073	KOSCIUK, GREGORY	JPAP11	11/19/2018	VARSIY BOYS BASKETBALL OFFICIAL ON 11/30/18 VS IOLA-SCANDINAVIA	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	70.00
						Totals for 79073	70.00
79074	MANAWA AREA CHAMBER	JPAP11	11/19/2018	MEMBERSHIP RENEWAL - REPROCESSING PAYMENT FROM 02/02/18 WHICH WAS SENT TO AN INCORRECT ADDRESS	GENERAL FUND/DISTRICT FEES / BANKING FEE/DIRECTION OF BUSINESS	0	100.00
						Totals for 79074	100.00
79075	NILLISSEN, TERRY	JPAP11	11/19/2018	VARSIY BOYS BASKETBALL OFFICIAL ON 11/30/18 VS IOLA-SCANDINAVIA	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	70.00
						Totals for 79075	70.00
79076	SIMONIS, JEROME	JPAP11	11/19/2018	JV BOYS BASKETBALL OFFICIAL ON 11/30/18 VS IOLA-SCANDINAVIA	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	47.00
						Totals for 79076	47.00
79077	SLEEPER, MICHAEL	JPAP11	11/19/2018	JV2 BOYS BASKETBALL OFFICIAL ON 11/30/18 VS IOLA-SCANDINAVIA	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	47.00
						Totals for 79077	47.00
79078	THORPE, JAMES	JPAP11	11/19/2018	MS BOYS BASKETBALL OFFICIAL ON 11/29/18 VS WITTENBERG-BIRNAMWOOD	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
						Totals for 79078	60.00
79079	WELCH, TIM	JPAP11	11/19/2018	MS BOYS BASKETBALL OFFICIAL ON 11/29/18 VS WITTENBERG-BIRNAMWOOD	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
						Totals for 79079	60.00
79080	ZAGZEBSKI, PETER	JPAP11	11/19/2018	JV2 BOYS BASKETBALL OFFICIAL ON 11/30/18 VS IOLA-SCANDINAVIA	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	47.00
						Totals for 79080	47.00
79081	CZARNECKI, LARRY	JPAP11	11/20/2018	JV BOYS BASKETBALL OFFICIAL ON 11/26/18 VS ALMOND BANCROFT	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	47.00
						Totals for 79081	47.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
79082	FUHS, CORY	JPAP11	11/20/2018	REIMBURSE MS ATHLETIC FEE FOR CAITLIN FUHS DUE TO DUPLICATE PAYMENT	COMMUNITY SERVICE FUND/COMMUNITY SERVICE FEES/DISTRICT WIDE	0	30.00
						Totals for 79082	30.00
79083	LWHS ACTIVITY ACCOUN	JPAP11	11/20/2018	FFA SHARE OF THE PEPSI CHECK DATED 10/27/18	GENERAL FUND/MATERIALS FOR SALE/UNDIFFERENTIATE D CURRICULUM	0	4.01
						Totals for 79083	4.01
79084	LWHS TEACHER ACCOUNT	JPAP11	11/20/2018	HS TEACHER SHARE OF THE PEPSI CHECK DATED 10/27/18	GENERAL FUND/MATERIALS FOR SALE/UNDIFFERENTIATE D CURRICULUM	0	54.05
						Totals for 79084	54.05
79085	MECA SPORTSWEAR	JPAP11	11/20/2018	SPORTS LETTERS	GENERAL FUND/NON-CAPITAL EQUIPMENT/GENERAL ATHLETICS	4001900138	405.00
						Totals for 79085	405.00
79086	MIRACLE ON BRIDGE ST	JPAP11	11/20/2018	ACTIVITY SIGN	GENERAL FUND/NON-CAPITAL EQUIPMENT/OFFICE OF SUPERINTENDENT	0	20.00
						Totals for 79086	20.00
79087	RADLEY, DANIEL	JPAP11	11/20/2018	JV2 BOYS BASKETBALL OFFICIAL ON 11/26/18 VS ALMOND BANCROFT	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	47.00
79087	RADLEY, DANIEL	112818	11/28/2018	JV2 BOYS BASKETBALL OFFICIAL ON 11/26/18 VS ALMOND BANCROFT	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	-47.00
						Totals for 79087	0.00
79088	RADLEY, DANIEL	JPAP11	11/20/2018	MS BOYS BASKETBALL OFFICIAL ON 11/26/18 VS AMHERST	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
						Totals for 79088	60.00
79089	REALLY GREAT READING	JPAP11	11/20/2018	JACKIE SERNAU - SHIPPING CHARGES NOT INCLUDED ON THE PO	GENERAL FUND/TEXTBOOKS & WORKBOOKS/ENGLISH LANGUAGE	4001900113	40.90
						Totals for 79089	40.90
79090	SCHOOL SPECIALTY INC	JPAP11	11/20/2018	CARRIE KOEHN CENTRAL SUPPLY	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4001900179	13.70
						Totals for 79090	13.70
79091	SERVICE MOTOR COMPAN	JPAP11	11/20/2018	SERVICE & MAINTENANCE TO KUBOTA	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/VEHICLE MAINT/NOT PUPIL TRANS	0	1,265.69
						Totals for 79091	1,265.69
79092	TURNER, WADE	JPAP11	11/20/2018	JV2 BOYS BASKETBALL OFFICIAL	GENERAL	0	47.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				ON 11/26/18 VS ALMOND BANCROFT	FUND/PERSONAL SERVICES/BOYS BASKETBALL		
79092	TURNER, WADE	112818	11/28/2018	JV2 BOYS BASKETBALL OFFICIAL ON 11/26/18 VS ALMOND BANCROFT	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	-47.00
						Totals for 79092	0.00
79093	AUBURNDALE HS	JPAP11	11/30/2018	WRESTLING TOURNAMENT AT AUBURNDALE ON 12/15/2018	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/BOYS WRESTLING	0	125.00
						Totals for 79093	125.00
79094	BARTMANN, ALEX	JPAP11	11/30/2018	VARSITY BOYS BASKETBALL OFFICIAL ON 12/3/18 VS GIBRALTAR	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	70.00
						Totals for 79094	70.00
79095	BARWICK, SCOTT	JPAP11	11/30/2018	VARSITY GIRLS BASKETBALL OFFICIAL ON 12/6/18 VS TIGERTON	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	70.00
						Totals for 79095	70.00
79096	BEYER, KELLY	JPAP11	11/30/2018	REIMBURSE WRESTLING FEE & APPLIED \$20 OF THAT PAYMENT TO A CHROMEBOOK CHARGER FEE THAT HE OWED FOR (DANIEL BEYER)	GENERAL FUND/STUDENT FEES/ATHLETIC DIRECTOR	0	10.00
						Totals for 79096	10.00
79097	CZARNECKI, LARRY	JPAP11	11/30/2018	JV BOYS BASKETBALL OFFICIAL ON 12/3/18 VS GIBRALTAR	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	47.00
						Totals for 79097	47.00
79098	CZARNECKI, LARRY	JPAP11	11/30/2018	JV GIRLS BASKETBALL OFFICIAL ON 12/6/18 VS TIGERTON	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	47.00
						Totals for 79098	47.00
79099	FOLLETT SCHOOL SOLUT	JPAP11	11/30/2018	Titlewave - MES September Book Order	GENERAL FUND/LIBRARY BOOKS/SCHOOL LIBRARY	1011900061	344.47
79099	FOLLETT SCHOOL SOLUT	JPAP11	11/30/2018	Titlewave - MES September Book Order	GENERAL FUND/LIBRARY BOOKS/SCHOOL LIBRARY	1011900061	464.69
79099	FOLLETT SCHOOL SOLUT	JPAP11	11/30/2018	Follett Destiny Renewal	GENERAL FUND/DATA PROCESSING/SCHOOL LIBRARY	8001900023	2,984.00
						Totals for 79099	3,793.16
79100	FRADRICH, JOSHUA	JPAP11	11/30/2018	REIMBURSE WRESTLING FEE FOR ETHAN FRADRICH	GENERAL FUND/STUDENT FEES/ATHLETIC DIRECTOR	0	30.00
						Totals for 79100	30.00
79101	HASS, MARK	JPAP11	11/30/2018	JV2 BOYS BASKETBALL OFFICIAL	GENERAL	0	47.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				ON 12/3/18 VS GIBALTAR	FUND/PERSONAL SERVICES/BOYS BASKETBALL		
					Totals for 79101		47.00
79102	HAUPT, JUSTIN	JPAP11	11/30/2018	VARSITY BOYS BASKETBALL OFFICIAL ON 12/3/18 VS GIBALTAR	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	70.00
					Totals for 79102		70.00
79103	HIGGINS, TIMOTHY	JPAP11	11/30/2018	VARSITY GIRLS BASKETBALL OFFICIAL ON 12/6/18 VS TIGERTON	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	70.00
					Totals for 79103		70.00
79104	ISLAND MUSIC INC	JPAP11	11/30/2018	WIRELESS MIC	GENERAL FUND/NON-CAPITAL EQUIPMENT/ADMINISTRA TIVE TECHNOLOGY SERV	0	7.99
					Totals for 79104		7.99
79105	KALAHARI RESORT & CO	JPAP11	11/30/2018	HOTEL LODGING FOR SPECIAL EDUCATION CONFERENCE	SPECIAL EDUCATION FUND/EMPLOYEE TRAVEL/INSTRUCTIONAL STAFF TRAINING	271900074	39.43
79105	KALAHARI RESORT & CO	JPAP11	11/30/2018	HOTEL LODGING FOR SPECIAL EDUCATION CONFERENCE	SPECIAL EDUCATION FUND/EMPLOYEE TRAVEL/INSTRUCTIONAL STAFF TRAINING	271900074	89.57
79105	KALAHARI RESORT & CO	JPAP11	11/30/2018	HOTEL LODGING FOR SPECIAL EDUCATION CONFERENCE	SPECIAL EDUCATION FUND/EMPLOYEE TRAVEL/INSTRUCTIONAL STAFF TRAINING	271900074	25.07
79105	KALAHARI RESORT & CO	JPAP11	11/30/2018	HOTEL LODGING FOR SPECIAL EDUCATION CONFERENCE	SPECIAL EDUCATION FUND/EMPLOYEE TRAVEL/INSTRUCTIONAL STAFF TRAINING	271900074	56.93
					Totals for 79105		211.00
79106	MARSHFIELD BOOK & ST	JPAP11	11/30/2018	DAN WOLFGRAM - SINGLE POINT LATCH LOCKERS	GENERAL FUND/GENERAL SUPPLIES/OPERATION	4001900132	700.00
					Totals for 79106		700.00
79107	MATUSZEWSKI, ROBERT	JPAP11	11/30/2018	VARSITY BOYS BASKETBALL OFFICIAL ON 12/3/18 VS GIBALTAR	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	70.00
					Totals for 79107		70.00
79108	MENOMINEE INDIAN SCH	JPAP11	11/30/2018	CONFERENCE WRESTLING MATCH	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/BOYS WRESTLING	0	200.00
					Totals for 79108		200.00
79109	MERRILL AREA PUBLIC	JPAP11	11/30/2018	WRESTLING INVITATIONAL AT MERRILL ON 12/28/18	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/BOYS WRESTLING	0	275.00
					Totals for 79109		275.00
79110	N.E.W. LUTHERAN SCH	JPAP11	11/30/2018	JV2 BOYS TRIANGULAR FEE AT GREEN BAY NEW LUTHERAN SCHOOL	GENERAL FUND/DUES & FEES MEMBRSHIP/FT	0	75.00

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				ON 12/8/18	FEES/BOYS BASKETBALL		
					Totals for 79110		75.00
79111	NORTH FOND DU LAC HS	JPAP11	11/30/2018	WRESTLING INVITATIONAL AT NORTH FOND DU LAC ON 1/12/19	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/BOYS WRESTLING	0	200.00
					Totals for 79111		200.00
79112	PITNEY BOWES INC	JPAP11	11/30/2018	LEASE INVOICE	GENERAL FUND/POSTAGE/CARTAGE /CENTRAL SERVICES	0	411.54
					Totals for 79112		411.54
79113	RADLEY, DANIEL	JPAP11	11/30/2018	JV BOYS BASKETBALL OFFICIAL ON 12/3/18 VS GIBRALTAR	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	47.00
					Totals for 79113		47.00
79114	REMINGTON'S QUALITY	JPAP11	11/30/2018	SPED GROCERY CONTINGENCY FOR 1ST QUARTER	SPECIAL EDUCATION FUND/FOOD/MULTI-CATE GORICAL	271900076	3.19
					Totals for 79114		3.19
79115	SANKEY, LONNIE	JPAP11	11/30/2018	VARSITY GIRLS BASKETBALL OFFICIAL ON 12/6/18 VS TIGERTON	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	70.00
					Totals for 79115		70.00
79116	SCHOOL DISTRICT OF A	JPAP11	11/30/2018	WRESTLING INVITATIONAL AT ANTIGO ON 12/1/18	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/BOYS WRESTLING	0	175.00
					Totals for 79116		175.00
79117	SCHOOL DISTRICT OF B	JPAP11	11/30/2018	WRESTLING MULTI DUAL PER AD LIEBZEIT	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/BOYS WRESTLING	0	200.00
					Totals for 79117		200.00
79118	SCHOOL SPECIALTY INC	JPAP11	11/30/2018	CARRIE KOEHN CENTRAL SUPPLY	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4001900184	10.68
					Totals for 79118		10.68
79119	SIMONIS, JEROME	JPAP11	11/30/2018	JV2 BOYS BASKETBALL OFFICIAL ON 12/3/18 VS GIBRALTAR	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	47.00
					Totals for 79119		47.00
79120	SIMONIS, JEROME	JPAP11	11/30/2018	JV GIRLS BASKETBALL OFFICIAL ON 12/6/18 VS TIGERTON	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	47.00
					Totals for 79120		47.00
79121	SOLARUS	JPAP11	11/30/2018	MES - PHONE	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8001900013	741.24
79121	SOLARUS	JPAP11	11/30/2018	LWHS - PHONE	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8001900013	768.84

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
79121	SOLARUS	JPAP11	11/30/2018	PAES LAB	SPECIAL EDUCATION FUND/COMMUNICATION/P UBLIC INFORMATION	271900088	148.08
79121	SOLARUS	JPAP11	11/30/2018	DISTRICT OFFICE PHONE SERVICE	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8001900013	383.29
						Totals for 79121	2,041.45
79122	STEVENS POINT PUBLIC	JPAP11	11/30/2018	SKYWARD TRAINING AT THE BLISS CENTER (Carmen & Julie)	GENERAL FUND/PERSONAL SERVICES/DIRECTION OF BUSINESS	0	195.30
						Totals for 79122	195.30
79123	STRANG, PATTESON, RE	JPAP11	11/30/2018	LEGAL FEES - OCTOBER	GENERAL FUND/PERSONAL SERVICES/LEGAL	0	1,890.00
						Totals for 79123	1,890.00
79124	THE FLOWER POT	JPAP11	11/30/2018	MEMORIAL PLANT - B. MCCOY	GENERAL FUND/PERSONAL SERVICES/BOARD OF EDUCATION	0	38.99
						Totals for 79124	38.99
79125	THE OFFICE TECHNOLOG	JPAP11	11/30/2018	Lease for 70 Chromebooks \$1,008.56/month	GENERAL FUND/TECHNOLOGY RELATED HARDWARE/ADMINISTRAT IVE TECHNOLOGY SERV	8001900015	916.87
						Totals for 79125	916.87
79126	ZORO TOOLS, INC	JPAP11	11/30/2018	MIKE THOMACK HOSE	GENERAL FUND/GENERAL SUPPLIES/OPERATION	4001900165	52.99
79126	ZORO TOOLS, INC	JPAP11	11/30/2018	MIKE THOMACK - KITCHEN HOSE	FOOD SERVICE FUND/NON-CAPITAL EQUIPMENT/FOOD SERVICES	601900036	53.27
						Totals for 79126	106.26
79127	CINTAS CORPORATION L	JPAP30	11/30/2018	SUPPLIES - CUSTODIAL, KITCHEN & SPECIAL ED	FOOD SERVICE FUND/OPERATIONAL SERVICES/FOOD SERVICES	0	21.70
79127	CINTAS CORPORATION L	JPAP30	11/30/2018	SUPPLIES - CUSTODIAL, KITCHEN & SPECIAL ED	SPECIAL EDUCATION FUND/OPERATIONAL SERVICES/BUILDINGS	0	11.70
79127	CINTAS CORPORATION L	JPAP30	11/30/2018	SUPPLIES - CUSTODIAL, KITCHEN & SPECIAL ED	GENERAL FUND/OPERATIONAL SERVICES/BUILDINGS	0	49.21
79127	CINTAS CORPORATION L	JPAP30	11/30/2018	SUPPLIES - CUSTODIAL, KITCHEN & SPECIAL ED	GENERAL FUND/OPERATIONAL SERVICES/BUILDINGS	0	199.26
79127	CINTAS CORPORATION L	JPAP30	11/30/2018	SUPPLIES - CUSTODIAL, KITCHEN & SPECIAL ED	FOOD SERVICE FUND/OPERATIONAL SERVICES/FOOD SERVICES	0	21.70
79127	CINTAS CORPORATION L	JPAP30	11/30/2018	SUPPLIES - CUSTODIAL, KITCHEN & SPECIAL ED	SPECIAL EDUCATION FUND/OPERATIONAL SERVICES/BUILDINGS	0	11.70

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79127	CINTAS CORPORATION L	JPAP30	11/30/2018	SUPPLIES - CUSTODIAL, KITCHEN & SPECIAL ED	GENERAL FUND/OPERATIONAL SERVICES/BUILDINGS	0	21.10
79127	CINTAS CORPORATION L	JPAP30	11/30/2018	SUPPLIES - CUSTODIAL, KITCHEN & SPECIAL ED	GENERAL FUND/OPERATIONAL SERVICES/BUILDINGS	0	171.15
						Totals for 79127	507.52
79128	ALLIANT ENERGY	JPAP12	12/07/2018	#4740620000 - LWHS GAS - 10/08/18 - 11/18/18	GENERAL FUND/GAS FOR HEAT/OPERATION	4001900136	1,868.29
						Totals for 79128	1,868.29
79129	AT&T	JPAP12	12/07/2018	Open PO for AT&T bill - 6 months	GENERAL FUND/ON-LINE COMMUNICATIONS/CENTRAL SERVICES	8001900016	651.26
						Totals for 79129	651.26
79130	CITY OF MANAWA	JPAP12	12/07/2018	STEP PROGRAM - DEC 1, 2017 - NOV 30, 2018	COMMUNITY SERVICE FUND/TRANSFER TO MUNICIPALITY/OTHER COMMUNITY SERVICES	0	3,183.38
						Totals for 79130	3,183.38
79131	DELTA DENTAL-VISION	jpap12	12/07/2018	DECEMBER VISION INSURANCE	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	666.22
						Totals for 79131	666.22
79132	ENGELHARDT DAIRY OF	JPAP12	12/07/2018	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	129.10
79132	ENGELHARDT DAIRY OF	JPAP12	12/07/2018	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	107.50
79132	ENGELHARDT DAIRY OF	JPAP12	12/07/2018	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	215.00
79132	ENGELHARDT DAIRY OF	JPAP12	12/07/2018	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	129.10
79132	ENGELHARDT DAIRY OF	JPAP12	12/07/2018	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	209.05
79132	ENGELHARDT DAIRY OF	JPAP12	12/07/2018	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	150.20
79132	ENGELHARDT DAIRY OF	JPAP12	12/07/2018	LWHS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	48.35
79132	ENGELHARDT DAIRY OF	JPAP12	12/07/2018	LWHS MILK AND FOOD ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	124.19
79132	ENGELHARDT DAIRY OF	JPAP12	12/07/2018	LWHS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	96.40
79132	ENGELHARDT DAIRY OF	JPAP12	12/07/2018	LWHS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	74.80
79132	ENGELHARDT DAIRY OF	JPAP12	12/07/2018	LWHS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	59.15

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
79132	ENGELHARDT DAIRY OF	JPAP12	12/07/2018	LWHS MILK ORDER	SERVICES FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	59.15
						Totals for 79132	1,401.99
79133	GUNDERSON, JESSICA	jpap12	12/07/2018	REIMBURSE FOOD SERVICE ACCOUNT BALANCE FOR BRIANNA ADDINGTON	FOOD SERVICE FUND/OTHER DEFERRED REVENUES	0	3.65
						Totals for 79133	3.65
79134	HASS, MARK	JPAP12	12/07/2018	BOYS JV BASKETBALL OFFICIAL ON 12/11/18 VS BOWLER	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	47.00
						Totals for 79134	47.00
79135	HERMITAGE ART COMPAN	JPAP12	12/07/2018	CARRIE KOEHN - CLASS OF 2019 GRADUATION PROGRAM PAPER	GENERAL FUND/GENERAL SUPPLIES/MISC HIGH SCHOOL	4001900016	84.13
						Totals for 79135	84.13
79136	INTEGRATED SYSTEMS C	jpap12	12/07/2018	JANUARY 2019 HOSTING SERVICES	GENERAL FUND/DATA PROCESSING/DATA PROCESSING OPERATIONS	0	360.00
						Totals for 79136	360.00
79137	JOSTENS INC.	jpap12	12/07/2018	CARRIE KOEHN - GRADUATION SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/MISC HIGH SCHOOL	4001900015	25.02
79137	JOSTENS INC.	jpap12	12/07/2018	CARRIE KOEHN - GRADUATION SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/MISC HIGH SCHOOL	4001900015	12.51
79137	JOSTENS INC.	jpap12	12/07/2018	CARRIE KOEHN - GRADUATION SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/MISC HIGH SCHOOL	4001900015	916.02
						Totals for 79137	953.55
79138	KAJEET	jpap12	12/07/2018	Home WiFi Pilot Note: A request has been sent to Carmen to transfer funds to ensure the accounts will be funded.	GENERAL FUND/TECHNOLOGY RELATED HARDWARE/ADMINISTRAT IVE TECHNOLOGY SERV	4001900116	1,928.61
79138	KAJEET	jpap12	12/07/2018	Home WiFi Pilot Note: A request has been sent to Carmen to transfer funds to ensure the accounts will be funded.	GENERAL FUND/ON-LINE COMMUNICATIONS/ADMIN ISTRATIVE TECHNOLOGY SERV	4001900116	3,305.57
						Totals for 79138	5,234.18
79139	LAFORCE INC	jpap12	12/07/2018	FOBS FOR COUNTY OFFICERS	GENERAL FUND/NON-CAPITAL EQUIPMENT/OPERATION	0	375.00
						Totals for 79139	375.00
79140	MCCARVILLE, BRETT	JPAP12	12/07/2018	VARSITY BOYS BASKETBALL OFFICIAL ON 12/11/18 VS BOWLER	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	70.00

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						Totals for 79140	70.00
79141	MOORE MEDICAL, LLC	jpap12	12/07/2018	DISPOSABLE SPLINT - BOOSTER CLUB DONATION	GENERAL FUND/GENERAL SUPPLIES/GENERAL ATHLETICS	4001900190	223.71
						Totals for 79141	223.71
79142	NORTH EASTERN WISCON	JPAP12	12/07/2018	Open PO for OT bills	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	271900090	2,479.50
						Totals for 79142	2,479.50
79143	PAN-O-GOLD BAKING	JPAP12	12/07/2018	BREAD PRODUCTS	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	94.30
79143	PAN-O-GOLD BAKING	JPAP12	12/07/2018	BREAD PRODUCTS	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	34.00
79143	PAN-O-GOLD BAKING	JPAP12	12/07/2018	BREAD ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	140.32
						Totals for 79143	268.62
79144	REINHART FOOD SERVIC	JPAP12	12/07/2018	USDA COMMODITY ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	18.85
79144	REINHART FOOD SERVIC	JPAP12	12/07/2018	USDA COMMODITY ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	20.30
79144	REINHART FOOD SERVIC	JPAP12	12/07/2018	USDA COMMODITY ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	7.25
79144	REINHART FOOD SERVIC	JPAP12	12/07/2018	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	71.84
79144	REINHART FOOD SERVIC	JPAP12	12/07/2018	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	1,081.20
79144	REINHART FOOD SERVIC	JPAP12	12/07/2018	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	148.12
79144	REINHART FOOD SERVIC	JPAP12	12/07/2018	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	1,723.15
79144	REINHART FOOD SERVIC	JPAP12	12/07/2018	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	39.13
79144	REINHART FOOD SERVIC	JPAP12	12/07/2018	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	587.61
79144	REINHART FOOD SERVIC	JPAP12	12/07/2018	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	12.11
79144	REINHART FOOD SERVIC	JPAP12	12/07/2018	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	474.96
79144	REINHART FOOD SERVIC	JPAP12	12/07/2018	USDA COMMODITY ORDER	FOOD SERVICE FUND/FOOD/FOOD	0	20.30

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79144	REINHART FOOD SERVIC	JPAP12	12/07/2018	USDA COMMODITY ORDER	SERVICES FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	49.30
79144	REINHART FOOD SERVIC	JPAP12	12/07/2018	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	65.00
79144	REINHART FOOD SERVIC	JPAP12	12/07/2018	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	446.43
79144	REINHART FOOD SERVIC	JPAP12	12/07/2018	FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	953.91
79144	REINHART FOOD SERVIC	JPAP12	12/07/2018	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	16.95
79144	REINHART FOOD SERVIC	JPAP12	12/07/2018	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	1,066.35
					Totals for 79144		6,802.76
79145	REMINGTON'S QUALITY	JPAP12	12/07/2018	SANDY CORDES CLASS SUPPLIES	GENERAL FUND/FOOD/AGRICULTUR E	601900077	31.41
					Totals for 79145		31.41
79146	ROGUE FITNESS HQ	JPAP12	12/07/2018	ATHLETIC EQUIPMENT	GENERAL FUND/EQUIPMENT PURCHASE-ADDITION/BO YS FOOTBALL	4001900181	896.75
					Totals for 79146		896.75
79147	SCHOOL PERCEPTIONS L	jpap12	12/07/2018	SCHOOL PERCEPTIONS SURVEY EXPENSES	GENERAL FUND/PERSONAL SERVICES/OFFICE OF SUPERINTENDENT	0	2,346.99
79147	SCHOOL PERCEPTIONS L	121118	12/11/2018	SCHOOL PERCEPTIONS SURVEY EXPENSES	GENERAL FUND/PERSONAL SERVICES/OFFICE OF SUPERINTENDENT	0	-2,346.99
					Totals for 79147		0.00
79148	SIMONIS, JEROME	JPAP12	12/07/2018	BOYS JV BASKETBALL OFFICIAL ON 12/11/18 VS BOWLER	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	47.00
					Totals for 79148		47.00
79149	SIMONIS, JEROME	jpap12	12/07/2018	BOYS MS BASKETBALL OFFICIAL ON 12/13/18 VS WEYAUWEGA-FREMONT	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
					Totals for 79149		60.00
79150	STANDARD INSURANCE C	JPAP12	12/07/2018	LIFE/STD & LTD PREMIUMS	GENERAL FUND/LIFE INSURANCE PAYABLE	0	1,170.59
79150	STANDARD INSURANCE C	JPAP12	12/07/2018	LIFE/STD & LTD PREMIUMS	GENERAL FUND/LTD INS PAYABLE	0	967.99
79150	STANDARD INSURANCE C	JPAP12	12/07/2018	LIFE/STD & LTD PREMIUMS	GENERAL FUND/STD INS PAYABLE	0	366.01
					Totals for 79150		2,504.59
79151	THOMAS, JEASON SR	JPAP12	12/07/2018	VARSITY BOYS BASKETBALL	GENERAL	0	70.00

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				OFFICIAL ON 12/11/18 VS BOWLER	FUND/PERSONAL SERVICES/BOYS BASKETBALL		
					Totals for 79151		70.00
79152	TOWN OF HELVETIA, TR	JPAP12	12/07/2018	STEP PROGRAM - DEC 1, 2017 - NOV 30, 2018	COMMUNITY SERVICE FUND/TRANSFER TO MUNICIPALITY/OTHER COMMUNITY SERVICES	0	195.00
					Totals for 79152		195.00
79153	TOWN OF LEBANON, TRE	JPAP12	12/07/2018	STEP PROGRAM - DEC 1, 2017 - NOV 30, 2018	COMMUNITY SERVICE FUND/TRANSFER TO MUNICIPALITY/OTHER COMMUNITY SERVICES	0	420.88
					Totals for 79153		420.88
79154	TOWN OF LITTLE WOLF,	JPAP12	12/07/2018	STEP PROGRAM - DEC 1, 2017 - NOV 30, 2018	COMMUNITY SERVICE FUND/TRANSFER TO MUNICIPALITY/OTHER COMMUNITY SERVICES	0	3,932.50
					Totals for 79154		3,932.50
79155	TOWN OF MUKWA, TREAS	JPAP12	12/07/2018	STEP PROGRAM - DEC 1, 2017 - NOV 30, 2018	COMMUNITY SERVICE FUND/TRANSFER TO MUNICIPALITY/OTHER COMMUNITY SERVICES	0	17.88
					Totals for 79155		17.88
79156	TOWN OF ROYALTON, TR	JPAP12	12/07/2018	STEP PROGRAM - DEC 1, 2017 - NOV 30, 2018	COMMUNITY SERVICE FUND/TRANSFER TO MUNICIPALITY/OTHER COMMUNITY SERVICES	0	858.00
					Totals for 79156		858.00
79157	TOWN OF ST LAWRENCE,	JPAP12	12/07/2018	STEP PROGRAM - DEC 1, 2017 - NOV 30, 2018	COMMUNITY SERVICE FUND/TRANSFER TO MUNICIPALITY/OTHER COMMUNITY SERVICES	0	537.88
					Totals for 79157		537.88
79158	TOWN OF UNION, TREAS	JPAP12	12/07/2018	STEP PROGRAM - DEC 1, 2017 - NOV 30, 2018	COMMUNITY SERVICE FUND/TRANSFER TO MUNICIPALITY/OTHER COMMUNITY SERVICES	0	1,646.13
					Totals for 79158		1,646.13
79159	US CELLULAR	jpap12	12/07/2018	CELL PHONES	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	0	353.92
					Totals for 79159		353.92
79160	VAN DEURZEN, DON	JPAP12	12/07/2018	VARSITY BOYS BASKETBALL OFFICIAL ON 12/11/18 VS BOWLER	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	70.00
					Totals for 79160		70.00
79161	UNIVERSITY OF WISCON	jpap12	12/07/2018	WECAN RENEWAL - BASE SERVICE WITH ATTACHMENTS & SUPPORT MODULE	GENERAL FUND/PERSONAL SERVICES/GENERAL ADMINISTRATION	0	1,065.00
					Totals for 79161		1,065.00
79162	WELCH, TIM	JPAP12	12/07/2018	BOYS MS BASKETBALL OFFICIAL ON 12/13/18 VS	COMMUNITY SERVICE FUND/PERSONAL	0	60.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				WEYAUWEGA-FREMONT	SERVICES/OTHER COMMUNITY SERVICES		
					Totals for 79162		60.00
79163	WI DEPT OF JUSTICE	jpap12	12/07/2018	CRIMINAL BACKGROUND CHECKS	GENERAL	0	35.00
				WIS DEPT OF JUSTICE - (5 @ 7.00)	FUND/PERSONAL SERVICES/GENERAL ADMINISTRATION		
					Totals for 79163		35.00
79164	LA CROSSE MAIL & PRI	121118	12/11/2018	PRINTING & MAILING EXPENSES	GENERAL	0	2,346.99
				FOR SURVEY THAT WILL GO OUT IN DECEMBER 2018	FUND/PERSONAL SERVICES/OFFICE OF SUPERINTENDENT		
					Totals for 79164		2,346.99
79165	EWING, JAMES	JPAP12	12/11/2018	VARSITY WRESTLING OFFICIAL ON 12/13/18 VS WEYAUWEGA-FREMONT	GENERAL	0	80.00
					FUND/PERSONAL SERVICES/BOYS WRESTLING		
					Totals for 79165		80.00
79166	BUTTKE, MIKE	JPAP12	12/14/2018	VARSITY GIRLS BASKETBALL OFFICIAL ON 12/21/18 VS GRESHAM	GENERAL	0	70.00
					FUND/PERSONAL SERVICES/GIRLS BASKETBALL		
					Totals for 79166		70.00
79167	CHASE, THOMAS	JPAP12	12/14/2018	JV GIRLS BASKETBALL OFFICIAL ON 12/21/18 VS GRESHAM	GENERAL	0	47.00
					FUND/PERSONAL SERVICES/GIRLS BASKETBALL		
					Totals for 79167		47.00
79168	DIPASQUALE, JOHN	JPAP12	12/14/2018	VARSITY GIRLS BASKETBALL OFFICIAL ON 12/21/18 VS GRESHAM	GENERAL	0	70.00
					FUND/PERSONAL SERVICES/GIRLS BASKETBALL		
					Totals for 79168		70.00
79169	HALUSKA, JAMES JR	JPAP12	12/14/2018	JV GIRLS BASKETBALL OFFICIAL ON 12/21/18 VS GRESHAM	GENERAL	0	47.00
					FUND/PERSONAL SERVICES/GIRLS BASKETBALL		
					Totals for 79169		47.00
79170	NILLISSEN, TERRY	JPAP12	12/14/2018	VARSITY GIRLS BASKETBALL OFFICIAL ON 12/21/18 VS GRESHAM	GENERAL	0	70.00
					FUND/PERSONAL SERVICES/GIRLS BASKETBALL		
					Totals for 79170		70.00
79171	SIMONIS, JEROME	JPAP12	12/14/2018	MS BOYS BASKETBALL OFFICIAL ON 12/17/18 VS BOWLER	COMMUNITY SERVICE	0	60.00
					FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES		
					Totals for 79171		60.00
79172	SIMONIS, JEROME	JPAP12	12/14/2018	MS BOYS BASKETBALL OFFICIAL ON 12/18/18 VS TIGERTON	COMMUNITY SERVICE	0	60.00
					FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES		
					Totals for 79172		60.00
79173	WELCH, TIM	JPAP12	12/14/2018	MS BOYS BASKETBALL OFFICIAL ON 12/18/18 VS TIGERTON	COMMUNITY SERVICE	0	60.00
					FUND/PERSONAL SERVICES/OTHER		

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					COMMUNITY SERVICES		
					Totals for 79173		60.00
79174	ZAGZEBSKI, PETER	JPAP12	12/14/2018	MS BOYS BASKETBALL OFFICIAL ON 12/17/18 VS BOWLER	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
					Totals for 79174		60.00
79175	ALLIANT ENERGY	JJP121	12/14/2018	GAS - ELEMENTARY SCHOOL - 11/8/18 - 12/6/18	GENERAL FUND/GAS FOR HEAT/OPERATION	1011900059	4,106.93
79175	ALLIANT ENERGY	JJP121	12/14/2018	PAES LAB - ELECTRIC & GAS - 11/7/18 - 12/7/18	SPECIAL EDUCATION FUND/GAS FOR HEAT/BUILDINGS	271900083	87.27
79175	ALLIANT ENERGY	JJP121	12/14/2018	PAES LAB - ELECTRIC & GAS - 11/7/18 - 12/7/18	SPECIAL EDUCATION FUND/ELECTRICITY OTHER THAN HEAT/BUILDINGS	271900083	119.22
79175	ALLIANT ENERGY	JJP121	12/14/2018	HS Electric	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4001900135	7,356.65
79175	ALLIANT ENERGY	JJP121	12/14/2018	MES Electric (6 months)	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	1011900060	4,844.28
79175	ALLIANT ENERGY	JJP121	12/14/2018	#4706230000 - CONCESSIONS - (11/1/18-12/3/18)	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4001900135	18.42
79175	ALLIANT ENERGY	JJP121	12/14/2018	NEW SIGN - ELEC - 11/6/18 - 12/6/18	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4001900135	26.80
					Totals for 79175		16,559.57
79176	AUGUST WINTER & SONS	JJP121	12/14/2018	SUPPLY ECONOMIZER FILTER FOR RTU	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	92.78
					Totals for 79176		92.78
79177	BADGER SPORTING GOOD	JJP121	12/14/2018	SPORTING GOODS	GENERAL FUND/APPAREL (Instructional only)/ATHLETIC DIRECTOR	4001900125	1,182.86
					Totals for 79177		1,182.86
79178	BLOM, ROBERT	JJP121	12/14/2018	JV GIRLS BASKETBALL OFFICIAL ON 12/21/18 VS GRESHAM	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	47.00
					Totals for 79178		47.00
79179	CENTURY LINK	JJP121	12/14/2018	Long Distance telephone bill	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8001900011	51.37
					Totals for 79179		51.37
79180	C.E.S.A. #5	JJP121	12/14/2018	CONTRACTED SERVICES - WAUPACA CTY ALTERNATIVE PROGRAM	GENERAL FUND/TRANSFER TO CESA/Gen	0	6,166.67

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					Tuition-Non-Open Enrollmen		
					Totals for 79180		6,166.67
79181	CINTAS CORPORATION L	JJP121	12/14/2018	SUPPLIES	GENERAL	0	21.10
					FUND/CLEANING SERVICES/BUILDINGS		
79181	CINTAS CORPORATION L	JJP121	12/14/2018	SUPPLIES	GENERAL	0	171.15
					FUND/CLEANING SERVICES/BUILDINGS		
79181	CINTAS CORPORATION L	JJP121	12/14/2018	SUPPLIES	FOOD SERVICE	0	21.70
					FUND/CLEANING SERVICES/OPERATION		
79181	CINTAS CORPORATION L	JJP121	12/14/2018	SUPPLIES	SPECIAL EDUCATION	0	11.70
					FUND/CLEANING SERVICES/BUILDINGS		
					Totals for 79181		225.65
79182	CITY OF MANAWA	JJP121	12/14/2018	ANNUAL RENTAL OF LINDSAY PARK AT THE COST OF \$3000/PER YEAR LESS A ONE TIME CREDIT OF \$500(SOFTBALL SCOREBOARD) - DECEMBER 2018 - DECEMBER 2019	GENERAL FUND/BUILDING RENTAL/FACILITY AQUISITION/REMODELIN G	0	2,500.00
					Totals for 79182		2,500.00
79183	COUNTY OF WAUPACA -	JJP121	12/14/2018	ELECTION NOTICE INSERT REFERENDUM	GENERAL FUND/PERSONAL SERVICES/ELECTION	0	175.00
					Totals for 79183		175.00
79184	STERLING WATER CULLI	JJP121	12/14/2018	SALT FOR WATER SOFTENER	GENERAL FUND/CLEANING SERVICES/BUILDINGS	0	305.35
					Totals for 79184		305.35
79185	E2E EXCHANGE, LLC	JJP121	12/14/2018	E-RATE CONSULTING SERVICE FUNDING YEAR 2019 BID MANAGEMENT ADMIN FEE	GENERAL FUND/PERSONAL SERVICES/ADMINISTRAT IVE TECHNOLOGY SERV	0	500.00
					Totals for 79185		500.00
79186	FOLLETT SCHOOL SOLUT	JJP121	12/14/2018	Titlewave - September Book Order	GENERAL FUND/LIBRARY BOOKS/SCHOOL LIBRARY	4001900141	201.55
79186	FOLLETT SCHOOL SOLUT	JJP121	12/14/2018	Titlewave - September Book Order	GENERAL FUND/LIBRARY BOOKS/SCHOOL LIBRARY	4001900141	427.60
					Totals for 79186		629.15
79187	GRAICHEN DISPOSAL &	JJP121	12/14/2018	Graichen 10 months @ \$755/month	GENERAL FUND/OPERATIONAL SERVICES/SITES	8001900014	377.50
79187	GRAICHEN DISPOSAL &	JJP121	12/14/2018	Graichen 10 months @ \$755/month	GENERAL FUND/OPERATIONAL SERVICES/SITES	8001900014	377.50
					Totals for 79187		755.00
79188	GREEN MECHANICAL	JJP121	12/14/2018	REPAIRS TO LEAKING "PETE'S PLUG" CAP ON VAB CIRCUIT SETTER AT MES	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	467.50
					Totals for 79188		467.50
79189	GREMMER & ASSOCIATES	JJP121	12/14/2018	PROFESSIONAL SERVICES - PHASE	GENERAL	0	818.60

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				16 DESIGN	FUND/CONSTRUCTION SERVICES/FACILITY AQUISITION/REMODELIN G		
					Totals for 79189		818.60
79190	HEID MUSIC CO, INC.	JJP121	12/14/2018	AUSTIN ROHAN DRUM THRONE INVOICE # 2256842	GENERAL FUND/NON-CAPITAL EQUIPMENT/INSTRUMENT AL MUSIC	4001900176	140.30
79190	HEID MUSIC CO, INC.	JJP121	12/14/2018	AUSTIN ROHAN OBOE REPAIR INV 2268215	GENERAL FUND/PERSONAL SERVICES/INSTRUMENTA L MUSIC	4001900193	60.00
79190	HEID MUSIC CO, INC.	JJP121	12/14/2018	AUSTIN ROHAN MUSIC INVOICES 2256843 & 2267541	GENERAL FUND/SHEET MUSIC/INSTRUMENTAL MUSIC	4001900177	65.60
79190	HEID MUSIC CO, INC.	JJP121	12/14/2018	AUSTIN ROHAN MUSIC INVOICES 2256843 & 2267541	GENERAL FUND/SHEET MUSIC/INSTRUMENTAL MUSIC	4001900177	216.00
					Totals for 79190		481.90
79191	HUDL	JJP121	12/14/2018	BOYS WRESTLING/HUDL SILVER ADDITIONAL	GENERAL FUND/NON-INSTRUCTION AL SOFTWARE/BOYS WRESTLING	4001900199	400.00
					Totals for 79191		400.00
79192	LAFORCE INC	JJP121	12/14/2018	KEYS/FOBS	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/NONINSTR EQIP REPAI	0	1,000.00
79192	LAFORCE INC	JJP121	12/14/2018	KEYS/FOBS	GENERAL FUND/NON-CAPITAL EQUIPMENT/OPERATION	0	432.00
					Totals for 79192		1,432.00
79193	LANDS' END BUSINESS	JJP121	12/14/2018	THERMAL FLEECE JACKET	GENERAL FUND/CENTRAL SUPPLY ROOM/DISTRICT ADMINISTRATION	0	63.41
					Totals for 79193		63.41
79194	MID-AMERICAN RESEARC	JJP121	12/14/2018	SQUEAKY CLEAN 05	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	136.14
					Totals for 79194		136.14
79195	MULTI MEDIA CHANNELS	JJP121	12/14/2018	PRINTING	GENERAL FUND/PRINTING AND BINDING/INFORMATION	0	620.28
					Totals for 79195		620.28
79196	NASSCO, INC	JJP121	12/14/2018	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	618.48
79196	NASSCO, INC	JJP121	12/14/2018	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	1,149.61
79196	NASSCO, INC	JJP121	12/14/2018	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	137.59
79196	NASSCO, INC	JJP121	12/14/2018	CUSTODIAL SUPPLIES	GENERAL	0	154.50

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					FUND/GENERAL SUPPLIES/OPERATION		
					Totals for 79196		2,060.18
79197	REMINGTON'S QUALITY	JJP121	12/14/2018	SPED GROCERY CONTINGENCY FOR 1ST QUARTER	SPECIAL EDUCATION	271900076	84.84
					FUND/FOOD/MULTI-CATE GORICAL		
					Totals for 79197		84.84
79198	SCHOOL SPECIALTY INC	JJP121	12/14/2018	CARRIE KOEHN CENTRAL SUPPLY	GENERAL	4001900194	46.59
					FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM		
					Totals for 79198		46.59
79199	UNEMPLOYMENT INSURAN	JJP121	12/14/2018	UNEMPLOYMENT	GENERAL	0	384.82
					FUND/UNEMPLOYMENT COMPENSATION/INSURAN CE AND JUDGEMENTS		
					Totals for 79199		384.82
79200	WISCONSIN ASSOC OF S	JJP121	12/14/2018	2019 STATE EDUCATION CONVENTION - MEMBER FEES	GENERAL	0	1,150.00
					FUND/PERSONAL SERVICES/GENERAL ADMINISTRATION		
					Totals for 79200		1,150.00
79201	WASBO (WI ASSOC OF S	JJP121	12/14/2018	2018-19 WASBO DISTRICT PROFESSIONAL MEMBERSHIP	GENERAL	0	240.00
					FUND/EMPLOYEE DUES AND FEES/DIRECTION OF BUSINESS		
					Totals for 79201		240.00
79202	WEX BANK - GLOBAL FL	JJP121	12/14/2018	ALL OTHER FUEL	GENERAL	0	225.01
					FUND/FUEL-VEHICLE OPERATION/REGULAR		
					Totals for 79202		225.01
181900028	PREY, JULIE	JPAP11	11/20/2018	MILEAGE REIMBURSEMENT SKYWARD TRAINING @BLISS CENTER IN STEVENS POINT	GENERAL	0	62.13
					FUND/EMPLOYEE TRAVEL/DIRECTION OF BUSINESS		
					Totals for 181900028		62.13
181900029	ANDERSON, MEGAN	JPAP11	11/30/2018	REIMBURSABLE MEALS AT SPED CONFERENCE KALAHARI NO 19/20, 2018	SPECIAL EDUCATION	271900075	12.98
					FUND/EMPLOYEE TRAVEL/INSTRUCTIONAL STAFF TRAINING		
					Totals for 181900029		12.98
181900030	SITTER, KATHRYN	JPAP11	11/30/2018	MILEAGE FROM MANAWA TO WI DELLS	SPECIAL EDUCATION	271900073	114.45
					FUND/EMPLOYEE TRAVEL/INSTRUCTIONAL STAFF TRAINING		
					Totals for 181900030		114.45
181900030	SITTER, KATHRYN	JPAP11	11/30/2018	REIMBURSABLE MEAL FOR CONFERENCE SPECIAL EDUCATION NOV 19/20, 2018	SPECIAL EDUCATION	271900078	16.00
					FUND/EMPLOYEE TRAVEL/INSTRUCTIONAL STAFF TRAINING		
					Totals for 181900030		16.00
181900031	DOUGLAS, JUDY	JPAP12	12/07/2018	ELLEN CHRISTENSEN ALTERATIONS	GENERAL	4001900191	60.00
					FUND/PERSONAL SERVICES/VOCAL MUSIC		
					Totals for 181900031		60.00
181900031	DOUGLAS, JUDY	JPAP12	12/07/2018	ELLEN CHRISTENSEN ALTERATIONS	GENERAL	4001900191	70.00
					FUND/PERSONAL		

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					SERVICES/VOCAL MUSIC		
					Totals for 181900031		130.00
201800091	WISCONSIN RETIREMENT	R1	10/15/2018	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	9,423.81
201800091	WISCONSIN RETIREMENT	R1	10/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,375.19
201800091	WISCONSIN RETIREMENT	R1	10/15/2018	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	355.51
201800091	WISCONSIN RETIREMENT	R1`	10/15/2018	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	9,423.81
201800091	WISCONSIN RETIREMENT	R1`	10/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,375.19
201800091	WISCONSIN RETIREMENT	R1`	10/15/2018	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	355.51
					Totals for 201800091		22,309.02
201800105	WISCONSIN RETIREMENT	R9	10/31/2018	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	9,526.32
201800105	WISCONSIN RETIREMENT	R9	10/31/2018	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,432.42
201800105	WISCONSIN RETIREMENT	R9	10/31/2018	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	353.48
201800105	WISCONSIN RETIREMENT	R9	10/31/2018	Payroll accrual	COMMUNITY SERVICE FUND/WI RETIREMENT FUND	0	98.15
201800105	WISCONSIN RETIREMENT	R9	10/31/2018	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	9,526.32
201800105	WISCONSIN RETIREMENT	R9	10/31/2018	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,432.42
201800105	WISCONSIN RETIREMENT	R9	10/31/2018	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	353.48
201800105	WISCONSIN RETIREMENT	R9	10/31/2018	Payroll accrual	COMMUNITY SERVICE FUND/WI RETIREMENT FUND	0	98.15
					Totals for 201800105		22,820.74
201800110	DELTA DENTAL OF WISC	jpwi11	11/07/2018	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	1,055.62
					Totals for 201800110		1,055.62
201800111	EMPLOYEE BENEFITS CO	jpwi11	11/08/2018	FSA CLAIMS & HRA CLAIMS	GENERAL FUND/FLEX PLAN SY16-17	0	233.86
201800111	EMPLOYEE BENEFITS CO	jpwi11	11/08/2018	FSA CLAIMS & HRA CLAIMS	GENERAL FUND/FLEX PLAN SY1718	0	431.53
201800111	EMPLOYEE BENEFITS CO	jpwi11	11/08/2018	FSA CLAIMS & HRA CLAIMS	GENERAL FUND/HRA/WEA ER DED (PMT ABOVE EE'S	0	2,091.14
					Totals for 201800111		2,756.53
201800112	MAGIC WRIGHTER INC	jpwi11	10/31/2018	INTERNET PAYMENT TRANSACTIONS	GENERAL	0	37.00

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				& ANNUAL REGULATORY COMPLIANCE - MONTHLY	FUND/DISTRICT FEES / BANKING FEE/DIRECTION OF BUSINESS		
					Totals for 201800112		37.00
201800113	EMPLOYEE BENEFITS CO	jpwill	11/01/2018	FSA & HRA CLAIMS	GENERAL FUND/FLEX PLAN SY16-17	0	294.11
201800113	EMPLOYEE BENEFITS CO	jpwill	11/01/2018	FSA & HRA CLAIMS	GENERAL FUND/HRA/WEA ER DED (PMT ABOVE EE'S	0	1,202.20
					Totals for 201800113		1,496.31
201800120	INTERNAL REVENUE SER	P9	11/30/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,705.65
201800120	INTERNAL REVENUE SER	P9	11/30/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,294.25
201800120	INTERNAL REVENUE SER	P9	11/30/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	337.45
201800120	INTERNAL REVENUE SER	P9	11/30/2018	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	5.35
201800120	INTERNAL REVENUE SER	P9	11/30/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,036.04
201800120	INTERNAL REVENUE SER	P9	11/30/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	302.70
201800120	INTERNAL REVENUE SER	P9	11/30/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	78.92
201800120	INTERNAL REVENUE SER	P9	11/30/2018	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	1.25
201800120	INTERNAL REVENUE SER	P9	11/30/2018	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	393.86
201800120	INTERNAL REVENUE SER	P9	11/30/2018	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	31.38
201800120	INTERNAL REVENUE SER	P9	11/30/2018	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	25.00
201800120	INTERNAL REVENUE SER	P9	11/30/2018	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	5.50
201800120	INTERNAL REVENUE SER	P9	11/30/2018	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	9,974.14
201800120	INTERNAL REVENUE SER	P9	11/30/2018	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	1,063.15
201800120	INTERNAL REVENUE SER	P9	11/30/2018	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	178.84
201800120	INTERNAL REVENUE SER	P9	11/30/2018	Payroll accrual	COMMUNITY SERVICE FUND/FEDERAL INCOME TAX	0	0.00

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201800120	INTERNAL REVENUE SER	P9	11/30/2018	Payroll accrual	TAX GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,036.04
201800120	INTERNAL REVENUE SER	P9	11/30/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	302.70
201800120	INTERNAL REVENUE SER	P9	11/30/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	78.92
201800120	INTERNAL REVENUE SER	P9	11/30/2018	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	1.25
201800120	INTERNAL REVENUE SER	P9	11/30/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,705.65
201800120	INTERNAL REVENUE SER	P9	11/30/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,294.25
201800120	INTERNAL REVENUE SER	P9	11/30/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	337.45
201800120	INTERNAL REVENUE SER	P9	11/30/2018	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	5.35
					Totals for 201800120		37,195.09
201800121	MASSMUTUAL FINANCIAL	P9	11/30/2018	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	0.00
201800121	MASSMUTUAL FINANCIAL	P9	11/30/2018	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	1,199.00
201800121	MASSMUTUAL FINANCIAL	P9	11/30/2018	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	50.00
					Totals for 201800121		1,249.00
201800122	WEA TAX SHELTERED AN	P9	11/30/2018	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	44.88
201800122	WEA TAX SHELTERED AN	P9	11/30/2018	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	100.00
201800122	WEA TAX SHELTERED AN	P9	11/30/2018	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	250.00
201800122	WEA TAX SHELTERED AN	P9	11/30/2018	Payroll accrual	SPECIAL EDUCATION FUND/WEA TRUST - TSA/ROTH	0	25.00
					Totals for 201800122		419.88
201800123	WISCONSIN DEPT OF RE	P9	11/30/2018	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	72.86
201800123	WISCONSIN DEPT OF RE	P9	11/30/2018	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	7.14
201800123	WISCONSIN DEPT OF RE	P9	11/30/2018	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	39.32
201800123	WISCONSIN DEPT OF RE	P9	11/30/2018	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	6,283.08
201800123	WISCONSIN DEPT OF RE	P9	11/30/2018	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	731.61

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201800123	WISCONSIN DEPT OF RE	P9	11/30/2018	Payroll accrual	FOOD SERVICE	0	127.97
					FUND/STATE INCOME TAX		
201800123	WISCONSIN DEPT OF RE	P9	11/30/2018	Payroll accrual	COMMUNITY SERVICE	0	0.00
					FUND/STATE INCOME TAX		
					Totals for 201800123		7,261.98
201800125	WEA MEMBER BENEFIT T	P9	11/30/2018	Payroll accrual	GENERAL FUND/WEA	0	160.81
					TRUST ADVANTAGE		
201800125	WEA MEMBER BENEFIT T	P9	11/30/2018	Payroll accrual	GENERAL FUND/WEA	0	53.31
					TRUST ADVANTAGE		
201800125	WEA MEMBER BENEFIT T	P9	11/30/2018	Payroll accrual	GENERAL FUND/WEA	0	140.00
					TRUST ADVANTAGE		
					Totals for 201800125		354.12
201800127	EMPLOYEE BENEFITS CO	jpwi12	11/30/2018	ADMIN FEES FOR HRA & BESTFLEX	GENERAL	0	315.45
					FUND/DISTRICT FEES / BANKING FEE/DIRECTION OF BUSINESS		
					Totals for 201800127		315.45
201800128	EMPLOYEE BENEFITS CO	jpwi12	11/26/2018	HRA DEDUCTIBLE & BESTFLEX CLAIMS	GENERAL FUND/FLEX	0	760.35
					PLAN SY16-17		
201800128	EMPLOYEE BENEFITS CO	jpwi12	11/26/2018	HRA DEDUCTIBLE & BESTFLEX CLAIMS	GENERAL FUND/FLEX	0	10.48
					PLAN SY1718		
201800128	EMPLOYEE BENEFITS CO	jpwi12	11/26/2018	HRA DEDUCTIBLE & BESTFLEX CLAIMS	GENERAL	0	8,424.07
					FUND/HRA/WEA ER DED (PMT ABOVE EE'S		
					Totals for 201800128		9,194.90
201800129	EMPLOYEE BENEFITS CO	jpwi12	11/15/2018	HRA CLAIMS	GENERAL	0	1,011.65
					FUND/HRA/WEA ER DED (PMT ABOVE EE'S		
					Totals for 201800129		1,011.65
201800130	EMPLOYEE BENEFITS CO	jpwi12	11/29/2018	HRA & BESTFLEX CLAIMS	GENERAL FUND/FLEX	0	320.82
					PLAN SY16-17		
201800130	EMPLOYEE BENEFITS CO	jpwi12	11/29/2018	HRA & BESTFLEX CLAIMS	GENERAL FUND/FLEX	0	170.51
					PLAN SY1718		
					Totals for 201800130		491.33
201800131	DELTA DENTAL OF WISC	jpwi12	11/28/2018	DENTAL CLAIMS AND ADMINISTRATION	GENERAL FUND/SELF	0	475.26
					FUND-EMPLOYER SHARE PREMI		
					Totals for 201800131		475.26
201800132	DELTA DENTAL OF WISC	jpwi12	11/21/2018	DENTAL CLAIMS	GENERAL FUND/SELF	0	1,618.20
					FUND-EMPLOYER SHARE PREMI		
					Totals for 201800132		1,618.20
201800133	DELTA DENTAL OF WISC	jpwi12	11/14/2018	DENTAL CLAIMS	GENERAL FUND/SELF	0	1,100.90
					FUND-EMPLOYER SHARE PREMI		
					Totals for 201800133		1,100.90
					Totals for checks		205,130.68

CREDIT CARD STATEMENT - November			WUFAR Code						Description
Date	Vendor	Amount	Fund	E	Location	Object	Function	Project	Description
Dan Wolfgram									
10/22/2018	GED TESTING	\$6.00	10	E	400	389	179000	000	MARY ECK - GED TESTING
10/22/2018	GED TESTING	\$30.00	10	E	400	389	179000	000	MARY ECK - GED TESTING
11/1/2018	FLEET FARM (MES)	\$14.45	10	E	101	411	253000	000	MIKE THOMACK - BUILDING & GROUNDS FOR MES
	FLEET FARM (HS)	\$217.94	10	E	400	411	253000	000	MIKE THOMACK, BUILDINGS & GROUNDS
11/1/2018	CARROT TOP INDUSTRIES	\$56.20	10	E	400	410	110000	000	FLAG FOR FOLDING CEREMONY AT THE VETERANS PROGRAM
11/6/2018	GED TESTING	\$6.00	10	E	400	389	179000	000	MARY ECK - GED TESTING
11/8/2018	MILLS FLEET FARM	\$107.01	10	E	400	411	253000	000	MIKE THOMACK, BUILDINGS & GROUNDS
11/12/2018	GED TESTING	\$6.00	10	E	400	389	179000	000	MARY ECK - GED TESTING
11/14/2018	GED TESTING	\$6.00	10	E	400	389	179000	000	MARY ECK - GED TESTING
11/16/2018	GED TESTING	\$30.00	10	E	400	389	179000	000	MARY ECK - GED TESTING
11/16/2018	GED TESTING	\$6.00	10	E	400	389	179000	000	MARY ECK - GED TESTING
	TOTAL	\$485.60							
Melanie Oppor									
11/8/18	Adobe Acropro Subscription	\$15.81	10	E	500	435	232100	0	Updated Version of Adobe
	TOTAL	\$15.81							
Michelle Pukita									
Oct. 23	Mills Fleet Farm	\$14.09	10	E	101	411	2530000		Various Maintnce Supplies (Mike Thomack requested supplies)
	TOTAL	\$14.09							
Jeanne Frazier									
10/25/18	Walmart	\$11.97	10	E	500	411	232100	0	Dist Ofc batteries for devices
11/2/18	Sage Security Solution	\$10.80	10	E	500	411	232100	0	Dist Office - copies of file keys, and key rings
11/3/18	The Home Depot	\$11.94	10	E	500	411	232100	0	Dist Ofc - velcro hangables for hallway plaques
11/6/18	Amazon	\$73.84	10	E	500	310	232100	0	Book The Orange Frog - Dr. Oppor
11/9/18	Amazon	-\$3.85	10	E	500	310	232100	0	Refund Tax on The Orange Frog Book
11/15/18	USPS	\$60.30	10	E	800	353	2600000	0	Tax Certification Certified Mail to Municipalities
11/16/18	Amazon	\$19.04	10	E	500	310	232100	0	Book The Culture Code - Dr. Oppor
11/17/18	Ekey's Florist	\$40.00	10	E	500	310	231000	0	Funeral Plant, Warren PA
	TOTAL	\$224.04							

CREDIT CARD STATEMENT - November			WUFAR Code						Description
Date	Vendor	Amount	Fund	E	Location	Object	Function	Project	Description
Bryant Cobarrubias									
10/24/2018	Mosyle Manager	\$192.50	10	E	800	480	295000	000	iPad management software - 1 year
10/26/2018	Apple - iTunes	\$79.99	10	E	800	435	295000	000	GoTalk Now - 1 License
10/31/2018	Amazon	\$29.99	10	E	400	440	295000	000	Replacement laptop keyboard
10/31/2018	Amazon	\$149.99	10	E	400	440	295000	000	Replacement wireless mic set
11/08/2018	Amazon	\$303.39	10	E	400	440	295000	000	1 of: ViewSonic VA2252SM 22 Inch 1080p LED Monitor 2 of: Acer SB220Q bi 21.5" 1 of: NGLIFE HDMI Male to Dual HDMI 1 Male to 2 Female HDMI Y Splitter Cable
11/15/2018	Toon Boom	\$9.00	10	E	800	480	295000		Toon Boom License - 1 student
11/16/2018	Microsoft Azure	\$49.52	10	E	800	480	295000	000	Help Desk Software
	Total	\$814.38							

Name	Reference	Trans Date	Description	Post Date	Amount
		11/02/2018	AGENDA FOR K. TIMM	11/02/2018	5.00
			Totals for 13354		5.00
		11/02/2018	PAYMENT FOR FOOD SERVICE ACCOUNTS	11/02/2018	972.75
			Totals for 13364		972.75
		11/09/2018	PAYMENTS FOR FOOD SERVICE	11/09/2018	1,940.41
			Totals for 13359		1,940.41
		11/09/2018	PAYMENTS FOR ATHLETIC PASSES	11/09/2018	50.00
			Totals for 13360		50.00
		11/09/2018	9-12 ATHLETICS	11/09/2018	105.00
			Totals for 13371		105.00
		11/09/2018	DISTRICT FEE	11/09/2018	40.00
			Totals for 13372		40.00
		11/09/2018	LYCEUM PROGRAMS	11/09/2018	4.00
			Totals for 13373		4.00
		11/09/2018	STUDENT PARKING	11/09/2018	130.00
			Totals for 13374		130.00
		11/09/2018	STUDENT ATHLETIC PASS	11/09/2018	5.00
			Totals for 13375		5.00
		11/09/2018	9-12 YEARBOOK/PERSONALIZATION	11/09/2018	153.00
			Totals for 13376		153.00
		11/09/2018	CHROMEBOOK CHARGES	11/09/2018	50.00
			Totals for 13377		50.00
		11/09/2018	FOOD SERVICE ACCOUNT PAYMENTS	11/09/2018	1,383.00
			Totals for 13379		1,383.00
		11/09/2018	FOOD SERVICE ACCOUNT PAYMENTS	11/09/2018	1,645.00
			Totals for 13380		1,645.00
		11/09/2018	DEPARTMENT OF HEALTH SERVICES	11/09/2018	26.00
			Totals for 13381		26.00
		11/09/2018	REIMBURSEMENT FRO STUDENT FEES	11/09/2018	10.00
			Totals for 13382		10.00
		11/09/2018	PROJECT BACKPACK	11/09/2018	140.00
			Totals for 13383		140.00
		11/09/2018	CAG SCHOOL DONATIONS	11/09/2018	180.00
			Totals for 13384		180.00
		11/09/2018	PROJECT BACKPACK	11/09/2018	221.89
			Totals for 13385		221.89
		11/09/2018	URGENT NEEDS FUND	11/09/2018	413.28
			Totals for 13386		413.28
		11/16/2018	ATHLETIC FEE	11/16/2018	30.00
			Totals for 13401		30.00
		11/16/2018	PAYMENT TOWARDS FOOD SERVICE ACCOUNT	11/16/2018	1,782.00
			Totals for 13402		1,782.00
		11/19/2018	HIGH SCHOOL TEACHERS \$54.05 FFA \$4.01	11/19/2018	58.06
			Totals for 13387		58.06
		11/19/2018	REPLACE LOST FOB	11/19/2018	16.00
			Totals for 13388		16.00
		11/19/2018	REPLACE 2 FOOTBALL JERSEY	11/19/2018	190.00
			Totals for 13389		190.00
		11/19/2018	CHARITABLE CONTRIBUTION	11/19/2018	8,000.00
			Totals for 13390		8,000.00
		11/19/2018	CHARITABLE CONTRIBUTION	11/19/2018	4,000.00
			Totals for 13391		4,000.00
		11/19/2018	STAFF SHIRTS	11/19/2018	252.90

Name	Reference	Trans Date	Description	Post Date	Amount
			Totals for 13392		252.90
			Total for Cash Receipts		21,803.29

Memo

To: Dr. Oppor and Manawa Board of Education
From: Skylar Liebzeit
cc: Jeanne Frazier
Date: November 19th, 2018
Re: Manawa Senior High Powerlifting Club

Dear Dr. Oppor and Members of the Manawa Board of Education:

I have been approached by community member Pete Bowen to seek permission to start a Manawa 9-12th grade Powerlifting Club for implementation in the Winter of 2018-2019. Please see the questions and answers to a series of questions provided to me by Mr. Wolfgram to complete for your review.

Purpose: Bring another activity to the school for both males and females. This will also help with the proper health and well being of our students.

Who for: 9th thru 12th grade students

Learning outcomes: Perseverance, teamwork, endurance, and positive attitude. Developing proper lifting forms and techniques.

School Goals: Give a chance to develop new skills and to encourage the student body to demonstrate sportsmanship and get involved in other offered school activities.

Coach: Pete Bowen and Jeff Bortle

Hours and duration: Starting 1st week of November. Monday, Tuesday, Wednesday, Thursday and Friday (8 hours per week not including competitions). The season takes place from November through March, with the first competition being in December.

Resources Needed: Weight Room, belts, transportation(unless we can transport using the school van and a personal vehicle), uniforms(we can use the old wrestling singlets until we get money for our own), entree fees(this should probably be paid by each student to start).



School District of Manawa

“Students Choosing to Excel, Realizing Their Strengths”

800 Beech Street | Manawa, WI 54949 | (920) 596-2525

District Fax (920) 596-5308 | Elementary Fax (920) 596-5339 | Jr./Sr. High Fax (920) 596-2655

www.manawaschools.org

To: Board of Education
From: Dr. Melanie J. Oppor
Date: December 12, 2018
Re: Recommendation for Summer School Co-Coordinators for Summer 2019

The purpose of this memo is to recommend Mrs. Mary Eck - secondary coordinator/summer on-site supervisor and Mr. Kevin Keller – elementary coordinator as the Summer School 2019 Co-coordinators. Mr. Keller and Mrs. Eck ran a very successful Summer School Program together for the past two years. They work well together and have an exciting vision for continuing to build the summer opportunities for School District of Manawa students. It is for these reasons, I recommend Mrs. Eck and Mr. Keller to continue as Summer School Co-coordinators. This year, they have suggested by mutual agreement to split the compensation stipend evenly as Mr. Keller is shifting more responsibility onto Ms. Eck’s summer on-site role.

Dr. Melanie J. Oppor

District Administrator

moppor@manawaschools.org
(920) 596-2525

Daniel J. Wolfgram

Jr./Sr. High School Principal

dwolfgram@manawaschools.org
(920) 596-5800

Michelle Pukita

Elementary Principal

mpukita@manawaschools.org
(920) 596-5700

Carmen O’Brien

Business Manager

cobrien@manawaschools.org
(920) 596-5332

Danielle Brauer

Curriculum/Special Ed. Dir.

dbrauer@manawaschools.org
(920) 596-5301



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To: School Board, School District of Manawa

From: Janine Connolly, School Counselor, Little Wolf Jr./Sr. High School

Date: November 29, 2018

Re: Petition for early graduation

I am writing to petition for early graduation for JAYMIN ZAREMBA. Jaymin transferred to us this year needing only 2 credits, and will be 19 before the end of the semester. He is well on track to complete the 2 credits he needs for graduation. Mr. Wolfgram, Principal, is aware of Jaymin's request and is in support of this. After graduation, Jaymin intends to join the workforce.

www.manawaschools.org

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moppor@manawaschools.org
(920) 596-2525

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Jr./Sr. High School Principal
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Danielle Brauer
Curriculum/Special Ed. Dir.
dbrauer@manawaschools.org
(920) 596-5301

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) Ellen Christensen Grade/Class 9-12
Date(s) of trip FEB 1 to 2, 2019

Destination and Address: University of WI - Milwaukee
Itinerary of trip (attach sheets as necessary): Is this an overnight or water related trip? yes no
Overnight choir/solo voice workshop at the University

Purpose of trip (include curriculum guide learner outcome or competency references):
Our students have been selected based on teacher nomination. The student will receive individual lessons as well as a chance to perform with 100 voice choir

No. of Students 4 No. of Teachers 1 No. of Chaperones _____ GROUP TOTAL 5
Departure time 8 AM Return time 9:30 PM Total hours 39 1/2 No. of Buses 0
Start (pick up) point LWHS Return (drop off) point LWHS

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. \$ 20 lodging
FD _____ LOC _____ OBJ _____ FUNCTION _____ PROJ _____

B. Per pupil student-paid miscellaneous costs B. \$ 50 fee

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
Not applicable

Concessions → \$50 lodging (1 night)
meals are included

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 Ellen Christensen

APPROVED Alan Waygorn Principal DATE 12/3/18

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

D. TRANSPORTATION: (Complete all that apply.)

School Van – Call Jr./Sr. H.S. Office to reserve van. **Reservation completed by:** *J.W.*

Private Vehicles – Provide the information for each driver as noted in the table below.

Private vehicle data submitted by: _____

Principal confirms submission of required documents to District Office: _____

Bussing costs (To be completed by Kobussen)

Total transportation charge: \$ _____

Transportation paid by SDM account: (To be completed by Principal)

FD _____ LOC _____ OBJ _____ FUNCTION _____ PROJ _____

Transportation paid by other organization name and address:

Transportation Request Directions

The following information is provided to ensure a consistent and clear process when transportation services are needed for a school trip.

1. Staff member completes the Field Trip / Transportation Permit Form and submits it to the building principal. Be sure that all applicable sections of the form are filled out in detail.
2. The building principal will review and approve/deny the trip and proceed as follows:

Bussing – Kobussen	School Van	Personal Vehicles
A copy of the form will be forwarded to Mrs. Thompson for all trips requiring bussing services. Mrs. Thompson will be the point of contact with Kobussen for all trip arrangements.	A copy of the form will be forwarded to Mrs. Koehn, when the district van is being reserved.	Submit a copy of the following to District Office: <ul style="list-style-type: none"> • Valid Wisconsin driver’s license. Driver must be at least 21 yrs. old. • Certification of insurance for at least the minimum required by Wisconsin law. • Vehicle inspection report from a certified auto dealership or service center.
Kobussen will build the trip and provide the quote for transportation.	Mrs. Koehn will enter the reservation on the District Vehicle shared Google calendar.	Verify vehicle has the proper number of safety belts for the number of passengers per state law.
Both the principal and staff trip organizer must approve the transportation quote.	On the day before or day of the trip, vehicle keys can be checked out of the high school office.	Verify that the vehicle has a first aid kit.
Kobussen will receive confirmation of an accepted quote from Mrs. Thompson and will book the trip	Complete the Vehicle Usage Form. Return the completed report, gas credit card, and vehicle key to Carrie Koehn. Send the completed form with any receipts to the Business Manager following each trip.	
Mrs. Thompson will record the trip on a shared “Bussing” Google Calendar.		

Vocal Arts Festival



February 1–2, 2019

Location: Helene Zelazo Center for the Performing Arts

Questions: vocal-arts-festival@uwm.edu

Overview

Choral directors and voice instructors are invited to nominate qualified high school singers for the UW Milwaukee Vocal Arts Festival! All students selected for the festival will:

- Rehearse and perform with the UWM Honor Choir; the final performance will be in UWM's Helene Zelazo Center for the Arts.
- Work on a prepared classical solo with UWM voice faculty in a masterclass or mini-lesson (accompanist provided)
- Attend large and small group voice sessions focused on vocal health, anatomy, and performance skills
- Attend a performance of opera and musical theater scenes, choral music, and vocal solos given by UWM students and faculty



Nominating Students

Teachers may nominate as many students as they wish by providing students with a link to the student application form. Once a student fills out the application, including nominating teacher's email, the teacher will receive a link to verify the student's information along with a few other fields.

The festival is limited to 90 students, so only the most qualified nominees will be selected for participation. Please nominate only accomplished singers who are strong musicians and who will have a prepared classical solo ready to perform during the festival. Nominations are due by October 31; students and directors will be notified of acceptance by November 21.

2018 UWM Vocal Arts Festival (festival choir begins at 28:53)



Cost

\$50 per accepted student. Cost includes all rehearsals, vocal sessions, voice masterclasses and lessons, performances, accompanists, parking, music (on loan), and three meals (Friday dinner and Saturday lunch and dinner). Lodging is not included. There are a small number of scholarships available to students in need.

Choral Repertoire

The honor choir will perform four selections. Three will be mailed to accepted students in advance, and singers are asked to prepare their voice part on these pieces before arriving at UWM. A fourth choral piece (marked *) will be distributed at the festival and learned during rehearsal.

Selections include:

Dies irae from *Requiem*, W. A. Mozart

*Fire, Katerina Gimon

Water Night, Eric Whitacre

I'll Be On My Way, Shawn Kirchner

Event Schedule

12:00pm	Registration and seating
12:30pm	Vocal warm-ups and introductions
1:00pm	Choral rehearsal
	Voice sessions – students choose one (directors also welcome):
2:45pm	<ul style="list-style-type: none">• <i>Lend me a tenor</i> – Dr. David Hoffman (exploring/understanding the tenor voice)• <i>The Other Side of the Audition</i> – Dr. Tanya Kruse (elements of a successful collegiate voice audition)• <i>Acting the Song</i> – Dr. Colleen Brooks (using the body, face, and voice to express character and text)
4:00pm	Choral rehearsal
5:15pm	Dinner at Sandburg Café (provided)
6:30pm	Choral rehearsal
7:30pm	UWM Vocal Showcase Recital
8:30pm	Reception

9:00am	Vocal warm-ups
9:15am	Masterclass #1
10:45am	Choral rehearsal
12:00pm	Lunch (provided – subs)
1:00pm	Masterclass #2
2:30pm	Choral rehearsal
4:15pm	Large group voice session
4:45pm	Concert run-through
5:45pm	Dinner (provided – Buca di Beppo)
7:00pm	Final Concert

Questions

This is an excellent opportunity for talented high school singers to interact with, perform for, and join their voices with peers from around the region. Participating students will have the chance to learn and grow as both soloists and choral artists. We hope you and your students are able to join us for this exciting event!

Organizers

Zack Durlam, UWM Director of Choral Activities, durlam@uwm.edu

Tanya Kruse Ruck, UWM Voice Area Head, tkruse@uwm.edu

CONTACT





📍 Peck School of the Arts
2400 E. Kenwood Blvd.
Milwaukee, WI 53211

✉ uwmpsoa@uwm.edu






☎ Student Services
(414) 229-4763

👤 Directory




ADMISSION

-  Apply Now
-  Admission Info
-  Request Info
-  Schedule a Tour

CAMPUS INFO

-  Maps/Locations
-  Upcoming Events
-  Box Office
-  Join our Mailing List
-  Facility Rentals

SUPPORT

-  Give to PSOA
-  Stories of Impact
-  In the News

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) Austin Rohan Grade/Class 9/12 Jazz
Date(s) of trip Feb 1 to Feb 2

Destination and Address: U.W. Platteville

Itinerary of trip (attach sheets as necessary): Is this an overnight or water related trip? yes no

Overnight Trip @ U.W. Platteville. Will be staying @ Holiday Inn
Platteville 556 Elm St 53818

Purpose of trip (include curriculum guide learner outcome or competency references):

Jazz Band Competition/Masterclasses/concerts

No. of Students 9 No. of Teachers 1 No. of Chaperones 0 GROUP TOTAL 10
Departure time 7:30am Return time 3pm Total hours 32 No. of Buses 1
Start (pick up) point LWHS Return (drop off) point LWHS

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. \$ 400

FD _____ LOC _____ OBJ _____ FUNCTION _____ PROJ _____

B. Per pupil student-paid miscellaneous costs

B. \$ _____

C. Lunch plans (check all that apply)

Students will bring a sack lunch from home X

Food service staff will prepare box lunches _____

Lunch will be purchased at site of field trip X

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 Austin Rohan

APPROVED Dan Wegman Principal DATE 12/10/18

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

D. TRANSPORTATION: (Complete all that apply.)

School Year - Call Jr./Sr. H.S. Office to reserve van.

Ride-Share with Hortonville SD/by Bus
 Reservation completed by: Hortonville will pick up/drop off

Bus

Private Vehicles – Provide the information for each driver as noted in the table below.

Private vehicle data submitted by: _____

Principal confirms submission of required documents to District Office: _____

Bussing costs (To be completed by Kobussen)

Total transportation charge: \$ _____

Transportation paid by SDM account: (To be completed by Principal)

FD _____ LOC _____ OBJ _____ FUNCTION _____ PROJ _____

Transportation paid by other organization name and address: _____

Transportation Request Directions

The following information is provided to ensure a consistent and clear process when transportation services are needed for a school trip.

1. Staff member completes the Field Trip / Transportation Permit Form and submits it to the building principal. Be sure that all applicable sections of the form are filled out in detail.
2. The building principal will review and approve/deny the trip and proceed as follows:

Bussing – Kobussen	School Van	Personal Vehicles
A copy of the form will be forwarded to Mrs. Thompson for all trips requiring bussing services. Mrs. Thompson will be the point of contact with Kobussen for all trip arrangements.	A copy of the form will be forwarded to Mrs. Koehn, when the district van is being reserved.	Submit a copy of the following to District Office: <ul style="list-style-type: none"> • Valid Wisconsin driver's license. Driver must be at least 21 yrs. old. • Certification of insurance for at least the minimum required by Wisconsin law. • Vehicle inspection report from a certified auto dealership or service center.
Kobussen will build the trip and provide the quote for transportation.	Mrs. Koehn will enter the reservation on the District Vehicle shared Google calendar.	Verify vehicle has the proper number of safety belts for the number of passengers per state law.
Both the principal and staff trip organizer must approve the transportation quote.	On the day before or day of the trip, vehicle keys can be checked out of the high school office.	Verify that the vehicle has a first aid kit.
Kobussen will receive confirmation of an accepted quote from Mrs. Thompson and will book the trip	Complete the Vehicle Usage Form. Return the completed report, gas credit card, and vehicle key to Carrie Koehn. Send the completed form with any receipts to the Business Manager following each trip.	
Mrs. Thompson will record the trip on a shared "Bussing" Google Calendar.		



49th Annual Jazz Festival

Friday February 1, 2019

Competitive Events, Educational Clinics, and a **Wayne Bergeron** master class!

Evening concert featuring the winning High School Jazz Ensemble,
and ensembles featuring **Wayne Bergeron**.

(Tickets for evening concert sold separately)

REGISTRATION FORM

Director's Name: Austin Rohan

Name of School: Manawa High School

Street Address: 515 E. Fourth St

City: Manawa State: WI Zip: 54949

School Phone: (920) 596-5433

Email: arohan@manawa.schoools.wi

Jazz Ensemble (Big Band). Fee: \$250 per ensemble

Directors, parents and chaperones are admitted free. The registration fee includes access to any and all of the educational clinics and high school performances.

Evening concerts and meals are not included.

TOTAL NUMBER OF ENSEMBLES: 1 TOTAL FEES: \$ 250

Registration is established on a FIRST-COME, FIRST-SERVED BASIS ACCORDING TO THE ORDER IN WHICH REGISTRATION FORMS ARE POSTMARKED.

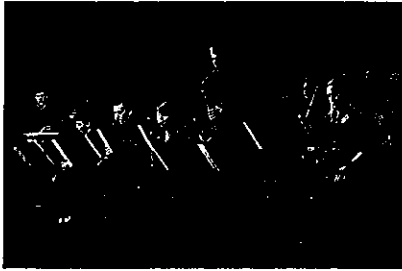
Print and mail forms with CHECK payable to **UW-Platteville** to:

David Cooper - 155 Doudna Hall
University of Wisconsin - Platteville
1 University Plaza
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FRIDAY EVENING CONCERT TICKETS MUST BE PURCHASED SEPERATELY.

Order tickets at: tickets.uwplatt.edu
Or call 608.342.1298 toll free at 877.727.1CFA

UW-Platteville Jazz Festival



UPDATE (12/3/18): THE UW-PLATTEVILLE JAZZ FESTIVAL IS NOW FULL

Center for the Arts, University of Wisconsin-Platteville

Middle/High School Jazz Events and Clinics

Middle school and high school jazz ensembles; large or small, will have the opportunity to participate in:

- Competitive or non-competitive performance on the Center for the Arts stage
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- Jazz improvisation workshops
- A one-hour clinic for each ensemble with a UW-Platteville jazz faculty
- Opportunity to play in a jazz jam session

Please feel free to contact us if you have questions. We look forward to hosting you and your students on our campus.

Dave Cooper

Jazz Studies & Trumpet

Office: 180A Doudna Hall

Tel: 608.342.1021

E-mail: cooperd@uwplatt.edu



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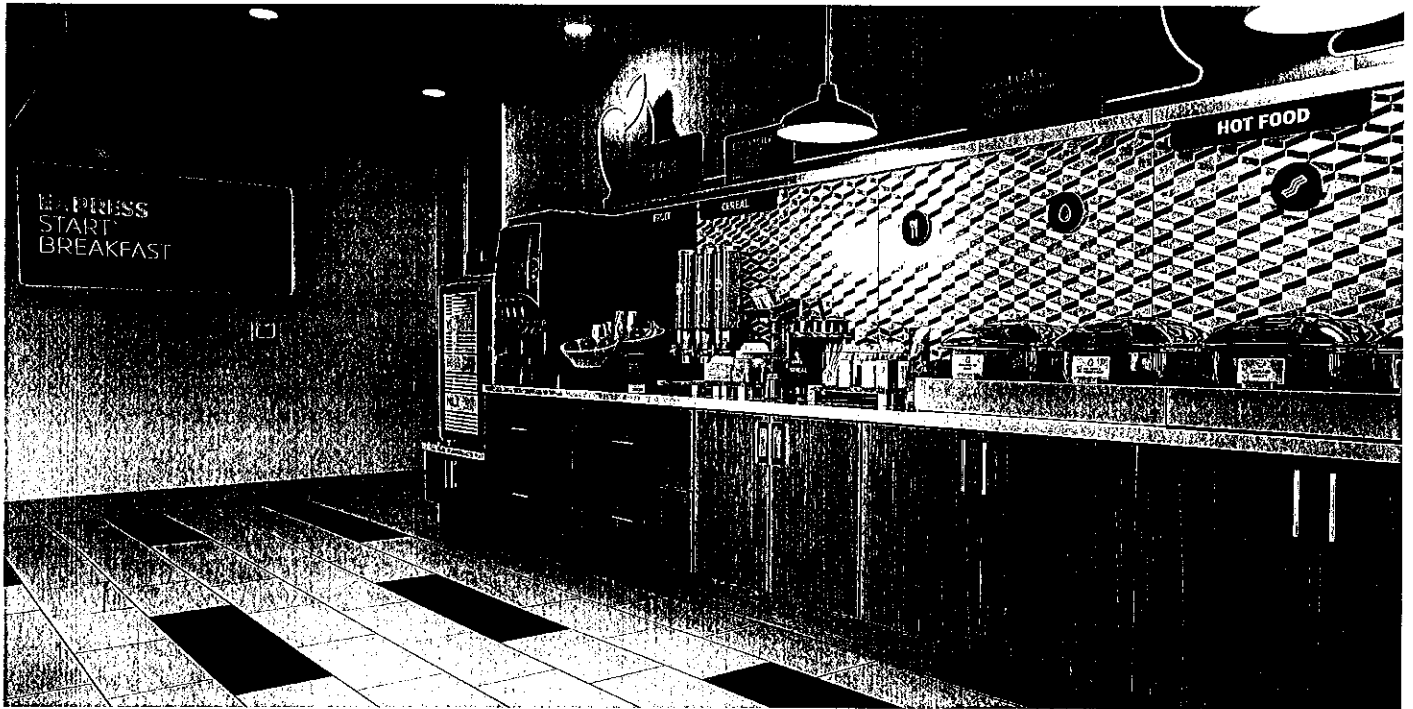
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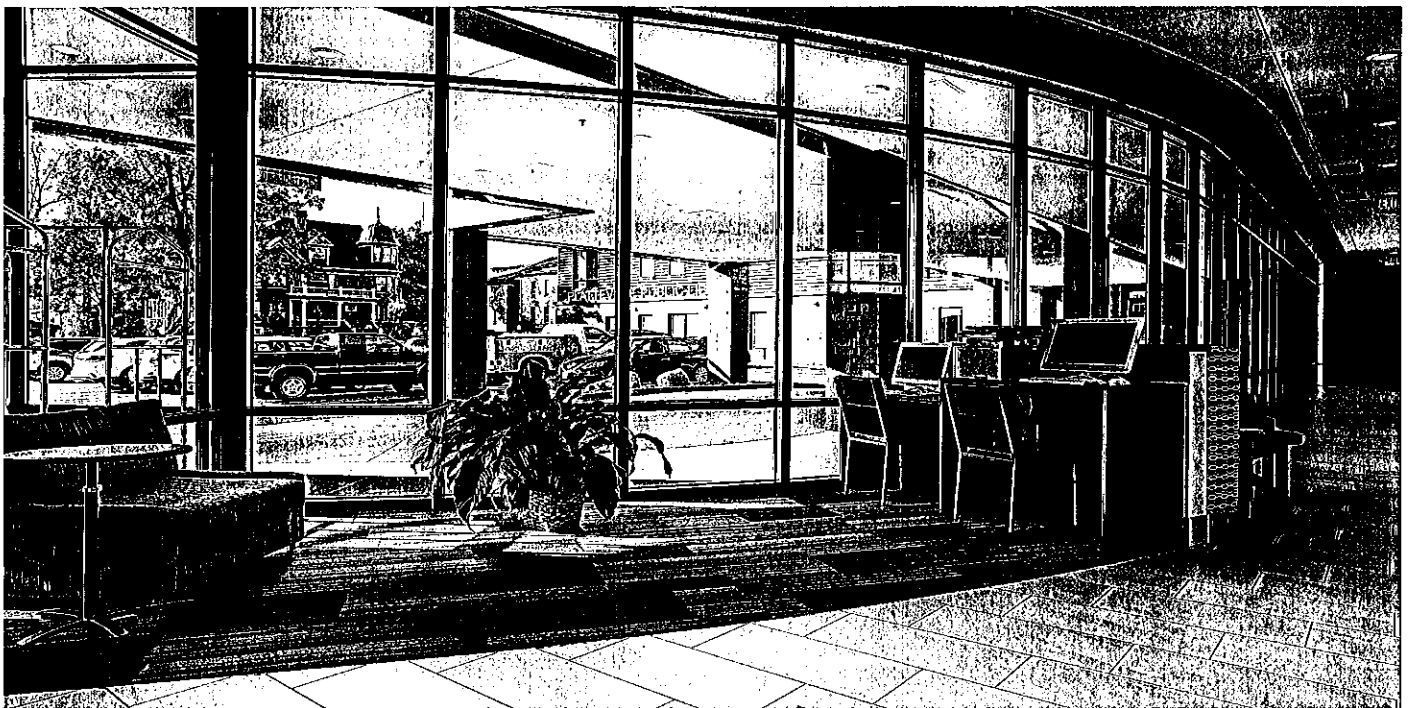


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December 6, 2018 By [Chester Cargonie](#)

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December 5, 2018 By [Cvcv](#)



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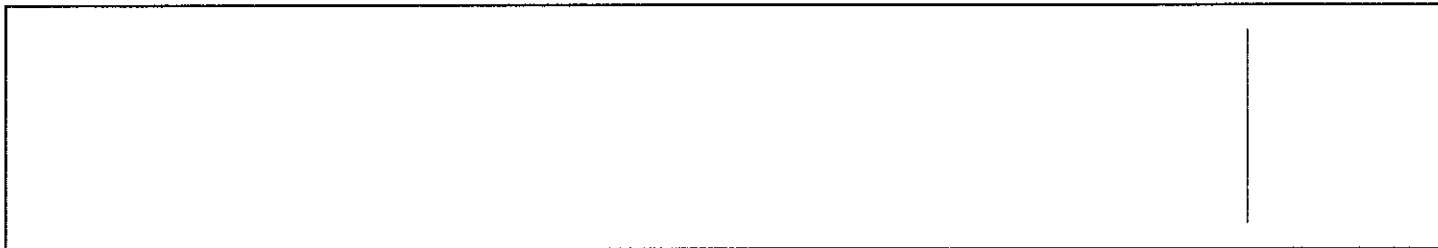
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WTI Grant - Round 13

School District of Manawa



Overview

1. Project Background and Description

Makerspaces encourages hands-on learning, provides enrichment opportunities not otherwise possible, and allows students to stretch their imaginations. The Manawa Elementary Makerspace will empower students to be more than consumers of information. Students will be creators and innovators. As Martinez and Stager (2013) assert, "Making lets you take control of your life, be more active, and be responsible for your own learning" (p. 29).

2. Project Scope

The Manawa Elementary makerspace project will create a space stocked with tools and supplies to support creative hands-on projects. We decided to focus on materials and tools which are safe for students pre-kindergarten through fifth grade. The tool and supply list heavily targets cardboard based projects. Our team has determined such projects are the ideal entry point into the makerspace movement for our staff and students. Poly foam sheets are affordable and works well with the cardboard tools. We also felt sewing equipment offers an opportunity to reach more students and offer more diverse project offerings. Also represented in the supply list are littleBits and Snap Circuit kits to encourage introductory electronic projects.

The elementary school will convert an elementary computer lab into this new makerspace. Existing furniture will provide collaborative space for students to work. Cabinets in the room will provide storage space for materials and tools.

3. High-Level Requirements

A current Public School District in the state of Wisconsin

Manawa Elementary School is a public elementary school and is the only school from the School District of Manawa applying for round 13 of the WTI grant.

WTI Grant - Round 13

School District of Manawa



Agreement to complete the training associated with and through the prescribed sources of such training

Our staff is eager for the opportunity to participate in the available training. We are fortunate to have Dennis Rockwell as a local expert regarding makerspaces. Students in our community will benefit from his influence on our staff.

Makerspace investments already made by the district

The elementary library have slowly been growing an robotics and coding program. This has been provided by library funds, grants, and fundraisers. Existing equipment includes Wonder Workshop Dash Robot, OSMO devices, and iPads.

Desired outcomes of the requested funding

Our school needs the hands-on opportunities for students become creators and innovators. Our desired outcome is for this funding to launch a sustainable makerspace environment for the students of our community.

District matches that will be employed

Our elementary school is allocating space needed for the makerspace. We plan upgrades to the space to allow for better storage of tools and supplies. Included in the grant request are consumables needed for an estimated year worth of projects. Our future school budget will include replenishing supplies to ensure the makerspace is sustainable.

Free and reduced statistics

32% of district students are enrolled in our free and reduced program.

4. Funding

Our team is requesting \$18,820 in funding for tools and supplies. This gift would allow us to launch our new Manawa Makerspace. We also ask for the \$5,000 training allowance to work with Dennis Rockhill of the Einstein Project in Green Bay. Additionally, we hope to take part in the day-long hands on boot camp at The Einstein Project location.

A detailed list of tools and supplies are included in Appendix B. A list with links to vendors is available in this Google sheet: <https://tinyurl.com/ybqpdutl>

WTI Grant - Round 13

School District of Manawa



5. Application Process

Economic Overview of Community

The education level for individuals 25 years and over in Manawa is as follows: High school or higher: 88.8%; Bachelor's degree or higher: 11.9%; Graduate or professional degree: 1.5%.

The unemployment rate is about 4.6%. Employment opportunities within the city of Manawa are as follows:

- Manufacturing (59%)
- Wholesale trade (5%)
- Public administration (5%)
- Retail trade (5%)
- Accommodation and food services (5%)
- Administrative and support and waste management services (4%)
- Transportation and warehousing (4%)

School Report Cards

Included with this application are three years of state report cards.

6. Implementation Plan

The rollout of the makerspace will be lead by an implementation team. This team will be co-chaired by the building principal and director of technology. Other members will include the library media specialist and volunteer elementary teachers.

Director of technology and library staff are responsible for setting up and organizing new equipment and materials. District maintenance staff are responsible for installing shelving. When appropriate secondary students will be included to help prepare and setup equipment.

Prior to training with Mr. Rockwell and Einstein Project, Manawa staff will be trained on general usage of new makerspace equipment. The project will finish with a community launch event. The intention is to raise awareness and invite community stakeholders to take part in sustaining the makerspace.

The director of technology and library media manager are responsible for the ongoing maintenance and support of makerspace equipment.

WTI Grant - Round 13

School District of Manawa



7. High-Level Timeline/Schedule

The timeline below assumes grants are awarded during the month of December. The timeline is planned to allow the new makerspace to be operational prior to the WTI Spring Conference on March 22.

Category	Task	Timeframe	Notes
Project Planning	Form implementation team	Mid-December	Dates scheduled following grant notification.
	Issue press release	Mid-December	
	Launch makerspace blog site	December 14	
Location Preparation	Disassemble existing computer lab.	January 3-4	
	Deep clean makerspace room	January 7-9	
	Install new shelves and storage	January 9-11	
Equipment Setup	Unpackage and setup larger equipment including Glowforge Pro, Hot Wire Foam Cutter, Sewing Machines.	January 14-18	
	Unpackage, organize, and store tools and materials.	January 14-18	
Professional Development	Train elementary staff on general use of larger equipment including Glowforge Pro, Hot Wire Foam Cutter, Sewing Machines.	January 21-25	
	Mr. Rockhill onsite training	TBD after January 25	
	Einstein project bootcamp	TBD	
Community Involvement	Invite community stakeholders to makerspace launch celebration.	Mid-January	
	Makerspace Community Launch Event	TBD mid-February	

WTI Grant - Round 13

School District of Manawa



Appendix A - References

Martinez, S. L., & Stager, G. (2013). Invent to learn: Making, tinkering, and engineering in the classroom. Torrance, CA: Constructing modern knowledge press

Appendix B - Tools and Supply List

The items listed below are influenced heavily by the Makerspace Playbook and advice from Dennis Rockwell. In the interest of space links to vendor items are not included. However, are available from this Google sheet: <https://tinyurl.com/ybqpdutl>

Category	Item	Quantity	Unit	Extended
Joining	Staple Gun - Stanley TR150HL SharpShooter	10	\$23	\$230
	Hot Glue Gun - Ad-Tech Mini	30	\$3	\$90
	Box Rivets - Mr. McGroovys Box Rivets	10	\$20	\$200
	Big Sewing Needles - ZHONGJIUYUAN Stainless Steel	5	\$9	\$45
	Paint Brushes - Great Value Multi use	3	\$24	\$72
	Straight Pins - Shappy	1	\$10	\$10
	Paper Fasteners - Clipco	10	\$7	\$70
	Newspaper Builders - Roylco	5	\$40	\$200
Cutting	Scissors - BEST Stainless Steel	3	\$15	\$45
	Makedo - Toolset	3	\$125	\$375
	Cardbord Cutter - CANARY	8	\$25	\$200
	Cardboard Scissors - CANARY Cardboard Scissors	30	\$17	\$510
	Cardboard Holepunch - Crop-A-Dile Power Punch	10	\$13	\$130
	Glowforge Pro	1	\$5,995	\$5,995
	Hot Wire Foam Cutter - Torch	1	\$120	\$120
Fixturing	Vise - JSP	2	\$27	\$54
	C-Clamps - CAMVATE	30	\$12	\$360
	Pliers - Katzco	3	\$16	\$48
	Spring Clips Clamps - ProTool	5	\$5	\$25
Textile / Soft Circuit	Seam Ripper - Kingmas	3	\$6	\$18
	Cloth Tape Measure - Singer	20	\$3	\$60

WTI Grant - Round 13

School District of Manawa



	Iron - Sunbeam	3	\$13	\$39
	Embroidery Needles - BCP	3	\$6	\$18
	Needle Threader - Yueton	3	\$6	\$18
	Snap Setter - Kingso	4	\$12	\$48
	Rotary Cutter - Finkars	3	\$13	\$39
	June Tailor Quilter's Cut'n Press	3	\$35	\$105
	Sewing Scissors - Singer	3	\$16	\$48
	Sewing Needles - Bronda Grand	5	\$7	\$35
	Sewing Pins - Subang	3	\$11	\$33
	Sewing Machine - Brother SE400	3	\$280	\$840
	Button Machine 2 1/4" - NEIL	1	\$280	\$280
	Button Machine 2 1/4" Parts (1000) - NEIL	1	\$175	\$175
Circuitry	littleBits STEAM Education Class Pack, 30 students	1	\$2,900	\$2,900
	Snap Circuits Extreme SC-750R Electronics Exploration Kit	7	\$125	\$875
Storage	Containers			\$200
	Shelving			\$300
Materials	Craft Fabric Bundle - Misscrafts 50pcs 8" x 8" (20cm x 20cm)	10	\$13	\$130
	Plain Solid Cotton Fabric For Sewing	10	\$19	\$190
	Duct Tape	10	\$40	\$400
	Color Thread	5	\$10	\$50
	Brown Corrugated Sheets (24" x 18") - Papermart	40	\$26	\$1,020
	Brown Corrugated Sheets (36" x 72") - Papermart	30	\$34	\$1,008
	Brown Corrugated Sheets (8.5" x 11") - Papermart	60	\$10	\$612
	Poly Foam (1"x82"x24") - Foam By Mail	20	\$9	\$180
	Poly Foam (5"x82"x24") - Foam By Mail	10	\$42	\$420
			Total	\$18,820

Monthly Enrollment Count to the Board 2018-2019

Grade		3rd Fri					
		21-May-18	17-Sep-18	27-Sep-2018	12-Oct-18	19-Nov-18	17-Dec-18
EC / Speech .5		4	3	3	3	3	5
4K .6		33	36	35	35	37	36
Kdg		44	29	29	30	29	29
1		32	45	45	45	45	45
2		31	30	30	30	30	30
3		54	32	32	32	32	32
4		41	51	51	50	50	50
5		37	37	37	37	37	37
6		51	39	39	38	38	38
7		54	50	50	50	50	50
8		51	52	52	52	52	52
9		68	55	54	54	54	54
10		53	66	66	66	66	66
11		58	55	54	55	55	51
12		60	63	62	63	65	65
Subtotal Students		671	643	639	640	643	640
Less OE IN		-22	-26	-23	-23	-23	-23
Plus OE OUT		85	109	102	102	101	96
Less Tuition Sharing				-2	-2	-2	-2
Total Enrollment		734	726	716	717	719	711
3rd Friday Sept 2017	736						

** see note below

3rd Friday Corrections

**(Nov 26 / Dec 11 - 2 families moved to Non-resident District / withdrew from Open Enrollment)



Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor
From: Michelle Pukita
Date: Dec. 11, 2018
Re: Staff and Program Highlights

- **Food Drive:** MES had a very successful food drive. Students brought in enough food to make 20 Thanksgiving Meal Kits. Those kits were sent to some of our students' homes. There was enough food from the donations to fill five boxes that were sent to the food pantry. Thank you to Student Council and their leaders, Corrie Ziemer, LuAnne Ujzdowski and Sarah Highlander for organizing the food drive, sorting out the food, and packing the food up to give to families. Mrs. Cordes and her Student Leadership class also assisted in the packing of the food.
- **Kick-off to Kindness Challenge:** During our monthly PBIS Assembly, the staff did a skit to demonstrate how to be to the Grinch. The settings included classrooms, lunchroom, and recess. Thank you to Corrie Ziemer for writing the script and to all staff who participated. It was great for students to see how you can be kind, even if someone is not kind to you.



Mr. Ziemer is a great sport has he plays the Grinch for the PBIS Skit.



Various staff members have roles in the PBIS skit to kick off the kindness challenge.

- **Kindness Challenge:** For December, Student Council Members read a challenge to the student body during morning announcements. Some examples of the challenges included writing a kind note to someone, give a friend a compliment, smile at everyone you see today and hold the door open for the person behind you. The final week before break dress up days will be taking place. A few of those themes include Christmas socks, ugly sweaters, and pajamas.
- **Spreading Holiday Cheer:** The fifth graders are making 20 – 30 blankets to donate to the Manawa Rural Fire Department. Thank you, Sarah Highlander, for coordinating this event. Thank you to the fifth-grade classes for making the blankets and demonstrating kindness to others.
- **Reading Challenge Over Break:** Jen Krueger will be doing a reading challenge over the break to encourage students to read. The challenge to students is to color squares on the bingo card as an activity is completed. Some of the fun activities include reading in the car, reading in a blanket fort, reading in a comfy chair, and reading a nonfiction book. Students turn in their bingo cards by Friday, January 4th to win prizes. If the students complete all activities on the bingo card, students are eligible to place their names in a drawing to win a \$20.00 Barnes & Noble gift card.



Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor

Fr: Dan Wolfgram

Date: 11/13/2018

Re: Staff and Program Highlights – December

Kewaunee Tour: As part of the CTE Focus Group, Principal Wolfgram, Dr. Oppor, Jody Andres, Sandra Cordes, Rita Gipp, Dan Koehler, and Nancy Zabler, all traveled to Kewaunee High School to take a tour of their newly renovated spaces. The time and conversation we very beneficial to staff to help refine their vision of their newly designed CTE classrooms. Second round discussion with all focus groups will be commencing the 3rd week of December.



Wisconsin Schools Music Association Board of Directors: Principal Wolfgram traveled to Madison on Wednesday, December 6th to participate in the bi-annual Wisconsin Schools Music Association (WSMA) Board of Directors meeting. This commitment is for a 3-year term. The board meets once in the month of December and again in June.

Miracle on Bridge St. This year's annual festival drew a larger crowd than last year. The District maintained its presence at Paving the Way. Patrons stopped in to receive a complimentary candy cane and a hot chocolate packet with a message of goodwill from the District.



Basketball History: Congratulations to senior Laynie Bessette who became only the 5th Manawa person to score over 1000 career points. The Lady Wolves were victorious over Tigerton on Thursday, November 6th. The game was momentarily stopped and Laynie was presented with the game ball.



Holiday Concert and Art Show:

Congratulations to Mrs. Zabler, Mrs. Christensen and Mrs. Radley on the Vocal Music Holiday Concert and Art Show! Attendance for the concert was just under 400 patrons, and the music was warmly received. The choirs looked and sounded impressive under the direction of Mrs. Christensen and Mrs. Radley. Numerous audience members commented that they looked professional and were delighted to hear the selections reflecting the holiday season. This was the first concert that has presented on stage in many years.





Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor
From: Carmen O'Brien
cc: Board of Education
Date: December 14, 2018
Re: Business Office Highlights and Updates

The 2018-19 PI 1504 and PI 1504-SE Budget reports and the School Level Reporting – Budget reports were submitted to DPI. These are the last reports DPI needs until the end of this school year. There are 12 total financial data reports that DPI requires for the School District of Manawa. I submit 7 and Mrs. Frazier submits 5. The auditors submit theirs and we must match. If not, one of us made a mistake and it will need to be corrected. DPI reporting requires a significant amount of my time, but by doing so, it creates another layer of fiscal checks and balances.

Ms. Diane Pertzborn was in the District this past month. She is a school business specialist from R.W. Baird. Our focus with this visit was the budget. We went over the beginnings of the 2019-20 budget and she gave me some tips and tricks to use. We also worked on Fund 21 and scholarship accounts. These are both items that, according to our auditors, need to be accounted for better. Last, I got a lesson in referendum accounting. Due to the complex nature of setting up the referendum accounts, Ms. Pertzborn may come back later in the year to check on my accounting.

I continue to talk with Brian Brewer from R.W. Baird about managing the referenda financing. The \$365,000 for the demolition of the former elementary school building is a one-time increase to the revenue limit in the 2019-20 school year. This works similarly to the energy efficiency projects we have been budgeting for. The \$12 million construction projects require borrowing and making payments over the next 20 years. We will want to lock in interest rates and begin selling bonds to start to pay for the work that will be starting soon!

I met with the staff wellness committee for the second time this school year. We will be offering biometric screening and will kick off a “biggest loser” team challenge in January. Our next meeting is on January 8, 2019 at 3:30 p.m.

I met with Casey Fields and Sherida Genereau from Kobussen, Ltd. They received the updated transportation information and are working to analyze routes for the 2019-20 school year. Our next meeting will be in early April to assess their findings.

Food Service Sales – does not include reimbursements

	September	October	November	Year to Date
2018 Total Monthly Sales	\$11,367.90	\$14,295.95	\$12,962.35	\$38,626.20
Number of Days	19	22	19	60
Sales per Day	\$598.31	\$649.82	\$682.23	\$643.77
2017 Total Monthly Sales	\$10,981.00	\$14,249.15	\$12,980.35	\$38,210.50
Difference from previous year	\$386.00	\$46.80	-\$18.00	\$ 414.80

KOBUSSEN BUSES LTD.

December 10, 2018

Subject: Transportation report, November, 2018

To: Manawa School District

The Manawa School District had 19 days of school in November. In addition to the daily routes, Manawa ran 16 trips out of the Terminal.

On November 5th, Jeff Meyer began his employment with Kobussen as a full time mechanic.

Jacob Schwerenska continues his bus driver training with Sue Suehs.

On November 28th, Regional Safety Manager, Scott Anderson conducted a driver safety meeting at the Manawa terminal. The meeting was well attended and focused on winter driving.

On November 29th, Scott Anderson and Sherida Genereau met with school district officials to discuss bussing layout possibilities related to future planning at the elementary school.

Respectfully Submitted,

Casey Fields
Regional Manager
Kobussen Buses LTD

W914 County Road CE • Kaukauna, WI 54130
Phone: 920-766-0606 / 920-538-1719
casey.fields@kobussen.com



School District of Manawa

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District Fax (920) 596-5308 | Elementary Fax (920) 596-5339 | Jr./Sr. High Fax (920) 596-2655

To: Dr. Melanie J. Oppor, BOE
From: Danni Brauer
Date: 12/10/18
Re: December 2018

Special Education

- One-on-one meetings continue to help me meet the needs of our special ed teachers. They enable me to focus on what is not going right in the department.
- The high school special education department students and staff prepared a fantastic Thanksgiving Feast for some of their families and regular education teachers. This is a way for students to say thank you and to work on social and independent skills in an authentic activity.

Curriculum

- I have begun to search for volunteers for the C&I Advisory Committee (description below). I am excited to meet with a group of teachers to get input in the curriculum process. The first meeting of the committee will be after our winter break.
- The Curriculum Committee can look forward to reviewing Financial Literacy, Business & Personal Law, and the high school science curriculum maps yet this year. Those will be the last maps of the year.

C&I Advisory Committee

Main Functions of Committee

- Support goals around student learning
- Research/plan professional development opportunities for district
- Vett curricular resources to align with student learning goals
- Evaluate current curriculum writing practice, research and recommend changes
- Standard adoption
- Vett course proposals
- Review district-wide data in order to support decisions
- Review district-wide programming (RtI, EL, G/T, etc.), research and recommend changes
- Communicate work/decisions to the representative group

Committee Make-up (10 members)

- 10 member committee
 - ◆ Teachers are asked to volunteer or recommend a colleague
 - ◆ Committee make-up based on criteria below
 - ◆ Principals/Director of Curriculum decide on members based on a variety of factors to create a heterogeneous group of teacher leaders including but not limited to



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“Students Choosing to Excel, Realizing Their Strengths”

800 Beech Street | Manawa, WI 54949 | (920) 596-2525

District Fax (920) 596-5308 | Elementary Fax (920) 596-5339 | Jr./Sr. High Fax (920) 596-2655

- Years of teaching
 - Availability for meetings
 - Prior leadership opportunities
- District-wide
 - ◆ Special Ed - 1 member
 - ◆ Support (Reading Specialist, Reading teacher, Interventionist, Guidance) - 1 member
 - Elementary Level
 - ◆ PK-2 - 1 member
 - ◆ 3-6 - 1 member
 - ◆ Specials - 1 member
 - Jr/Sr High Level
 - ◆ Math/Eng - 1 member
 - ◆ Sci/SS - 1 member
 - ◆ At-Risk - 1 member
 - ◆ Electives - 1 member
 - Admin
 - ◆ Director of Curriculum
 - ◆ Principals/District Administrator (as needed)

Meetings

- Regularly scheduled once a month
- Additional meetings scheduled as needed

Technology Board Report

December 11, 2018



WTI Grant

Makerspaces encourages hands-on learning, provides enrichment opportunities not otherwise possible, and allows students to stretch their imaginations. Included with the board packet is our submission to round 13 of the WTI grant. The funds would allow the school district to convert our elementary lab into a modern makerspace.

Technology Committee

More work has been done towards launching a technology committee. We are targeting an initial launch meeting in January. The goals of the group are as follows.

- Support goals around student learning
- Review and advise changes to district technology plan
- Research and plan implementation of key components of district technology plan
- Vett technology resources to ensure they align with education goals
- Research and plan implementation of technology pilot projects
- Represent district stakeholders in group discussions

Camera Project

A kickoff meeting is scheduled December 17 between us, camera vendor, and Jody from Hoffman. A more detailed project plan will be organized shortly after this meeting.

Help Desk Tickets

We presently have two help desk request open in our system. Eleven help desk requests have been closed in the last thirty days.

Minutes of the December 5, 2018 Curriculum Committee Meeting

Meeting called to order at 4:01 p.m. by Chair Scheller in the MES Board Room, 800 Beech Street, Manawa.

Present: Board Committee Members: Scheller (C), Pohl, Hollman

Others In Attendance: D. Brauer, Dr. Oppor

1. Health Mapping Gr. 7-9: Actionable.

Motion by Hollman/Pohl to recommend adoption of Health Mapping to BOE. Motion carried.

2. Physical Education Mapping: (Gr. 7-8 PE Mapping, PE I Mapping, PE Elective Mapping, Personal Fitness Mapping, Team Sports Mapping): Actionable.

Motion by Hollman/Pohl to recommend adoption of Physical Education Mapping to BOE. Motion carried.

3. HS Robotics Mapping: Actionable.

Motion by Hollman/Pohl to recommend adoption of HS Robotics Mapping to BOE. Motion carried.

4. Revised Course of Study Guide for SY1920: Actionable.

Motion by Hollman/Pohl to recommend adoption of the revised Course of Study Guide for SY1920 to BOE. Motion carried.

Motion by Hollman/Pohl to release study guide with the note “pending approval” on the released course of study guide, pending adoption by the BOE. Motion carried.

Next Meeting Date: January 9, 2019 at 4:00 p.m.

Motion by Hollman/Pohl to adjourn: 4:35 p.m. Motion carried.

Hélène Pohl, Recorder

Minutes of the December 5, 2018 Policy & Human Resources Committee Meeting

The meeting started at 5:00 p.m. in the MES Board Room.

In Attendance: Pethke, Forbes, J. Johnson, Scheller, Hollman, Oppor

Timer: Joanne Johnson

1. Policy 5451.01 Revised, Vol. 25 No. 2
Motion by J. Johnson/Forbes to recommend Policy 5451.01 Revised, Vol. 25 No. 2 to the full Board as presented. Motion carried.
2. Policy 5460 Update - Graduation Requirements:
Motion by J. Johnson/Forbes to recommend Policy 5460 Update to the full Board as presented. Motion carried.
3. ag5421a Grading
Motion by J. Johnson/Forbes to recommend ag5421a Grading to the full Board as presented. Motion carried.
4. ag5430 Laude System
Motion by J. Johnson/Forbes to recommend ag5430 to the full Board as presented. Motion carried.
5. ag5460 Graduation Requirements
Motion J. Johnson/Forbes by to recommend ag5460 to the full Board as presented. Motion carried.
6. Policy & Human Resources Committee Planning Guide (Informational)
7. Set Next Meeting Date: January 9, 2019 at 5 p.m.
8. Adjourn: Motion by J. Johnson/Forbes to adjourn at 5:42 p.m. Motion carried.

Joanne Johnson, Recorder

Book	Policy Manual
Section	Vol. 27, No. 2
Title	REVISED POLICY - VOL. 27, NO. 2 - STAFF AND SCHOOL OFFICIALS USE OF PERSONAL COMMUNICATION DEVICES
Number	po7530.02
Status	First Reading
Adopted	November 21, 2016
Last Revised	December 18, 2017

REVISED POLICY - VOL. 27, NO. 2

7530.02 - **STAFF AND SCHOOL OFFICIALS USE OF PERSONAL COMMUNICATION DEVICES**

Use of personal communication devices ("PCDs") (as defined in Bylaw 0100), has become pervasive in the workplace. ~~For purposes of this policy, "personal communication device" includes computers, tablets (e.g., iPads and similar devices), electronic readers ("e-readers"; e.g., Kindles and similar devices), cell phones (e.g., mobile/cellular telephones, smartphones (e.g., BlackBerry, iPhone, Android devices, Windows Mobile devices, etc.)), () telephone paging devices (e.g., beepers or pagers), () and/or other web enabled devices of any type.~~ Whether the PCD is Board-owned and assigned to a specific employee or school official; or personally-owned by the employee or school official (regardless of whether the Board pays the employee or school official an allowance for his/her use of the device, the Board reimburses the employee or school official on a per use basis for their business-related use of his/her PCD, or the employee or school official receives no remuneration for his/her use of a personally-owned PCD), the employee or school official is responsible for using the device in a safe and appropriate manner and in accordance with this policy and its accompanying guideline, as well as other pertinent Board policies and guidelines.

Conducting District Business Using a PCD

~~**[NOTE: FIRST SET OF OPTIONS – CHOOSE OPTION A OR OPTION B]**~~

~~**[OPTION A]**~~

~~[X] Employees and school officials are permitted to use a Board-owned and/or personally-owned PCD to make/receive calls, send/receive e-mails, send/receive texts, send/receive instant messages , or _____ [END OF OPTION] that concern District business of any kind.()~~

~~Employees and school officials are responsible for archiving such communication(s) in accordance with the District's requirements by emailing, to the employee's school email address, any messages or a screenshot of any messages that refer to all school-related business. [INSERT REQUIREMENTS INSTEAD OF GENERAL REFERENCE TO REQUIREMENTS.]~~

~~**[END OF OPTION A]**~~

~~**[OPTION B]**~~

~~[] Employees and school officials are prohibited from using a Board-owned and/or personally-owned PCD that concern District business of any kind other than to () make/receive telephone calls (), send/receive e-mails on a District issued e-mail account (), or _____ [END OF OPTION].~~

~~Employees and school officials who receive District business related communication(s) on Board owned and personally owned PCDs on a function that is not permitted under this policy are still responsible for the following:~~

- ~~A. archiving such communication(s) sent or received in accordance with the District's requirements; and~~
- ~~B. responding to an individual who sends such communication using the employee's or school official's District issued e-mail account with the following message: "On _____ [insert date], I received a message from you on my () Board owned () personally owned PCD. Pursuant to Board Policy 7530.02, please contact me with such communications regarding District business of any kind via my personal communication device, the District e-mail account from which I am sending this message (), or _____ [END OF OPTION]. Thank you."~~

{END-OF-OPTION-B}
{END-OF-FIRST-SET-OF-OPTIONS}

Safe and Appropriate Use of a PCD Personal Communication Devices, Including Cell Phones

~~{NOTE: START OF FIRST SET OF OPTIONS — CHOOSE OPTION A AND/OR OPTION B OR OPTION C} [NOTE: If Policy 8605 — Use or Electronic Wireless Communication Devices by District Employees Who Operate Board-Owned Or Operated Vehicles prohibits the use of handheld mobile communication devices in all circumstances, as opposed to just on the highway, then only Option B may be selected]~~

~~OPTION A~~

~~[] Employees and school officials whose job responsibilities include regular or occasional driving and who use a PCD for business use are expected to refrain from using their device while driving. Safety must come before all other concerns. Regardless of the circumstances, including slow or stopped traffic, employees and school officials should be strongly encouraged to pull off to the side of the road and safely stop the vehicle before placing or accepting a call. Reading or sending a text message, instant message or e-mail, or browsing the Internet using a PCD while driving is a violation of State law and is strictly prohibited. If acceptance of a call is unavoidable and pulling over is not an option, employees are expected to keep the call short, use hands-free options (e.g., headsets or voice activation) if available, refrain from the discussion of complicated or emotional topics, and keep their eyes on the road. Special care should be taken in situations where there is traffic, inclement weather, or the employee is driving in an unfamiliar area. In the interest of safety for both Board employees, school officials, and other drivers, employees and school officials are required to comply with all applicable State laws and local ordinances while driving, (including any laws that prohibit texting or using a cell phone or other PCD while driving).~~

~~[] In situations where job responsibilities include regular driving and accepting of business calls, the employee or school official should consider the use of hands-free equipment to facilitate the provisions of this policy.~~

~~OPTION B~~

Employees and school officials are responsible for operating Board-owned vehicles and potentially hazardous equipment in a safe and prudent manner, and therefore, employees are prohibited from using a PCDs while operating such vehicles or equipment. In the interest of safety for both Board employees and other drivers, employees are required to comply with all applicable laws while driving. (See also Policy 8605.)

~~OPTION C~~

~~[] Using a cell phone or other PCD while operating a vehicle is strongly discouraged. Employees should plan their work accordingly so that calls are placed, text messages/instant messages/e-mails read and/or sent, and/or the Internet browsed either prior to traveling or while on rest breaks. In the interest of safety for both Board employees and other drivers, employees are required to comply with all applicable laws while driving (including any laws that prohibit texting or using a cell phone or other PCD while driving).~~

~~{NOTE: END OF SECOND FIRST SET OF OPTIONS}~~

Employees and school officials may not use a PCD in a way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed or intimidated.

Duty to Maintain Confidentiality of Student Personally Identifiable Information - Public and Student Record Requirements

Employees and school officials are subject to all applicable policies and guidelines pertaining to protection of the security, integrity, and availability of the data stored on their PCDs regardless of whether they are Board-owned and assigned to a specific employee or personally-owned by the employee.

~~PCD Cellular and wireless~~ communications, including calls, text messages, instant messages, and e-mails sent or received from PCDs, may not be secure. Therefore, employees should use discretion when using a PCD to relay in-relaying confidential information, particularly as it relates to students.

Additionally, ~~PCD cellular/wireless~~ communications, including text messages, instant messages, and e-mails sent and/or received by a public employee or school official using his/her PCD may constitute public records ~~if the content of the message concerns District business, or an education record if the content includes personally identifiable information about a student. Cellular/wireless communications that are public records are subject to retention and disclosure, upon request, in accordance with Policy 8310 — Public Records. Cellular/wireless communications that are student records should be maintained pursuant to Policy 8330 — Students Records. Finally, cellular/wireless communications and other electronically stored information (ESI) stored on the staff member's PCD may be subject to a Litigation Hold pursuant to Policy 8315 — Information Management. Staff are required to comply with District requests to produce copies of cellular/wireless communications in their possession that are either public records or education records, or that constitute ESI that is subject to a Litigation Hold.~~

Further, PCD communications about students, including text messages, instant messages, and e-mails sent and/or received by a District employee or school official using his/her PCD may constitute education records if the content includes personally identifiable information about a student.

Communications, including text messages, instant messages, and e-mails sent and/or received by a District employee or school official using his/her PCD, that are public records or student records are subject to retention and disclosure, upon request, in accordance with Policy 8310 - Public Records. Cellular/Wireless communications that are student records should be maintained pursuant to Policy 8330 - Student Records.

It is the responsibility of the District employee or school official who uses a PCD for District business-related use to archive all text messages, instant messages, and e-mails sent and/or received using his/her PCD in accordance with the District's requirements.

Cellular/Wireless communications and other electronically stored information (ESI) stored on the staff member's or school official's PCD may be subject to a litigation hold pursuant to Policy 8315 - Information Management. Staff and school officials are required to comply with District requests to produce copies of cellular/wireless communications in their possession that are either public records or education records or that constitute ESI that is subject to a litigation hold.

~~[NOTE: START OF THIRDSECOND SET OF OPTIONS — CHOOSE OPTION A OR OPTION B]~~

~~OPTION A [TO BE SELECTED IF BOARD ADOPTED POLICY 7530.01 V1]~~

~~At the conclusion of an individual's employment (whether through resignation, nonrenewal, or termination), the employee is responsible for verifying all public records, student records, and ESI subject to a Litigation Hold that are maintained on the employee's PCD are transferred to the District's custody (e.g., server, alternative storage device). The District's IT department/staff is available to assist in this process. Once all public records, student records, and ESI subject to a Litigation Hold are transferred to the District's custody, the employee is required to delete the records/ESI from his/her PCD. The employee will be required to sign a document confirming that all such records/information has been transferred to the District's custody and deleted from his/her PCD ~~before the Board will issue any final compensation that is owed to the employee.~~~~

~~Similarly, if an employee intends to dispose of, or otherwise stop using, a personally-owned PCD on which s/he has maintained public records, student records, and/or ESI that is subject to a Litigation Hold, the employee must transfer the records/ESI to the District's custody before disposing of, or otherwise ceasing to use, the personally-owned PCD. The employee is responsible for securely deleting such records/ESI before disposing of, or ceasing to use, the personally-owned PCD.~~

~~Failure to comply with these requirements may result in disciplinary action.~~

~~OPTION B [TO BE SELECTED IF BOARD ADOPTED POLICY 7530.01 V2]~~

~~At the conclusion of an individual's employment (whether through resignation, nonrenewal, or termination), the employee is responsible for informing the District Administrator or his/her designee of all public records, student records, and ESI subject to a Litigation Hold that is maintained on the employee's Board-owned PCD. The District's IT department/staff will then transfer the records/ESI to an alternative storage device.~~

~~**[]** If the employee also utilized a personally-owned PCD for Districtwork-related communications, and the device contains public records, students records, and/or ESI subject to a Litigation Hold, the employee must transfer the records/ESI to the District's custody (e.g., server, alternative storage device) prior to the conclusion of his/her employment. The District's IT department/staff is available to assist in this process. Once all public records, student records, and ESI subject to a Litigation Hold are transferred to the District's custody, the employee is required to delete the records/ESI from his/her personally-owned PCD. The employee will be required to sign a document confirming that all such records/information has been transferred to the District's custody and deleted from his/her personally-owned PCD before the Board will issue any final compensation that is owed to the employee.~~

~~[NOTE: END OF THIRDSECOND SET OF OPTIONS]~~

If a PCD is lost, stolen, hacked, or otherwise subjected to unauthorized access, the employee or school official must immediately notify the District Administrator so a determination can be made as to whether any public records, students records, and/or ESI subject to a Litigation Hold has been compromised and/or lost. Pursuant to Policy 8305 - Information Security and its accompanying guideline, theThe District Administrator shall determine whether any security breach notification laws may have application to the situation. Appropriate notifications will be sent unless the records/information stored on the PCD was encrypted.

The Board prohibits employees and school officials from maintaining the following types of student, staff, or District records and/or information: ~~on their () PCDs () cell phones:~~

- A. social security numbers
- B. driver's license numbers
- C. credit and debit card information
- D. financial account numbers
- E. student personally identifiable information
- F. information required to be kept confidential pursuant to the Americans with Disabilities Act (ADA)
- G. personal health information as defined by the Health Insurance Portability and Accountability Act (HIPAA)
- H. _____

~~**[]** If an employee or school official maintains records and/or information on a () PCD () cell phone that is confidential, privileged, or otherwise protected by State and/or Federal law, the employee is required to encrypt the records and/or information.~~

It is required ~~(-) suggested~~ that employees and school officials lock and password protect their PCDs when not in use.

~~Employees and school officials are responsible for making sure no third parties (including family members) have access to records and/or information, which is maintained on a PCD in their possession, that is confidential, privileged, or otherwise protected by State and/or Federal law.~~

Privacy Issues

Except in emergency situations or as otherwise authorized by the District Administrator or as necessary to fulfill their job responsibilities, employees and school officials are prohibited from using PCDs to capture, record, and/or transmit the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member, or other person in the school or while attending a school-related activity. Using a PCD to capture, record, and/or transmit audio and/or pictures/video of an individual without proper consent is considered an invasion of privacy and is not permitted.

~~**[NOTE: START FOURTH/THIRD SET OF OPTIONS – CHOOSE OPTION A OR OPTION B OR OPTION C]**~~

~~OPTION A~~

~~The use of a PCDs that contain built in cameras (i.e., devices that take still or motion pictures, whether in a digital or other format) is prohibited in classrooms, gymnasiums, locker rooms, shower facilities, rest/bathrooms and/or swimming pool.~~

~~OPTION B~~

~~The use of a PCDs in classrooms, gymnasiums, locker rooms, shower facilities, rest/bathrooms and/or swimming pool is prohibited.~~

OPTION C

PCDs, including but not limited to those with cameras, may not be activated or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include, but are not limited to, ~~classrooms, gymnasiums,~~ locker rooms, shower facilities, rest/bathrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The District Administrator and building principals are authorized to determine other specific locations and situations where use of a PCD is absolutely prohibited.

~~**[NOTE: END OF FOURTH/THIRD SET OF OPTIONS]**~~

Personal Use of PCDs While at Work

~~**[NOTE: START OF FOURTH SET OF OPTIONS – CHOOSE OPTION A OR OPTION B]**~~

~~OPTION A~~

~~During work hours personal communications made or received, regardless of whether on a PCD or a regular telephone or network computer, can interfere with employee productivity and distract others. Employees are expected to use discretion in using PCDs while at work for personal business. Employees are asked to limit personal communications to breaks and lunch periods, and to inform friends and family members of the Board's policy in this regard.~~

~~OPTION B~~

~~Board employees may carry PCDs cell phones with them while at work including while operating Board equipment, but are subject to the following restrictions:~~

- ~~A. Excessive use of a PCD cell phone for personal business during work hours is considered outside the employee's scope of employment and may result in disciplinary action.~~
- ~~B. Employees are personally and solely responsible for the care and security of their personally owned PCDs. The Board assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, personally owned PCDs brought onto its property, or the unauthorized use of such devices.~~

~~**[NOTE: END OF FOURTH SET OF OPTIONS]**~~

Potential Disciplinary Action

Violation of any provision of this policy may constitute just cause for~~result in~~ disciplinary action up to and including termination.

Use of a PCD in any manner contrary to local, State, or Federal laws may also result in disciplinary action up to and including termination.

Book	Policy Manual
Section	Vol. 27, No. 2
Title	REVISED POLICY - VOL. 27, NO. 2 - STAFF AND SCHOOL OFFICIALS USE OF PERSONAL COMMUNICATION DEVICES
Number	po7530.02
Status	First Reading
Adopted	November 21, 2016
Last Revised	December 18, 2017

REVISED POLICY - VOL. 27, NO. 2

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Conducting District Business Using a PCD

~~**[NOTE: FIRST SET OF OPTIONS – CHOOSE OPTION A OR OPTION B]**~~

~~**[OPTION A]**~~

~~[X] Employees and school officials are permitted to use a Board-owned and/or personally-owned PCD to make/receive calls, send/receive e-mails, send/receive texts, send/receive instant messages , or _____ [END OF OPTION] that concern District business of any kind.()~~

~~Employees and school officials are responsible for archiving such communication(s) in accordance with the District's requirements by emailing, to the employee's school email address, any messages or a screenshot of any messages that refer to all school-related business. [INSERT REQUIREMENTS INSTEAD OF GENERAL REFERENCE TO REQUIREMENTS.]~~

~~**[END OF OPTION A]**~~

~~**[OPTION B]**~~

~~[] Employees and school officials are prohibited from using a Board-owned and/or personally-owned PCD that concern District business of any kind other than to () make/receive telephone calls (), send/receive e-mails on a District issued e-mail account (), or _____ [END OF OPTION].~~

~~Employees and school officials who receive District business related communication(s) on Board owned and personally owned PCDs on a function that is not permitted under this policy are still responsible for the following:~~

- ~~A. archiving such communication(s) sent or received in accordance with the District's requirements; and~~
- ~~B. responding to an individual who sends such communication using the employee's or school official's District issued e-mail account with the following message: "On _____ [insert date], I received a message from you on my () Board owned () personally owned PCD. Pursuant to Board Policy 7530.02, please contact me with such communications regarding District business of any kind via my personal communication device, the District e-mail account from which I am sending this message (), or _____ [END OF OPTION]. Thank you."~~

{END-OF-OPTION-B}
{END-OF-FIRST-SET-OF-OPTIONS}

Safe and Appropriate Use of a **PCD** Personal Communication Devices, Including Cell Phones

~~{NOTE: START OF FIRST SET OF OPTIONS — CHOOSE OPTION A AND/OR OPTION B OR OPTION C} [NOTE: If Policy 8605 — Use or Electronic Wireless Communication Devices by District Employees Who Operate Board-Owned Or Operated Vehicles prohibits the use of handheld mobile communication devices in all circumstances, as opposed to just on the highway, then only Option B may be selected]~~

~~OPTION A~~

~~[] Employees and school officials whose job responsibilities include regular or occasional driving and who use a PCD for business use are expected to refrain from using their device while driving. Safety must come before all other concerns. Regardless of the circumstances, including slow or stopped traffic, employees and school officials should be strongly encouraged to pull off to the side of the road and safely stop the vehicle before placing or accepting a call. Reading or sending a text message, instant message or e-mail, or browsing the Internet using a PCD while driving is a violation of State law and is strictly prohibited. If acceptance of a call is unavoidable and pulling over is not an option, employees are expected to keep the call short, use hands-free options (e.g., headsets or voice activation) if available, refrain from the discussion of complicated or emotional topics, and keep their eyes on the road. Special care should be taken in situations where there is traffic, inclement weather, or the employee is driving in an unfamiliar area. In the interest of safety for both Board employees, school officials, and other drivers, employees and school officials are required to comply with all applicable State laws and local ordinances while driving, (including any laws that prohibit texting or using a cell phone or other PCD while driving).~~

~~[] In situations where job responsibilities include regular driving and accepting of business calls, the employee or school official should consider the use of hands-free equipment to facilitate the provisions of this policy.~~

~~OPTION B~~

Employees and school officials are responsible for operating Board-owned vehicles and potentially hazardous equipment in a safe and prudent manner, and therefore, employees are prohibited from using a PCDs while operating such vehicles or equipment. In the interest of safety for both Board employees and other drivers, employees are required to comply with all applicable laws while driving. (See also Policy 8605.)

~~OPTION C~~

~~[] Using a cell phone or other PCD while operating a vehicle is strongly discouraged. Employees should plan their work accordingly so that calls are placed, text messages/instant messages/e-mails read and/or sent, and/or the Internet browsed either prior to traveling or while on rest breaks. In the interest of safety for both Board employees and other drivers, employees are required to comply with all applicable laws while driving (including any laws that prohibit texting or using a cell phone or other PCD while driving).~~

~~{NOTE: END OF SECOND FIRST SET OF OPTIONS}~~

Employees and school officials may not use a PCD in a way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed or intimidated.

Duty to Maintain Confidentiality of Student Personally Identifiable Information - Public and Student Record Requirements

Employees and school officials are subject to all applicable policies and guidelines pertaining to protection of the security, integrity, and availability of the data stored on at their PCDs regardless of whether they are Board-owned and assigned to a specific employee or personally-owned by the employee.

~~PCD Cellular and wireless~~ communications, including calls, text messages, instant messages, and e-mails sent or received from PCDs, may not be secure. Therefore, employees should use discretion when using a PCD to relay in-relaying confidential information, particularly as it relates to students.

Additionally, ~~PCD cellular/wireless~~ communications, including text messages, instant messages, and e-mails sent and/or received by a public employee or school official using a his/her PCD may constitute public records ~~if the content of the message concerns District business, or an education record if the content includes personally identifiable information about a student. Cellular/wireless communications that are public records are subject to retention and disclosure, upon request, in accordance with Policy 8310 — Public Records. Cellular/wireless communications that are student records should be maintained pursuant to Policy 8330 — Students Records. Finally, cellular/wireless communications and other electronically stored information (ESI) stored on the staff member's PCD may be subject to a Litigation Hold pursuant to Policy 8315 — Information Management. Staff are required to comply with District requests to produce copies of cellular/wireless communications in their possession that are either public records or education records, or that constitute ESI that is subject to a Litigation Hold.~~

Further, PCD communications about students, including text messages, instant messages, and e-mails sent and/or received by a District employee or school official using his/her PCD may constitute education records if the content includes personally identifiable information about a student.

Communications, including text messages, instant messages, and e-mails sent and/or received by a District employee or school official using his/her PCD, that are public records or student records are subject to retention and disclosure, upon request, in accordance with Policy 8310 - Public Records. Cellular/Wireless communications that are student records should be maintained pursuant to Policy 8330 - Student Records.

It is the responsibility of the District employee or school official who uses a PCD for District business-related use to archive all text messages, instant messages, and e-mails sent and/or received using his/her PCD in accordance with the District's requirements.

Cellular/Wireless communications and other electronically stored information (ESI) stored on the staff member's or school official's PCD may be subject to a litigation hold pursuant to Policy 8315 - Information Management. Staff and school officials are required to comply with District requests to produce copies of cellular/wireless communications in their possession that are either public records or education records or that constitute ESI that is subject to a litigation hold.

~~[NOTE: START OF THIRDSECOND SET OF OPTIONS — CHOOSE OPTION A OR OPTION B]~~

~~OPTION A [TO BE SELECTED IF BOARD ADOPTED POLICY 7530.01 V1]~~

~~At the conclusion of an individual's employment (whether through resignation, nonrenewal, or termination), the employee is responsible for verifying all public records, student records, and ESI subject to a Litigation Hold that are maintained on the employee's PCD are transferred to the District's custody (e.g., server, alternative storage device). The District's IT department/staff is available to assist in this process. Once all public records, student records, and ESI subject to a Litigation Hold are transferred to the District's custody, the employee is required to delete the records/ESI from his/her PCD. The employee will be required to sign a document confirming that all such records/information has been transferred to the District's custody and deleted from his/her PCD ~~before the Board will issue any final compensation that is owed to the employee.~~~~

~~Similarly, if an employee intends to dispose of, or otherwise stop using, a personally-owned PCD on which s/he has maintained public records, student records, and/or ESI that is subject to a Litigation Hold, the employee must transfer the records/ESI to the District's custody before disposing of, or otherwise ceasing to use, the personally-owned PCD. The employee is responsible for securely deleting such records/ESI before disposing of, or ceasing to use, the personally-owned PCD.~~

~~Failure to comply with these requirements may result in disciplinary action.~~

~~OPTION B [TO BE SELECTED IF BOARD ADOPTED POLICY 7530.01 V2]~~

~~At the conclusion of an individual's employment (whether through resignation, nonrenewal, or termination), the employee is responsible for informing the District Administrator or his/her designee of all public records, student records, and ESI subject to a Litigation Hold that is maintained on the employee's Board-owned PCD. The District's IT department/staff will then transfer the records/ESI to an alternative storage device.~~

~~**[]** If the employee also utilized a personally-owned PCD for Districtwork-related communications, and the device contains public records, students records, and/or ESI subject to a Litigation Hold, the employee must transfer the records/ESI to the District's custody (e.g., server, alternative storage device) prior to the conclusion of his/her employment. The District's IT department/staff is available to assist in this process. Once all public records, student records, and ESI subject to a Litigation Hold are transferred to the District's custody, the employee is required to delete the records/ESI from his/her personally-owned PCD. The employee will be required to sign a document confirming that all such records/information has been transferred to the District's custody and deleted from his/her personally-owned PCD before the Board will issue any final compensation that is owed to the employee.~~

~~[NOTE: END OF THIRDSECOND SET OF OPTIONS]~~

If a PCD is lost, stolen, hacked, or otherwise subjected to unauthorized access, the employee or school official must immediately notify the District Administrator so a determination can be made as to whether any public records, students records, and/or ESI subject to a Litigation Hold has been compromised and/or lost. Pursuant to Policy 8305 - Information Security and its accompanying guideline, theThe District Administrator shall determine whether any security breach notification laws may have application to the situation. Appropriate notifications will be sent unless the records/information stored on the PCD was encrypted.

The Board prohibits employees and school officials from maintaining the following types of student, staff, or District records and/or information: ~~on their () PCDs () cell phones:~~

- A. social security numbers
- B. driver's license numbers
- C. credit and debit card information
- D. financial account numbers
- E. student personally identifiable information
- F. information required to be kept confidential pursuant to the Americans with Disabilities Act (ADA)
- G. personal health information as defined by the Health Insurance Portability and Accountability Act (HIPAA)
- H. _____

~~**[]** If an employee or school official maintains records and/or information on a () PCD () cell phone that is confidential, privileged, or otherwise protected by State and/or Federal law, the employee is required to encrypt the records and/or information.~~

It is required ~~(-) suggested~~ that employees and school officials lock and password protect their PCDs when not in use.

~~Employees and school officials are responsible for making sure no third parties (including family members) have access to records and/or information, which is maintained on a PCD in their possession, that is confidential, privileged, or otherwise protected by State and/or Federal law.~~

Privacy Issues

Except in emergency situations or as otherwise authorized by the District Administrator or as necessary to fulfill their job responsibilities, employees and school officials are prohibited from using PCDs to capture, record, and/or transmit the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member, or other person in the school or while attending a school-related activity. Using a PCD to capture, record, and/or transmit audio and/or pictures/video of an individual without proper consent is considered an invasion of privacy and is not permitted.

~~**[NOTE: START FOURTH/THIRD SET OF OPTIONS – CHOOSE OPTION A OR OPTION B OR OPTION C]**~~

~~**OPTION A**~~

~~The use of a PCDs that contain built-in cameras (i.e., devices that take still or motion pictures, whether in a digital or other format) is prohibited in classrooms, gymnasiums, locker rooms, shower facilities, rest/bathrooms and/or swimming pool.~~

~~**OPTION B**~~

~~The use of a PCDs in classrooms, gymnasiums, locker rooms, shower facilities, rest/bathrooms and/or swimming pool is prohibited.~~

OPTION C

PCDs, including but not limited to those with cameras, may not be activated or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include, but are not limited to, ~~classrooms, gymnasiums,~~ locker rooms, shower facilities, rest/bathrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The District Administrator and building principals are authorized to determine other specific locations and situations where use of a PCD is absolutely prohibited.

~~**[NOTE: END OF FOURTH/THIRD SET OF OPTIONS]**~~

Personal Use of PCDs While at Work

~~**[NOTE: START OF FOURTH SET OF OPTIONS – CHOOSE OPTION A OR OPTION B]**~~

~~**OPTION A**~~

~~During work hours personal communications made or received, regardless of whether on a PCD or a regular telephone or network computer, can interfere with employee productivity and distract others. Employees are expected to use discretion in using PCDs while at work for personal business. Employees are asked to limit personal communications to breaks and lunch periods, and to inform friends and family members of the Board's policy in this regard.~~

~~**OPTION B**~~

~~Board employees may carry PCDs cell phones with them while at work including while operating Board equipment, but are subject to the following restrictions:~~

- ~~A. Excessive use of a PCD cell phone for personal business during work hours is considered outside the employee's scope of employment and may result in disciplinary action.~~
- ~~B. Employees are personally and solely responsible for the care and security of their personally owned PCDs. The Board assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, personally owned PCDs brought onto its property, or the unauthorized use of such devices.~~

~~**[NOTE: END OF FOURTH SET OF OPTIONS]**~~

Potential Disciplinary Action

Violation of any provision of this policy may constitute just cause for~~result in~~ disciplinary action up to and including termination.

Use of a PCD in any manner contrary to local, State, or Federal laws may also result in disciplinary action up to and including termination.



122 W. WASHINGTON AVENUE, MADISON, WI 53703
PHONE: 608-257-2622 FAX: 608-257-8386

JOHN H. ASHLEY, EXECUTIVE DIRECTOR

TO: Official Delegates and District Administrators of WASB Member Boards

FROM: Mary Jo Rozmenoski, President
John Ashley, Executive Director

DATE: December 2018

RE: **OFFICIAL NOTICE: 2019 WASB DELEGATE ASSEMBLY**

This is your notice of the Delegate Assembly, the annual meeting of the members of the Wisconsin Association of School Boards, Inc. (WASB). The Delegate Assembly will be held beginning at 1:30 p.m. on Wednesday, Jan. 23, 2019, in Ballroom AB on the first level at the Wisconsin Center, Milwaukee, Wisconsin.

The active members of the WASB are entitled to one vote at the Delegate Assembly. [Public school boards and boards of control of cooperative educational service agencies (or CESAs) who have paid membership dues for the current fiscal year have the rights of active members, as does each member of the WASB Board of Directors.] The vote of each member public school board and CESA board of control shall be cast by a delegate or alternate who is qualified to serve under the WASB Bylaws. All delegates and alternates shall be certified in writing by the president, secretary or administrator of the active member board.

The Policy and Resolutions Committee received and discussed numerous resolution suggestions from member boards. Some of the suggestions have been recommended for Delegate Assembly consideration, while others are presently covered by WASB resolutions (see the WASB's continuing policy guide, *Resolutions Adopted by Delegate Assemblies*) or were turned down by the committee.

Each active member board should determine its position on each of the recommended resolutions so as to give direction to the board's official delegate. It is also suggested that official delegates be given discretionary latitude by their respective boards to vote on amendments or other resolutions. The WASB Policy and Resolutions Committee will hold a discussion session on Tuesday, Jan. 22, 2019, in the Crystal Ballroom at the Hilton Milwaukee City Center Hotel in Milwaukee beginning at 7:00 p.m. to afford active members an opportunity to seek any needed clarification of issues addressed in the recommended resolutions.

Brett Hyde, Policy and Resolutions Committee Chair, will conduct the session. *This discussion of recommended resolutions will be an **informational session only**; no action will be taken, nor will debate be allowed at this time.*

The WASB Policy & Resolutions Committee at the Tuesday night discussion session also may receive emergency resolution suggestions from active member boards or the Board of Directors. An emergency resolution is one that deals with a concern that arises between Nov. 1 and the time of the Delegate Assembly and could not have been presented earlier due to the emergency nature of the subject. The committee shall consider such resolutions for presentation and recommendation at the Delegate Assembly the next day. If reported to the Delegate Assembly by the committee, such emergency resolutions shall be considered pursuant to the procedure under the WASB Bylaws which requires a two-thirds vote for consideration. If consideration is approved, adoption of an emergency resolution requires a simple majority vote.

The WASB Bylaws also provide for the introduction of other resolutions at the Delegate Assembly:

- The sponsor of any resolution which had been submitted to the Policy and Resolutions Committee on or prior to Sept. 15, but which had been turned down by the committee, may bring the resolution up for action from the Delegate Assembly floor with a two-thirds favorable vote. (Copies of all resolutions submitted to the Policy and Resolutions Committee on or prior to Sept. 15 are enclosed with this notice.) If consideration is approved, adoption of a resolution brought up for action by the Delegate Assembly requires a simple majority vote.
- After Sept. 15, a member board may bring a proposed resolution up for action on the Assembly floor with a two-thirds favorable vote as long as the district board provides each member board a copy of its proposed resolution with rationale three weeks before the Delegate Assembly. Boards planning to offer such resolutions may want to be prepared to present evidence of the timely distribution of copies to members. If consideration is approved, adoption of a resolution brought up for action by the Delegate Assembly requires a simple majority vote.

According to the WASB Bylaws, no written or other materials are allowed to be distributed without prior approval: "No delegate or other person, should hand out or disseminate any written or other material at any Association convention or meeting of Association members or delegates without prior approval of the Board of Directors or Executive Committee, or approval by a vote of the delegates at a Delegate Assembly meeting." (WASB Bylaws, Article VIII, Section 6).

Only official delegates will be allowed on the delegate floor at the Delegate Assembly. Others are invited to be seated in the observers' section. Delegates may check in between 9:00 a.m. and 1:30 p.m. on the day of the Delegate Assembly immediately outside of Ballroom AB on the first floor of the Wisconsin Center. Convention registration badges may be picked up on the third floor of the Wisconsin Center on Tuesday, Jan. 22, from 12:00 p.m. (Noon) to 6:00 p.m. and on Wednesday, Jan. 23 beginning at 7:00 a.m.

A convention/delegate assembly orientation that is intended for new delegates and new convention attendees will be held from 8:00–9:00 a.m. in Ballroom AB on Wednesday, Jan. 23, the morning of the Delegate Assembly. Delegates serving for the first time are invited to discuss their role as delegates and the procedures of the Delegate Assembly.

The WASB looks forward to a productive Delegate Assembly and to the active participation of our members in this important policy-making process.

MJR/JA/imf

Enclosures: Agenda for Pre-Delegate Assembly
 Agenda for Delegate Assembly
 Proposed Procedure Rules
 2019 Recommended Resolutions
 Resolutions submitted by member school boards
 Proposed amendments to the WASB Bylaws submitted by member boards (if any)
 WASB Bylaws
 Status of 2018 Approved Resolutions
 Map of Downtown City of Milwaukee

2019 WASB PRE-DELEGATE ASSEMBLY DISCUSSION SESSION
TUESDAY, JANUARY 22, 2019
7:00 PM
CRYSTAL BALLROOM, HILTON MILWAUKEE CITY CENTER HOTEL,
MILWAUKEE

AGENDA

- I. Welcome** 7:00 pm
Brett Hyde, Chair, Policy and Resolutions Committee
- II. Review of 2019 Resolutions** 7:15 pm
WASB Staff
- III. Receipt of Emergency Resolutions (if any)**
An emergency resolution is one that deals with a concern that arises between November 1 and the time of the Delegate Assembly and could not have been presented earlier due to the emergency nature of the subject.
- IV. Review of Parliamentary Procedure** 7:45 pm
Doug Witte, Boardman & Clark LLP, WASB Legal Counsel and Parliamentarian
- V. Adjourn** 8:00 pm

2019 WASB DELEGATE ASSEMBLY

AGENDA

TUESDAY, JANUARY 22, 2019, 7:00 P.M.

PRE-DELEGATE ASSEMBLY RESOLUTION DISCUSSION SESSION

(Crystal Ballroom – Hilton Milwaukee City Center Hotel, Milwaukee)

WEDNESDAY, JANUARY 23, 2019, 8:00 A.M. – 9:00 A.M.

CONVENTION/DELEGATE ASSEMBLY ORIENTATION SESSION (intended for first time attendees)

(Ballroom AB, First Level – Wisconsin Center)

WEDNESDAY, JANUARY 23, 2019, 1:30 P.M.

DELEGATE ASSEMBLY CONVENES

(Ballroom AB, First Level – Wisconsin Center)

I. Call to Order by President Rozmenoski at 1:30 p.m.

II. Introductions

Introduction of members of the 2018 WASB Board of Directors, 2018 WASB Policy & Resolutions Committee, Secretary, Legal Counsel and Parliamentarian, Timer, Credentials Committee and Tellers.

2018 WASB Board of Directors

Mary Jo Rozmenoski, President, Black River Falls, Region 6
Brett Hyde, 1st Vice President, Muskego-Norway, Region 11
Bill Yingst, Sr., 2nd Vice President, Durand-Arkansaw, Region 4
Captain Terry McCloskey USN Retired, Immediate Past President, Three Lakes, Region 2
Stu Olson, Shell Lake, Region 1
Sue Today, Sevastopol, Region 3
Cheryl Ploeckelman, Colby, Region 5
Barbara Herzog, Fond du Lac, Region 7, Oshkosh
Andrew Maertz, Reedsville, Region 8
Mike Humke, Dodgeville, Region 9
Andy Zellmer, Montello, Region 10
Tom Weber, Sun Prairie, Region 12
Rosanne Hahn, Burlington, Region 13
Tony Baez, Milwaukee, Region 14
Lester Spies, Germantown, Region 15

2018 WASB Policy & Resolutions Committee:

Brett Hyde, Muskego-Norway, Chair
Ronnie Rossberger, Mellen
Judy Conlin, Rhinelander
Victor Ambrose, Chequamegon
Capt. Terry McCloskey, Three Lakes
Jeff Eilers, Howard-Suamico
Mike Van Eperen, Wrightstown
Bill Yingst, Sr, Durand-Arkansaw
Ron Keys, Mondovi
Joe Luginbill, Eau Claire
Jeff Redmon, Saint Croix Central
Jane Rusch, Wausau
Valorie Kulesa, Gilman
Mary Jo Rozmenoski, Black River Falls
Larry Cyrus, Cochrane-Fountain City
Gary Schumacher, Freedom
Jean Maurice Boyer, Neenah

Ryan Burg, Sheboygan
Holly Thurow-Riahi, Brillion
Jo Ann Wiederholt, Fennimore
Kristin Spurley, Iowa-Grant
Bill Bruins, Waupun
Erika Conner, Mukwonago
Kurt O'Bryan, Waukesha
Marian Viney, Belleville
Bob Green, Middleton-Cross Plains
Jim Stewart, Whitewater
Patrick Sherman, Genoa City J2
Paula Phillips, Milwaukee
Carol Voss, Milwaukee
Cherie Rhodes, Slinger
Paru Shah, Shorewood

III. Credentials Committee Report

IV. Adopt Procedural Rules

V. WASB Policy & Resolutions Committee Recommended Resolutions (Enclosed)

VI. The following resolutions brought up under Article IX of the Bylaws may be considered with a two-thirds favorable vote of those present and voting. Adoption of the resolution then requires a majority vote.

- Emergency resolutions presented by the Policy & Resolutions Committee;

- Resolutions that had been submitted to the Policy & Resolutions Committee on or before September 15, but turned down by the committee and brought up for action by their sponsors; or

- Resolutions by member boards after September 15 brought up for action by their sponsors as long as the member boards provided each member a copy of their proposed resolution with rationale three weeks before the Delegate Assembly.

VII. Proposed Amendments to WASB Bylaws

VIII. Other Business from the Delegates

IX. Adjournment

Note: The Delegate Assembly is scheduled to be held from approximately 1:30 p.m. to 5:00 pm, or until completion of the Assembly's business.

2019 WASB DELEGATE ASSEMBLY-PROPOSED PROCEDURE RULES

PROCEDURES: Procedures are governed by the current edition of Robert's Rules of Order Newly Revised to the extent that publication is not inconsistent with the WASB Bylaws or Articles of Incorporation or these rules.

CREDENTIALS: Only certified delegates or alternates of active members and members of the WASB Board of Directors may be in the Delegate Assembly area and vote. Alternates may be approved with proper credentials. Delegates must wear the "Delegate Ribbon" when in the Delegate Assembly.

TELLERS: The presiding officer shall appoint official tellers from member school boards to assist in vote counting, as the presiding officer feels necessary.

RECOGNITION: Certified delegates and WASB officers and directors may address the Delegate Assembly. Members of the Policy and Resolution Committee, the Credentials Committee, the parliamentarian, legal counsel and association staff may be recognized as appropriate at the discretion of the presiding officer. Given Delegate Assembly approval by a two-thirds vote, the presiding officer may invite or allow another person to address the Delegate Assembly on a specific issue.

DEBATE ON THE FLOOR: Numbered floor microphones will be located on the floor. A delegate may speak by going to a microphone, being recognized by the presiding officer, giving his or her full name and the name of the school board or CESA represented. A delegate may speak no longer than three minutes at one time on the same question. Once a delegate has spoken on a question, he or she will not be recognized again for the same question until others who wish to speak have spoken. The presiding officer, on any question, may alternate discussion by the opponents and proponents on that issue and ask for a vote after 10 minutes of total discussion. The vote may be postponed by a majority vote appeal of the presiding officer's order. The presiding officer may order a short caucus recess upon request supported by 25 or more delegates.

RESOLUTIONS: The resolutions presented by the Policy and Resolutions Committee, including any Emergency Resolutions which receive a two-thirds favorable vote, shall be considered first. Any resolution that was turned down by the Policy and Resolutions Committee and submitted by the sponsor of the proposed resolution shall, upon a two-thirds favorable vote of the Delegate Assembly, be considered next. Then, any resolution brought after September 15 that had been distributed to each member district three weeks before the Delegate Assembly shall, upon a two-thirds favorable vote, be considered. Approval of a resolution requires a majority vote of those voting.

AMENDMENTS: Amendments to resolutions must be presented in writing on the appropriate form, signed with the name of the district, and delivered to a teller or the presiding officer. Amendments must be germane to the resolution and are limited to the scope of the presented resolution. Resolutions denominated, as "Technical Resolutions" shall not be subject to amendment by the Delegate Assembly.

BYLAWS AMENDMENT: Proposed amendments, if any, to the WASB Bylaws submitted in accordance with Article XIII of the Bylaws will be considered after the resolutions. The Bylaws may be amended by a vote of two-thirds of the members present and voting.

VOTING: Voting may be by electronic voting, voice vote, a showing of voting paddles, or a count of standing delegates, as the presiding officer feels necessary.

MOTIONS FOR CONSIDERATION: Any motion to consider a resolution that requires a two-thirds vote for consideration is debatable with respect to consideration. If the motion to consider is approved, the merits of the resolution are also debatable.

DISTRIBUTION OF MATERIALS: No delegate or other person shall hand out or disseminate any written or other material at any association convention or meeting of association members or delegates without prior approval of the WASB Board of Directors or Executive Committee, or approval by a vote of the delegates at the Delegate Assembly.

1 **WISCONSIN ASSOCIATION OF SCHOOL BOARDS, INC.**

2 Madison, Wisconsin

3 November 30, 2018

4
5 **REPORT TO THE MEMBERSHIP ON PROPOSED 2019 RESOLUTIONS**

6 WASB Policy & Resolutions Committee

7 Brett Hyde, Muskego-Norway School Board, Chair

8
9
10 **Resolution 19-01: *Technical Resolution—Revisions to Repeal Outdated or Obsolete Resolutions***

11
12 **a) Repeal existing resolution 2.13, which reads:**

13
14 **2.13 State Aids and Strikes**

15 The WASB supports legislation which will allow the state superintendent to pay aids to a school
16 district on a minimum statutory number of days if the cause is a strike by school employees or
17 some other cause beyond the control of the school board. (1991-16)

18
19 **Rationale:**

20 This resolution is outdated.

21
22 2013 Wisconsin Act 257 repealed the requirement that each school board schedule at least 180 school
23 days annually. Further, due to the enactment of 2011 Wisconsin Act 10 there are no longer any
24 collective bargaining agreements in place that might protect a teacher who refuses to work (i.e.,
25 strikes) and a teacher who refuses to work can simply be fired.

26
27 Although school boards are no longer required to schedule at least 180 school days, school boards
28 remain subject to the requirement that they must annually schedule a certain number of hours of direct
29 pupil instruction, which varies by grade level. Under s. 121.02 (1) (f), Wis. Stats., school boards must
30 “annually, schedule at least 437 *hours* of direct pupil instruction in kindergarten, at least 1,050 *hours*
31 of direct pupil instruction in grades 1 to 6 and at least 1,137 hours of direct pupil instruction in grades
32 7 to 12.”

33
34 Current section 121.23(2), Wis. Stats., provides that if a school district fails to provide the number of
35 hours of direct pupil instruction specified (above) as the result of a strike by school district employees,
36 for the purposes of computing general aid, the state superintendent shall compute the school district's
37 primary and secondary ceiling costs per member in accordance with the procedure specified in that
38 statute.

39
40
41 **b) Repeal existing resolution 4.40, which reads:**

42
43 **4.40 Repeal Teacher Contract Law**

44 The WASB supports legislation to repeal the teacher contract law, since its provisions are covered
45 by and may conflict with local bargaining agreements. (1980-3)

1 **Rationale:**

2 This resolution is outdated.

3
4 Due to the enactment of 2011 Wisconsin Act 10 there are no longer any collective bargaining
5 agreements in place that might overlap or conflict with the teacher contract statute; therefore, the
6 rationale for this resolution no longer exists.

7
8
9 **Resolution 19-02: *Reducing the Number of School Board Members in a District***

10
11 **Create:** The WASB supports legislation allowing a school district board with more than
12 three members to reduce its number of board members to the next lowest odd number of
13 board members in a single step.

14
15 **Rationale:**

16 State statutes spell out the methods for changing the number of school board members
17 within a district. (See ss. 120.02 (1) and 120.41(2), Wis. Stats.) In all school districts this
18 involves a petition process that places the question before either the annual meeting (in
19 common and UHS districts) or the next school board election (in unified districts).

20
21 Currently, whenever a school district with more than three (3) school board members
22 votes to reduce the number of school board members, the reduction is accomplished by
23 electing one less school board member each year thereafter until the school board is
24 reduced to the approved number of members. (See s. 120.03(3)(e), Wis. Stats.)

25
26 This resolution supports allowing a school board with more than three members to reduce
27 its membership from an odd number of members to the next lowest odd number of
28 members in one step, thus maintaining an odd number of board seats and reducing the
29 likelihood that tie votes will occur.

30
31 *Note:* There are currently four school boards in the state with 3 school board
32 members: Brighton #1, Dover #1, Geneva J4 and Norris. All other school boards
33 have at least five members.

34
35
36 **Resolution 19-03: *Student Poverty & Revenue Limits***

37
38 **Amend** Resolution 2.20 (q) to read as follows:

39 The WASB supports using student poverty as a factor in the state equalization aid
40 formula and revenue limits.

41
42 **Rationale:**

43 Currently, both the equalization aid formula (a/k/a school funding formula) used to calculate each
44 district's general equalization aid allocation and the revenue limit formula count each pupil as one
45 pupil without regard to any special needs or characteristics that pupil may possess.

1 Existing WASB Resolution 2.20 (q) supports using student poverty as a factor in how *state aid*—
2 specifically general equalization aid—is calculated and distributed to each school district through the
3 school funding formula. This resolution would add student poverty as a factor in calculating the
4 *revenue limit* applicable to each school district.

5
6 Adding a poverty factor to the formula for calculating general aid but not to the formula for calculating
7 revenue limits would provide districts with state general equalization aid in proportion to their level of
8 student poverty. A district would not, however, be able to spend any additional general aid that might
9 be generated under that formula change on programs or services for students (e.g., to address the needs
10 of students from poverty backgrounds) unless its revenue limit adjusts in similar manner. In general,
11 under the revenue limit law any additional general equalization aid received by the district would have
12 to be used to reduce the district’s property tax levy (This assumes no offsetting adjustment in revenue
13 limits is allowed). By supporting an adjustment in revenue limits this resolution would give local
14 school boards the option to use any additional revenue this change might generate at their discretion.

15
16
17 **Resolution 19-04: *Community Schools***

18
19 **Create:** The WASB supports state funding for inclusive “community schools” programming that
20 utilizes strategic community partnerships to provide support services such as health and nutrition as
21 well as enhanced learning opportunities to meet the diverse needs of students and families.

22
23 **Rationale:**

24 “Community schools” are public schools that combine academics, physical health, mental
25 health, and social service resources for students and families through partnerships with a
26 variety of community service organizations. In this model, the school serves as a host
27 location around which a network of resources and systems are built that try to ensure
28 every student’s needs are met. Studies have shown community schools increase
29 academic achievement, improve student attendance and may increase parents’
30 involvement, attendance at school activities, and engagement with school faculty, staff,
31 and other parents. This resolution, if adopted, would support a dedicated source of state
32 funding for community schools.

33
34
35 **Resolution 19-05: *Funding for Gifted and Talented Programming***

36
37 **Create:** The WASB supports increasing state funding for Gifted and Talented
38 programming in Wisconsin’s public schools.

39
40 **Rationale:**

41 Current Wisconsin law mandates that “each school board shall ensure that all gifted and
42 talented pupils enrolled in the school district have access to a program for gifted and
43 talented pupils.” However, the state currently appropriates only \$237,200 annually to
44 fund services to gifted and talented students statewide, making this is statutory directive
45 largely an unfunded state mandate. This resolution supports additional funding for gifted
46 and talented programming.

1 **Resolution 19-06: Competitive Grants**

2
3 **Create:** The WASB opposes the use of competitive grants as a vehicle to deliver state funding to
4 school districts that should be distributed through categorical aids. The WASB supports
5 ensuring that competitive grant programs recognize the diversity of school districts and resources
6 available to them, that applications are simple and easy to complete, and, to the extent possible,
7 that grant application deadlines are staggered so they do not all fall at the same time.

8
9 **Rationale:**

10 This resolution recognizes that competitive grants are increasingly being utilized to distribute
11 state funding to school districts for various purposes as an alternative to providing categorical
12 aid. With greater use of competitive grants, comes more work for districts in applying for the
13 grants, which can be cumbersome and labor-intensive, particularly for smaller districts with less
14 staff resources to devote to grant-writing. Such difficulties for districts are aggravated when
15 numerous grant application deadlines fall at the same time.

16
17
18 **Resolution 19-07: Special Education Reimbursement Rate and Other Special Education**
19 **Provisions**

20
21 **Amend** Resolution 2.31 to read as follows:

22
23 The WASB supports increasing the special education categorical aid reimbursement level to not
24 less than ~~33~~60 percent of prior year eligible costs and maintaining funding at not less than this
25 percentage each year thereafter. The WASB further supports the following provisions related to
26 funding for children with disabilities:

27
28 (a) Funding that follows the student on a pro-rated basis within the school year rather
29 than being targeted to the district.

30 (b) Funding for special needs vouchers will not impact a public school's state aid, nor
31 will private schools that receive special needs vouchers be reimbursed at a higher
32 percentage rate for their special education costs than the reimbursement rate public
33 schools receive for their special education costs.

34 ~~(b)-(c)~~ Full federal and state funding for students living in rehabilitation centers and foster
35 homes within the school boundaries.

36 ~~(e)-(d)~~ Full federal and state aid for mandated special education transportation costs.

37 ~~(d)-(e)~~ Full federal and state funding for the cost of assistance to students required by law,
38 which is not related to a child's education, including but not limited to nursing assistance,
39 interpreters, auxiliary mechanical devices, physical therapy, psychological evaluations
40 and programming and individualized behavior modification programming.

41 ~~(e)~~ ~~Increases in state and federal resources for serving severely emotionally disturbed~~
42 ~~students.~~

43 ~~(f)~~ ~~Streamlined processes for settling special education disputes to minimize legal costs.~~

44 ~~(g)~~ ~~Limitations on legal fees school districts are required to pay attorneys for pupils who~~
45 ~~prevail in special education disputes.~~

1 ~~(h)~~(f) The WASB supports the use of federal, state and local resources in a collaborative
2 manner to support transition programs for students with disabilities to achieve better
3 employment and postsecondary opportunities for these students.

4 ~~(i)~~(g) The WASB supports full federal and state funding for children with high cost/low
5 incidence disabilities, ensuring that the additional resources come from increasing the
6 current special education appropriation.

7 ~~(j)~~(h) The WASB supports full state and federal government funding of services
8 provided by cooperative public agencies for students ~~with the most severe disabilities~~.

9
10 **Rationale:**

11 Special education categorical aid provides state funding to districts to reimbursement certain eligible
12 costs from the prior year. The amount of funding each district receives is based on the total amount
13 appropriated for this aid and a school district's eligible costs in the prior year. The main special
14 education categorical aid appropriation was last increased in 2008-09. It has been frozen at about
15 \$369 million since then even though costs for special education services continue to increase.

16
17 When special education costs increase faster than growth in special education categorical aid, this aid
18 is prorated, and the percentage of costs reimbursed by that aid decrease over time. On a percentage
19 basis, the reimbursement rate declined from roughly 60 percent in the 1989-90 school year to roughly
20 30 percent in the 2004-05 school year and without an increase in special education categorical aid will
21 likely drop below 25 percent by the 2019-20 school year.

22
23 Special education expenditures that are not reimbursed by the state or federal special education
24 categorical aid programs are eligible for reimbursement under state general equalization aids;
25 however, state-imposed revenue limits restrict the amount of state general equalization aids and
26 property tax revenue a school district may receive. Thus, regardless of any increases in general
27 equalization aids (which are inside the revenue limits), rising special education costs (combined with
28 revenue limit restrictions) have the effect of reducing a district's available resources for non-special
29 education-related instruction (i.e., the district's regular education programming and staff).

30
31 This resolution calls for an increase in special education categorical aid funding sufficient to increase
32 the reimbursement rate to 60 percent of prior year eligible costs (as opposed to the 33 percent rate
33 called for in the existing resolution). Based on 2017-18 figures, each one percent increase in the
34 reimbursement rate translates to an annual increase in state expenditures of approximately \$14.45
35 million. It also updates several provisions in the existing resolution reflecting policy goals or priorities
36 around special education, eliminating some policy statements and adding new policy goals.

37
38
39 **Resolution 19-08: Common School Fund/Library Aid**

40
41 **Amend** 2.82 Fines and Forfeitures as follows:

42
43 **2.82 Fines & Forfeitures Common School Fund**

44 The WASB opposes any legislation to repeal, modify, or jeopardize the constitutional provisions
45 ~~of fines and forfeitures as a source of income for~~ establishing and endowing the common school
46 fund.

1 The WASB supports ensuring that the income of the common school fund will continue to be
2 directed toward public school libraries as library aid and opposes efforts to divert common
3 school fund monies to provide general support for public schools.

4
5 **Rationale:**

6 The Common School Fund was established by Wisconsin's original state Constitution in 1848
7 and is managed by the Board of Commissioners of Public Lands (BCPL), which is comprised of
8 the state attorney general, state treasurer and secretary of state. The income generated from the
9 state's common school fund, which is the funding source for library aid for public school
10 libraries, is derived primarily from investments in fixed-income securities, and interest payments
11 on loans made from the fund to municipalities and school districts by the BCPL through the State
12 Trust Fund Loan Program. In addition, under our state Constitution, revenues from certain fines
13 and forfeitures, unclaimed property and sales of public lands are deposited in the common school
14 fund and are added to the principal of the common school fund.

15
16 Wisconsin public schools and students benefit from having the income generated by the common
17 school fund used exclusively in their school libraries. Not only does library aid help provide
18 equitable access to learning materials for all staff and students in our public schools, library aid
19 monies are the sole source of state funding for public school libraries. For many school districts,
20 this is the only money available to them for making library-related purchases.

21
22 This resolution supports protecting the common school fund against attempts to repeal or abolish
23 it or remove or diminish its sources of support and income. The resolution also supports
24 maintaining the exclusive use of the income of the common school fund as library aid to public
25 school libraries.

26
27
28 ***Resolution 19-09: Reading Interventions***

29
30 **Create:** The WASB supports legislation to provide commensurate state funding for ongoing
31 assessment, intensive interventions and remediation for students who have reached third grade
32 but do not read at grade level.

33
34 **Rationale:**

35 Although school boards are mandated by state law to assess reading proficiency and provide certain
36 intervention and remedial services (see, for example, section 121.02 (1)(c), Wis. Stats.), no specific
37 state funding is provided for the purpose of meeting these intervention and remediation mandates.

38
39 This resolution supports state funding to meet these various reading-related state mandates.

40
41 Reading proficiency at the third-grade level is a strong predictor of high school success and graduation
42 and correlates with lifetime economic success. Students who do not overcome reading deficits are
43 likely to struggle throughout their academic careers, have low student achievement and a reduced
44 likelihood of graduation.

1 **Resolution 19-10: *Private School Aid/Voucher Funding***

2
3 **Repeal and recreate** 2.70 Private School Aid to read as follows:

4
5 **2.70 Private School Aid/Voucher Funding**

6 The WASB strongly opposes the use of state or federal taxpayer dollars to subsidize nonpublic
7 schools or nonpublic students/parents through a system of vouchers, scholarship tax credits,
8 tuition tax credits or deduction plans or other similar arrangements.

9
10 All publicly funded schools, including private schools receiving voucher funding, must have the
11 exact same accountability and transparency standards and requirements.

12
13 The WASB opposes the current voucher funding mechanism, under which taxpayer-financed
14 vouchers are provided to private schools through deducting state aid from public school districts
15 harms the majority of Wisconsin's students by diminishing resources available for public schools
16 or requiring school boards to raise local property taxes to compensate for the lost aid. Creating
17 two publicly supported education systems threatens the sustainability of public school districts.

18
19 The WASB supports legislation to require property tax bills to include information from the
20 school district in which the property is located regarding the dollar amount (and percentage
21 change) of the net reduction in state aid, if any, to the school district between the current year
22 and the previous year as a result of pupils enrolled in statewide voucher program, the Racine
23 voucher program, the Milwaukee voucher program, or the special needs voucher program.

24
25 **Rationale:**

26 This proposed resolution rewrites the existing resolution in recognition that some of its provisions
27 are either outdated or unlikely to be realized but maintains opposition to the use of
28 public/taxpayer dollars to subsidize nonpublic schools as a core principle. The reworked
29 resolution also maintains support for the same accountability requirements for all schools that
30 receive public funding as well as support for transparency in the way vouchers are funded.

31
32 The new language is directed toward the statewide voucher program (WPCP), the Racine
33 voucher program (RPCP) and to a lesser degree, the Special Needs Scholarship Program (SNSP).
34 It is argued that the current funding system for these three voucher programs is being hidden or
35 obscured by running the funding through the public school funding formula where it is largely
36 hidden from public view and is neither clear nor well understood. That is because the costs of
37 vouchers in these programs are now being funded by deducting state aid from the public school
38 district in which participating voucher pupils reside. As a result, the local school boards of
39 districts in which voucher pupils in these programs reside are essentially being forced either to
40 raise property taxes to fund the cost of these vouchers or to cut programs and staff. No matter
41 which choice a board makes in such a situation, that involuntary "choice" has the potential to
42 weaken support for public schools and school boards.

1 **Resolution 19-11: *Oppose/Eliminate Special Education Vouchers***

2
3 **Amend** Resolution 2.705 Oppose Special Education Vouchers as follows:

4
5 The WASB opposes the use of state tax monies to provide special education vouchers for students
6 with disabilities or other special educational needs to attend private schools located anywhere in the
7 state and supports eliminating the Special Needs Scholarship program.

8
9 **Rationale:**

10 Private schools participating in the Special Needs Scholarship Program (SNSP) currently receive a
11 state aid payment of \$12,431 for each eligible pupil, regardless of the extent of the pupil's disability.
12 The general aid of the district in which the participating pupil resides is reduced to cover the payments
13 to the private school.

14
15 A participating private school must implement an individualized education plan (IEP) or services plan
16 in effect for a student, although that plan may be modified by agreement between the private school
17 and the student's parent. Beginning with the 2018-19 school year, a participating private school may,
18 but is not required to, submit to DPI a financial statement and supporting documentation indicating the
19 actual costs it incurred to implement the modified IEP or services plan for a participating student.
20 Then, beginning in the 2019-20 school year, DPI must pay all submitted actual costs for educating a
21 given participating pupil in the previous school year, up to 150 percent of the amount it would have
22 otherwise paid for that pupil (at least \$18,647). The DPI must deduct this amount from the
23 equalization aid of the school district in which that participating pupil resides.

24
25 In addition, DPI must reimburse the participating private school for 90 percent of documented costs
26 that exceed this 150 percent amount with state dollars from the program's GPR appropriation. The 90
27 percent reimbursement for services provided above this 150 percent amount (above \$18,647) could
28 potentially include services that would not be eligible to be reimbursed if those services were provided
29 at a public school. However, because the DPI is not allowed to question or investigate the legitimacy
30 of any cost figures submitted, some argue this makes this voucher program and the schools
31 participating in it unaccountable. Some also argue that providing a minimum 90 percent state
32 reimbursement to private schools for services that need not be provided by licensed or certified special
33 education teachers while public schools are only reimbursed by the state for roughly 25 or their
34 eligible costs is patently unfair. This resolution supports eliminating the special needs voucher
35 program.

36
37
38 **Resolution 19-12: *Indigenous People's Day***

39
40 **Create:** The WASB supports legislation to add Indigenous People's Day to the list of public
41 school observation days in Wisconsin.

42
43 **Rationale:**

44 Indigenous people have inhabited the Americas and Wisconsin for over 10,000 years and have
45 contributed much to the culture and history of this state. This resolution supports adding Indigenous
46 People's Day to the list of Observance Days recognized by the state and the Department of Public
47 Instruction (DPI) to honor and show respect to the contributions of indigenous people in the state.

1 State statutes governing general school operations currently designate 21 special observance days (see
2 section 118.02 Wis. Statutes).

3
4 The DPI's website listing all the special observance days indicates:

5
6 "Honoring observance days can teach the elements of tradition that preserve U.S. society
7 and foster an awareness of our cultural heritage. Observance days can be part of a rich
8 social studies curriculum that gives these individuals and events proper emphasis, both in
9 the context of Wisconsin and U.S. history and in relation to their effect on or
10 improvement of our political, economic, and social institutions."
11

12 **Resolution 19-13: *Tobacco-, Nicotine- & Vaping-free Schools***

13
14 **Amend** Resolution 6.02 to read:

15
16 **6.02 Tobacco-free, Nicotine-free & Vaping-free Schools**

17
18 The WASB supports ~~tobacco-free school environments~~ school learning environments
19 free of tobacco, nicotine and vaping products and devices.
20

21 **Rationale:**

22 This resolution updates the existing WASB resolution on "tobacco-free" schools to reflect the
23 emergence of E-cigarettes and other vaping products and devices as replacements for traditional
24 tobacco cigarettes and other tobacco products as nicotine delivery mechanisms.

25
26 The resolution language is updated to specifically mention nicotine, the addictive agent in
27 tobacco products, as well as vaping products and devices that do not typically include tobacco
28 but are often filled with nicotine and other chemicals that are harmful to students.
29
30

31 **Resolution 19-14: *Mental Health Revenue Limit Exemption***

32
33 **Create:** The WASB supports legislation to allow local districts to exceed the revenue limit for
34 mental health related services by creating a new fund. This newly created fund would allow
35 school districts to levy taxes above their revenue limit for the purposes of providing mental
36 health related services as identified and determined at the local level. Services may include, but
37 not be limited to the following:
38

- 39 • Contracting with mental health service providers;
- 40 • Hiring a mental health coordinator;
- 41 • Hiring of an autism coordinator;
- 42 • Hiring a behavioral specialist or interventionist;
- 43 • Contracting with outside agencies for mental health screening in grades preK-12;
- 44 • Hiring a parent/peer advocate; or
- 45 • Training for staff in the areas of trauma sensitive schools, restorative practices, youth
46 mental health first aid, emotional regulation.

1 **Rationale:**

2 Providing a revenue limit exception for mental health services would allow local school board
3 the option to raise local property taxes to fund additional types of mental health services for
4 students (enumerated in the resolution) rather than having to rely on state aid or grant programs
5 that do not currently cover these services. School boards could, at their discretion, choose to
6 utilize the option to raise additional funds locally to fund the types of services enumerated in the
7 resolution. Creating a new fund (within the Wisconsin Uniform Financial Accounting
8 Requirements or WUFAR) would ensure the additional revenue raised under this revenue limit
9 exception would be designated specifically for such services.

10
11
12 **Resolution 19-15: *Trauma-Informed Care***

13
14 **Create:** The WASB supports the use of trauma-informed care in schools, including recognizing
15 how adverse childhood experiences can have an impact on a child's development and can
16 increase needs for counseling or support.

17
18 **Rationale:**

19 School boards play a crucial role in ensuring the healthy development of all students. This resolution
20 promotes the incorporation of trauma-informed practices in schools to better address the needs of
21 students who have experienced adverse childhood events.

22
23 Trauma is extreme stress that can overwhelm a person's ability to cope. It can be an event, a series of
24 events, or set of circumstances that harms a person's physical or emotional well-being.

25
26 Trauma-informed care is not a therapy, intervention, or specific action. It is an approach to engaging
27 people with histories of trauma that recognizes the presence of trauma symptoms and acknowledges
28 the role that trauma has played in their lives.

29
30 Note: The first round of state school safety grants issued in summer 2018 required that applicants
31 provide staff with a minimum of 3 hours combined training in Adverse Childhood Experiences
32 (ACE) and Trauma-Informed Care/Trauma Sensitive Schools (TIC/TSS) before the end of the
33 2018-2019 school year; or demonstrate that staff has already received such training.

34
35
36 **Resolution 19-16: *School Safety***

37
38 **Create:** The WASB supports stronger relationships and communication between school districts
39 and law enforcement agencies to improve school safety. To further enhance school safety, the
40 WASB requests that the state Legislature and Governor enact comprehensive school safety
41 legislation, including:

- 42
43 • Legislation allowing prosecutors to bring Felony charges against any individual who
44 intentionally conveys a threat or false information concerning an attempt to use a
45 dangerous weapon (including a firearm) to injure or kill a person on school property, on
46 transportation provided by a school, or at an event sanctioned by a school;

- 1 • Allocating sufficient funds:
 - 2 ○ to increase the number of school resource officers (SROs) who are fully trained
 - 3 law enforcement officers in school buildings;
 - 4 ○ to enable school districts to make needed security improvements;
 - 5 ○ to enable school districts to offer enhanced mental health services for students and
 - 6 staff who need help; and
 - 7 ○ to equip school crisis teams to react to threats before they become actual
 - 8 emergencies.

9
10 **Rationale:**

11 Public school students and staff have the right to learn and teach in an environment where they are not
12 only safe and secure but not distracted by the threats of a school shooting or other incidents of school
13 violence. To that end, this resolution supports building stronger relationships and closer
14 communication between school districts and law enforcement agencies. It also supports specific
15 school safety legislation aimed at curbing threats as well as providing additional flexible and
16 sustainable safety-related resources to school districts outside state-imposed revenue limits on school
17 districts.

18
19
20 **Resolution 19-17: *Early Childhood Development and Education***

21
22 **Create:** WASB members support the participation of the WASB in discussions of early
23 childhood initiatives and in coalitions that help prepare children to succeed in school.

24
25 In addition, the WASB recognizes the benefits of:

- 26 • Universal screenings of pre-school children to ensure that children are attaining key
- 27 developmental milestones prior to enrolling in school;
- 28 • Early intervention, prior to kindergarten or 4K, for children found to and be at-risk of not
- 29 attaining developmental milestones or for those who have social-emotional deficits that
- 30 could impair their ability to learn and/or interfere with the ability of other children to
- 31 learn in a school environment;
- 32 • Early literacy initiatives that encourage parents and other caregivers to introduce children
- 33 to books at an early age; and
- 34 • Providing parent education to equip parents of pre-school children to better aid their
- 35 children in their development.

36
37 **Rationale:**

38 This resolution recognizes recent findings regarding the importance of early childhood development in
39 school success, including in reducing achievement gaps and increasing graduation rates, and in
40 fostering social-emotional learning. The resolution also supports the participation in activities
41 intended to promote and enhance early childhood development and education.

42
43 Research in neuroscience has spotlighted the significant brain development that occurs early in a
44 child's life. By the time a child begins 4K or Kindergarten, a significant portion of brain development
45 has occurred. What happens during the first few years sets the stage for the rest of a child's life.

1 Parents can have a significant role in enriching early childhood experiences. Parents can, through
2 everyday interaction with their child, foster meaningful learning. This resolution recognizes that
3 school districts have a vested interest in successful early childhood development and that enhancing
4 each parent's understanding of their role and equipping them with simple techniques to foster learning
5 can be very important to their child's successful early development.
6
7

8 **Resolution 19-18: *DPI Licensing of Clinical Counselors***
9

10 **Create:** The WASB supports legislation authorizing the Department of Public Instruction to issue an
11 educator license to clinical counselors, so school districts can employ clinical counselors to provide
12 mental health services to students the same way other licensed district staff are employed to do so.
13

14 **Rationale:**

15 Mental health aspects of school safety are becoming an increasing concern of students, staff and
16 school leaders. In many areas of the state mental health professionals are in short supply. However,
17 new training avenues are being opened for mental health counselors that are not currently recognized
18 by Department of Public Instruction (DPI) licensure statutes or rules. Marquette University, for
19 example, has opened a master's degree program in clinical mental health counseling that will soon be
20 producing graduates. Other states and universities already recognize clinical mental health counseling
21 through licensure and certification programs and courses of study leading to advanced degrees.
22

23 Legislation authorizing the DPI to issue an educator license to a clinical counselor would enable
24 school districts to employ clinical counselors on their staff to be proactive in meeting the mental health
25 needs of students. These clinical counselors could supplement the services provided by other pupil
26 services professionals while developing long-term relations with the students they serve in the school
27 those students attend. It may be possible for school districts to directly bill private health insurance
28 providers and/or Medicaid for the mental health services provided to students, potentially enabling
29 districts to recoup a portion of the costs associated with employing these mental health professionals.
30
31

32 **Resolution 19-19: *Higher Learning Commission***
33

34 **Create:** The WASB supports federal legislation to require higher education accrediting agencies to
35 relax credentialing requirements for high school staff who teach dual credit courses to maximize a
36 district's ability to provide dual credit programming and coursework.
37

38 **Rationale:**

39 Dual enrollment coursework in high schools exposes high school students to career clusters that
40 inform their own post-secondary plans, provide rigorous learning opportunities that broaden their
41 learning, and can decrease their overall tuition costs, minimizing student loan debt.
42

43 The State of Wisconsin has made it easier to license teachers in critical shortage areas such as
44 technical education, business education, family/consumer education, computer science, and
45 mathematics. Many of these teachers have been certified to teach dual enrollment courses in high
46 schools that enable students to take dual enrollment courses in which they earn both high school and
47 college credit upon successful completion.

1 However, the Higher Learning Commission, which issues accreditation to colleges and universities in
2 19 states, and other regional accrediting authorities have moved to require that instructors in their
3 regions who teach college level courses, including dual credit classes, must meet stricter credentialing
4 requirements, including earning a master's degree or at least 18 credits beyond a bachelor's degree in
5 the subject they teach. Some believe this certification requirement could reduce access to dual
6 enrollment classes if those who currently teach these courses are not able to obtain the additional
7 degrees or course credits required under the new certification criteria.

8
9 Through previous resolutions, the WASB has recognized the value of ensuring that high school
10 students have access to meaningful opportunities to earn college credit (see Resolutions 3.63 (d) and
11 (e) and 3.67 (a)). The WASB also supports providing state funding for the professional development
12 of high school teachers participating in dual enrollment programs, as a way to enable schools to offer
13 more dual credit classes (see Resolution 3.63 (e)).

14
15 This resolution aims to maintain and maximize Wisconsin school districts' ability to provide dual
16 enrollment programming and coursework by urging Congress to require accrediting agencies to relax
17 credentialing requirements for high school staff who teach dual enrollment courses

18
19
20 **Resolution 19-20: State Funding for Early College Credit Program and Start College Now Program**

21
22 **Amend existing resolution 3.63 (f) to read as follows:**

23
24 **3.63 (f) State Funding and Flexibility for Course Options Program**

25 The WASB supports additional, adequate state funding to reimburse school districts for costs
26 associated with students who take courses through postsecondary educational institutions at the
27 expense of the students' resident school district (or primary district of attendance), including
28 through the Early College Credit Program and the Start College Now Program. ~~the cost to~~
29 ~~school districts of students taking courses through the Course Options Program. The WASB~~
30 ~~further supports legislation to amend the Course Options Program to provide school districts~~
31 ~~with an adequate amount of time to make appropriate adjustments to course offerings, class~~
32 ~~schedules, and staffing assignments and to allow districts to give due consideration to their~~
33 ~~resident students in allocating spaces in Course Options Program classes conducted as~~
34 ~~concurrent enrollment classes in the district's own facilities and taught by a district teacher.~~

35
36 **Rationale:**

37 The language of the existing resolution is outdated because of recent state statutory changes.

38
39 The 2017 Wisconsin Act 59 eliminated both the Course Options and Youth Options programs. The
40 Course Options statute was changed to Part-time Open Enrollment. The Youth Options statute (s.
41 118.55, Wis. Stats.) was renamed the Early College Credit Program (ECCP) and took effect in the
42 2018-19 school year. Under these changes, the Youth Options Program and the higher-education
43 elements of the Course Options Program were replaced by the ECCP and by the opportunity for pupils
44 to take technical college courses under a separate statutory program called "Start College Now."

1 In a manner like that of the now-repealed Course Options program, the new ECCP statute allows
2 Wisconsin public and private high school students to take one or more courses at an institution of
3 higher education for high school and/or college credit, effective July 1, 2018.

4
5 *Note:* Under the ECCP, an “institution of higher education” means an institution within the
6 University of Wisconsin System, a tribally controlled college, or a private, nonprofit institution
7 of higher education located in the state. [Although technical colleges are not included under the
8 ECCP, pupils that have completed 10th grade continue to have the option to take courses at
9 technical colleges through a separate statute (see s. 38.12(14), Wis. Stats.)]

10
11 Subsequently, 2017 Wisconsin Act 307 excluded dual-enrollment courses offered for post-secondary
12 credit to high school pupils enrolled in a public high school from the ECCP, if all the following apply:

- 13
14 1. The school board of the relevant school district has entered into an agreement to provide a
15 college credit in high school program to academically qualified pupils under which the
16 participating pupils may take the course for postsecondary credit, and such agreement is with
17 either the chancellor of a University of Wisconsin System 4-year institution, or the president of
18 a private, nonprofit postsecondary institution that is a member of the Wisconsin Association of
19 Independent Colleges and Universities;
- 20
21 2. The instruction of pupils in the course takes place in a school building in the school district
22 or a school district facility; and
- 23
24 3. The individual who provides instruction in the course is a high school teacher who is
25 employed by the school district and either: a) certified or approved to provide the instruction
26 by the participating institution of higher education, or b) a faculty member of the participating
27 institution of higher education.

28
29 Dual enrollment programs (a/k/a dual credit programs) are programs through which high school
30 students are simultaneously enrolled (i.e., have a dual enrollment) in both high school and
31 college courses and earn both high school and college credit (i.e., dual credit) for the successful
32 completion of those courses.

33
34
35 **Resolution 19-21: *Early College Credit/Start College Now Programs***

36
37 **Amend** existing resolution **3.67**, to read as follows:

38
39 **3.67 ~~Youth Options~~ Early College Credit/Start College Now Programs**

40
41 (a) The WASB supports legislation which allows high school students to take courses at technical
42 colleges, universities and colleges in this state and receive high school credit, with final approval by
43 the school board.

44
45 (b) The WASB supports statutes, administrative laws, rules and decisions governing the ~~Youth Options~~
46 program-college credit in high school programs that show deference to local school board policies.

1 (c) The WASB supports state funding to support ~~this mandate~~ college credit in high school programs.

2
3 (d) ~~The WASB supports further limiting the maximum number of college credits per school year.~~

4
5 ~~(d)~~ (e) The WASB supports that college courses to be considered for school board approval be
6 applicable to an academic degree, certification or diploma program at both the college and high school
7 level as well as being different from existing high school courses.

8
9 ~~(e)~~ (f) The WASB supports legislation indicating that under ~~the Youth Options Program~~ college credit
10 in high school programs, school districts would have the final authority to approve or deny offering
11 high school credits based on local policies and would only be responsible for payment of tuition for
12 those courses approved by the school board for high school credit.

13
14 ~~(f)~~ (g) The WASB supports limiting the level of tuition that districts are responsible for under the
15 ~~Youth Options Program~~ Early College Credit Program to the average per credit UW tuition and
16 requiring parents to make up the difference for ~~Youth Options~~ courses taken at greater cost.

17
18 ~~(g)~~ (h) The WASB supports requiring students to reimburse school districts for ~~Youth Options non-~~
19 district, postsecondary courses for which they do not receive credit.

20
21 ~~(h)~~ (i) The WASB supports ~~statutory changes to improve coordination between the Youth Options and~~
22 ~~Course Options Programs that provide opportunities for students to complete coursework at~~
23 ~~educational institutions other than the student's resident district.~~ The WASB further supports
24 reasonable limitations on opportunities for students to initiate postsecondary coursework at other
25 educational institutions at the expense of the student's resident school district as well as reasonable
26 limitations on the maximum number of college credits a student may earn at the expense of the
27 student's resident school district.

28
29
30 **Rationale:**

31 The existing resolution language is outdated and should be revised due to statutory changes.

32
33 The 2017-19 state budget (2017 Wisconsin Act 59) eliminated both the Youth Options and Course
34 Options programs. The Course Options statute was changed to restore Part-time Open Enrollment.
35 The Youth Options statute (s. 118.55, Wis. Stats.) was renamed the Early College Credit Program
36 (ECCP) and took effect in the 2018-19 school year. Under these changes, the Youth Options Program
37 and the higher-education elements of the Course Options Program were replaced by the ECCP and by
38 the opportunity for pupils to take technical college courses under a separate statutory program called
39 "Start College Now."

40
41 The recreated resolution language replaces references to the Youth Options Program and Course
42 Options Program with appropriate new language to reflect current law and rearranges certain
43 provisions to make the resolution flow more logically.

1 **Resolution 19-22: State Funding for Collaborative Efforts to Address Behaviorally**
2 **Challenged/Expelled Students**

3
4 **Create:** The WASB supports state funding for collaborative efforts involving school districts working
5 with counties and law enforcement agencies to help ensure that the underlying issues that caused
6 certain students to be expelled or that contributed to the behaviors that resulted in expulsion do not
7 become school safety issues.

8
9 **Rationale:** Currently, the state does not specifically provide state resources or other assistance to
10 assist or enable local districts to voluntarily provide educational services to pupils that have been
11 expelled. This is particularly true for non-special-education pupils who are often cut loose from
12 contact with the educational system following an expulsion, potentially leading to alienation and
13 resentment on the part of these expelled students.

14
15 Under revenue limits, many school districts, including many small and rural school districts, lack the
16 resources to offer educational services or maintain meaningful contact with these expelled pupils.
17 Alternative high schools may not exist in the vicinity and treatment facilities or technical college
18 campuses are often located many miles from where the student resides, limiting options even when
19 spaces for the expelled student may be available. In addition, students in rural areas may live far
20 enough away from school that a lack of transportation or adequate broadband service can prevent them
21 from checking in or working online in a home-based educational program.

22
23 Collaborative approaches suggested by this resolution could help ensure that efforts to both assist
24 expelled students and make schools more secure are not undertaken in a silo but are coordinated with
25 law enforcement, mental health professionals and county social services personnel. Further, such
26 collaborative, community-based approaches can continue to assist and engage such students after they
27 reach age 21 and can offer options for assisting or engaging these students during those periods (such
28 as summer or other holiday breaks) when school is not in session.

29
30 *Note:* The existing WASB resolutions on expelled students are as follows:

31
32 **Resolution 3.82, Home Instruction**, states:

33 The WASB supports the position that school districts be permitted, but not required, to
34 provide home instruction to students under 16 years of age who are expelled. (1980-8)

35
36 **Resolution 5.00(c), Expelled Students**, states:

37 The WASB supports school districts collaborating with municipal, county, state and
38 private-sector organizations in providing alternative services to expelled students when
39 rehabilitation, treatment and mental health services are the child's primary needs, rather
40 than instruction. (2000-16)

41
42
43
44 -- End --

RESOLUTIONS SUBMITTED BY MEMBER SCHOOL BOARDS

The Policy and Resolutions Committee received 33 resolution proposals from member school boards by the Sept. 15, 2018 deadline as recommendations for the 2019 Delegate Assembly.

The Committee deliberated at length before deciding to recommend 15 resolutions for consideration to the Delegate Assembly based on submissions from member boards. In certain cases where more than one resolution was submitted on the same topic, multiple resolutions were combined into a single resolution. In one case, for example, nine boards submitted similar resolutions.

According to the WASB Bylaws, the member board resolutions turned down by the committee may be brought up for action from the Delegate Assembly floor by a two-thirds favorable vote.

The committee's rationale for either approving or turning down a member board resolution is briefly explained below.

Member Board Resolutions Submitted by Sept. 15:
--

Beloit: Clarification Regarding Filling Vacant Board Seats (p. 1)

Beloit: Quorum Where Statutes Impose Special Voting Requirements (p. 2)

Beloit: Quorum for the Purpose of Filling Vacant Board Seats (p. 3)

- The committee turned down these three resolutions on the basis that the broad ramifications of the proposals could undermine local control and believed these situations are best addressed at the local level on a case-by-case basis.

South Milwaukee: Referendum Restrictions (pp. 4-5)

- The committee turned down this resolution on the basis that the objective is already covered by existing Resolution 1.25.

Holy Hill: Annual Meeting Authority to Amend Certain Petitions (pp. 6-7)

- The committee turned down this resolution on the basis that allowing petitions to be amended would set a bad precedent that could undermine public trust if electors came to the annual meeting expecting to vote on the matter laid out in the petition and ended up voting on another matter. Committee members were also concerned that this proposal could result in disparate treatment of petitions in common school districts versus unified school districts. In unified school districts there is no annual meeting at which a petition could be amended. A petition submitted in a unified district is placed on the ballot at the next election at which school board members are elected.

Holy Hill: Board Size in Newly Consolidated District (pp. 8-9)

- The committee recommended that this resolution move forward to the Delegate Assembly with modifications to allow any school board (not solely newly consolidated boards) to reduce the board by two members in a single step. It is reflected in **Resolution 19-02: *Reducing the Number of School Board Members in a District.***

Eau Claire Area: Student Poverty (p. 10)

- The committee recommended that this resolution move forward to the Delegate Assembly as proposed. It is reflected in **Resolution 19-03: *Student Poverty & Revenue Limits.***

Eau Claire Area: Community Schools (p. 11)

- The committee recommended that this resolution move forward to the Delegate Assembly as proposed. It is reflected in **Resolution 19-04: *Community Schools.***

Eau Claire Area: Gifted & Talented (p. 12)

- The committee recommended that this resolution move forward to the Delegate Assembly with the modification of removing the word “substantially”. It is reflected in **Resolution 19-05: *Funding for Gifted and Talented Programming.***

Florence: Competitive Grants (p. 13)

The committee recommended that this resolution move forward to the Delegate Assembly with modifications to assert an opposition to the use of competitive grants and word the resolution in a way that applied to all districts in the state. It is reflected in **Resolution 19-06: *Competitive Grants.***

Central/Westosha, Eau Claire Area, Florence, Goodman-Armstrong Creek, Hartland Lakeside, Neenah, Niagara, Shorewood, South Milwaukee: Special Education Funding (pp. 14-30)

- The committee recommended that these resolutions be combined and move forward to the Delegate Assembly in a single resolution calling for an increase to at least a 60 percent reimbursement rate and several modifications to the current resolution 2.31 as well as other provisions related to funding for children with disabilities, including that funding for special needs vouchers should not impact a public school’s state aid nor should private schools be reimbursed at a higher rate than public schools. This is reflected in **Resolution 19-07: *Special Education Reimbursement Rate and Other Special Education Provisions.***

Baraboo: Common School Fund & Library Aid (pp. 31-32)

- The committee recommended that this resolution move forward to the Delegate Assembly as proposed along with an additional related amendment to current resolution 2.82 to oppose changes to the constitutional provisions of the common school fund. It is reflected in **Resolution 19-08: *Common School Fund/Library Aid***.

Eau Claire Area: Reading Interventions (p. 33)

- The committee recommended that this resolution move forward to the Delegate Assembly as proposed. It is reflected in **Resolution 19-09: *Reading Interventions***.

Siren: Impact Aid #1 (p. 34)

- The committee turned down this resolution on the basis that the objective is already covered by existing Resolution 2.63.

Siren: Impact Aid #2 (p. 35)

- The committee turned down the resolution based on a concern that it was not proper to support advocating that the state bail out the federal government on its impact aid obligation, thus creating yet another commitment for highly sought-after K-12 state funding.

Eau Claire Area: Vouchers (p. 36)

- The committee recommended that this resolution move forward to the Delegate Assembly with modifications that amended current Resolution 2.70 into a more comprehensive and concise statement on voucher funding. It is reflected in **Resolution 19-10: *Private School Aid/Voucher Funding***.

South Milwaukee: Eliminate Special Needs Vouchers (pp. 37-38)

- The committee recommended that this resolution move forward to the Delegate Assembly with modifications to amend current resolution 2.705. It is reflected in **Resolution 19-11: *Oppose/Eliminate Special Education Vouchers***.

Janesville: Indigenous People's Day (p. 39)

- The committee recommended that this resolution move forward to the Delegate Assembly with modification to remove reference to Columbus Day. It is reflected in **Resolution 19-12: *Indigenous People's Day***.

Eau Claire Area: Tobacco & E-Cigarettes (p. 40)

- The committee recommended that this resolution move forward to the Delegate Assembly with modifications to update current resolution 6.02 to include references to nicotine and vaping devices. It is reflected in **Resolution 19-13: Tobacco-, Nicotine- & Vaping-free Schools.**

Neenah: Mental Health Revenue Limit Exemption (pp. 41-42)

- The committee recommended that this resolution move forward to the Delegate Assembly as proposed. It is reflected in **Resolution 19-14: Mental Health Revenue Limit Exemption.**

Eau Claire Area: Trauma-Informed Care (p. 43)

- The committee recommended that this resolution move forward to the Delegate Assembly as proposed. It is reflected in **Resolution 19-15: Trauma-Informed Care.**

Eau Claire Area, Waukesha, Wauwatosa: School Safety (pp. 44-50)

- The committee recommended that these resolutions be combined and move forward to the Delegate Assembly supporting more collaboration with law enforcement agencies, as well allowing felony charges for those who make school threats, and sufficient state funding for the following: school resource officers, security upgrades, mental health services and crisis teams. This is reflected in **Resolution 19-16: School Safety.**

Union Grove: Transfer of Student Information (pp. 51-52)

- The committee turned down this resolution on the basis that the objective is already covered by existing state law.



2019 WASB DELEGATE ASSEMBLY

Date: Sep 14, 2018

Subject of Resolution: Clarifications Regarding Filling Vacant Board Seats

Submitted by the School Board of: Beloit

RESOLUTION: The WASB supports legislation to clarify that:

- a) Vacant school board seats in a district other than the Milwaukee Public Schools (MPS) are to be filled by appointment by a majority of the remaining members actively serving at the time of the appointment, and this may include the vote of a newly appointed member who has taken the oath of office; and
- b) No board member may vote on the appointment of an individual to fill a vacant board seat created by his or her departure.

RATIONALE: For Part A) Current statutes provide that vacancies in a school board (except MPS) are filled by appointment by the "remaining" members. (A limited statutory exception applies in the case where the remaining members of a school board do not appoint an individual to fill a vacancy within 60 days). This wording leads people to believe that if members are replaced one at a time, the new appointees cannot participate in the subsequent appointments. This resolution would make it clear that a board member who is newly appointed to fill a vacancy and who has taken the oath of office is a "remaining" member of the board who is entitled to vote on filling any additional vacancy or vacancies on the board.

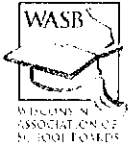
While the situation of having several board members resign at the same time (or nearly the same time) is unusual, a more common situation might be that a board would have a member resign in July, and another resign in August and another third resign in September. If the board appointed a replacement for the July vacancy in September, he or she could vote in October on the August vacancy, and both could vote in November on the September vacancy.

For Part B) Current statutes provide that vacancies in a school board (except MPS) are filled by appointment by the "remaining" members. We think it would be unseemly for a board member to vote on a replacement for his or her seat before the actual vacancy occurs, that is, before he or she (the departing board member) has, in fact, stepped down. While a board member who plans to resign from his or her seat may encourage other individuals to step forward to seek to fill the vacancy once it occurs, allowing that board member to effectively hand-pick their successor and vote them into office is un-democratic and is likely to lead to mistrust on the part of the public. When the vote to fill a vacancy takes place after the departing board member has stepped down, we think that departed member is not entitled to vote on the question of a replacement. Only the valid members of a school board may vote (and have their vote counted) and a member who has resigned from the board is no longer a valid member and should not be considered a "remaining" member.

- Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.
- Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: Pam Charles

Date of Approved Resolution: Sep 11, 2018



2019 WASB DELEGATE ASSEMBLY

Date: Sep 14, 2018

Subject of Resolution:

Clarifying What Constitutes a Quorum When Multiple Board Seats are Vacant and the Statutes Impose Special Voting Requirements

Submitted by the School Board of:

Beloit

RESOLUTION:

The WASB supports legislation to clarify when there are multiple vacancies on a school board and state statutes impose special voting requirements (such as a "majority vote of the full membership of the board" or "a vote of two-thirds of the entire membership of the governing body" to make budget changes), a quorum is a majority of the number of seats authorized for that board.

RATIONALE:

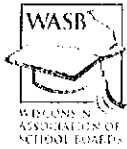
The Beloit School Board, which recently experienced the nearly simultaneous resignation of several board members, recommends that the statutes be clarified to provide that when the statutes provide for special voting requirements (like "two-thirds of the entire membership" for a budget amendment) the general rule should be that for purposes of determining a quorum, you look to the number of seats authorized for a board, essentially ignoring any vacancies. This is consistent with most interpretations of current law, including the WASB's preferred interpretation. This clarification should not pose practical problems for a board so long as the number of actively serving board members is equal to or greater than a majority of the number of seats authorized for that board. We recognize that in certain cases, this could put the remaining active members of the board in the position of having to fill open spots before a vote on certain matters can be taken. This interpretation encourages the timely filling of vacancies.

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: Pam Charles

Date of Approved Resolution: Sep 11, 2018



2019 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

RESOLUTION:

RATIONALE:

- Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.
- Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Date of Approved Resolution:



2019 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

RESOLUTION:

RATIONALE:
Voting is not a difficult process and voters in Wisconsin are intelligent. They do not need to be protected from themselves. If they do not support a referendum, they can vote no.

Referenda can provide an opportunity for a community to have a very focused and robust conversation about what it wants its public schools to be. School Boards propose referenda because they believe doing so is in the best educational interests of the students and communities they represent.

Investing in public education is an investment not only in our students' capacity for success beyond high school, but is an investment in economic development and the future of the South Milwaukee Community, Wisconsin and our Nation."/>

- Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.
- Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Date of Approved Resolution:



School Board of South Milwaukee
Resolution 18-5 Opposing Anti-Local Control School Referendum
Restrictions

Whereas, the South Milwaukee School Board, administrators, educators, staff, parents and community members of South Milwaukee are united in our effort to provide all children with the highest quality educational opportunities possible; and

Whereas, the South Milwaukee School District supports local control and the ability of the elected School Board to make decisions to support the learning of our students; and

Whereas, because of state-imposed revenue limits on school districts referenda are the only way many districts can access additional needed resources; and

Whereas, the anti-local control referendum restrictions exacerbate the trend of creating "haves" who can pass referenda and "have nots" who cannot and opportunities for students will further be determined by their zip code; and


Whereas, voting is not a difficult process and voters in Wisconsin are intelligent. They do not need to be protected from themselves. If they do not support a referendum, they can vote no; and

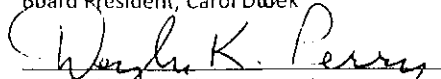
Whereas, referenda can provide an opportunity for a community to have a very focused and robust conversation about what it wants its public schools to be. School Boards propose referenda because they believe doing so is in the best educational interests of the students and communities they represent; and

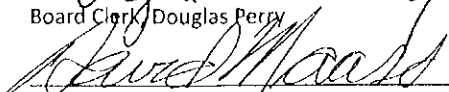
Whereas, investing in public education is an investment not only in our students' capacity for success beyond high school, but an investment in economic development and the future of the South Milwaukee Community, Wisconsin and Nation ; and

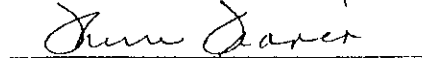
Therefore, Be It Resolved, that the South Milwaukee Board of Education calls on Governor Scott Walker, the Wisconsin State Assembly, and the Wisconsin Senate to support eliminating referendum restrictions on school districts.

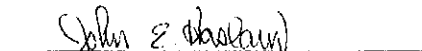
In Witness whereof, the undersigned, being all of the members of the School Board for the South Milwaukee School District, have executed this resolution this 22nd day of August, 2018.


Board President, Carol Dulek


Board Clerk, Douglas Perry


Board Member, David Maass


Board Vice President, Therese Travia


Board Treasurer, John Haslam


Board Member, Jon Shelenske



2019 WASB DELEGATE ASSEMBLY

Date: September 10, 2018

Subject of Resolution: authority to consider amendments, modifications or counter proposals to petitions at the annual meeting

Submitted by the School Board of: Holy Hill Area School District

RESOLUTION: Please see attached

RATIONALE: Please see attached

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: Mr. Chad Gartzke

A handwritten signature in black ink, appearing to read "Chad Gartzke", is written over a horizontal line.

Date of Approved Resolution: 9/10/18

Resolution:

The WASB supports legislation to change state statutes that set forth the methods for changing both the number of board members and the geographic apportionment of school board districts (in a newly consolidated district) to allow electors at the annual meeting to amend proposals submitted by petition that would change the number of board members or establish or amend a plan of apportionment of board seats.

Rationale:

The Holy Hill School District is the product of the consolidation of two K-8 districts (Friess Lake and Richfield J1) into a larger, consolidated K-8 district. In the process of consolidating we went from having two separate five-member boards to having a seven-member board pursuant to a plan of apportionment.

State statutes provide for a method for changing the number of school board members within a district and for changing the plan of apportionment of seats from which school board members are elected. In common and union high school districts, both of these methods involve a petition process, which when properly executed results in placing these questions before the district's annual meeting of electors for a vote.

In a common or union high school district, when a petition to change the number of school board members in that district is properly executed and filed with the school district clerk at least 30 days prior to the day of the annual school district meeting, the school district clerk must incorporate in the notice of the annual meeting a statement that at the meeting the question of changing the number of school board members to the number requested in the petition will be voted upon. If, at the meeting, a resolution based on a petition requesting a change in the number of school board members is adopted by a majority vote, school board members shall be elected at the next school board election and thereafter in accordance with a plan of election promulgated by the school district clerk before the next election of school board members.

In most cases, the regular term of office for a Board member is three years, commencing on the 4th Monday of April. However, whenever a school district with more than 3 school board members votes to reduce the number of school board members, one less school board member shall be elected annually thereafter until the school board is reduced to the approved number of members, but not less than one member shall be elected each year.

Similarly, in a common or union high school district, when a petition requesting the establishment of a plan of apportionment of school board members in that district specifying the proposed plan of apportionment of school board members among the cities, towns and villages or parts thereof within the school district and setting the total number of school board members at not more than 11 is properly executed and filed with the school district clerk at least 30 days prior to the day of the annual school district meeting, the school district clerk must incorporate notice of receipt of such petition in the vote of the annual meeting or election approves the plan set forth in the petition, the plan must remain in operation until revised by the same procedure.

Even though they may be drafted, circulated and submitted with good intentions, petitions to the annual meeting to reduce the number of board seats or to establish or alter a plan of apportionment could present electors with an action item that may be unwise or impractical. To address such instances, we propose that electors at the annual meeting have the authority to consider amendments, modifications or counter proposals to these petitions at the annual meeting.



2019 WASB DELEGATE ASSEMBLY

Date: 9/10/18

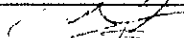
Subject of Resolution: Reducing board size of consolidated districts

Submitted by the School Board of: Holy Hill Area School District

RESOLUTION: see attached

RATIONALE: see attached

- Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.
- Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: Mr. Chad Gartzke 

Date of Approved Resolution: Sept. 10, 2018

Resolution:

The WASB supports legislation to amend state statutes specifying the method for changing the number of board members to allow the number of board members in a newly consolidated district to be reduced from an odd number of members (e.g., 9 or 7) to the next lowest odd number (e.g., 7 or 5, respectively) in a single step, resulting in two fewer school board members.

Rationale:

The Holy Hill School District is the product of the consolidation of two K-8 districts (Friess Lake and Richfield J1) into a larger, consolidated K-8 district. In the process of consolidating we went from having two separate five-member boards to having a seven-member board pursuant to a plan of apportionment. We wish to return to having a five-member board to oversee the consolidated district, but find state statutes to be an obstacle to making a smooth transition, hence this resolution to change those state statutes.

School board members are public officials who are elected or appointed to office as provided under state law. Generally speaking, the regular term of office for a board member is three years, commencing on the 4th Monday of April. State statutes, however, provide for methods for changing the number of school board members within a district. In common and union high school districts, the method involves a petition process, which when properly executed results in placing the question before the district's annual meeting of electors for a vote. (In unified districts, if a petition is properly filed, the question is placed on the ballot at the next election of school board members.)

However, state law also provides that whenever a school district with more than 3 school board members votes to reduce the number of school board members, the reduction is to be accomplished by electing one less school board member each year thereafter until the school board is reduced to the approved number of members, however, not less than one member must be elected each year. Thus, if the district approved a change from, say, a seven-member board to a five-member board, that seven-member board would become a six-member board for a full year before becoming a five-member board the following year. This means that a district would go for a full year with an even number of members, increasing the likelihood that tie votes might occur. The resolution would allow a board to reduce from nine to seven or seven to five, for example, in one single step, thus maintaining an odd number of board seats and reducing the likelihood that tie votes will occur. The goal of the resolution is that a board would no longer have to reduce from, for example, 7 to 6 and then from 6 to 5 over the course of two years but could go from 7 to 5 in one year.

While consolidation of districts has been relatively rare, with declining enrollment in our state, we recognize school district consolidations may become more common in the future. For us, consolidation of our districts is shaping up to be a very positive decision for our community. We feel the changes being proposed in this resolution and others we have offered will only further enhance the consolidation experience for others in the future.



2019 WASB DELEGATE ASSEMBLY

Date: 9/10/2018

Subject of Resolution: Student Poverty

Submitted by the School Board of: Eau Claire Area School District

RESOLUTION: Amend Resolution 2.20 to read:
2.20 (q) Student Poverty
The WASB supports using student poverty as a factor in the state equalization aid formula and revenue limits.

RATIONALE: This language expands for student poverty to be utilized as a metric in determining school district revenue limits. Ultimately, a state funding system that fully recognizes student poverty would aid school districts in best meeting the needs of all students.

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: Joe Luginbill

Date of Approved Resolution: 9/10/2018



2019 WASB DELEGATE ASSEMBLY

Date: 9/10/2018

Subject of Resolution: Community Schools

Submitted by the School Board of: Eau Claire Area School District

RESOLUTION: Create Resolution to read:
Community Schools
The WASB supports state funding for inclusive "community schools" programming that utilizes strategic community partnerships to provide support services such as health and nutrition as well as enhanced learning opportunities to meet the diverse needs of students and families.

RATIONALE: In recent years, legislation has been proposed that would create additional grant dollars for community schools programming. Such legislation has been unsuccessful in our state, but more school districts are moving towards providing "community schools" programming.

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Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: Joe Luginbill

Date of Approved Resolution: 9/10/2018



2019 WASB DELEGATE ASSEMBLY

Date: 9/10/2018

Subject of Resolution: Gifted and Talented Programming

Submitted by the School Board of: Eau Claire Area School District

RESOLUTION: Create Resolution to read:
Gifted and Talented Programming
The WASB supports substantially increasing state funding for Gifted and Talented programming in Wisconsin's public schools.

RATIONALE: In the past three state budgets, the amount in categorical aid provided for Gifted and Talented programs has remained flat at 237,200. This is an amount that is to be spread across all districts and agencies, and simply does not meet the needs of Gifted and Talented students. (Source: DPI, Governor's Budget dpi.wi.gov/sites/default/files/imce/policy-budget/pdf/Governor%27s%202017-19%20Budget%20Summary_PUBLISH_March%204.pdf)

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: Joe Luginbill

Date of Approved Resolution: 9/10/2018



2019 WASB DELEGATE ASSEMBLY

Date: 8/29/2018

Subject of Resolution: Competitive Grant Resolution

Submitted by the School Board of: School District of Florence County

RESOLUTION: The WASB has strong concerns about the widespread use of competitive grants for allocating important state funding to school districts, particularly to small and rural districts. Whenever possible, the WASB encourages that such funding be allocated to small and rural schools instead via categorical aids. If competitive grants must be used, a portion of the overall funding allocation should be set aside exclusively for small and rural schools to enable those districts to compete fairly for such funding.

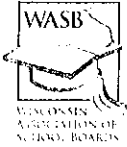
RATIONALE: Small and rural school districts are investing significant time in doing all they can to grow and sustain student services and programming. Small and rural school districts do not have grant writers on staff. As a result, school administrators, pupil services personnel and teachers are responsible for grant writing efforts. Grant applications are much more than just filling out a simple application form with a few short words; they are time consuming and highly competitive. Small and rural school districts shouldn't have to commit so much time in these efforts that, in the end, may or may not bear fruit. Instead, small and rural school districts should be committing this time to educational best practices.

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: Ralph Don Dumke

Date of Approved Resolution: 8/20/2018



2019 WASB DELEGATE ASSEMBLY

Date: August 22, 2018

Subject of Resolution: Support of Increasing Special Education Funding in Wisconsin Public Schools to 90 Percent of the Cost Incurred

Submitted by the School Board of: Central High School District of Westosha

RESOLUTION: THEREFORE, BE IT RESOLVED that Central High School District of Westosha calls on Governor Walker, the Wisconsin State Assembly and the Wisconsin State Senate to increase reimbursement for

RATIONALE: WHEREAS, it is the responsibility of the 422 local Wisconsin public school districts to support the educational needs of ALL students, INCLUDING those who are differently abled, and

- Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.
- Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: Steve Richter

Date of Approved Resolution: August 14, 2018



Central High School District of Westosha

24617 75th Street • Post Office Box 38
Salem Wisconsin 53168

262.843.2321

www.westosha.k12.wi.us

RESOLUTION in Support of Increasing Special Education Funding in Wisconsin Public Schools to 90 Percent of the Cost Incurred

August 14, 2018

WHEREAS, it is the responsibility of the 422 local Wisconsin public school districts to support the educational needs of ALL students, INCLUDING those who are differently abled; and

WHEREAS, the federal government has a stated commitment to fund 40 percent of the costs of supporting students with special needs, but funds merely 15 percent, and

WHEREAS, the state of Wisconsin had statutory language to fund over 60 percent of costs related to these students, but now funds merely 26 percent, and

WHEREAS, the State of Wisconsin has not increased funding in public school special education categorical aid for a decade but has increased it for private schools using the special education scholarship, and

WHEREAS, the Legislative Fiscal Bureau recently concluded that because of the historic **underfunding** by the state and federal governments, public school districts must now fund over \$1 billion to cover the educational costs associated with implementing Individual Educational Programs (IEPs), and

WHEREAS, as a result of this **underfunding**, districts across Wisconsin must cut critical programs supporting the education of the rest of their students to support the legislatively mandated special education needs, and

WHEREAS, Wisconsin now has special needs scholarships (vouchers) which benefit students in private schools, and

WHEREAS, these vouchers serve children, 75 percent of whom already were in private schools, and allow private schools to leave children with the greatest special education needs in the public schools, and

WHEREAS, Wisconsin public schools are required by law to continue serving all special education students in private schools, whether or not they receive a voucher, putting public schools out more money to pay for these public school special education educators, i.e., teachers, physical/occupational therapists, speech/language pathologists, and

WHEREAS, private voucher schools, despite getting increased funding for special needs students, are not required to have certified/licensed special education staff, and

WHEREAS, these special needs vouchers for private schools are paid at a 90 percent reimbursement rate, while students with the greatest special needs in Wisconsin public schools are only funded by a 26 percent reimbursement rate.

WHEREAS, Central High School District of Westosha would increase special education funding by \$1,104,542 when using the same percentage of reimbursement (90 percent) presently used for private schools.

Sources:

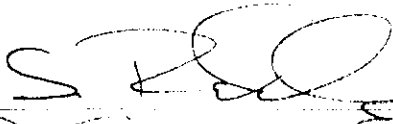
- * Funding Source: Special Education Funding--District Estimates of Increases in Proration Rate to 33 percent, 63 percent, 70 percent, or 90 percent
- * District Source: <https://dpi.wi.gov/gis/school-district-boundaries/data>
- * Senate Source: https://data-ltsb.opendata.arcgis.com/datasets/657bd028d3e2408fa2fac1af78b0760c_0

FURTHER, it is believed that Wisconsin public school children are worth reimbursement equal to that of private school children.

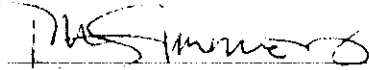
THEREFORE, BE IT RESOLVED that Central High School District of Westosha calls on Governor Walker, the Wisconsin State Assembly and the Wisconsin State Senate to increase reimbursement for public schools to a rate of 90 percent for special needs students, matching the reimbursement rate given to private schools under the legislated Special Needs Scholarship Program.

IN WITNESS WHEREOF, the undersigned, being all of the members of the School Board for Central High School District of Westosha have executed this resolution the 14th day of August, 2018.

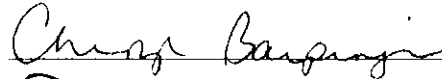
Steve Richter, Board President



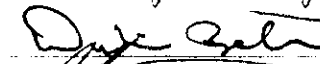
Terry Simmons, Board Vice President



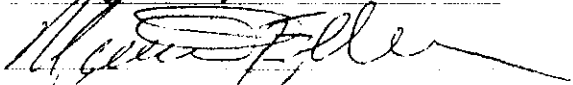
Cheryl Baysinger, Board Clerk



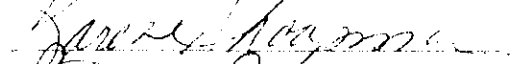
Dustin Beth, Board Treasurer



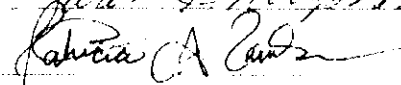
Matt Ellerbrock, Board Member



Karen Shoopman, Board Member



Patricia Zamba, Board Member





2019 WASB DELEGATE ASSEMBLY

Date: 9/10/2018

Subject of Resolution: Funding for Children with Disabilities

Submitted by the School Board of: Eau Claire Area School District

RESOLUTION: Amend Resolution 2.31 to read:
2.31 Funding for Children with Disabilities
The WASB supports increasing the special education categorical aid reimbursement level to not less than 90 percent of prior year eligible costs and maintaining funding at not less than this percentage each year thereafter. The state currently pays at least 90 percent of the costs incurred by private schools for services for students with disabilities enrolled in the Special Needs Voucher program with no ability to review or challenge the submitted expenses. The WASB further supports the following provisions related to funding for children with disabilities:

RATIONALE: The WASB is currently only able to advocate for a 33% reimbursement of prior year eligible costs, which is 57% less than the current reimbursement rate for the Special Needs Voucher Program. This language expands the text to outline the disparity.

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: Joe Luginbill

Date of Approved Resolution: 9/10/2018



2019 WASB DELEGATE ASSEMBLY

Date: 9/11/2018

Subject of Resolution: Funding for Children with Disabilities

Submitted by the School Board of: Florence County

RESOLUTION: Amend the first paragraph of existing WASB Resolution 2.31 to read as follows:
The WASB supports increasing the special education categorical aid reimbursement level to not less than 33 percent of prior year eligible costs as a short-term goal, and further supports progressively increasing special education categorical funding at a pace that will allow the reimbursement rate to reach 90 percent within 10 years.

RATIONALE: Under current law, the state covers at least 90 percent of the costs of providing services to children with disabilities who are enrolled in private schools through the special needs scholarship (voucher) program. Meanwhile, the state reimburses public schools' costs for providing services to students with disabilities at a rate of less than 26 percent. Wisconsin has not increased overall funding for public school special education categorical aid for over a decade. As a result of stagnated special education aids, districts across Wisconsin are forced to cut critical programs supporting the education of their non-disabled students to support the legislatively mandated education needs of qualifying students with disabilities. Specifically, because special education costs have increased faster than other school costs, this has not only resulted in a steadily declining reimbursement rate, it has forced school districts to transfer funds from their general fund (Fund 10) to their special education fund (Fund 27) to cover the shortfalls in special education funding from the state. Under revenue limits, this means schools must reduce funding for regular education programs and services (to pupils without disabilities) in order to provide the programs and services mandated by state and federal law to be provided to students with disabilities under their individualized education plans (or IEPs). Wisconsin once funded 70 percent of costs related to serving students with disabilities, but now funds less than 26 percent of those costs. This resolution calls not only for reversing the trend of declining reimbursement rates but for parity in state special education funding for public schools with special education funding provided to private schools that enroll pupils with disabilities using special education scholarships (vouchers).

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: Ralph Don Dumke

Date of Approved Resolution: 9/10/2018



2019 WASB DELEGATE ASSEMBLY

Date: 09/05/2018

Subject of Resolution: Funding for Children with Disabilities

Submitted by the School Board of: Goodman-Armstrong Creek School District

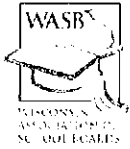
RESOLUTION: WASB Resolution 2.31: The WASB supports increasing the special education categorical aid reimbursement level to not less than 40 percent of prior year eligible costs, and progressively striving for funding to increase at a rate of 10 percent per year until attaining a 90% reimbursement as that of the special education scholarships.

RATIONALE: The federal government has a stated commitment to fund 40% of the costs of supporting students with special needs, but merely funds 15%. Wisconsin had statutory language to fund over 60% of costs related to these students, but now funds merely 26%. Wisconsin has not increased funding in public school special education categorical aid for a decade, but has increased it for private schools using the special education scholarships. As a result of stagnated special education aids, districts across Wisconsin must cut critical programs supporting the education of the rest of their students to support the legislatively mandated education needs of qualifying students.

- Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.
- Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: Dave Ziolkowski

Date of Approved Resolution: Sep 5, 2018



2019 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

RESOLUTION:

RATIONALE:

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Date of Approved Resolution:

RESOLUTION in Support of Increasing Special Education Funding in Wisconsin Public Schools to 90% of the Cost Incurred
August 2018

WHEREAS, it is the responsibility of the 422 local Wisconsin public school districts to support the educational needs of ALL students, INCLUDING those who are differently abled; and

WHEREAS, the federal government has a stated commitment to fund 40% of the costs of supporting students with special needs, but funds merely 15%, and

WHEREAS, the state of Wisconsin had statutory language to fund over 60% of costs related to these students, but now funds merely 26%, and

WHEREAS, the State of Wisconsin has not increased funding in public school special education categorical aid for a decade but has increased it for private schools using the special education scholarship, and

WHEREAS, the Legislative Fiscal Bureau recently concluded that because of the historic **underfunding** by the state and federal governments, public school districts must now fund over \$1billion to cover the educational costs associated with Implementing Individual Educational Programs (IEPs), and

WHEREAS, as a result of this **underfunding**, districts across Wisconsin must cut critical programs supporting the education of the rest of their students to support the legislatively mandated special education needs, and

WHEREAS, Wisconsin now has special needs scholarships (vouchers) which benefit students in private schools, and

WHEREAS, these vouchers serve children, 75% of whom already were in private schools, and allow private schools to leave children with the greatest special education needs in the public schools, and

WHEREAS, Wisconsin public schools are required by law to continue serving all special education students in private schools, whether or not they receive a voucher, putting public schools out more money to pay for these public school special education educators, i.e. teachers, physical/occupational therapists, speech/language pathologists, and

WHEREAS, private voucher schools, despite getting increased funding for special needs students, are not required to have certified/licensed special education staff, and

WHEREAS, these special needs vouchers for private schools are paid at a 90% reimbursement rate, while students with the greatest special needs in Wisconsin public schools are only funded by a 26% reimbursement rate.

WHEREAS, the Hartland Lakeside School District would increase special education funding by \$1,365,705.00 when using the same percentage of reimbursement (90%) presently used for private schools.



2019 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

RESOLUTION: This resolution provides recommendations for change to the current 2.31:

2.31 Funding for Children with Disabilities The WASB supports increasing the special education categorical aid reimbursement level to not less than 33 percent of prior year eligible costs in the first year, 47 percent the following year, 60 percent in the third year and maintaining funding at not less than this percentage each year thereafter. The WASB further supports the following provisions related to funding for children with disabilities: (2016-6)

(a) Funding that follows the student on a pro-rated basis within the school year rather than being targeted to the district.

(b) Funding for special needs vouchers will not impact a public school budget.

(b) Full federal and state funding for students living in rehabilitation centers and foster homes within the school boundaries.

(c) Full federal and state aid for mandated special education transportation costs.

(d) Full state funding for the cost of assistance to students required by law, which is not related to a child's education, including but not limited to nursing assistance, interpreters, auxiliary mechanical devices, physical therapy, psychological evaluations and programming and individualized behavior modification programming.

(e) The WASB supports the use of federal, state and local resources in a collaborative manner to support transition programs for students with disabilities to achieve better employment and postsecondary opportunities for these students. (2004-17)

(f) The WASB supports full federal and state funding for children with high cost/low incidence disabilities, ensuring that the additional resources come from increasing the current special education appropriation. (1995-11) (1999-1)(2001-9)

(g) The WASB supports full state and federal government funding of services provided by cooperative public agencies for students

RATIONALE:

1. To ensure that all students are afforded an opportunity to receive educational services aligned with their career goals and plan.
2. To provide relief to all districts as costs continue to be compounded with no additional aid.
3. To eliminate unanticipated costs after determining the district's annual budget.
4. Currently, special needs voucher students may attend private schools and the dollars stay in the private school even if the student transitions back to the public school.
5. Removal of current (f) and (g) due to the violation of the district or individual's right to Due Process.
6. Removal of current (e) as it was felt it was covered in the new (f) and the terminology surrounding severely emotionally disturbed students no longer exists.

- Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.
- Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Date of Approved Resolution:

**Proposal for the 2019 Delegate Assembly
Establish a Resolution for Funding for Children with Disabilities
September 4, 2018**

School Board(s) Submitting Resolution:

Neenah Joint School District

Proposed Resolution: This resolution provides recommendations for change to the current 2.31

2.31 Funding for Children with Disabilities The WASB supports increasing the special education categorical aid reimbursement level to not less than 33 percent of prior year eligible costs in the first year, 47 percent the following year, 60 percent in the third year and maintaining funding at not less than this percentage each year thereafter. The WASB further supports the following provisions related to funding for children with disabilities: (2016-6)

- (a) Funding that follows the student on a pro-rated basis within the school year rather than being targeted to the district.
- (b) Funding for special needs vouchers will not impact a public school budget.
- (b) Full federal and state funding for students living in rehabilitation centers and foster homes within the school boundaries.
- (c) Full federal and state aid for mandated special education transportation costs.
- (d) Full state funding for the cost of assistance to students required by law, which is not related to a child's education, including but not limited to nursing assistance, interpreters, auxiliary mechanical devices, physical therapy, psychological evaluations and programming and individualized behavior modification programming.
- (e) The WASB supports the use of federal, state and local resources in a collaborative manner to support transition programs for students with disabilities to achieve better employment and postsecondary opportunities for these students. (2004-17)
- (f) The WASB supports full federal and state funding for children with high cost/low incidence disabilities, ensuring that the additional resources come from increasing the current special education appropriation. (1995-11) (1999-1)(2001-9)
- (g) The WASB supports full state and federal government funding of services provided by cooperative public agencies for students

Rationale:

1. To ensure that all students are afforded an opportunity to receive educational services aligned with their career goals and plan.
2. To provide relief to all districts as costs continue to be compounded with no additional aid.
3. To eliminate unanticipated costs after determining the district's annual budget.
4. Currently, special needs voucher students may attend private schools and the dollars stay in the private school even if the student transitions back to the public school.
5. Removal of current (f) and (g) due to the violation of the district or individual's right to Due Process.



2019 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

RESOLUTION:

RATIONALE:

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Date of Approved Resolution:

School District of Niagara

700 Jefferson Avenue
Niagara, Wisconsin 54151

Superintendent
Nathaniel Burklund

Principal
Scott Trevillian

Business Manager
Shawna Lindow

Director of Pupil Services
Terry Hanson

RESOLUTION in Support of Increasing Special Education Funding in Wisconsin Public Schools to increase the special education categorical aid reimbursement level to not less than 40 percent of prior year eligible costs, and progressively striving for funding to increase at a rate of 10 percent per year until attaining a 90% reimbursement as that of the special education scholarships.

September 4, 2018

WHEREAS, it is the responsibility of the 422 local Wisconsin public school districts to support the educational needs of ALL students, INCLUDING those who are differently abled; and

WHEREAS, the federal government has a stated commitment to fund 40% of the costs of supporting students with special needs, but funds merely 15%, and

WHEREAS, the state of Wisconsin had statutory language to fund over 60% of costs related to these students, but now funds merely 26.79%, and

WHEREAS, the State of Wisconsin has not increased funding in public school special education categorical aid for a decade but has increased it for private schools using the special education scholarship, and

WHEREAS, the Legislative Fiscal Bureau recently concluded that because of the historic underfunding by the state and federal governments, public school districts must now fund over \$1 billion to cover the educational costs associated with implementing Individual Educational Programs (IEPs), and

WHEREAS, as a result of this underfunding, districts across Wisconsin must cut critical programs supporting the education of the rest of their students to support the legislatively mandated special education needs, and

WHEREAS, Wisconsin now has special needs scholarships (vouchers) which benefit students in private schools, and

WHEREAS, these vouchers serve children, 75% of whom already were in private schools, and allow private schools to leave children with the greatest special education needs in the public schools, and

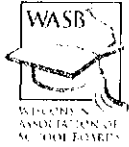
WHEREAS, private voucher schools, despite getting increased funding for special needs students, are not required to have certified/licensed special education staff, and

WHEREAS, these special needs vouchers for private schools are paid at a 90% reimbursement rate, while students with the greatest special needs in Wisconsin public schools are only funded by a 26% reimbursement rate.

WHEREAS, the School District of Niagara would increase special education funding by \$246,436 when using the same percentage of reimbursement (90%) presently used for private schools.

FURTHER, it is believed that Wisconsin public school children are worth reimbursement equal to that of private school children.

“Preparing and Educating Children for Lifelong Success”



2019 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

RESOLUTION:

RATIONALE:

- Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.
- Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Date of Approved Resolution:



Shorewood School Board
1701 E. Capitol Dr.
Shorewood, WI 53211
414.963.6901
www.shorewoodschoools.org

Shorewood School Board Resolution

Support of Increasing Special Education Funding in Wisconsin Public

Schools

August 28, 2018

WHEREAS, Governor Walker's goal of having the best schools in the nation cannot be met at current funding levels, and

WHEREAS, it is the responsibility of the 422 local Wisconsin public school districts to support the educational needs of ALL students, INCLUDING those who are differently abled, and

WHEREAS, the federal government has a stated commitment to fund 40% of the costs of supporting students with special needs, but funds merely 15%, and

WHEREAS, the State of Wisconsin had statutory language to fund over 60% of costs related to these students, but now funds merely 26%, and

WHEREAS, the State of Wisconsin has not increased funding in public school special education categorical aid for a decade but has increased it for private schools to a minimum of 90% using the taxpayer-financed special education scholarship, and

WHEREAS, the Legislative Fiscal Bureau recently concluded that because of the historic underfunding by the state and federal governments, public school districts must now fund over \$1 billion to cover the educational costs associated with implementing Individual Educational Programs (IEPs), and

WHEREAS, as a result of this underfunding, districts across Wisconsin must cut critical programs supporting the education of the rest of their students to support the legislatively mandated special education needs, and

WHEREAS, Wisconsin now has taxpayer-financed special needs scholarships (vouchers) which benefit students in private schools, and

WHEREAS, these vouchers serve children, 75% of whom already were in private



Shorewood School Board

1701 E. Capitol Dr.
Shorewood, WI 53211
414.963.6901

www.shorewoodschoools.org

schools, and allow private schools to leave children with the greatest special education needs in the public schools, and

WHEREAS, Wisconsin public schools are required by law to continue serving all special education students in private schools, whether or not they receive a voucher, putting public schools out more money to pay for these public school special education educators (i.e. teachers, physical/occupational therapists, speech/language pathologists), and

WHEREAS, private voucher schools, despite getting increased funding for special needs students, are not required to have certified/licensed special education staff, and

WHEREAS, these special needs vouchers for private schools are paid 100% reimbursement up to \$18,500 and then at a 90% reimbursement rate, while students with the greatest special needs in Wisconsin public schools are only funded at a 26% reimbursement rate, and

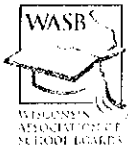
WHEREAS, Wisconsin public schools are held accountable to taxpayers while private schools are not, and

WHEREAS, the Shorewood School District would increase special education funding by a minimum of \$2,145,178 when using the same formula for reimbursement presently used for private schools.

FURTHER, it is believed that Wisconsin public school children are worth reimbursement equal to that of private school children.

THEREFORE, BE IT RESOLVED that the Shorewood School District calls on Governor Walker, the Wisconsin State Assembly and the Wisconsin State Senate to match the reimbursement rate given to private schools under the legislated Special Needs Scholarship Program by increasing reimbursement for public schools at 100% reimbursement up to \$18,500 and then at a 90% reimbursement rate,

IN WITNESS WHEREOF, the undersigned, being all of the members of the School Board, the Shorewood Education Association's Executive Board and the Superintendent, have executed this resolution the 28th day of August 2018.



2019 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

RESOLUTION:

RATIONALE:

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Date of Approved Resolution:



School Board of South Milwaukee

Resolution 18-4 Support for Allocating Funds for Special Education Categorical Aid

Whereas, the South Milwaukee School Board, administrators, educators, staff, parents and community members of South Milwaukee are united in our effort to provide all children with the highest quality educational opportunities possible; and

Whereas, the South Milwaukee School District supports local control and the ability of the elected School Board to make decisions to support the learning of our students; and

Whereas, Special Education Categorical Aid is the major aid program supporting special education in Wisconsin; and

Whereas, the state of Wisconsin had statutory language to fund over 60% of the public school costs related to special education services, but now funds merely 26%; and;

Whereas, the Special Education Categorical Aid reimburses public schools a portion of the special education costs related to school counseling, social work, nursing, psychologist, occupational health, physical therapy, early childhood, deaf & hard of hearing, speech & language, visually impaired along with other special needs; and

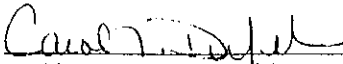
Whereas, the Sum Certain allocation for Special Education Categorical Aid has been kept flat since the 2008-09 fiscal year; and

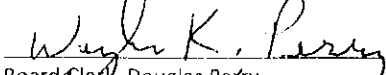
Whereas, the reimbursement rate since 2007-08 has fallen from 28.8% to 25.6% in 2017-18; and

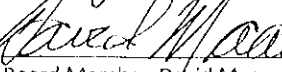
Whereas, the Governor and members of the Wisconsin Legislature have neglected to increase public school Special Education Categorical Aid since 2008; and

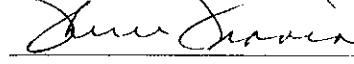
Therefore, Be It Resolved, that the South Milwaukee Board of Education calls on Governor Scott Walker, the Wisconsin State Assembly, and the Wisconsin Senate to support modifying the Special Education Categorical Aid to Sum Sufficient and increasing the rate of reimbursement to 60% of total eligible costs.

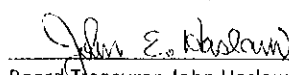
In Witness whereof, the undersigned, being all of the members of the School Board for the South Milwaukee School District, have executed this resolution this 22nd day of August, 2018.

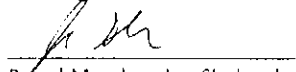

Board President, Carol Dufek

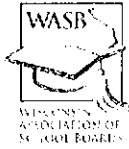

Board Clerk, Douglas Perry


Board Member, David Maass


Board Vice President, Therese Travia


Board Treasurer, John Haslam


Board Member, Jon Shelenske



2019 WASB DELEGATE ASSEMBLY

Date: Sep 11, 2018

Subject of Resolution: Use of Common School Fund Monies for Library Aid

Submitted by the School Board of: Baraboo

RESOLUTION: The WASB supports ensuring that the income of the Common School Fund will continue to be directed toward public school libraries as Library Aid and opposes efforts to divert Common School Fund monies to provide general support for public schools.

RATIONALE: Wisconsin schools benefit from having Common School Fund monies used exclusively in their libraries. Not only does Library Aid help provide equitable access to learning materials for all staff and students in our public schools, it is the only source of state funding for public school libraries. In addition, for many school districts, Library Aid is the only source of money available to fund the purchase of library materials and technology.

- Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.
- Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: Kevin Vodak

Date of Approved Resolution: Sep 10, 2018



SCHOOL DISTRICT OF BARABOO


423 Linn Street
Baraboo, WI 53913
(608) 355-3950 • Fax (608) 355-3919



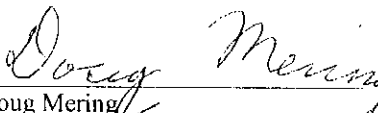
SCHOOL DISTRICT OF BARABOO BOARD OF EDUCATION RESOLUTION

RESOLUTION: The WASB supports ensuring that the income of the Common School Fund will continue to be directed toward public school libraries as Library Aid and opposes efforts to divert Common School Fund monies to provide general support for public schools. Wisconsin schools benefit from having Common School Fund monies used exclusively in their libraries. Not only does Library Aid help provide equitable access to learning materials for all staff and students in our public schools, it is the only source of *state* funding for public school libraries. In addition, for many school districts, Library Aid is the only source of money available to fund the purchase of library materials and technology.

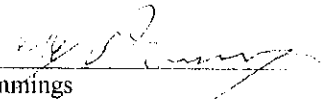
Adopted, approved and recorded September 10, 2018



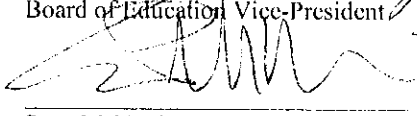
Kevin Vodak
Board of Education President



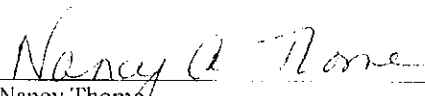
Doug Mering
Board of Education Vice-President



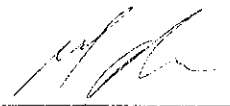
Gaky Cummings
Board of Education Clerk



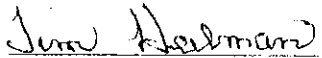
Sean McNevin
Board of Education Treasurer



Nancy Thome
Board of Education



Mike Kohlman
Board of Education



Tim Heilman
Board of Education

School District of Baraboo provides equal opportunities in employment and programming.



2019 WASB DELEGATE ASSEMBLY

Date: 9/10/2018

Subject of Resolution: Reading Interventions

Submitted by the School Board of: Eau Claire Area School District

RESOLUTION: Create Resolution to read:
Reading Interventions
The WASB supports legislation to provide state funding for ongoing assessment, intensive interventions and remediation for students who have reached third grade but do not read at grade level.

RATIONALE: This new section raises awareness about the need for the state to provide adequate resources for student reading assessments, interventions, and remediation

- Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.
- Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: Joe Luginbill

Date of Approved Resolution: 9/10/2018



2019 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

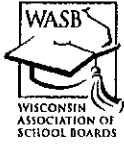
RESOLUTION:

RATIONALE:

- Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.
- Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Date of Approved Resolution:



2019 WASB DELEGATE ASSEMBLY

Date: 9/11/2018

Subject of Resolution: Impact Aid

Submitted by the School Board of: Siren School District

RESOLUTION: Impact Aid: Resolution 1 and Resolution 2 (See Below)

RATIONALE: We are trying to receive the amount of aid promised to districts that have federal land within the geographical boundaries of the area in which our children attend our schools.

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signs this resolution.

Board President: Peggy Moore

Date of Approved Resolution: August 27, 2018

The WASB supports legislation to provide targeted state aid to support Wisconsin school districts that receive less federal impact aid in any school year than they are entitled to receive under the formula devised by Congress in 1994. Such aid should be paid from an appropriation separate from general aid so as not to reduce general aid payments to other school districts and should remain in place until Congress fully funds impact aid.



2019 WASB DELEGATE ASSEMBLY

Date: 9/10/2018

Subject of Resolution: Private School Aid/Vouchers

Submitted by the School Board of: Eau Claire Area School District

RESOLUTION: Amend Resolution 2.70 (f) to read:
2.70 (f) Private School Aid
Providing taxpayer-financed vouchers to private voucher schools through aid deductions from public school districts harms the majority of Wisconsin's students by diminishing resources available for public schools or requiring school boards to raise local property taxes to compensate for the lost aid. Creating two publicly supported education systems threatens the sustainability of public schools.

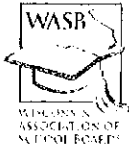
RATIONALE: This language provides a clearer description of aid deductions to public schools and outlines the grave necessity of supporting sustainable, fully-funded public schools in our state.

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: Joe Luginbill

Date of Approved Resolution: 9/10/2018



2019 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

RESOLUTION:

RATIONALE:

- Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.
- Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Date of Approved Resolution:



School Board of South Milwaukee

Resolution 18-6 Eliminate Private Special Needs Scholarships

Whereas, the South Milwaukee School Board, administrators, educators, staff, parents and community members of South Milwaukee are united in our effort to provide all children with the highest quality educational opportunities possible; and

Whereas, the State of Wisconsin has not increased funding in public school special education categorical aid for a decade but has increased it for private schools using the special needs scholarship; and

Whereas, Wisconsin now has special needs scholarships (vouchers) which benefit students in private schools; and

Whereas, the state of Wisconsin has granted private school special education pupils to receive a voucher of \$12,431 plus 50% from the resident public school district for 2019-20 for any Special Needs Scholarship pupils; and

Whereas, the Private Special Needs Scholarship reimburses 90% of the cost of services beyond the \$12,431 plus 50% of the base voucher amount; and

Whereas, public schools have been limited in special education categorical reimbursement to less than 26%; and

Whereas, the Private Special Needs Scholarship covers services that are not evidence based and would be prohibited from reimbursement in a public school setting; and

Whereas, by the Private Special Needs Scholarship covering services that are prohibited from reimbursement in a public school setting would provide private students with a wider range of opportunities than their public peers; and

Whereas, Wisconsin public schools are required by law to continue serving all special education students in private schools, whether or not they receive a voucher, putting public schools out more money to pay for public school special education educators i.e. teachers, physical/occupational therapists, speech/language pathologists; and

Whereas, private voucher schools, despite getting increased funding for special needs students, are not required to have certified/licensed special education staff ; and

Therefore, **Be It Resolved**, that the South Milwaukee Board of Education calls on Governor Scott Walker, the Wisconsin State Assembly, and the Wisconsin Senate to support eliminating the Private Special Needs Scholarship.

In Witness whereof, the undersigned, being all of the members of the School Board for the South Milwaukee School District, have executed this resolution this 5th day of September, 2018.

Board President, Carol Dufek

Board Vice President, Therese Travia

Board Clerk, Douglas Perry

Board Treasurer, John Haslam

Board Member, David Maass

Board Member, Jon Shelenske



2019 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

RESOLUTION:

RATIONALE:

- Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.
- Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Date of Approved Resolution:



2019 WASB DELEGATE ASSEMBLY

Date: 9/10/2018

Subject of Resolution: Tobacco and E-cigarettes

Submitted by the School Board of: Eau Claire Area School District

RESOLUTION: Amend Resolution 6.02 to read:
6.02 Tobacco and E-cigarette-free Schools
The WASB supports school learning environments free of tobacco products and E-cigarettes.

RATIONALE: This language is updated to add E-cigarettes, which are products that do not include tobacco but are filled with nicotine and other chemicals that are harmful to students

- Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.
- Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: Joe Luginbill

Date of Approved Resolution: 9/10/2018



2019 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

RESOLUTION: The WASB supports legislation to allow local districts to exceed the revenue limit for mental health related services by creating a new fund. This newly created fund would allow school districts to levy taxes above their revenue limit for the purposes of providing mental health related services as identified and determined at the local level. Services may include, but not be limited to the following:

- Contracting with mental health service providers
- Hiring a mental health coordinator
- Hiring of an autism coordinator
- Hiring a behavioral specialist or interventionist
- Contracting with outside agencies for mental health screening in grades preK-12
- Hiring a parent/peer advocate
- Training for staff in the areas of trauma sensitive schools, restorative practices, youth mental health first aid, emotional regulation

RATIONALE: This resolution is an opportunity to be proactive in treating students with mental health issues in our schools by providing them the necessary tools to use as they grow older. If we do not address these issues at a younger age, students will continue to struggle into adulthood with little or no support. Additionally, districts are in need of consultation services beyond what our current school counselors and psychologists provide. Steps taken to coordinate a collaborative community effort will assist in everyone's understanding of the idiosyncratic ways that mental illness impacts our students. We must also recognize that the longer we wait to serve students PreK-12, the more untreated adults will be in our community.

Currently many districts have received grants from a variety of sources and these are finite and upon ending, we would be in need of additional funding. This source would be one to continue the services. The Neenah Joint School District supports legislation to create a Mental Health Fund in order to provide services to students with mental health issues.

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Date of Approved Resolution:

**Proposal for the 2019 Delegate Assembly
Establish a Revenue Limit Exemption for Mental Health Related Services
September 4, 2018**

School Board(s) Submitting Resolution:

Neenah Joint School District

Proposed Resolution:

The WASB supports legislation to allow local districts to exceed the revenue limit for mental health related services by creating a new fund. This newly created fund would allow school districts to levy taxes above their revenue limit for the purposes of providing mental health related services as identified and determined at the local level. Services may include, but not be limited to the following:

- Contracting with mental health service providers
- Hiring a mental health coordinator
- Hiring of an autism coordinator
- Hiring a behavioral specialist or interventionist
- Contracting with outside agencies for mental health screening in grades preK-12
- Hiring a parent/peer advocate
- Training for staff in the areas of trauma sensitive schools, restorative practices, youth mental health first aid, emotional regulation

Rationale:

This resolution is an opportunity to be proactive in treating students with mental health issues in our schools by providing them the necessary tools to use as they grow older. If we do not address these issues at a younger age, students will continue to struggle into adulthood with little or no support. Additionally, districts are in need of consultation services beyond what our current school counselors and psychologists provide. Steps taken to coordinate a collaborative community effort will assist in everyone's understanding of the idiosyncratic ways that mental illness impacts our students. We must also recognize that the longer we wait to serve students PreK-12, the more untreated adults will be in our community.

Currently many districts have received grants from a variety of sources and these are finite and upon ending, we would be in need of additional funding. This source would be one to continue the services. The Neenah Joint School District supports legislation to create a Mental Health Fund in order to provide services to students with mental health issues.

Related WASB policies:

The Board is not aware of any related policies.

Approved by the Neenah Joint School District Board of Education on September 4, 2018

Name of School Board President: Michelle Swardenski



2019 WASB DELEGATE ASSEMBLY

Date: 9/10/2018

Subject of Resolution: Trauma-Informed Care

Submitted by the School Board of: Eau Claire Area School District

RESOLUTION: Create Resolution to read:
Trauma-Informed Care
The WASB supports the use of trauma informed care in schools, including recognizing how adverse childhood experiences can have an impact on a child's development and can increase needs for counseling or support.

RATIONALE: School Boards play a crucial role in ensuring the healthy development of all students. This language promotes the best practice of incorporating trauma informed practices to best meet the needs of students.

- Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.
- Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: Joe Luginbill

Date of Approved Resolution: 9/10/2018



2019 WASB DELEGATE ASSEMBLY

Date: 9/10/2018

Subject of Resolution: School Safety Teams

Submitted by the School Board of: Eau Claire Area School District

RESOLUTION: Create Resolution to read:
School Safety Teams
The WASB supports stronger relationships and communication between school districts and law enforcement agencies to improve school safety. The WASB encourages member school districts to convene multidisciplinary School Safety Teams to aid in threat assessment, prevention, protection, mitigation, response and recovery.

RATIONALE: School Boards play a crucial role in ensuring the safety of students and the community as a whole. This language promotes the best practice of multidisciplinary school safety teams in partnership with area law enforcement.

- Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.
- Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: Joe Luginbill

Date of Approved Resolution: 9/10/2018



2019 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

RESOLUTION:

RATIONALE:
However, we also recognize that the Second Amendment does not prevent our legislators from enacting reasonable regulations on the sales, purchase and possession of dangerous and deadly firearms. As elected officials who are duly sworn to defend the Constitution of the United States and other the Constitution of the State of Wisconsin, we respectfully request our State Legislature and Governor to pass and enact legislation to regulate the sales, distribution and possession of dangerous and deadly firearms to improve safety and security for K-12 students and staff."/>

Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Date of Approved Resolution:



**RESOLUTION ON SCHOOL SAFETY
with Supporting Public Statement
8th August 2018**

Whereas, the School District of Waukesha values the safety of all students and staff. Whereas, school authorities need more effective means to ensure student and staff safety in the event that a heavily armed individual or individuals mount an attack against our school community.

Whereas, there are limited legal options to prevent hostile people from gaining access to dangerous and deadly firearms.

Whereas, the Second Amendment to the Constitution of the United States proclaims - "A well-regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed."

Whereas, that Second Amendment does not prevent our legislators from enacting reasonable regulations on the sales, purchase and possession of dangerous and deadly firearms.

Whereas, as elected officials we are duly sworn to defend the Constitution of the United States and the Constitution of the State of Wisconsin.

Be it resolved, that we, the duly elected school board members of the School District of Waukesha, respectfully request that our State Legislature and Governor pass and enact legislation to constitutionally regulate the sales, distribution and possession of dangerous and deadly firearms.

Be it also resolved, that we, the duly elected school board members of the School District of Waukesha, respectfully request a resolution to be prepared by the WASB Policy and Resolutions Committee for consideration by the WASB Delegates at the next annual meeting which states the following:

The Wisconsin Association of School Boards respectfully requests our State Legislature and the Governor pass and enact legislation to regulate the sales, distribution and possession of dangerous and deadly firearms, as needed, to more fully protect our school communities from individuals who represent a threat to any school community.

Attachment: Supporting Public Statement

The horrific school shooting in Parkland, Florida, has led students, teachers, constituents and school leaders to speak out forcefully against gun violence. Students – children – who have experienced this trauma and loss first-hand are showing the way. As adults and as educators, it is our time to lead. With those student activists and with their grieving families, we too say, “Never Again!”

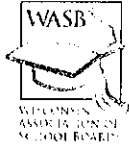
For years now, citizens of the United States have endured mass shooting, in public venues, neighborhoods and communities, houses of worship, colleges and universities, and our schools. Children, our most vulnerable citizens and our hope for the future, are tragically dying from gun violence, again and again.

Statistics from countries around the globe show that it is possible to minimize gun deaths through common-sense legislation. Here in the United States, we see that easy access to weapons, particularly those of military-style design, results in significantly higher levels of gun violence.

We urge our Governor and our State Legislature to enact specific, vigorous measures to reduce gun violence in our society, particularly in our schools. We need a robust system of registration and background checks, with a particular eye toward weapons capable of rapidly firing a vast number of deadly shots. We need stronger mental health services and more effective communication among agencies responsible for the well-being of children, adults, and families. What we do not need is to arm our teachers with guns, which is dangerous and contrary to the professional aspirations of those who have dedicated their lives to the education of children.

As school board members, we call upon everyone who cares about the education and the welfare of children to urge our state government to act. We need our teachers to be able to teach. We need our students to be able to learn. And we need everyone in every school around the country to feel safe.

Our Wisconsin School Communities represent multiple political parties and occupy different positions on the spectrum from liberal to conservative. Our Wisconsin schools are secular and religious, small and large, urban, rural and suburban. We serve a range of children from K4 through grade 12. Our calling is to serve and to educate children, to ensure their safety and well-being, and to help them grow into thoughtful and responsible citizens. Our responsibility, as school board members, is to provide a safe environment for our children to learn and grow. Please help us do our work. Governor and Legislators, please act now with vigor, determination, and urgency, on behalf of Wisconsin's children.



2019 WASB DELEGATE ASSEMBLY

Date: Sep 10, 2018

Subject of Resolution: Comprehensive, Sustainable, Flexible School Safety Legislation

Submitted by the School Board of: Wauwatosa

RESOLUTION: The WASB respectfully requests our state Legislature and Governor to promptly consider and approve a comprehensive set of school safety reform measures, including:

- o Legislation allowing prosecutors to bring Felony charges against any individual who intentionally conveys a threat or false information concerning an attempt to use a dangerous weapon to injure or kill a person on school property, on transportation provided by a school, or at an event sanctioned by a school;
- o Allocating sufficient funds:
 - o to increase the number of school resource officers (SROs) who are fully trained law enforcement officers in school buildings;
 - o to enable school districts to make needed security improvements;
 - o to enable school districts to offer enhanced mental health services for students and staff who need help;
 - o to equip school crisis teams to react to threats before they become actual emergencies;
- o Banning the sale of assault weapons, high-capacity magazines and aftermarket rapid fire devices (commonly known as "bump stocks");
- o Requiring universal background checks for all gun purchases;
- o Requiring mental health background checks for anyone under the age of 21 who seeks to purchase a handgun to assess whether he or she is having mental health difficulties and should not be allowed to purchase a handgun;
- o Reinstating a 48-hour waiting period or enacting a 72-hour waiting period for firearm purchases;
- o Creating a lethal violence protective order (LVPO) process in Wisconsin that mirrors existing temporary restraining order (TRO) and injunction processes through our courts.

RATIONALE: The School District of Wauwatosa and the members of our board of education are deeply saddened and concerned by the shootings at schools around the country, which echo the 1993 school shooting in our own district, when Wauwatosa West High School associate principal Dale Breitlow was killed in the school hallway by a troubled former student.

Our students and staff have the right to learn and teach in an environment where they are not distracted by the threats of a school shooting. School safety is a nonpartisan issue and our legislative leaders at the state and federal level have both the ability and the responsibility to act on behalf of our children's safety. The event that a

heavily armed individual or individuals mount an attack against our school community.

We applaud the Governor and Legislature for earlier this year approving \$100 million in grants for school safety that school districts may use to upgrade building security and train staff.

We also support a variety of proposals offered by both Governor Walker and State Supt. Evers as well as legislative Republicans and Democrats, the Wisconsin Chiefs of Police Association and others to address school safety without arming teachers,

We are on record vehemently opposing any legislation that would allow guns to be possessed in or on School District property by anyone other than law enforcement personnel.

School safety legislation must be flexible, sustainable and provide resources outside the revenue limit to best support districts such as Wauwatosa, which has already hired school resource officers (SROs) who are trained law enforcement officers in its secondary buildings.

- Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.
- Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Date of Approved Resolution:

Wauwatosa School Board

RESOLUTION IN SUPPORT OF COMPREHENSIVE, SUSTAINABLE, FLEXIBLE SCHOOL SAFETY LEGISLATION

Whereas, we are deeply saddened and concerned by the shootings at Marjory Stoneman Douglas High School and schools around the country, which echo the 1993 school shooting in our own district, when Wauwatosa West High School associate principal Dale Breitlow was killed in the school hallway by a troubled former student; and

Whereas, our students and staff have the right to learn and teach in an environment where they are not distracted by the threats of a school shooting; and

Whereas, more than 2,000 Wauwatosa School District secondary students participated in programs and walkouts on March 14, 2018, to demand that the Wauwatosa School Board, the district administration, and state and federal legislators take meaningful action to keep schools safe; and

Whereas, school safety is a nonpartisan issue and our legislative leaders at the state and federal level have the ability and responsibility to act on behalf of our children; and

Whereas, we support many plans offered by Governor Walker, State Superintendent Evers, legislative Democrats and Republicans, the Wisconsin Chiefs of Police Association and others to promptly address school safety without arming teachers; and

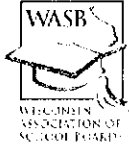
Whereas, the Wauwatosa School Board previously passed a 2016 resolution vehemently opposing any legislation that would allow guns to be possessed in or on School District property by anyone other than law enforcement; and

Whereas, the Wauwatosa School Board also passed a 2012 resolution adopting the "Sandy Hook Promise" stating "I promise to do all I can to protect children from gun violence by encouraging and supporting solutions that create safer, healthier homes, schools and communities; and

Whereas, school safety legislation must be flexible, sustainable and outside of the revenue limit, to best support districts like Wauwatosa, which has already hired school resource officers (SROs) in its secondary buildings;

THEREFORE, BE IT RESOLVED that the Wauwatosa School Board:

- Applauds Governor Scott Walker, the Wisconsin State Senate and the Wisconsin State Assembly for voting to approve \$100 million in grants which school districts may use to upgrade building security and train new school resource officers (SROs)
- Urgently calls on state legislators to return to the State Capitol this Spring 2018 for an extraordinary session to consider and approve a comprehensive set of school safety measures, which includes:
 - Approval of 2017 Assembly Bill 111, enabling prosecutors to charge with a Class I felony any minor and/or adult who intentionally conveys a threat or false information concerning an attempt to use a dangerous weapon to injure or kill a person on school property, on transportation provided by a school, or at an event sanctioned by a school.



2019 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

RESOLUTION:

RATIONALE:

- Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.
- Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Date of Approved Resolution:

2019 WASB DELEGATE ASSEMBLY

Date: September 14, 2018

Subject by Resolution: Transfer of Student Information

Submitted by the School Board of: Union Grove Union High School

Resolution:

The WASB supports ensuring a seamless and timely flow of student information from School District to School District when students matriculate or transfer to a new district, including the transfer of all information (pupil records) relating to academic progress, behavior and discipline, and physical health.

Rationale:

In order to provide the best educational environment and programming for each student and ensure the safety and well-being of all students, it is essential that school districts have as much information about the students enrolled in their district as possible, and especially the information they are entitled by law to receive.

Given the current strong emphasis on school safety and the increasing severity of threats by students to undertake violent acts, and in order to ensure a safe learning environment for all students, it is vital that a student's new school receive information from the new student's former school about serious behavioral or other issues involving that new student. This is especially important when that information comes from differing districts that share the same students, such as K-8 and Union High Schools districts.

We are a Union High School district serving grades 9 through 12. Our students come to us mainly from underlying K-8 districts. Some come to us through open enrollment. We believe pupil information should flow as smoothly between K-8 and UHS districts when a pupil moves from eighth grade to ninth grade as it does when a pupil moves from eighth grade to ninth grade within the same K-12 district. Further, the totality of a pupil's records in eighth grade should flow with that pupil to ninth grade, regardless of what public school district is enrolling them. Districts should not be able to selective edit or withhold pupil records from the pupil's new district.

Board President: *Diane J. Skewes*

Date of Approved Resolution: September 10, 2018

OFFICIAL BYLAWS OF THE WISCONSIN ASSOCIATION OF SCHOOL BOARDS, INC.

(As amended by the WASB Delegate Assembly, January 21, 2009)

ARTICLE I

Name

The official corporate name of this "Association" shall be Wisconsin Association of School Boards, Inc.

ARTICLE II

Purposes

The purposes of this corporation shall be: To aid and assist public school boards and public school agencies of the State of Wisconsin in performing their lawful functions by meetings, communication, dissemination of information and providing other services to such public school boards and public school agencies and to otherwise support, promote and advance the interests of public education in the State of Wisconsin.

ARTICLE III

Membership

Section 1. There shall be one class of voting members known as active members. Active membership shall be open to all public school boards and boards of control of cooperative educational service agencies in the State of Wisconsin upon complying with the Bylaws' requirements for active membership and shall include each member of the Board of Directors of this Association.

Section 2. Each active member shall be entitled to one vote at each meeting of members. A delegate of a member public school board shall not serve as a delegate of a board of control and vice versa. The vote of each member public school board and board of control shall be cast by a delegate selected from the membership of the board as is more fully provided in Article VIII, Section 5 of these Bylaws.

Section 3. Regular Dues (active members).
The annual membership dues for active members shall be as follows.

- (a) **Public School Boards:**
The annual regular dues for member public school boards shall be based upon the number of professional staff employed by the member public school board in accordance with the regular dues schedule for the 1986-87 fiscal year plus or minus such revision, if any, as may be made by the Board of Directors for the fiscal year 1987-88 and thereafter pursuant to subs. (d) of Section 4 of this Article III. The regular dues schedule applicable to the fiscal year shall be distributed annually to members. Professional staff shall include classroom teachers, supervisors, principals, assistant superintendents, administrators and other professional or certified employees, the number to be determined annually from statistics published by the State Superintendent of Public Instruction for the school year ending immediately prior to the fiscal year for which dues are payable.
- (b) **Board of Control of Cooperative Educational Service Agencies:** An amount equal to the dues established for the first category in the regular dues schedule for the fiscal year.
- (c) **Members of the Board of Directors of this Association:** None.

Section 4. Payment of Dues.

- (a) Only those public school boards and boards of control who pay membership dues for the current fiscal year in accordance with Bylaws are entitled to active membership or any of the rights of active members.

- (b) Except as hereinafter provided, annual membership dues shall be paid in advance during July of each fiscal year.
- (c) Initial application for active membership shall be accompanied by membership dues for the balance of the fiscal year in which the application is made, computed as follows: The annual dues chargeable for the current year shall be divided by 12 and the quotient multiplied by the number of months to July 1st next following the date of the application.
- (d) The regular dues schedule may be revised annually by the Board of Directors, but in no case may the regular dues in any category be increased or decreased by a percentage greater than the percentage change in the statewide average expenditure per public school student in the prior year. In addition to any revision made under the authority set out in the previous sentence, in the 2007-2008 fiscal year the Board of Directors may increase each category of the regular dues schedule by \$50, and for the 2008-09 fiscal year and thereafter each category so increased is subject to revision under the previous sentence.

Section 5. The following classes of non-voting members are hereby established. Members of each such class of nonvoting membership may exercise all rights and privileges of active members, except that the right to vote or hold office in the Association by virtue of such membership is and shall be denied.

- (a) **Life Members:** This membership shall be and hereby is granted to each past president of the Association for so long as he or she continuously remains a member of a public school board holding active membership in the Association. A life member shall pay no dues.
- (b) **Past Service Members:** Former school board members who have served at least six years on a public school board in the State of Wisconsin may become a past service member upon application and payment of such annual dues as may be fixed by the Board of Directors.
- (c) **Honorary Members:** All past presidents of the Association who do not qualify for life membership, and such other person or persons who have performed distinguished service to public education as may be designated from time to time by the Board of Directors, shall be honorary members. Honorary members shall pay no dues.

ARTICLE IV

Board of Directors

Section 1. Number of Directors: The Board of Directors of the Association is hereby 15 in number.

Section 2. Regional Boundaries: For purposes of election of the Board of Directors, the State of Wisconsin is divided into 15 Association regions, the boundaries of which shall coincide with school district boundaries. The regional boundaries shall initially be established by the Board of Directors and approved by a majority vote of the delegates voting at a meeting of the Delegate Assembly. Thereafter, district boundaries may be revised upon request of an active school board member for transfer to another region and approval by a two-thirds vote of the total membership of the Board of Directors.

Section 3. Qualifications, Term and Election

- (a) **Qualifications:** Each member of the Board of Directors shall be a member of a public school board which is an active member of the Association. Not more than one Director shall be elected or appointed from any of the 15 Association regions.
- (b) **Term:** Except as otherwise expressly provided at Section 4 of this Article IV:

- (1) The term of office for a Director shall be three years and until a successor is elected or appointed and qualifies.
- (2) Directors shall take office immediately following the close of the annual Delegate Assembly meeting which next follows the Director's election. The Directors from the 15 regions shall take office in accordance with the following schedule:
 - 2010, 2013, 2016, 2019, 2022, etc. Regions 1-4-9-10-13
 - 2011, 2014, 2017, 2020, 2023, etc. Regions 2-5-7-11-15
 - 2012, 2015, 2018, 2021, 2024, etc. Regions 3-6-8-12-14

- (c) Nomination and election: Persons qualified to be elected as directors of the Association shall be nominated and elected as follows:

The Director from each region shall be elected at the fall regional conference of members of the Association by the member public school boards and cooperative educational service agency boards of control present and voting pursuant to the following procedure:

- (1) The fall regional conference for each region shall be called by the Board of Directors.
- (2) The Executive Director of the Association shall give written notice of the upcoming election to each member public school board in each region from which a director is to be nominated. The notice shall be mailed at least 85 days prior to the date set for the fall regional conference and shall set forth the right of each member public school board to submit to the Association office in written form the name of one nominee who resides within the region and is otherwise qualified for membership on the Board of Directors, together with a brief biography and summary of qualifications and the nominee's signed declaration that he or she will serve if elected. The notice shall state that all nominations must be postmarked 40 days prior to the date of the fall regional conference. Not less than 30 days prior to the fall regional conference, the Executive Director shall mail to each member public school board and board of control in the region the names of all qualified nominees which have been timely received together with the biography and summary of qualifications submitted for each such nominee. In the event no nominations are postmarked 40 days prior to the date of the fall regional conference, the regional director may be elected at the regional meeting by write-in. In such case the delegates shall be presented a blank ballot allowing the write in of names of qualified candidates. Qualified write-in candidates shall include only those individuals who prior to voting have filed a signed declaration that he or she will serve. The rules contained in Section 3(c)(3) shall apply to such elections to the extent applicable.
- (3) Each public school board and board of control (determined by the cooperative educational service agency address) in the region, which holds active membership in the Association, shall be entitled to one vote in electing a single nominee from the region for the Board of Directors and the vote of each member public school board and board of control must be cast by a single member of such school board and board of control who is present at the conference. The voting shall be by ballot unless there is only one nominee, in which case a voice vote shall be used. If a nominee does not receive a majority of the votes cast on any ballot, then the voting by ballot shall continue until one nominee receives a majority, provided, however, that:
 - a. If two nominees each receive a total number of votes cast on any ballot that are higher than the total number of votes cast for any other nominee, then those two shall be the only nominees who remain eligible for election on any succeeding ballot;
 - b. If two or more nominees tie with each receiving the highest total number of votes cast on any ballot, then only those nominees who are tied with the highest total number of

votes remain eligible for election on any succeeding ballot; or

- c. If one nominee receives the highest total number of votes cast and two or more nominees tie with the second highest total number of votes cast on any ballot, then only those nominees who received the highest or second highest total number of votes remain eligible for election on any succeeding ballot.

Section 4. Vacancies

- (a) Vacancies occurring during a Director's term shall be filled by appointment of the Board for the interim period to the next scheduled fall regional conference at which an election can be and is noticed and held pursuant to the nomination and election procedures provided by these Bylaws.
- (b) A Director elected for a full term or for the balance of an unexpired term who succeeds an interim Director appointed by the Board to fill a vacancy shall take office immediately following the close of the fall regional conference at which elected. The term of his or her office, if elected for a full term, shall continue for three years following the close of the annual Delegate Assembly meeting next following his or her election.
- (c) A vacancy shall exist when:
 - (1) The public school board of which the Director is a member ceases, for any reason, to remain an active member of the Association.
 - (2) The Director, for any reason, ceases to be a legally qualified member of the public school board in the region from which he was elected.
 - (3) The Director dies.
 - (4) The Director resigns.

Section 5. Limit on successive terms as Director: No Director shall serve more than three consecutive three-year terms. Any term of service, as a Director, for a period of less than three years shall not be counted as a consecutive three-year term for purposes of this limitation.

Section 6. General duties of Board of Directors: Subject to the Articles of Incorporation, these Bylaws and acts of the Delegate Assembly, the Board of Directors shall have general charge and management of the affairs, funds and property of the Association. The Board shall have full power, and it shall be the Board's duty, to carry out the purposes of the Association according to the Articles of Incorporation and these Bylaws. In conducting the business and affairs of the Association, the Board of Directors, without limitation because of enumeration, may hire employees and retain legal and other professional services and fix the salary and compensation to be paid to the Executive Director, other officers, professional consultants, and all other employees.

Section 7. Quorum: Eight members of the Board of Directors shall constitute a quorum for the transaction of business.

ARTICLE V Officers

Section 1. The officers of the Association shall include a President, First Vice President, Second Vice President, Secretary and Treasurer. The offices of Secretary and Treasurer are combined, shall be held by the same person and designated by the title Executive Director. The Board of Directors may appoint other officers, including assistant officers, at any time and assign duties to them as the Board may deem necessary.

The President, First Vice President, and Second Vice President shall be a member of the Board of Directors.

The President, First Vice President and Second Vice President shall be appointed by the Board of Directors at the first meeting of the Board following the close of the Delegate Assembly and each such officer shall be appointed to serve for a term of one year and until his or her successor is appointed and qualified; except when a vacancy occurs, in which case the Board of Directors may appoint an officer for the balance of the unexpired term. Officers shall take office upon

appointment but not prior to the close of the annual convention held in the year of appointment. The Executive Director (Secretary and Treasurer) may be appointed at any time for a term not exceeding three years.

Section 2. The President shall preside at all meetings of the Delegate Assembly, Board of Directors, and Executive Committee and shall preside at the meeting of the Policy and Resolutions Committee during the absence or disability of the First Vice President and shall perform such other duties as pertain to the office of President.

Section 3. The First Vice President shall preside at all meetings of the Policy and Resolutions Committee and shall render the President such assistance as he or she shall require. During the President's absence or disability, the First Vice President shall discharge the duties of the President. He or she shall perform such other duties as the Board of Directors may assign.

Section 4. The Second Vice President shall render the President and the First Vice President, acting in the absence or during the disability of the President, any assistance that may be required. During the absence or disability of the President and First Vice President, he or she shall discharge the duties of President and Vice President. He or she shall perform such other duties as the Board of Directors may assign.

Section 5. The Secretary shall be responsible for keeping the minutes of all meetings of the Delegate Assembly and of the Board of Directors. He or she shall also be responsible for keeping all records, giving all required notices, handling the correspondence of the Association and the performance of such other duties as the Board of Directors may assign.

He or she shall present a detailed budget to the Board of Directors and, upon approval, to the entire membership prior to the beginning of the fiscal year of the Association. He or she also shall submit a detailed financial report at the close of each fiscal year to the Association's membership.

Section 6. The Treasurer shall be responsible for the collection and disbursement of the Association funds and for keeping accurate accounts of receipts and expenditures. He or she shall present an annual report and such other reports as requested by the Board of Directors and shall perform such other duties as the Board of Directors shall assign.

Section 7. The Board of Directors may appoint an Acting Executive Director to serve as Executive Director during the temporary absence or disability of the Executive Director.

ARTICLE VI Meetings of Directors

The Board of Directors shall hold regular meetings at least four times each year. The annual schedule of regular board meetings shall be set each year by the Board of Directors.

Special meetings of the Board of Directors may be called by the President, or Secretary, or on written request of four directors.

At least five days notice of any regular or special meeting of the Board shall be given to each Director. Notice shall be in writing, and may be communicated by telegraph, teletype, facsimile or other form of wire or wireless communication, or by regular mail or private carrier. The notice of the meeting shall set forth the date, time and place of the meeting, and, in case of a special meeting, the notice shall also set forth the purpose for which the meeting is called and the business to be transacted at such meeting.

All meetings of the Board of Directors shall be held in the State of Wisconsin.

Any action required to be taken by the Articles or Bylaws of this Association at a meeting of the Directors may be taken without a meeting if consent in writing, setting forth the action to be taken, is signed by all the Directors.

ARTICLE VII Committees

Section 1. Executive Committee: An Executive Committee shall be elected annually by the Board of Directors at the first meeting of the

Board after the Delegate Assembly and shall consist of at least three members of the Board of Directors, including the President, the First Vice President, the Second Vice President and the immediate Past President (if serving on the Board of Directors).

The Executive Committee shall have and may exercise when the Board of Directors is not in session all of the powers of the Board of Directors in the management of the affairs of the Corporation except action in respect to election of officers or filling of vacancies in the Board of Directors or Executive Committee.

Meetings of the Executive Committee may be called by the President or Secretary of the Association or on written request of any two members of the Executive Committee. At least three days notice of an Executive Committee meeting shall be given to each member of the Executive Committee. The notice may be communicated in person, by telephone, telegraph, teletype, facsimile or other form of wire or wireless communication, or by regular mail or private carrier.

Section 2. Policy and Resolutions Committee: A Policy and Resolutions Committee shall be appointed annually by the President following recommendations by the members of the Board of Directors. This Committee shall be composed of the Executive Committee and members of school boards holding active membership in the Association. The Committee shall include in its total membership a representative from each of the Association regions and from each of the several types of public school districts operating in the State of Wisconsin.

The Policy and Resolutions Committee shall make recommendations to the Executive Committee and Board of Directors as to the adoption of policies and resolutions to be carried out or promoted and positions to be taken by the Association on educational subjects and issues which are of general concern to public school boards of the State of Wisconsin and may submit resolutions to be considered at the Delegate Assembly in the manner set forth in Article IX of these Bylaws.

In addition to other meetings, the Committee shall schedule and give notice of a discussion session for purposes of discussing proposed resolutions and receiving emergency resolution suggestions from active members or the Board of Directors on the day preceding the annual Delegate Assembly. An emergency resolution is one that deals with a concern that arises between November 1st and the time of the Delegate Assembly and could not have been presented earlier due to the emergency nature of the subject. The Committee shall consider such resolutions for presentation and recommendation at the Delegate Assembly the next day. Such emergency resolutions shall be considered by the Delegate Assembly pursuant to the procedure under Article IX, Section 2, which requires a two-thirds vote for consideration.

Section 3. Other Committees: There shall be such other committees as the Board of Directors shall from time to time establish, which shall be appointed by the President from among the members of public school boards holding active membership in the Association.

The President shall appoint at least one Director to serve on each of the committees authorized by this section of the Bylaws and each such committee shall have such duties as may be assigned to it by the Board of Directors.

ARTICLE VIII Meetings of Members

Section 1. Annual Meeting: The annual meeting of members shall be the Delegate Assembly held in the State of Wisconsin during the month of January, February or March of each calendar year. The Board of Directors shall determine the day in January, February or March, the time of day and the place where the next Delegate Assembly will be held.

Section 2. Special Meetings: Special meetings of members may be called for a stated purpose or purposes by the Board of Directors, Executive Committee or by members holding one-third of the votes entitled to be cast by a meeting of members. The time and place of special meetings shall be determined by the Board of Directors.

Section 3. Notice of Meetings: Written notice stating the date, day and hour and place of all meetings of members and, in case of a special meeting, the purpose or purposes for which the meeting is called, shall be delivered by or at the direction of the President or Secretary not less than 30 days before the date of the meeting to each member entitled to vote at the meeting. Notice of the meeting shall be delivered by mail and shall be deemed delivered when deposited in the United States mail addressed to the member at his or her address as it appears from the records of the Association.

Section 4. Quorum: Delegates of members representing more than one-half of the active membership of the Association shall constitute a quorum for conducting the business of the meeting.

Section 5. Voting and Certification of Delegates: The voting members of the Association (including members of the Board of Directors) shall each be entitled to one vote. The vote of each member public school board and board of control shall be cast by a delegate or alternate delegate selected from among the board members who are qualified to serve under Article III, Section 2, of the Bylaws. All delegates and alternates shall be certified in writing by the president, secretary or administrator of the member board. The certification must be delivered in person or by mail to the Association's principal office at least five days before the meeting of members as a condition to the member's right to vote at the meeting provided, however, that a member's delegate and alternate or alternates once certified shall be deemed to have continuous certification on the records of the Association and shall be entitled to cast the member's vote until a new certification is received if such delegate or alternate upon presenting himself or herself at the meeting of members establishes to the satisfaction of the credentials committee for such meeting that he or she is currently a member of the board of the active member which he or she purports to represent as a delegate, and is otherwise qualified.

Section 6. Restriction on circulation of written or other materials at meetings of members: No delegate or other person shall hand out or disseminate any written or other material at any Association convention or meeting of Association members or delegates without prior approval of the Board of Directors or Executive Committee, or approval by a vote of the delegates at a Delegate Assembly meeting.

ARTICLE IX

Submission of Resolutions to Delegate Assembly

Section 1. The Board of Directors and the Policy and Resolutions Committee may each approve resolutions for submission to and consideration by the Delegate Assembly. A copy of all such approved resolutions shall be submitted to active members with the notice of the Delegate Assembly.

Any active member desiring the consideration of a resolution or resolutions by the Delegate Assembly may submit such resolution to the Policy and Resolutions Committee for the Committee's evaluation and recommendation provided that such resolution is received at the principal office of the Association on or before September 15 of the year immediately preceding the year of the next Delegate Assembly. The Policy and Resolutions Committee shall, after evaluating all such proposed resolutions timely submitted by active members, determine which of the resolutions shall be approved and submitted for the consideration of the Delegate Assembly and distributed with the notice of the Delegate Assembly.

All submitted resolutions which were turned down by the Policy and Resolutions Committee shall be copied and sent to all member districts with their notice of the Delegate Assembly. The sponsor of the proposed resolution may then bring their resolution up for action from the Delegate Assembly floor with a two-thirds favorable vote. After September 15, a member district may bring a proposed resolution up for action on the Delegate Assembly floor with a two-thirds favorable vote as long as they provide each member district a copy of their proposed resolution with rationale three weeks before the Delegate Assembly.

Section 2. The Association Board of Directors or an active Association member may submit to the Policy and Resolutions Committee, at its pre-Delegate Assembly discussion session under Article VII, emergency resolutions for committee consideration. The Committee shall consider each resolution, and shall also attach its recommendation to those resolutions it reports to the Delegate Assembly. The Delegate Assembly shall consider emergency resolutions if two-thirds of the members present and voting vote to consider such resolution.

ARTICLE X

Annual Convention

This Association shall hold an annual convention concurrent with or immediately following the Delegate Assembly. The actual time, place and length of the convention shall be determined by the Board of Directors.

ARTICLE XI

Fiscal Year

The fiscal year of the Association shall run from July 1 through June 30.

ARTICLE XII

Robert's Rules of Order Adopted

All meetings of members and of the Board of Directors and of each of the committees of the Association shall be governed by the current edition of Robert's Rules of Order Newly Revised to the extent not inconsistent with the Articles of Incorporation and these Bylaws.

ARTICLE XIII

Amendment of Bylaws

These Bylaws may be amended at any annual or special meeting of the Delegate Assembly by a vote of two-thirds of the members present and voting. All proposed amendments must be submitted in writing to the Association office at least 40 days prior to the meeting at which they will be voted and the Executive Director must include such proposed amendments in the notice to the membership for such meeting.

Amendments to these Bylaws shall take effect on adoption by members at a membership meeting unless another date is specifically set forth in the resolution of amendment.

ARTICLE XIV

Gender

Whenever, in these Bylaws or in any other record of this Association, words importing one gender may appear (other than with obvious reference to named individuals) they extend and apply to any gender.

WISCONSIN ASSOCIATION OF SCHOOL BOARDS, INC.

Madison, Wisconsin

November 30, 2018

UPDATE ON 2018 RESOLUTIONS

***Note:** Due to the Legislature's adjournment last Spring, there was little time to act on the 2018 resolutions or get bills or amendments drafted between the time of the Delegate Assembly and the end of the 2017-18 Legislative Session. The Legislature will reconvene on January 7, 2019, at which time bills for the 2019-20 Legislative Session can be introduced.*

Resolution 18-02: Hours of Instruction

Repeal and Recreate Resolution 1.24, as follows:

The WASB supports legislation to allow local school districts maximum latitude in determining what meets the total hours of direct pupil instruction required by the statutes in order not to be penalized by a reduction in state aid.

Due to the Legislature's adjournment last Spring, there was little time get bills or amendments drafted between the time of the Delegate Assembly and the end of the 2017-18 Legislative Session. As a result, no proposals were introduced in response to the revisions made by this resolution. If your district has a specific situation you would like the WASB to address under this resolution or if your district has been threatened with a loss of state aid because you have exercised scheduling flexibility, we encourage you to contact the WASB government relations team.

Resolution 18-03: High-Poverty Aid

Repeal and Recreate Resolution 2.35 (a), to read as follows:

The WASB supports legislation allowing each local school district eligible to receive high poverty aid to receive such aid as a categorical aid outside the revenue limits.

The WASB included this change in its recommendations to the Blue Ribbon Commission on School Funding. (Specifically, the WASB recommended allowing districts that receive high poverty aid to receive it as a categorical aid (outside revenue limits) so it can be used for additional programming to improve the academic performance of low-income students.) It is anticipated that the Commission will consider a variety of ways to assist districts to provide services to low-income pupils, including the possible creation of a categorical aid to provide school districts with a payment for each pupil enrolled in the district who is eligible for free or reduced-price meals.

Resolution 18-04: FTE Calculation for Revenue Limit

Amend existing **Resolution 2.41 (i)** as follows:

(i) The WASB supports legislation to provide that a district's revenue limit ~~would be determined prior to the start of the district's fiscal year. In addition, the WASB supports allowing each school district with declining enrollment to use a five-year rolling average of enrollment based on enrollment data from the previous five fiscal years to calculate its annual revenue limit, allowing each school district with increasing or stable enrollment to use a three-year rolling average of enrollment based on enrollment data from the previous three fiscal years to calculate its annual revenue limit~~ changing the revenue limit FTE membership calculation to allow a district to use either a 5-year rolling average, 3-year rolling average or the current year membership, whichever is greater, and allowing a district to apply to the Department of Public Instruction for emergency aid or revenue flexibility.

The WASB included this change in its recommendations to the Blue Ribbon Commission on School Funding. (Specifically, the WASB recommended changing the revenue limit membership calculation to allow a district to use either a five-year rolling average, a three-year rolling average or its current year membership, whichever is greater.) It is anticipated that allowing declining enrollment districts to use a five-year average membership in calculating its revenue limit will be among the changes the Commission will consider as it makes its final recommendations.

Resolution 18-05: Voucher Transparency

Create **Resolution 2.70 (k)** as follows:

The WASB supports legislation to require property tax bills to include information from the school district in which the property is located regarding the dollar amount (and percentage change) of the net reduction in state aid, if any, to the school district between the current year and the previous year as a result of pupils enrolled in the statewide voucher program, the Racine voucher program, the Milwaukee voucher program, or the special needs voucher program, as well as the amount of the increase, if any, in property taxes levied on all property in the school district in the current year and the amount of tax levied on the individual property in the current year, as the result of pupils enrolled in the statewide voucher program, the Racine voucher program, the Milwaukee voucher program, or the special needs voucher program.

The WASB included this change in its recommendations to the Blue Ribbon Commission on School Funding. (Specifically, the WASB recommended providing notification to property taxpayers, either on the property tax bill or via an insert in the envelope in which the property tax bill is mailed with information regarding the net reduction in state aid, if any, to the school district in which the property is located between the current year and the previous year as a result of pupils enrolled in statewide voucher program or the Racine voucher program.) It is anticipated that this will be a subject of discussion when the Commission makes its final recommendations.

Last session, 2017 Senate Bill 183/Assembly Bill 267 were introduced by Sen. C. Larson and Rep. Wachs and referred to their respective local government committees. These bills would have required that a property tax bill include information from the school district where the property is located regarding the amount of any net reduction in state aid to the district as a result of pupils enrolled in the statewide choice program, the Racine choice program, or the Milwaukee choice program. The WASB registered in support of both bills; however, neither proposal received a public hearing.

Resolution 18-06: Per Pupil Reimbursement for Transporting Private School Pupils

Create Resolution 3.55 (a) as follows:

The WASB supports legislation to require the state to fully fund as a categorical aid the cost to local public school districts of providing transportation to pupils who attend private and parochial schools.

Due to the Legislature's adjournment last Spring, there was little time get bills or amendments drafted between the time of the Delegate Assembly and the end of the 2017-18 Legislative Session. As a result, no proposals were introduced in response to the revisions made by this resolution.

Resolution 18-07: Safe and Welcoming School Environments

Create: The WASB is committed to ensuring that all students are able to learn and thrive in a safe environment and supports providing an equal opportunity for all students and all school district employees to develop and reach their full potential.

The WASB GR staff will utilize this resolution to inform our position on legislation related to this issue going forward. The resolution supports the WASB's goals of equity and high achievement for all students.

Resolution 18-08: WIAA Autonomy

Create: The WASB supports the autonomy of WIAA to govern itself and to determine regulations and standards for athletics and student eligibility while taking into account the input of its member schools. The WASB opposes legislative efforts to impose explicit or implicit mandates on the WIAA or its member schools.

Last session, a pair of Senate and Assembly companion bills (2017 Senate Bill 232 and Assembly Bill 202) were introduced. These bills would have provided that if a school requires a pupil to have a physical examination as a condition of participating in a youth athletic activity or an extracurricular activity, the school must accept a physical examination completed by a chiropractor who holds a certificate in health or physical

examinations in the same manner that the school accepts a physical examination completed by a licensed physician.

Further, these bills allowed a school district to contract with an interscholastic association (i.e., the WIAA) only if, for purposes of determining whether a pupil may participate in a youth athletic activity or an extracurricular activity, the association accepts a physical examination completed by a chiropractor who holds a certificate in health or physical examinations in the same manner that the association accepts a physical examination completed by a licensed physician. This would have meant a school could only belong to the WIAA if the WIAA accepted physical examinations completed by chiropractors. This resolution was a response to this attempt to coerce schools and the WIAA.

Shortly after the 2018 Delegate Assembly adopted this resolution, the Assembly version of the bill that eventually became law was amended by the Senate to remove the provisions in the bill relating to physical examinations conducted by chiropractors. The bill was passed and signed into law without those provisions,

Resolution 18-09: Implementation of NCSL “No Time to Lose” Report Recommendations

Create: The WASB petitions the Legislature and the Department of Public Instruction to jointly act with deliberate speed to implement the recommendations of the “No Time to Lose” report produced by the National Conference of State Legislatures. The recommendations include that our state should: study and learn from top performing national and state educational systems; create a statewide vision for reform; benchmark Wisconsin education policies against those of high performing countries and states; and begin by focusing on one priority area of reform. The WASB further encourages the Legislature and the Department of Public Instruction to include school board members throughout the process of investigating and implementing these reforms.

The WASB included a request in its recommendations to the Blue Ribbon Commission on School Funding that the Commission act on implementing the recommendations of the “No Time to Lose Report.” It is anticipated that this will be a subject of discussion when the Commission makes its final recommendations.

Resolution 18-10: Local Fiscal Control

Amend existing **Resolution 1.00 Local Fiscal Control** as follows:

The WASB believes that the locally elected school board should have control of its local fiscal affairs and, ~~within broad state guidelines, be allowed to manage its affairs with provision for interdistrict cooperation.~~ The WASB opposes ~~constitutional amendments~~ efforts that undermine the fiscal authority of local elected officials, diminish the role of citizens in the local decision-making process, and hinder the ability of Wisconsin public school boards to address the changing needs of their students.

This was a change to update and modernize an existing resolution. Due to the Legislature’s adjournment last Spring, there was little time get bills or amendments

drafted between the time of the Delegate Assembly and the end of the 2017-18 Legislative Session. As a result, no proposals were introduced in response to the revisions made by this resolution.

Resolution 18-11: Recovery School Districts

Amend existing **Resolution 1.01 Preserving Powers (b) Recovery School Districts** as follows:
The WASB opposes the creation in Wisconsin of a recovery school district or a similar ~~state-level~~ authority designed to take over public schools or school buildings.

This was a technical change to update an existing resolution to more accurately reflect the content of the Opportunity Schools Partnership Program created by 2015 Wisconsin Act 55 as modified by the 2017-19 biennial budget act (2017 Wisconsin Act 59).

Due to the Legislature's adjournment last Spring, there was little time get bills or amendments drafted between the time of the Delegate Assembly and the end of the 2017-18 Legislative Session. As a result, no proposals were introduced in response to the revisions made by this resolution.

Resolution 18-12: Referendum Restrictions

Amend existing **Resolution 1.25 Authority to Schedule Referenda** as follows:
The WASB opposes limits on scheduling referenda. Further, the WASB opposes any limitation on the duration, scope or effect of school referenda.

This resolution was amended to update the language to reflect that referendum restrictions were enacted as part of the 2017-19 biennial budget (2017 Wisconsin Act 59). Those restrictions on the scheduling of school district referenda first took effect for on January 1, 2018 and first applied to referendum resolutions adopted on or after January 1, 2018.

Due to the Legislature's adjournment last Spring, there was little time get bills or amendments drafted between the time of the Delegate Assembly and the end of the 2017-18 Legislative Session. As a result, no proposals were introduced in response to the revisions made by this resolution.

Resolution 18-13: Teacher Certification/Licensure

Amend existing **Resolution 4.60 General Policy on Certification/Licensure** as follows:
The WASB opposes teacher certification controlled by a professional practices board but will support a plan providing for a statutory advisory committee to the state superintendent, including parents, school board members, and other interested groups, providing for final decisions by the

state superintendent. (1975-3)

(a) Certification

The WASB supports the concept of broader teacher certification to reflect the current or evolving configuration of grades in a school.

The WASB supports teacher licensure initiatives that foster a highly educated, highly trained, effective, adequately compensated, professional teaching force to meet the needs of our members.

This was a change to update and modernize an existing resolution. Due to the Legislature's adjournment last Spring, there was little time get bills or amendments drafted between the time of the Delegate Assembly and the end of the 2017-18 Legislative Session. However, the WASB relied upon this resolution in evaluating changes made to Chapter PI 34, Wisconsin Administrative Code, in response to various legislative changes

The only proposal introduced following the revisions made by this resolution was 2017 Senate Bill 711, which changes certain statutory requirements related to lifetime licensure of administrators, teachers, and pupil services professionals. The most significant changes include the following:

- *The Department of Public Instruction (DPI) may issue a lifetime license to an individual who holds a qualifying provisional license if the individual has successfully completed 6 semesters of teaching, administrating, or pupil services experience, as defined by the DPI by rule. (Note: Under prior law, school districts that had employed the applicant were required to certify to the DPI that the semesters completed in that school district were completed successfully.)*
- *If an individual who holds a lifetime license is not regularly employed in education, as defined by the DPI by rule, for 5 or more consecutive years, the DPI is required to invalidate the lifetime license. (Note: Under prior law, the DPI was required to invalidate the lifetime license if the individual was not actively employed by a school district for 5 or more consecutive years.)*

Resolution 18-14: Excluding Certain Referendum-Approved Debt Service Costs from the Definition of Shared Cost

Create: The WASB supports legislation to require that the definition of shared cost shall exclude any building or building maintenance debt service costs which are approved by any future referendum, if excluding the debt service costs increases aid.

The WASB discussed this change with the co-chairs of the Blue Ribbon Commission on School Funding and included a related change in its formal recommendations to the Blue Ribbon Commission on School Funding. (Specifically, the WASB recommended raising the secondary cost ceiling to reduce the negative aid penalties faced by more than 115 districts.) It is anticipated that the Commission will specifically consider whether to exclude any additional costs generated by a referendum (whether a debt referendum, an operating referendum or both) from aidable costs for districts subject to negative tertiary aid as it makes its final recommendations.

Course Name:	7th Grade Health		
Credits:	N/A		
Prerequisites:	N/A		
Description:	7th grade health focuses on students reaching their potential, the growing and changing that occurs during adolescence, understanding the value of character traits and how to utilize them out in the world, and the importance of taking responsibility for one's actions. 7th grade health also goes in depth into exploration of careers and workplace skills needed in the real world. Students will learn to apply for jobs by writing cover letters and learning the do's and don'ts of interview expectations.		
Academic Standards:	SHAPE Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
You and Your World	3 Weeks	SHAPE Standards 1,2,3,4,5,6,7,8	Students will be able to identify strategies to reach their potential, list why goals are important, demonstrate understanding on the physical, emotional, intellectual, and moral changes that take place during adolescence, identify the signs of maturity, explain why character is important and how to recognize it, list different types of decisions, identify the steps in the decision-making process and how to use this process to solve problems.
Exploring Careers	4 Weeks	SHAPE Standards 1,2,3,4,5,6,7,8	Students will be able to explain how school and work connect, list the best ways to explore careers, understand the important of utilizing resources, analyze the basic skills needed in the workplace, list employability traits, explain how to apply for a job, write a resume, and prepare for a job interview.

Unit Name: You and Your World	Length: 3 Weeks
<p>Standard(s): Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>Outcomes: Students will be able to identify strategies to reach their potential, list why goals are important, demonstrate understanding on the physical, emotional, intellectual, and moral changes that take place during adolescence, identify the signs of maturity, explain why character is important and how to recognize it, list different types of decisions, identify the steps in the decision-making process and how to use this process to solve problems.</p>
<p>Essential Questions: Reaching Your Potential: What does reaching your potential mean? What prevents people from reaching their potential? Explain how resources are used to achieve goals. How can achieving short-term goals help you accomplish long-term goals? Growing and Changing: Name the physical changes that take place during adolescence. Why is it important to have a realistic self-concept? What characteristics make up a person's personality? How can your environment affect your personality? Explain how adulthood and maturity are not necessarily the same. Building Character: What are values? How can a person show integrity? How do you learn values? What personal qualities do responsible people have? What actions can you take to ensure that you are an informed and responsible citizen? Taking Responsible Action: What is the difference between needs and wants? How do the factors that influence your decisions also influence your behavior? Why do leaders need to be good listeners? What are the benefits of practicing leadership in your school and home life?</p>	<p>Learning Targets: Reaching Your Potential: Students will learn how to identify strategies to reach your potential and make the most of your resources, why goals are important, the relationship between short and long term goals, and guidelines to help you achieve goals. Growing and Changing: Students will learn the physical, social, emotional, intellectual, and moral changes that take place during adolescence, the difference between self-concept and self-esteem, how heredity and environment influences personality, how you can help others succeed, and signs of maturity. Building Character: Students will learn why character is important, how to recognize character, what values are and how they are put into action, and what it means to be a responsible citizen. Taking Responsible Action: Students will learn different types of decisions, how various factors influence your decisions, steps in the decision-making process, how your decisions can affect others, how to use the decision-making process to solve problems, and qualities of responsible leaders.</p>
Topic 1: Reaching Your Potential	Length: 1 Week

Standards: SHAPE 1,2,3,4,5,6,7,8	Academic Vocabulary: community resources, goal, human resources, long-term goals, material resources, natural resources, potential, priorities, resource, resourceful, self-confidence, short-term goals
Lesson Frame: Making the Most of Yourself	We will: identify strategies to reach one's potential and make the most of one's resources. I will: identify tips for staying healthy so that I can reach my potential.
Lesson Frame: What's Your Potential?	We will: investigate and recognize how success and self-confidence are related. I will: describe specific situations that may prevent people from reaching their potential.
Lesson Frame: The Importance of Goals/Achieving Your Goals	We will: describe the importance of goals. I will: describe the relationship between short-term and long-term goals.
Performance Tasks: All About Me project, chapter questions	Notes:
Topic 2: Growing and Changing	Length: 1 Week
Standards: SHAPE 1,2,3,4,5,6,7,8	Academic Vocabulary: adolescence, environment, heredity, hormones, menstruation, personality, puberty, self-concept, self-esteem
Lesson Frame: Changes in Your Life	We will: discuss the physical, social, emotional, intellectual, and moral changes that take place during adolescence. I will: list ways to cope with changing emotions and increased energy during adolescence.
Lesson Frame: Transforming Self-Concept	We will: dissect the difference between self-concept and self-esteem. I will: list moral standards that can help teens deal with difficult situations as well as explain how I can benefit from healthy self-esteem.
Lesson Frame: Moving Toward Maturity	We will: explore the difference between adulthood and maturity. I will: list and explain the signs of maturity.
Performance Tasks: Chapter questions, exit tickets, question and answer	Notes:
Topic 3: Building Character	Length: 1 Week

Standards: SHAPE 1,2,3,4,5,6,7,8	Academic Vocabulary: character, citizen, citizenship, ethical principles, responsibility, universal values, values
Lesson Frame: What is Character	We will: discuss why character is important.
	I will: define and give examples what values are and why they are important.
Lesson Frame: Developing Character	We will: discuss how to recognize character.
	I will: list the specific character traits discussed in class and be able to give an example of each.
Lesson Frame: Personal Responsibility/The Importance of Citizenship	We will: discuss what it means to be a responsible citizen.
	I will: name and describe the two most important qualities of citizenship as well as the actions I can take to ensure that I am an informed citizen.
Performance Tasks: chapter questions, exit tickets, character traits packet	Notes:
Topic 4: Taking Responsible Action	Length: 1 Week
Standards: SHAPE 1,2,3,4,5,6,7,8	Academic Vocabulary: alternatives, decision making, leader, leadership, needs, wants
Lesson Frame: Making Responsible Decisions	We will: discuss and evaluate different types of decisions.
	I will: list and describe various factors that influence my decisions.
Lesson Frame: The Decision-Making Process	We will: analyze and break down the decision-making model.
	I will: describe how my decisions can affect others around me.
Lesson Frame: Solving Problems	We will: discuss and describe how problem-solving is a continuous process, as well as an opportunity to grow.
	I will: list the two main functions of a leader and describe the benefits of practicing leadership in my school and home life.
Performance Tasks: chapter questions, exit tickets, question and answer, skits, jeopardy review game, unit test	Notes:

Unit Name: Exploring Careers	Length: 4 Weeks
<p>Standard(s): Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>Outcomes: Students will be able to explain how school and work connect, list the best ways to explore careers, understand the important of utilizing resources, analyze the basic skills needed in the workplace, list employability traits, explain how to apply for a job, write a resume, and prepare for a job interview.</p>
<p>Essential Questions: Pathways to Careers: Explain the difference between a job, an occupation, and a career. Explain the difference between interests, skills, and aptitudes. What are career clusters and how do they help you choose a career? Workplace Skills: Explain why basic skills are needed in the workplace. What is teamwork and give an example showing how you might use teamwork in your adult life. What are systems and why do workers need to use and understand them? Entering the World of Work: What is the purpose of a resume? What are the four parts of a successful cover letter? What do employers look for in potential candidates during a job interview? Explain the difference between positive stress and negative stress.</p>	<p>Learning Targets: Pathways to Careers: Student will learn why people work, how school and work connect, information you need to know to make career decisions, the best ways to explore careers, and how people and resources can help you explore careers. Workplace Skills: Students will learn new requirements to enter and advance in the changing workplace, basic skills that are needed, thinking skills that are needed, employability traits that are needed, and the importance of workplace competencies. Entering the World of Work: Students will learn how to apply for a job, how to write a resume, how to prepare for a job interview, and how to balance work and family.</p>
Topic 1: Pathways to Careers	Length: 1 Week
<p>Standards: SHAPE 1,2,3,4,5,6,7,8</p>	<p>Academic Vocabulary: aptitude, career, career cluster, fringe benefits, mentors, occupations, work</p>
<p>Lesson Frame: What Path Will You Take</p>	<p>We will: explore how the career choices you make and the jobs you hold will impact your life. I will: describe how work meets people's needs in many ways.</p>
<p>Lesson Frame: Investigating Careers</p>	<p>We will: explore career clusters and how they are a useful tool to examine occupations and make career decisions. I will: examine why people tend to make better career decisions when they understand the expectations of jobs, and their own interests and skills.</p>

Lesson Frame: Career Opportunities Unlimited	We will: explore how personal contacts help people explore careers, locate job openings, and receive job offers. I will: know career information helps people make wise career decisions.
Performance Tasks: Exit Tickets, Unit Questions, career clusters questionnaire	Notes:
Topic 2: Workplace Skills	Length: 1 Week
Standards: SHAPE 1,2,3,4,5,6,7,8	Academic Vocabulary: basic skills, systems, thinking skills
Lesson Frame: Building Your Workplace Foundation	We will: discuss how jobs today require a combination of basic skills, thinking skills, teamwork skills, and employability traits. I will: familiarize myself with basic skills including reading, writing, speaking, listening, and mathematics.
Lesson Frame: Building Workplace Competencies	We will: discuss employability traits and what ones are most desired by employers. I will: list several employability traits that I think are most important at work.
Lesson Frame: Reaching for Success	We will: discuss how most occupations require workers to be competent in allocating resources, using information, using interpersonal skills, understanding systems, and using technology. I will: list and describe the ways workers deal with constant changes in technology.
Performance Tasks: Question and answer, employability trait task, chapter questions	Notes:
Topic 3: Entering the World of Work	Length: 2 Weeks
Standards: SHAPE 1,2,3,4,5,6,7,8	Academic Vocabulary: cover letter, flextime, resume, stress
Lesson Frame: How to Present Yourself	We will: discuss the steps to applying for a job; completing a job application, resume, and cover letter. I will: create a cover letter with the four major parts: salutation, information regarding knowledge of the company, a positive statement about the contribution I can make to the company, and my desire for an interview.
Lesson Frame: Balancing Work and Family	We will: discuss the different types of stress most people experience trying to balance commitments to jobs, families, and friends. I will: list several examples of negative stress and positive stress and compare the two.
Lesson Frame: Managing Responsibilities at Home and Work	We will: discuss the meaning of flextime and how it helps workers reduce stress. I will: list and discuss several strategies that can be used to manage time and reduce stress.

Performance Tasks:

Question and answer, cover letter, chapter questions, Come on 7 dice game, jeopardy review game, test

Notes:

Course Name:	8th Grade Health		
Credits:	N/A		
Prerequisites:	N/A		
Description:	This class will cover a variety of topics that will aid students to become aware of health issues and topics that will affect their daily lives.		
Academic Standards:	SHAPE Standards Human Growth & Development Pregnancy and Reproduction Standards Human Growth & Development Sexuality Transmitted Diseases and HIV Standards		
Units:	Unit Length: 7 Weeks	Unit Standards:	Unit Outcomes:
Food & Nutrition	2 Weeks	Shape 1,2,3,4,5,6,7,8	Students will develop an understanding on how to maintain a positive and healthy lifestyle.
Health & Wellness	3 Weeks	Shape 1,2,3,4,5,6,7,8	Students will explore the five components of fitness and develop an individualized fitness program to build and maintain positive health.
STI/Sexual Reproduction	2 Weeks	Shape 1,2,3,4,5,6,7,8	Students will learn the dangers of drugs, alcohol, and tobacco use. The students will also explore the dangers of STI/HIV and teen pregnancy.

Unit Name: Food & Nutrition	Length: 2 Weeks
<p>Standard(s): Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health."</p>	<p>Outcomes: Students will be able to understand how nutrients work and the importance of making healthy decisions when it comes to food choices.</p>
<p>Essential Questions: What are the two types of carbohydrates? What is the difference between saturated fat and unsaturated fat? What is cholesterol and what role does it play in your body? Briefly describe the body's digestive process? Explain the difference between foods having low nutrient density and those with high nutrient density? How did myplate change from the food guide pyramid? What is the benefit of choosing a diet low in salt and sodium?</p>	<p>Learning Targets: Students will learn the six types of nutrients and their functions. Students will learn symptoms of of nutrient deficiencies. Students will learn how they can meet nutritional needs. Students will learn the dietary guidelines and how to recognize a standard serving size.</p>
Topic 1: How Nutrients Work	Length: 1 Week
<p>Standard(s): Shape 1,2,3,4,5,6,7,8</p>	<p>Academic Vocabulary: Amino Acids, Calories, Carbohydrates, Cholesterol, Deficiency, Fiber, Nutrient Density, Nutrients, Proteins, My Plate, Obesity, Diabetes, Dietary Guidelines, Saturated Fat, Unsaturated Fat, Water-Soluble Vitamins, Fat-Soluble Vitamins, additives, organic food,</p>
Lesson Frame: The Nutrient Team	<p>We will: explore the six different types of nutrients and their functions. I will: understand how much of each nutrient my body needs to maintain a healthy lifestyle.</p>
Lesson Frame: Nutrient Deficiencies	<p>We will: study the human body and what happens when the body does not get enough nutrients. I will: know the importance of eating a variety of foods to maintain a healthy lifestyle.</p>
Lesson Frame: The Digestive System	<p>We will: understand how food moves through the digestive system and eliminates waste. I will: be able to label the path that food moves through the digestive system.</p>

Performance Tasks: Quiz, Rubrics, Exam, Exit Ticket, Class Project	Notes:
Topic 2: Guidelines for Healthy Eating	Length: 1 Week
Lesson Frame: Dietary Guidelines	We will: familiarize ourselves with nine simple suggestions for making healthful food choices. I will: be able to describe the nine suggestions for making healthful food choices.
Lesson Frame: MyPlate	We will: explore Myplate and the benefits to following the dietary guidelines. I will: be able to label the different sections and recommended portions on MyPlate.
Lesson Frame: Food Safety	We will: understand the importance of moderate sugars, low sodium, low fat, and low cholesterol in our diet. I will: read food labels and find foods that are low in sugar, sodium, and cholesterol.
Performance Tasks: Quiz, Rubrics, Exam, Exit Ticket, Class Project	Notes:

Unit Name: Health & Wellness	Length: 2 Weeks
Standard(s): Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health."	Outcomes: Students will learn the importance of physical, mental, emotional, and social health. The students will understand the benefits of maintaining good physical health and the benefits of exercise. Students will also learn the risks associated with eating disorders and factors affecting weight.
Essential Questions: Why is it important to a good exercise program? What type of exercise program should you follow? Identify the four elements of a good exercise program? What five factors affect a person's weight? What are the three main types of eating disorders? Identify the three main components of health? Describe how stress can be both harmful and helpful? List four signs of stress? Describe way you can handle stress?	Learning Targets: Students will be able to know the importance of physical, mental, emotional, and social health. Students will understand the benefits of maintaining physical health. Students will understand the role stress plays in your life. Students will know the benefits of exercise. Students will build strategies for maintaining healthy weight. Students will know the risks associated with eating disorders.
Topic 1: Health & Wellness	Length: 1 Week
Standard(s): Shape 1,2,3,4,5,6,7,8	Academic Vocabulary: Acne, dandruff, health, plaque, wellness, aerobic exercise, anorexia, basal metabolic rate, binge eating disorder, bulimia, muscular endurance, sedentary
Lesson Frame: Physical Health	We will: examine the impact physical, mental, emotional, and social health have on your body. I will: understand the importance of maintaining balance to improve health and wellness.
Lesson Frame: Exercise & Nutrition	We will: discover the importance of exercise and the role it plays in maintaining good health. I will: know how exercise can help prevent certain health conditions.
Lesson Frame: Hygiene	We will: analyze personal care routines to help build confidence and maintain good health practices. I will: know how to improve and maintain Hygiene and the impact this can have on my overall health.
Performance Tasks: Quiz, Rubrics, Exam, Exit Ticket, Class Project	Notes:

Topic 2: Staying Fit	Length: 2 Weeks
Lesson Frame: Designing a Program	We will: learn to design a program that is safe and incorporates all the five components of fitness. I will: design my own fitness program based off of my short-term and long-term fitness goals.
Lesson Frame: Keeping Workouts Safe	We will: demonstrate proper spotting techniques and how to keep workouts safe. I will: describe a variety of ways discussed in class on how to keep workouts safe.
Lesson Frame: Managing Weight	We will: investigate why managing weight is so important for your overall health and wellness. I will: create a plan to improve my overall fitness and maintain my body composition.
Performance Tasks: Quiz, Rubrics, Exam, Exit Ticket, Class Project	Notes:

Unit Name: STI/Sexual Reproduction	Length: 2 Weeks
<p>Standard(s): Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health. Human Growth & Development Pregnancy and Reproduction Standards Human Growth & Development Sexuality Transmitted Diseases and HIV Standards</p>	<p>Outcomes: The students will learn the dangers of drugs and the importance of avoiding drug and alcohol use. Students will also learn the importance of avoiding sexually transmitted diseases and early pregnancy.</p>
<p>Essential Questions: Identify three problems resulting from tobacco use? Why is drinking alcohol dangerous for teens? Describe the harmful effects of illegal drugs? What are sexually transmitted infections and what is the only way to avoid contracting an STI?</p>	<p>Learning Targets: Students will learn the dangers of drugs, tobacco, and alcohol. Students will learn the importance of avoiding sexually transmitted diseases and early pregnancy.</p>
Topic 1: Sexually Transmitted Infections/Anatomy	Length: 1 Week
<p>Standard(s): Shape 1,2,3,4,5,6,7,8 Human Growth & Development Pregnancy and Reproduction Standards Human Growth & Development Sexuality Transmitted Diseases and HIV Standards</p>	<p>Academic Vocabulary: Abstinence, Acquired immunodeficiency syndrome (AIDS), Sexually Transmitted Infections, sperm, testes, scrotum, penis, semen, uterus, ovaries, ovulation, fallopian tube, vagina, cervix, menstruation</p>
Lesson Frame: Sexually Transmitted Infections/Teen Pregnancy	<p>We will: study the different types of sexually transmitted infections and how they affect our body. I will: understand the dangers of sexually transmitted infections.</p>
Lesson Frame: Anatomy	<p>We will: learn the male & female anatomy I will: label the parts of the male and female reproductive system</p>
Lesson Frame: HIV/AIDs	<p>We will: explore the final stage of HIV and how deadly the infection can be. I will: understand that AIDs is a life threatening disease that interferes with the body's natural ability to fight infections.</p>

Performance Tasks: Quiz, Rubrics, Exam, Exit Ticket, Class Project	Notes:
Topic 2: Drugs/Alcohol/Tobacco	Length: 1 Week
Standard(s): Shape 1,2,3,4,5,6,7,8	Academic Vocabulary: Depressants, Hallucinogens, Inhalants, Marijuana, Stimulants,
Lesson Frame: Drugs	We will: research the dangers of different types of drugs that are common in the United States. I will: understand the dangers these drugs have on our different body systems.
Lesson Frame: Alcohol	We will: discover the negative impact alcohol has on teens brain development and judgement. I will: formulate strategies to avoid situations where alcohol is present.
Lesson Frame: Tobacco	We will: investigate the dangers of tobacco smoke, chewing tobacco, and e-cigs. I will: understand how addicting nicotine is and develop ways to avoid tobacco use.
Performance Tasks: Quiz, Rubrics, Exam, Exit Ticket, Class Project	Notes:

Course Name:	9th Grade Health		
Credits:	0.5		
Prerequisites:	N/A		
Description:	After completion of this course students should have developed and enhanced the skills necessary to make sound decisions and take positive actions for healthy and effective living. Promote mental/emotional, physical, and social health throughout the stages of life. Making responsible health related decisions. Demonstrate skills in self-awareness, self-acceptance, self-improvement.		
Academic Standards:	SHAPE Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Drug, Alcohol, and Tobacco	4 Weeks	SHAPE Standards 1,2,3,4,5,6,7,8	Students will be able to process how the body systems are affected by alcohol, tobacco, and drug use. Students will be able to research and find new strategies to remain abstinent from harmful behaviors.
Nutrition/Body Composition	3 Weeks	SHAPE Standards 1,2,3,4,5,6,7,8	Students will be able to analyze the relationship among good nutrition, health promotion, and disease prevention.
CPR/AED	1 Week	SHAPE Standards 1,2,3,4,5,6,7,8	Students will be able to use AED machine and proper CPR technique.
Sexually Transmitted Infections	2 Weeks	SHAPE Standards 1,2,3,4,5,6,7,8 Human Growth & Development Sexually Transmitted Diseases and HIV Standards	Students will be able to explain relationship between alcohol and other drugs used by adolescents and the role these substances play in unsafe situations such as HIV/STDs.
Endocrine and Reproductive Systems	3 Weeks	SHAPE Standards 1,2,3,4,5,6,7,8 Human Growth & Development Anatomy and Physiology Standards Human Growth & Development Pregnancy and Reproduction Standards	Students will be able to identify the glands of the endocrine system and examine the effects of health behaviors on the endocrine system.
Living a Healthy Life	2 Weeks	SHAPE Standards 1,2,3,4,5,6,7,8	Students will be able to discuss the importance of health literacy for achieving and maintaining good health.

Unit Name: Drug, Alcohol, Tobacco	Length: 4 Weeks
<p>Standard(s): Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>Outcomes: Students will be able to process how the body systems are affected by alcohol, tobacco, and drug use. Students will be able to research and find new strategies to remain abstinent from harmful behaviors.</p>
<p>Essential Questions: TOBACCO- Are tobacco warning labels effective? List the short-term & long-term effects of tobacco use. Why is secondhand smoke harmful? Do you think communities should do more to ban smoking in public places? Why is tobacco use during pregnancy dangerous? DRUGS- What precautions do you take when you are about to use a medicine? What questions should you ask your pharmacist before taking a new medication? Why is it important that medicines meet the FDA standards? How do you think parents/caregivers and other adult family members should discuss drugs with teens? What other support can teens find if family does not actively discourage drug use? Do you think teens should be responsible for preventing drug use by their friends? Why do you think Marijuana is known as the "gateway drug"? Alcohol- Why do you think some teens experiment with alcohol even though it is illegal for anyone under the age of 21? What can adults do to discourage drinking among teens? Should the B.A.C level for drivers be decreased from .08? Why is mixing medication and alcohol so dangerous? How do you think drinking alcohol might affect a teens school work or athletic performance?</p>	<p>Learning Targets: Drugs- Students will be able to describe the difference between prescription and over-the-counter medicines. Students will be able to analyze the relationship between medicines, health promotion, and disease prevention. Students will be able to describe the harmful effects of drugs, such as physical, mental, social, and legal consequences. Students will be able to explain the relationship between alcohol and other drugs and other substances used by adolescents. Alcohol- Students will be able to develop strategies for preventing the use of alcohol. Students will be able to explain the role alcohol plays in unsafe situations such as HIV, STIs, unplanned pregnancies, and motor vehicle accidents. Students will be able to recognize the dangers of alcohol/drug interaction. Students will be able to describe the effects alcohol use has on the different types of body systems. Tobacco- Students will be able to examine the harmful effects of tobacco on body systems. Students will be able to describe the harmful substances contained in tobacco and tobacco smoke.</p>

Topic 1: Drugs	Length: 2 Week
Standards: SHAPE 1,2,3,4,5,6,7,8	Academic Vocabulary: medicines, vaccines, analgesics, additive interaction, synergistic effect, antagonistic interaction, substance abuse, illicit drug use, overdose, psychological dependence, physiological dependence, addiction, marijuana, paranoia, inhalants, steroids, psychoactive drugs, stimulants, depressants, narcotics, hallucinogens, designer drugs
Lesson Frame: Role of Medicines	We will: analyze the relationship between medicines and disease prevention. I will: describe the relationship between medicines and disease prevention.
Lesson Frame: Drug Use	We will: investigate and recognize health risks related to drug use. I will: describe how drug use affects the different types of body systems.
Lesson Frame: Psychoactive Drug Use	We will: analyze the different types of psychoactive drugs. I will: describe the differences between stimulants, depressants, narcotics, hallucinogens.
Performance Tasks: Unit Questions, Quiz, Exam, Research Paper, Group Presentation	Notes:
Topic 2: Alcohol	Length: 1 Week
Standards: SHAPE 1,2,3,4,5,6,7,8	Academic Vocabulary: Metabolism, B.A.C, Binge Drinking, Alcohol Poisoning, ethanol, fermentation, depressant, intoxication, alcohol abuse, FAS
Lesson Frame: Choosing to Be Alcohol Free	We will: develop strategies for preventing the use of alcohol. I will: participate and form strategies within a group setting.
Lesson Frame: Harmful Effects of Alcohol Use	We will: examine the short-term & long-term effects alcohol has on the body. I will: be able to label and describe how alcohol affects each body system.
Lesson Frame: Alcohol, the Individual, and Society	We will: explore different health-related services available within the community. I will: research and find health-related services available within the community.
Performance Tasks: Unit Questions, Exit Tickets, Quiz, Test,	Notes:
Topic 3: Tobacco	Length: 1 Week

Standards: SHAPE 1,2,3,4,5,6,7,8	Academic Vocabulary: Addictive Drug, Nicotine, Stimulant, Carcinogen, Tar, Carbon Monoxide, Chewing Tobacco, Leukoplakia, Nicotine Withdrawal, Nicotine Substitute, Mainstream Smoke, Sidestream Smoke, Secondhand Smoke
Lesson Frame: The Effects of Tobacco Use	We will: examine the harmful effects of tobacco use on body systems. I will: describe and label how the different body systems are affected.
Lesson Frame: Choosing to Live Tobacco Free	We will: discuss the benefits of living a tobacco free lifestyle. I will: explain why tobacco is harmful and why staying tobacco free is important.
Lesson Frame: Promoting a Smoke-Free Environment	We will: relate the nation's health goals and objectives for reducing tobacco-related illnesses. I will: research different ways to help prevent teens from smoking and reduce the number of tobacco-related illnesses.
Performance Tasks: Unit Questions, Exit Tickets, Quiz, Test	Notes:

Unit Name: CPR/AED	Length: 1 Week
Standard(s): Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.	Outcomes: To provide students with lifesaving techniques and training in CPR. This includes hands on chest compressions and how to properly use the AED machine.
Essential Questions: When should you begin compressions? When should you dial 911 and what information should you give them? How many compressions should you have per minute? What is the difference between adult, children, and infant CPR? Can someone perform compressions on the scene without proper training? When would someone use an AED machine? What conditions would you not use an AED machine? How can you tell if someone is in cardiac arrest?	Learning Targets: Students will learn how to assess responsiveness. Students will understand the steps in assessment for breathing. Students will be able to perform and describe the C.A.B method of CPR. Students will be trained the proper technique for hands only compressions on adults, children, and infants. Students will understand when and how to use an AED machine.
Topic 1: Compression Only CPR Training (Blue Cross)	Length: 3 Days
Standard(s): Shape 1,2,3,4,5,6,7,8	Academic Vocabulary: CPR, AED, Airway, Compression, C.A.B, BPM, Circulation, EMT, Pulse, Obstruction, Resuscitate, Trauma
Lesson Frame: Assessment for breathing and dialing 911	We will: study the steps to ensure that a patient is properly breathing. I will: learn how to look for a pulse and assess a patient's breathing to see if they need CPR.
Lesson Frame: C.A.B Method (Compression only CPR)	We will: learn the C.A.B method and how it relates to CPR. I will: understand the importance of following the order of the C.A.B method.
Lesson Frame: Proper technique & Practice (Adult, Children, Infants)	We will: learn and practice the proper method for adults, children, and infants. I will: practice giving CPR on adults, children, and infants at 100-120 compressions per minute.

Performance Tasks: Quiz and Demonstration	Notes:
Topic 2: AED Training	Length: 2 Days
Standard(s): Shape 1,2,3,4,5,6,7,8	Academic Vocabulary: Automatic External Defibrillator, ventricular tachycardia, countershocks, cardiac pacemaker
Lesson Frame: AED Awareness	We will: discuss how the AED machine is used as a life-saving tool. I will: describe what an AED machine is and why it is used.
Lesson Frame: AED-When to use and when not to use	We will: discuss scenarios in which an AED machine should be used and when it shouldn't be used. I will: be able to problem solve scenarios and decide the proper steps that should be taken.
Lesson Frame: Proper Technique & Practice (Adult, Children, Infants)	We will: practice using machine on adult, children, and infants. I will: be able to use the machine and change the pads for adults, children, and infants.
Performance Tasks: Quiz and Demonstration	Notes:

Unit Name: STI/HIV	Length: 1 Week
<p>Standard(s): Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health. Human Growth & Development Sexually Transmitted Diseases and HIV Standards</p>	<p>Outcomes: Students will learn the symptoms, diagnoses, and treatments for common STIs including HIV/AIDS.</p>
<p>Essential Questions: What are some of the benefits of abstinence? Why do you believe so many people living with an STI do not seek treatment? Can STIs be spread through vaginal, oral, and anal sex? Can a mother pass an STI to a baby during birth? Why is it so hard to find a cure for HIV? Can you contract HIV through sweat, tears, or saliva?</p>	<p>Learning Targets: STI/HIV-Students will be able to explain the relationship between alcohol and other drugs used by adolescents and the role these substances play in unsafe situations. Students will be able to describe the importance of abstinence as it relates to the prevention of STIs. Students will be able to describe different methods of barrier protection but understand that abstinence is the only 100% effective method. Students will be able to identify symptoms and treatments for some common STIs. Students will be able to analyze the harmful effects of STIs on a developing fetus. Students will be able to explain how HIV affects and destroys the immune system. Students will be able to identify behaviors known to transmit HIV.</p>
Topic 1: STI	Length: 1 Week
<p>Standard(s): Shape 1,2,3,4,5,6,7,8</p>	<p>Academic Vocabulary: Sexually Transmitted Infection, Epidemic, Abstinence, HPV, Chlamydia, Genital Herpes, Gonorrhea, Trichomoniasis, Syphilis, HIV, Opportunistic Infection, AIDs, Western Blot Test, EIA Test</p>

Lesson Frame: The Hidden Epidemic	We will: discuss how many people are living in the United States with an incurable STI. I will: be able to explain why so many people do not seek treatment.
Lesson Frame: High-Risk Behavior and STIs	We will: discuss high risk behaviors that could lead to STIs. I will: form strategies to avoid these high risk behaviors .
Lesson Frame: Common STIs	We will: deliberate and discuss the six most common STIs in the United States. I will: be able to describe signs and symptoms for each one of the STIs discussed in class.
Performance Tasks: Quiz, Rubrics, Exam, Exit Tickets, Labs	Notes:
Topic 2: HIV/AIDS	Length: 1 Week
Lesson Frame: Stages of HIV infection	We will: explore the four stages associated with HIV. I will: be able to describe the differences between the four stages of HIV.
Lesson Frame: Detecting HIV	We will: examine how someone would detect having the virus HIV. I will: understand the signs and symptoms associated with HIV.
Lesson Frame: Global Impact of HIV/AIDs	We will: investigate the global impact of HIV. I will: be able to explain why HIV is considered to be a pandemic disease.
Performance Tasks: Quiz, Rubrics, Exam, Exit Tickets, Labs	Notes:

Unit Name: Endocrine & Reproductive Systems/Child Birth	Length: 4 Weeks
<p>Standard(s): Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health. Human Growth & Development Anatomy and Physiology Standards Human Growth & Development Pregnancy and Reproduction Standards</p>	<p>Outcomes: Students will examine the effects of health behaviors on the endocrine system. Students will also be able to describe the parts of the male and female reproductive systems.</p>
<p>Essential Questions: What is the endocrine gland? What are two parts of the adrenal glands, and what do they do? What are the functions of FSH and LH? What is the function of the testes? Describe the path that sperm follow from the time they form until they leave the body. What are symptoms of testicular cancer? Explain ovulation, fertilization, and menstruation. List causes of infertility in females.</p>	<p>Learning Targets: Students will be able to appraise the significance of body changes occurring during adolescence. Students will identify the glands of the endocrine system and explain the function of each. Students will be able to describe the parts of the male and female reproductive system and explain the function of each part.</p>
Topic 1: Endocrine System	Length: 1 Week
<p>Standard(s): Shape 1,2,3,4,5,6,7,8</p>	<p>Academic Vocabulary: Endocrine Glands, Hormones, Thyroid Gland, Parathyroid Glands, Pancreas, Pituitary Gland, Gonads, Adrenal Glands</p>
Lesson Frame: Structure of the Endocrine System	<p>We will: examine the effects of health behaviors on the endocrine system. I will: be able to label the ten endocrine glands on the skeletal system.</p>
Lesson Frame: Pituitary & Adrenal Glands	<p>We will: understand the function of both the Pituitary Gland and the Adrenal Gland. I will: examine the different parts to both the Pituitary Gland and the Adrenal Gland.</p>
Lesson Frame: Problems of the Endocrine System	<p>We will: analyze diabetes, graves disease, cushings disease, goiter, growth disorders. I will: understand how stress, infection, and changes in the balance of fluid and minerals in the blood can impact parts of the endocrine system.</p>

Performance Tasks: Quiz, Rubrics, Exam, Exit Tickets, Labs	Notes:
Topic 2: Male & Female Reproductive Systems	Length: 2 weeks
Standard(s): Shape 1,2,3,4,5,6,7,8	Academic Vocabulary: Reproductive System, Sperm, Testosterone, Testes, Scrotum, Penis, Semen, Sterility, Ova, Uterus, Ovaries, Ovulation, Fallopian Tubes, Vagina, Cervix, Menstruation
Lesson Frame: Structure of the Male Reproductive System	We will: describe the parts of the male reproductive system. I will: label the parts of the male reproductive system and understand their functions.
Lesson Frame: Structure of the Female Reproductive System	We will: describe the parts of the female reproductive system. I will: label the parts of the female reproductive system and understand their functions.
Lesson Frame: Problems of the Male & Female Reproductive Systems	We will: explore the different reproductive problems associated with the male and female organs. I will: be able to describe sterility, testicular cancer, menstrual cramps, and premenstrual syndrome.
Performance Tasks: Quiz, Rubrics, Exam, Exit Tickets, Labs	Notes:
Topic 3: Prenatal Development & Child Birth	Length: 1 Week
Standard(s): Shape 1,2,3,4,5,6,7,8	Academic Vocabulary: Fertilization, implantation, embryo, fetus, amniotic sac, umbilical cord, placenta, labor, prenatal care, fetal alcohol syndrome, miscarriage, stillbirth, heredity, chromosomes, genes, DNA, genetic disorder,
Lesson Frame: Beginning of the Life Cycle/Preventive Measures	We will: Explain fetal development from conception through pregnancy and birth I will: Understand the development of the fetus in the three different trimesters
Lesson Frame: Prenatal Care	We will: Explain the importance of prenatal care and proper nutrition I will: How to access health services early in pregnancy
Lesson Frame: Heredity & Genetics	We will: Explain the significance of genetics and its role in fetal development I will: Identify common genetic disorders
Performance Tasks: Quiz, Rubrics, Exam, Exit Tickets, Labs	Notes:

Unit Name: Living a Healthy Life	Length: 2 Weeks
Standard(s): Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health."	Outcomes: Students will understand what health is and discuss the major influences on an individuals health. Personal responsibility is stressed as a primary means of promoting health.
Essential Questions: What criteria can help you evaluate health information? Define the terms culture and media, and explain how each influences health? Explain how technology has impacted health? How are risk behaviors associated with consequences? What are cumulative risks? Why is it important to maintain balance in the health triangle?	Learning Targets: Students will be able to develop evaluation criteria for health information. Students will be able to discuss the importance of health literacy for achieving and maintaining good health. Students will explain how influences such as heredity, environment, culture, media, and technology have impacted the health status of individuals, families, communities, and the world. Students will analyze the health messages delivered through media and technology. Students will describe ways to promote health and reduce risks.
Topic 1: Your Health and Wellness	Length: 1 Week
Standard(s): Shape 1,2,3,4,5,6,7,8	Academic Vocabulary: Health, Wellness, Prevention, Health Education, Health Literacy, Heredity, Environment, Peers, Culture, Media, Risk Behaviors, Cumulative Risks, Abstinence
Lesson Frame: Health Continuum	We will: discuss the health continuum and how it is subject to constantly change. I will: understand the scale to the health continuum and the different degrees of health and wellness.
Lesson Frame: Lifestyle Factors	We will: explore lifestyle factors that influence our health and wellness. I will: create my own short and long term goals to improve personal health and wellness.
Lesson Frame: Wellness and Prevention	We will: understand the importance of health education.

	I will: describe how I can have an impact of friends and family in terms of health and wellness.
Performance Tasks: Quiz, Rubrics, Exam, Exit Tickets, Labs	Notes:
Topic 2: Promoting a Healthy Lifestyle	Length: 1 Week
Lesson Frame: Health Triangle	We will: understand and describe each part of the health triangle. I will: describe the importance of maintaining balance within the health triangle.
Lesson Frame: Health Influences	We will: look at how heredity, environment, media, culture, and behavior impact health choices. I will: explore a positive changes I can make in my personal health.
Lesson Frame: Understanding Health Risks	We will: research the different risk behaviors and how they can be prevented. I will: analyze the top five risk behaviors in teens.
Performance Tasks: Quiz, Rubrics, Exam, Exit Tickets, Labs	Notes:

Unit Name: Nutrition/Body Composition	Length: 2 Weeks
Standard(s): Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.	Outcomes: Students will learn the relationship between nutrition, quality of life, and disease.
Essential Questions: Is it healthy to cut all fat out of your eating plan? How do age, gender, and activity levels affect the recommended number of servings? How much influence do famous people have over someone's diet? Why is it important to read food labels? Why should we limit the amount of sodium in our diet?	Learning Targets: Students will examine the effects of healthful eating behaviors on body systems. Students will evaluate various influences on food choices, Students will explain immediate and long-term benefits of nutrition. Students will demonstrate knowledge of nutrients in a variety of foods
Topic 1: Nutrition	Length: 1 Week
Standards: SHAPE 1,2,3,4,5,6,7,8	Academic Vocabulary: Nutrition, Calories, Nutrients, Hunger, Appetite, Carbohydrates, Fiber, Proteins, Lipids, Vitamins, Minerals
Lesson Frame: Nutrition during teen years	We will: explore what influences teens and food choices.
	I will: examine how these influences impact quality of life.
Lesson Frame: Environment	We will: look at how culture and socioeconomic status influences nutrition.
	I will: look into different cultures and the types of food they eat as well as cost.
Lesson Frame: Nutrients	We will: examine the five essential nutrients for good health.
	I will: know the importance of each essential nutrient.
Performance Tasks: Exit Tickets, Unit Questions, Quiz, Culture Presentation	Notes:
Topic 2: My Plate	Length: 1 Week
Standards: SHAPE 1,2,3,4,5,6,7,8	Academic Vocabulary: My Plate, Sodium

Lesson Frame: Guidelines for healthful eating	We will: familiarize ourselves with myplate for a healthful eating guide. I will: use myplate to look at my own diet.
Lesson Frame: Reading Food Labels	We will: learn the importance of reading food labels. I will: read food labels for a variety of different foods.
Lesson Frame: Choose Sensibly	We will: discuss limiting salt, sodium, and sugars into our diet. I will: find ways to moderate salt, sodium, and sugar into my diet.
Performance Tasks: Quiz,Exam,Food Label Project	Notes:

Course Name:	7th Grade PE		
Credits:	N/A		
Prerequisites:	N/A		
Description:	Students will be able to demonstrate proper techniques and forms, as well as build on teamwork and strategic game play throughout the school year.		
Academic Standards:	NASPE Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Team Sports	8 weeks	NASPE Standards 1, 2, 3, 4, 5"	Students will be able to work on skill progression, build social interactions within a team setting, and develop cognitive as well as psychomotor skills during game-like situations.
Individual Sports	4 Weeks	NASPE Standards 1, 2, 3, 4, 5"	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Kickball	2 Weeks	NASPE Standards 1, 2, 3, 4, 5"	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Dodging, Chasing, Fleeing	2 Weeks	NASPE Standards 1, 2, 3, 4, 5"	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Invasion Games	2 Weeks	NASPE Standards 1, 2, 3, 4, 5"	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Fitness Testing	15 days	NASPE Standards 1, 2, 3, 4, 5"	Students will be able to monitor fitness progression throughout the year.

Unit: Team Sports	Length: 8 weeks
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.</p>
<p>Essential Questions: VOLLEYBALL-What is the most common error when it comes to bumping the volleyball? Why is the toss the most important part of the overhand serve? Why is it important to stay low with hands on top of one another rather than interlocked when playing offense and defense? What is the point of a free ball? What purpose does the 10-foot line serve? BASKETBALL-What are the five basic tips when dribbling a basketball? What does BEEF stand for in the shooting method? SOCCER-What's the difference between a direct and indirect kick? What does offsides mean in soccer? What are the different traps used in soccer? What dribbling tips are beneficial for game play situations? FLAG FOOTBALL- Why are passing routes so important? What are the different positions in football and what does each position's job? What does offsides/pass interference mean in football? BASEBALL/SOFTBALL-What does tagging up mean? Where is there always a force out, why? What is the difference between a strike and a ball?</p>	<p>Learning Targets: Students will increase hand-eye coordination when throwing and catching any type of ball. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique to throwing, catching, passing, dribbling, shooting, and serving depending on what unit it being taught. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.</p>
Topic 1: Volleyball	Length: 2 weeks
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: bump, set, spike, serve, 10-foot line, kill, tip, drive, block, ace, line violations, net violations, lift, carry</p>
Lesson Frame: Equipment management	We will: learn to properly assemble and set up and take down volleyball nets.

	I will: follow directions and pay attention to how to properly set-up/take down volleyball nets.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for bumping, setting, spiking, blocking, serve-receive formation, serving. I will: demonstrate proper formation when it comes to serving, passing, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: Blob, Raising the Titanic, One Team Volleyball, Plus One Volleyball, Race to Be the Best, and King/Queen of the Court. I will: demonstrate proper passing form, serving form, spiking form, and blocking form. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, serving checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 2: Basketball	Length: 3 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: chest pass, bounce pass, over the head pass, dribble, lay-up, jump shot, free throw, travel, double dribble, foul, lane violation, 3-second violation, turnover, carry, technical
Lesson Frame: Introductory Skills	We will: demonstrate what skills we currently possess and skills we need to progress. I will: demonstrate proper form when it comes to dribbling, passing, and shooting as well as proper defensive formation.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of turnovers and fouls, and proper technique for layups, and free throws. I will: demonstrate proper formation when it comes to dribbling, shooting, passing, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: dribbling relays, dribble knockout, hot-spot-shoot-out, lay-up relays, monkey in the middle, tip 21, sideline basketball, 7-up, lightning, and 5v5v5.

	I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, BEEF method shooting checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 3: Soccer	Length: 1 week
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dribble, foot trap, chest trap, heading, offsides, sliding, red card, yellow card, penalty kick, kick-off, goalie kick, corner kick, throw-in, drop ball, direct/indirect kicks
Lesson Frame: Introductory Skills	We will: demonstrate what skills we currently possess and skills we need to progress. I will: demonstrate proper form when it comes to dribbling, passing, and shooting.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for trapping, heading, throw-ins, corner kicks, direct/indirect kicks, as well as demonstrate proper understanding of offsides. I will: demonstrate proper formation when it comes to dribbling, shooting, passing, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: dribble relays, dribble knockout, 4-team soccer, foosball soccer, 4-corners, sideline soccer, and head or catch. I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 4: Flag Football	Length: 2 weeks (depending on weather)
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: positions, routes, tackle, touchdown, field goal, 2-point conversion, offsides, line of scrimmage, goal line, pass interference

Lesson Frame: Introductory Skills	We will: demonstrate proper formation when catching the ball, as well as proper throwing formation (spiral), and ball placement.
Lesson Frame: Rules/Boundaries of game	I will: demonstrate proper form when it comes to throwing a football, catching a football, kicking a football, and snapping a football.
Lesson Frame: Lead-Up Games	We will: learn and demonstrate proper understanding of field boundaries, positions, offsides, line of scrimmage, pass interference, as well as demonstrating effective teamwork and communication.
Performance Tasks: Skills rubrics, playbook routes, spiral checklist, authentic assessment, game play assessments, and student demonstrations.	I will: demonstrate proper formation when it comes to throwing, catching, and kicking a football, offense/defense play as well as demonstrate understanding of penalties during game play.
	We will: demonstrate proper understanding of the following games: football bingo, football 21, ultimate football, and create your own playbook.
	I will: demonstrate proper hand eye coordination when it comes to throwing and catching, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
	Notes:
Topic 5: Baseball/Softball	Length: 2 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: positions, ball, strike, walk, running bases, pop fly, steal, slide, foul ball, leading off, tagging up, infield fly, force out
Lesson Frame: Introductory Skills	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, swinging a bat, running the bases, and proper understanding of offense/defense.
Lesson Frame: Rules/Boundaries of game	I will: demonstrate proper technique in throwing to a target, fielding, catching, hitting, and running.
	We will: learn and demonstrate proper understanding of field dimensions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground balls, catching pop flies, hand-eye coordination when swinging the bat, offense/defense play as well as demonstrate understanding of field boundaries and violations.

Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: all ball, wiffle ball, Cal Ripken Quick Ball, and rag ball.
	I will: demonstrate proper catching and throwing technique, hitting form, fielding ground balls, catching pop flies, calling the ball, and proper base running technique as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, timed base running, authentic assessment, game play assessments, and student demonstrations.	Notes:

Unit Name: Individual Sports	Length: 4 Weeks
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.</p>
<p>Essential Questions: BADMINTON-Name the three different types of shots and when you would use them against your opponent? Explain how you serve the birdie in a singles game compared to a doubles game.BOWLING-How do you keep score in bowling? What's the purpose of the arrows on the lane? DISC GOLF-What are the different types of throws and when would you use them? How do you keep score in disc golf? What is the proper etiquette when it comes to throwing in a group?</p>	<p>Learning Targets: Students will increase hand-eye coordination. Students will be able to demonstrate teamwork and effective communication. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique specific to each individualized sport. Students will demonstrate proper understanding of strategic play when it comes to specific placement of disc, bowling ball, or birdie.</p>
Topic 1: Badminton	Length: 2 Weeks
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: drive, drop shot, lob, clear, backhand, forehand, birdie, ace, line violations, net violations, out of boundaries, hits per side</p>
Lesson Frame: Equipment management	<p>We will: learn to properly assemble and set up and take down badminton nets. I will: follow directions and pay attention to how to properly set-up/take down badminton nets.</p>
Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper technique for forehand, backhand, drive, drop shot, clear, kill shot, and lob, serve-receive formation, and serving. I will: demonstrate proper formation when it comes to serving, offense/defense play as well as demonstrate understanding of court boundaries and violations.</p>
Lesson Frame: Lead-Up Games	<p>We will: demonstrate proper understanding of the following games: relay races, king/queen of the court, reaction time, tournament play I will: demonstrate proper serving form, spiking form, and the different badminton shots. I will also demonstrate proper understanding of the lead up games.</p>
<p>Performance Tasks: Skills rubrics, serving checklist, authentic assessment, game play assessments, student demonstrations, and DOUBLES tournament play.</p>	Notes:

Topic 2: Bowling	Length: 1 Week
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: spare, strike, turkey, gutter, line violation, bowling etiquette
Lesson Frame: Equipment management	We will: learn and understand proper bowling etiquette. I will: follow directions and pay attention to Mr. Matt Beyer as I pick out the proper sized bowling ball for my size.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique when it comes to rolling a weighted ball as well as proper hand and foot placement. I will: demonstrate proper formation when it comes to bowling a ball as well as demonstrate understanding of proper scorekeeping and and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: individual bowling and team bowling (Baker's). I will: demonstrate proper bowling etiquette, footwork, and hand placement when bowling. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Student score sheets	Notes:
Topic 3: Disc Golf	Length: 1 Week
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: putter, mid-range, long range, backhand, forehand, hammer throw, safety, how to keep score, order of throws
Lesson Frame: Equipment management	We will: learn and understand course layout, safety, as well as proper throwing form at targets. I will: follow directions and pay attention when walking to each hole as well as be aware of my surroundings for distractions of any kind; traffic, weather, MES students, wooded area.
Lesson Frame: Rules/Boundaries of game	We will: learn the difference between a Frisbee and a disc as well as be able to demonstrate the different types of throws. I will: demonstrate proper throwing form when it comes to forehand, backhand, and the hammer throw. I will also demonstrate proper course etiquette when it comes to staying on school grounds and crossing the street.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: ready, set, fire and hole in one. I will: demonstrate proper disc golf etiquette as well as demonstrate understanding on how to keep score for disc golf. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Student score cards	Notes:

Unit Name: Kickball	Length: 2 weeks
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.</p>
<p>Essential Questions: KICKBALL-What does tagging up mean? Where is there always a force out, why? What are the different positions played? MATBALL-How do you score runs? Where does the offensive team play? What are the different ways to get an out? What do you do when you are out? LONG BALL-How do you score runs? How many bases are there? What happens when you take both feet off of the base while running? Why is it important to have good communication with your team while you are on defense? What are the different strategies used to win at this game? SUPER KICKBALL-How do you score runs in this game? How do you get out in this game? Why is it important to get the ball to your pitcher? ULTIMATE KICKBALL-How do you run the bases on offense in this game? How do you score runs in this game; are points good or bad? How do you get points added to your team's score? How do you play defense?</p>	<p>Learning Targets: Students will increase hand-eye coordination when throwing and catching the kickball. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique to throwing, catching, kicking, and running depending on what unit it being taught. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.</p>
Topic 1: KICKBALL	Length: 2 days
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up</p>
Lesson Frame: Equipment management	We will: demonstrate how to properly set up bases for all kickball games.
	I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
<p>Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play.</p>	Notes:
Topic 2: MATBALL	Length: 2 days

Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate how to properly set up bases for all kickball games. I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc. I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play.	Notes:
Topic 3: LONG BALL	Length: 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate how to properly set up bases for all kickball games. I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc. I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play.	Notes:
Topic 4: SUPER KICKBALL	Length: 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate how to properly set up bases for all kickball games.

	I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc. I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play.	Notes:
Topic 5: ULTIMATE KICKBALL	Length: 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate how to properly set up bases for all kickball games. I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc. I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play.	Notes:

Unit Name: Dodging, Chasing, Fleeing	Length: 2 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: How do you win? What are the boundaries? How do you get 'out' in this game? How do you get back 'in' the game? What does equipment/player set up look like at the start of the game?	Learning Targets: Students will increase hand-eye coordination when throwing and catching the dodgeballs. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate proper skill technique to throwing, catching, kicking, running, chasing, and fleeing, as well as dodging. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: TRENCH BALL, DODGEBALL, BERLIN DODGEBALL, ULTIMATE DODGEBALL, DOCTOR, DOCTOR	Length: 5 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, trench, doctor, boundaries, line violation, catch, out, strategies
Lesson Frame: Equipment management	We will: learn to properly set up for each dodgeball game as each setup is different. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 2: Field Dodgeball/Wolf Ball	Length: 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, out, inning, offense, defense, bases, out, Wolf ball, foul ball, boundaries, foul territory, spatial awareness
Lesson Frame: Equipment management	We will: learn to properly set up the cones and bases for each game.

	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 3: Empire Mania	Length: 1 day
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, spatial awareness, communication, teamwork, passing/catching
Lesson Frame: Equipment management	We will: learn to properly set up the cones and pinnies for this game.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 4: Netball	Length: 1 day per game
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, goalie, exercises, boundaries, double block rule
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, dodgeballs, exercise equipment, and goals for this game.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, fitness checklist, game play assessments, and student demonstrations.	Notes:

Topic 5: Roadkill	Length: 1 day
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, fleeing, boundaries, new life, catching, teamwork, 5-second rule
Lesson Frame: Equipment management	We will: learn to properly line up in this game; cars versus animals. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, hitting a moving target assessment, gameplay assessments, spatial awareness, and student demonstrations.	Notes:

Unit Name: Invasion Games	Length: 2 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: YOSHI: How do you win? Boundaries? How do you get back into the game? What happens when you hear, "Yoshi!" What is the purpose of dodging, chasing, and fleeing? What equipment is needed? PIRATE BALL-How do you win? What are the boundaries? How do you get 'out' in this game? How do you get back 'in' the game? What does equipment/player set up look like at the start of the game? What is the object of the game? CAPTURE THE FLAG/STEAL THE BALL: Equipment needed? Boundaries? How do you get captured? How do you get out of jail? Why is it important to communicate with your teammates? Inside/outside game? How do you win? WARZONE: How do you set up for the game? What other games are combined into this game? Safety precautions? What is the object of the game?	Learning Targets: Students will increase hand-eye coordination when throwing and catching the dodgeballs. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate proper skill technique to throwing, catching, running, chasing, and fleeing, as well as dodging. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: YOSHI	Length: 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork, yoshi, juke, communication
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats and correctly put on our flags. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules, as well as know the different boundary lines, and different strategies in each game, as well as understand the course of direction needed to go when Yoshi is called.

	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, dodging, chasing, and fleeing checklist, authentic assessment, game play assessments, and student demonstration on proper safety technique associated with flag pulling and offense/defense.	Notes:
Topic 2: Pirate Ball	Length: 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork, jail, juke, communication, safe zone
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, hula hoops, cones, and four different types of balls used to play that day (ie: soccer, basketball, dodgeball, volleyball). I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the safety zones, spatial awareness, and safety concerns when dodging, chasing, and fleeing in this game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, authentic assessment, and game play assessments.	Notes:
Topic 3: Capture the Flag/Steal the Ball	Length: 2 days per game
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork, jail, safe zones, communication, boundaries, flag guarding, stiff arm
Lesson Frame: Equipment management	We will: learn to properly set up the cones, hula hoops, jail zone, and pinnies for this game. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understand of the difference between Capture the Flag and Steal the ball as well as understanding key terminology; safe zones, jail, spatial awareness and safety. Safety is no accident. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.

Performance Tasks: Skills rubrics, defensive safety assessment, authentic assessment, game play assessments	Notes:
Topic 4: Warzone	Length: 2 days per game
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork, yoshi, netball, dodgeball, capture the flag, communication, strategy, offense, defense
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, dodgeballs, chairs, volleyball cart, basketball cart, tchoukball nets, football flags, and hula hoops. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the importance of offensive/defensive strategy as well as the importance of communication throughout each round. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, fitness checklist, game play assessments, and student demonstrations.	Notes:

Unit Name: Fitness Testing	Length: 15 days
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Outcomes: Students will be able to monitor fitness progression throughout the year.
Essential Questions: What are the five fitness components? What are the four standard FITNESSGRAM tests students in Manawa are tested on? Why is it important to stay in target heart rate zone? Which fitness component aligns with the FITNESSGRAM test? Why is it important to set short & long term goals?	Learning Targets: Students will learn the five fitness components as well as increase in flexibility, muscular strength, muscular endurance, and cardiovascular endurance.
Topic 1: PACER	Length: 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate
Lesson Frame: Equipment management	We will: learn to properly set up cones 20 meters apart. I will: follow directions and pay attention to the beep before leaving the start line.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper endurance and running techniques to increase cardiovascular endurance. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of pacing and increasing cardiovascular endurance.
Performance Tasks: Partner FITNESSGRAM PACER checklist	Notes:
Topic 2: Muscular Strength/Muscular Endurance	Length: 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate

Lesson Frame: Equipment management	<p>We will: learn to set up exercise mats and understand the reason behind the blue strips.</p> <p>I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each FITNESSGRAM test.</p>
Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper technique when it comes to sit-ups and 90 degree push ups.</p> <p>I will: demonstrate proper sit-up technique as well as 90 degree push-up technique. I will also demonstrate honesty and integrity when it comes to keeping track of my partner's scores.</p>
Performance Tasks: Partner FITNESSGRAM sit-up checklist/90 degree push-up checklist	Notes:
Topic 3: Flexibility	Length: 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate
Lesson Frame: Introductory Skills	<p>We will: demonstrate proper formation when testing upper arm and shoulder girdle flexibility.</p> <p>I will: follow directions and pay attention to how to properly perform the shoulder stretch for both the right and left side.</p>
Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper technique when it comes to performing the shoulder stretch.</p> <p>I will: demonstrate proper technique when performing the shoulder stretch on both the right & left shoulders.</p>
Performance Tasks: Partner FITNESSGRAM Shoulder Stretch Checklist: Yes/No (Circle)	Notes:

Course Name:	8th Grade PE		
Credits:	N/A		
Prerequisites:	N/A		
Description:	Students will be able to demonstrate proper techniques and forms, as well as build on teamwork and strategic game play throughout the school year.		
Academic Standards:	NASPE Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Team Sports	8 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to work on skill progression, build social interactions within a team setting, and develop cognitive as well as psychomotor skills during game-like situations.
Individual Sports	4 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Kickball	2 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Dodging, Chasing, Fleeing	2 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Invasion Games	2 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Fitness Testing	15 days	NASPE Standards 1, 2, 3, 4, 5	Students will be able to monitor fitness progression throughout the year.

Unit: Team Sports	Length: 8 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: VOLLEYBALL-What is the most common error when it comes to bumping the volleyball? Why is the toss the most important part of the overhand serve? Why is it important to stay low with hands on top of one another rather than interlocked when playing offense and defense? What is the point of a free ball? What purpose does the 10-foot line serve? BASKETBALL-What are the five basic tips when dribbling a basketball? What does BEEF stand for in the shooting method? SOCCER-What's the difference between a direct and indirect kick? What does offsides mean in soccer? What are the different traps used in soccer? What dribbling tips are beneficial for game play situations? FLAG FOOTBALL- Why are passing routes so important? What are the different positions in football and what does each position's job? What does offsides/pass interference mean in football? BASEBALL/SOFTBALL-What does tagging up mean? Where is there always a force out, why? What is the difference between a strike and a ball?	Learning Targets: Students will increase hand-eye coordination when throwing and catching any type of ball. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique to throwing, catching, passing, dribbling, shooting, and serving depending on what unit it being taught. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: Volleyball	Length: 2 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: bump, set, spike, serve, 10-foot line, kill, tip, drive, block, ace, line violations, net violations, lift, carry
Lesson Frame: Equipment management	We will: learn to properly assemble and set up and take down volleyball nets. I will: follow directions and pay attention to how to properly set-up/take down volleyball nets.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for bumping, setting, spiking, blocking, serve-receive formation, serving.

	I will: demonstrate proper formation when it comes to serving, passing, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: Blob, Raising the Titanic, One Team Volleyball, Plus One Volleyball, Race to Be the Best, and King/Queen of the Court. I will: demonstrate proper passing form, serving form, spiking form, and blocking form. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, serving checklist, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 2: Basketball	Length: 3 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: chest pass, bounce pass, over the head pass, dribble, lay-up, jump shot, free throw, travel, double dribble, foul, lane violation, 3-second violation, turnover, carry, technical
Lesson Frame: Introductory Skills	We will: demonstrate what skills we currently possess and skills we need to progress. I will: demonstrate proper form when it comes to dribbling, passing, and shooting as well as proper defensive formation.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of turnovers and fouls, and proper technique for layups, and free throws. I will: demonstrate proper formation when it comes to dribbling, shooting, passing, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: dribbling relays, dribble knockout, hot-spot-shoot-out, lay-up relays, monkey in the middle, tip 21, sideline basketball, 7-up, lightning, and 5v5v5. I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, BEEF method shooting checklist, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 3: Soccer	Length: 1 week

Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dribble, foot trap, chest trap, heading, offsides, sliding, red card, yellow card, penalty kick, kick-off, goalie kick, corner kick, throw-in, drop ball, direct/indirect kicks
Lesson Frame: Introductory Skills	We will: demonstrate what skills we currently possess and skills we need to progress. I will: demonstrate proper form when it comes to dribbling, passing, and shooting.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for trapping, heading, throw-ins, corner kicks, direct/indirect kicks, as well as demonstrate proper understanding of offsides. I will: demonstrate proper formation when it comes to dribbling, shooting, passing, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: dribble relays, dribble knockout, 4-team soccer, futsal soccer, 4-corners, sideline soccer, and head or catch. I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY!	Notes:
Topic 4: Flag Football	Length: 2 weeks (weather depending)
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: positions, routes, tackle, touchdown, field goal, 2-point conversion, offsides, line of scrimmage, goal line, pass interference
Lesson Frame: Introductory Skills	We will: demonstrate proper formation when catching the ball, as well as proper throwing formation (spiral), and ball placement. I will: demonstrate proper form when it comes to throwing a football, catching a football, kicking a football, and snapping a football.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field boundaries, positions, offsides, line of scrimmage, pass interference, as well as demonstrating effective teamwork and communication. I will: demonstrate proper formation when it comes to throwing, catching, and kicking a football, offense/defense play as well as demonstrate understanding of penalties during game play.

Lesson Frame: Lead-Up Games	<p>We will: demonstrate proper understanding of the following games: football bingo, football 21, ultimate football, and create your own playbook.</p> <p>I will: demonstrate proper hand eye coordination when it comes to throwing and catching, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.</p>
<p>Performance Tasks: Skills rubrics, playbook routes, spiral checklist, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.</p>	Notes:
Topic 5: Baseball/Softball	Length: 2 weeks
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: positions, ball, strike, walk, running bases, pop fly, steal, slide, foul ball, leading off, tagging up, infield fly, force out</p>
Lesson Frame: Introductory Skills	<p>We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, swinging a bat, running the bases, and proper understanding of offense/defense.</p> <p>I will: demonstrate proper technique in throwing to a target, fielding, catching, hitting, and running.</p>
Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper understanding of field dimensions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.</p> <p>I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground balls, catching pop flies, hand-eye coordination when swinging the bat, offense/defense play as well as demonstrate understanding of field boundaries and violations.</p>
Lesson Frame: Lead-Up Games	<p>We will: demonstrate proper understanding of the following games: all ball, wiffle ball, Cal Ripken Quick Ball, and rag ball.</p> <p>I will: demonstrate proper catching and throwing technique, hitting form, fielding ground balls, catching pop flies, calling the ball, and proper base running technique as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.</p>
<p>Performance Tasks: Skills rubrics, timed base running, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.</p>	Notes:

Unit Name: Individual Sports	Length: 4 Weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: BADMINTON-Name the three different types of shots and when you would use them against your opponent? Explain how you serve the birdie in a singles game compared to a doubles game.BOWLING-How do you keep score in bowling? What's the purpose of the arrows on the lane? DISC GOLF-What are the different types of throws and when would you use them? How do you keep score in disc golf? What is the proper etiquette when it comes to throwing in a group?	Learning Targets: Students will increase hand-eye coordination. Students will be able to demonstrate teamwork and effective communication. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique specific to each individualized sport. Students will demonstrate proper understanding of strategic play when it comes to specific placement of disc, bowling ball, or birdie.
Topic 1: Badminton	Length: 2 Weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: drive, drop shot, lob, clear, backhand, forehand, birdie, ace, line violations, net violations, out of boundaries, hits per side
Lesson Frame: Equipment management	We will: learn to properly assemble and set up and take down badminton nets. I will: follow directions and pay attention to how to properly set-up/take down badminton nets.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for forehand, backhand, drive, drop shot, clean, kill shot, and lob, serve-receive formation, and serving. I will: demonstrate proper formation when it comes to serving, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: relay races, king/queen of the court, reaction time, tournament play I will: demonstrate proper serving form, spiking form, and the different badminton shots. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, serving checklist, authentic assessment, game play assessments, student demonstrations, and DOUBLES tournament play.	Notes:
Topic 2: Bowling	Length: 1 Week

Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: spare, strike, turkey, gutter, line violation, bowling etiquette
Lesson Frame: Equipment management	We will: learn and understand proper bowling etiquette. I will: follow directions and pay attention to Mr. Matt Beyer as I pick out the proper sized bowling ball for my size.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique when it comes to rolling a weighted ball as well as proper hand and foot placement. I will: demonstrate proper formation when it comes to bowling a ball as well as demonstrate understanding of proper scorekeeping and and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: individual bowling and team bowling (Baker's). I will: demonstrate proper bowling etiquette, footwork, and hand placement when bowling. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Student score sheets (Tournament Play)	Notes:
Topic 3: Disc Golf	Length: 1 Week
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: putter, mid-range, long range, backhand, forehand, hammer throw
Lesson Frame: Equipment management	We will: learn and understand course layout, safety, as well as proper throwing form at targets. I will: follow directions and pay attention when walking to each hole as well as be aware of my surroundings for distractions of any kind; traffic, weather, MES students, wooded area.
Lesson Frame: Rules/Boundaries of game	We will: learn the difference between a Frisbee and a disc as well as be able to demonstrate the different types of throws. I will: demonstrate proper throwing form when it comes to forehand, backhand, and the hammer throw. I will also demonstrate proper course etiquette when it comes to staying on school grounds and crossing the street.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: ready, set, fire and hole in one. I will: demonstrate proper disc golf etiquette as well as demonstrate understanding on how to keep score for disc golf. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Student score cards	Notes:

Unit: Kickball	Length: 10 Days
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.</p>
<p>Essential Questions: KICKBALL-What does tagging up mean? Where is there always a force out, why? What are the different positions played? MATBALL-How do you score runs? Where does the offensive team play? What are the different ways to get an out? What do you do when you are out? LONG BALL-How do you score runs? How many bases are there? What happens when you take both feet off of the base while running? Why is it important to have good communication with your team while you are on defense? What are the different strategies used to win at this game? SUPER KICKBALL-How do you score runs in this game? How do you get out in this game? Why is it important to get the ball to your pitcher? ULTIMATE KICKBALL-How do you run the bases on offense in this game? How do you score runs in this game; are points good or bad? How do you get points added to your team's score? How do you play defense?</p>	<p>Learning Targets: Students will increase hand-eye coordination when throwing and catching the kickball. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique to throwing, catching, kicking, and running depending on what unit it being taught. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.</p>
Topic 1: KICKBALL	Length: 2 days
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up</p>
Lesson Frame: Equipment management	<p>We will: demonstrate how to properly set up bases for all kickball games.</p> <p>I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.</p>
Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.</p>

	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes:
Topic 2: MATBALL	Length: 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate how to properly set up bases for all kickball games. I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc. I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes:
Topic 3: LONG BALL	Length: 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate how to properly set up bases for all kickball games. I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.

	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes:
Topic 4: SUPER KICKBALL	Length: 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate how to properly set up bases for all kickball games. I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc. I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes:
Topic 5: ULTIMATE KICKBALL	Length: 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate how to properly set up bases for all kickball games. I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.

	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes:

Unit Name: Dodging, Chasing, Fleeing	Length: 2 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: TRENCH BALL, DODGEBALL, DOCTOR/DOCTOR, BERLIN DODGEBALL, ULTIMATE DODGEBALL, FIELD DODGEBALL, WOLF BALL, EMPIRE MANIA, WARZONE, NETBALL, ROADKILL-How do you win? What are the boundaries? How do you get 'out' in this game? How do you get back 'in' the game? What does equipment/player set up look like at the start of the game?	Learning Targets: Students will increase hand-eye coordination when throwing and catching the dodgeballs. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate proper skill technique to throwing, catching, kicking, running, chasing, and fleeing, as well as dodging. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: TRENCH BALL, DODGEBALL, BERLIN DODGEBALL, ULTIMATE DODGEBALL, DOCTOR, DOCTOR	Length: 5 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, trench, doctor
Lesson Frame: Equipment management	We will: learn to properly set up for each dodgeball game as each setup is different. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations. (Tournament Play)	Notes:

Topic 2: Field Dodgeball/Wolf Ball	Length: 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, out, inning, offense, defense, bases, Wolf ball, foul ball, boundaries, foul territory, spatial awareness
Lesson Frame: Equipment management	We will: learn to properly set up the cones and bases for each game. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 3: Empire Mania	Length: 1 day
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, spatial awareness, communication, teamwork, passing/catching
Lesson Frame: Equipment management	We will: learn to properly set up the cones and pinnies for this game. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations. (Tournament Play)	Notes:
Topic 4: Netball	Length: 1 day
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, goalie, exercises, boundaries, double block rule
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, dodgeballs, exercise equipment, and goals for this game.

	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, fitness checklist, game play assessments, and student demonstrations. (Tournament Play)	Notes:
Topic 5: Roadkill	Length: 1 day
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, fleeing, boundaries, new life, catching, teamwork, 5-second rule
Lesson Frame: Equipment management	We will: learn to properly line up in this game; cars versus animals. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, hitting a moving target assessment, gameplay assessments, spatial awareness, and student demonstrations. (Tournament Play)	Notes:

Unit Name: Invasion Games/Tournament Play	Length: 2 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: YOSHI: How do you win? Boundaries? How do you get back into the game? What happens when you hear, "Yoshi!" What is the purpose of dodging, chasing, and fleeing? What equipment is needed? PIRATE BALL-How do you win? What are the boundaries? How do you get 'out' in this game? How do you get back 'in' the game? What does equipment/player set up look like at the start of the game? What is the object of the game? CAPTURE THE FLAG/STEAL THE BALL: Equipment needed? Boundaries? How do you get captured? How do you get out of jail? Why is it important to communicate with your teammates? Inside/outside game? How do you win? WARZONE: How do you set up for the game? What other games are combined into this game? Safety precautions? What is the object of the game?	Learning Targets: Students will increase hand-eye coordination when throwing and catching the dodgeballs. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate proper skill technique to throwing, catching, running, chasing, and fleeing, as well as dodging. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: YOSHI	Length: 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork, yoshi, juke, communication
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats and correctly put on our flags. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules, as well as know the different boundary lines, and different strategies in each game, as well as understand the course of direction needed to go when Yoshi is called. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, dodging, chasing, and fleeing checklist, authentic assessment, game play assessments, and student demonstration on proper safety technique associated with flag pulling and offense/defense. (Tournament Play)	Notes:
Topic 2: Pirate Ball	Length: 2 days

Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: jail, juke, communication, safe zone, dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, hula hoops, cones, and four different types of balls used to play that day (ie: soccer, basketball, dodgeball, volleyball). I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the safety zones, spatial awareness, and safety concerns when dodging, chasing, and fleeing in this game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, authentic assessment, and game play assessments. (Tournament Play)	Notes:
Topic 3: Capture the Flag/Steal the Ball	
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: jail, safe zones, communication, boundaries, flag guarding, stiff arm, dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork
Lesson Frame: Equipment management	We will: learn to properly set up the cones, hula hoops, jail zone, and pinnies for this game. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understand of the difference between Capture the Flag and Steal the ball as well as understanding key terminology; safe zones, jail, spatial awareness and safety. Safety is no accident. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, defensive safety assessment, authentic assessment, game play assessments (Tournament Play)	Notes:
Topic 4: Warzone	
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: yoshi, netball, dodgeball, capture the flag, communication, strategy, offense, defense, dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, dodgeballs, chairs, volleyball cart, basketball cart, tchoukball nets, football flags, and hula hoops.

	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the importance of offensive/defensive strategy as well as the importance of communication throughout each round.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, fitness checklist, game play assessments, and student demonstrations. (Tournament Play)	Notes:

Unit Name: Fitness Testing	Length: 15 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Outcomes: Students will be able to monitor fitness progression throughout the year.
Essential Questions: What are the five fitness components? What are the four standard FITNESSGRAM tests students in Manawa are tested on? Why is it important to stay in target heart rate zone? Which fitness component aligns with the FITNESSGRAM test? Why is it important to set short & long term goals?	Learning Targets: Students will learn the five fitness components as well as increase in flexibility, muscular strength, muscular endurance, and cardiovascular endurance.
Topic 1: PACER	Length: 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate
Lesson Frame: Equipment management	We will: learn to properly set up cones 20 meters apart. I will: follow directions and pay attention to the beep before leaving the start line.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper endurance and running techniques to increase cardiovascular endurance. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of pacing and increasing cardiovascular endurance.
Performance Tasks: Partner FITNESSGRAM PACER checklist	Notes:
Topic 2: Muscular Strength/Muscular Endurance	Length: 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate
Lesson Frame: Equipment management	We will: learn to set up exercise mats and understand the reason behind the blue strips. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each FITNESSGRAM test.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique when it comes to sit-ups and 90 degree push ups. I will: demonstrate proper sit-up technique as well as 90 degree push-up technique. I will also demonstrate honesty and integrity when it comes to keeping track of my partner's scores.

Performance Tasks: Partner FITNESSGRAM sit-up checklist/90 degree push-up checklist	Notes:
Topic 3: Flexibility	Length: 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate
Lesson Frame: Introductory Skills	We will: demonstrate proper formation when testing upper arm and shoulder girdle flexibility.
	I will: follow directions and pay attention to how to properly perform the shoulder stretch for both the right and left side.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique when it comes to performing the shoulder stretch.
	I will: demonstrate proper technique when performing the shoulder stretch on both the right & left shoulders.
Performance Tasks: Partner FITNESSGRAM Shoulder Stretch Checklist: Yes/No (Circle)	Notes:

Course Name:	PE I		
Credits:	0.5		
Prerequisites:	N/A		
Description:	Students will be able to demonstrate proper techniques and forms, as well as build on teamwork and strategic game play throughout the school year.		
Academic Standards:	NASPE Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Team Sports	7 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to work on skill progression, build social interactions within a team setting, and develop cognitive as well as psychomotor skills during game-like situations.
Individual Sports	4 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Kickball	2 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Dodging, Chasing, Fleeing	2 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Invasion Games	2 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Fitness Testing	15 days	NASPE Standards 1, 2, 3, 4, 5	Students will be able to monitor fitness progression throughout the year.

Unit: Team Sports	Length: 7 weeks
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.</p>
<p>Essential Questions: VOLLEYBALL-What is the most common error when it comes to bumping the volleyball? Why is the toss the most important part of the overhand serve? Why is it important to stay low with hands on top of one another rather than interlocked when playing offense and defense? What is the point of a free ball? What purpose does the 10-foot line serve? BASKETBALL-What are the five basic tips when dribbling a basketball? What does BEEF stand for in the shooting method? SOCCER-What's the difference between a direct and indirect kick? What does offsides mean in soccer? What are the different traps used in soccer? What dribbling tips are beneficial for game play situations? FLAG FOOTBALL- Why are passing routes so important? What are the different positions in football and what does each position's job? What does offsides/pass interference mean in football? BASEBALL/SOFTBALL-What does tagging up mean? Where is there always a force out, why? What is the difference between a strike and a ball? TSEGBALL-What is the difference between a foul and a turnover? How do you turnover the ball? What are the goalies allowed to do compared to the throwers? SPEEDBALL-What are the four sports played during speedball? What are the four different ways to score and how many points are they worth? What are the defensive rules? How long can you hold onto the ball? What is the goalie allowed to do? ULTIMATE FRISBEE-What is the playing area called? Where are the endzones? How many points is a touchdown? How long can you hold onto the Frisbee? What does a player HAVE to do after a dead Frisbee? What defensive and offensive strategies used for player succession?</p>	<p>Learning Targets: Students will increase hand-eye coordination when throwing and catching any type of ball. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique to throwing, catching, passing, dribbling, shooting, and serving depending on what unit it being taught. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.</p>
Topic 1: Volleyball	Length: 2 weeks

Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: bump, set, spike, serve, 10-foot line, kill, tip, drive, block, ace, line violations, net violations, lift, carry
Lesson Frame: Equipment management	We will: learn to properly assemble and set up and take down volleyball nets. I will: follow directions and pay attention to how to properly set-up/take down volleyball nets.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for bumping, setting, spiking, blocking, serve-receive formation, serving. I will: demonstrate proper formation when it comes to serving, passing, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: Blob, Raising the Titanic, One Team Volleyball, Plus One Volleyball, Race to Be the Best, and King/Queen of the Court. I will: demonstrate proper passing form, serving form, spiking form, and blocking form. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, serving checklist, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 2: Basketball	Length: 2 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: chest pass, bounce pass, over the head pass, dribble, lay-up, jump shot, free throw, travel, double dribble, foul, lane violation, 3-second violation, turnover, carry, technical
Lesson Frame: Introductory Skills	We will: demonstrate what skills we currently possess and skills we need to progress. I will: demonstrate proper form when it comes to dribbling, passing, and shooting as well as proper defensive formation.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of turnovers and fouls, and proper technique for layups, and free throws. I will: demonstrate proper formation when it comes to dribbling, shooting, passing, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: dribbling relays, dribble knockout, hot-spot-shoot-out, lay-up relays, monkey in the middle, tip 21, sideline basketball, 7-up, lightning, and 5v5v5.

	I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, BEEF method shooting checklist, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 3: Soccer	Length: 1 week
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dribble, foot trap, chest trap, heading, offsides, sliding, red card, yellow card, penalty kick, kick-off, goalie kick, corner kick, throw-in, drop ball, direct/indirect kicks
Lesson Frame: Introductory Skills	We will: demonstrate what skills we currently possess and skills we need to progress. I will: demonstrate proper form when it comes to dribbling, passing, and shooting.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for trapping, heading, throw-ins, corner kicks, direct/indirect kicks, as well as demonstrate proper understanding of offsides. I will: demonstrate proper formation when it comes to dribbling, shooting, passing, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: dribble relays, dribble knockout, 4-team soccer, foosball soccer, 4-corners, sideline soccer, and head or catch. I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY!	Notes:
Topic 4: Flag Football	Length: 2 weeks-weather dependant
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: positions, routes, tackle, touchdown, field goal, 2-point conversion, offsides, line of scrimmage, goal line, pass interference
Lesson Frame: Introductory Skills	We will: demonstrate proper formation when catching the ball, as well as proper throwing formation (spiral), and ball placement.

	I will: demonstrate proper form when it comes to throwing a football, catching a football, kicking a football, and snapping a football.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field boundaries, positions, offsides, line of scrimmage, pass interference, as well as demonstrating effective teamwork and communication. I will: demonstrate proper formation when it comes to throwing, catching, and kicking a football, offense/defense play as well as demonstrate understanding of penalties during game play.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: football bingo, football 21, ultimate football, and create your own playbook. I will: demonstrate proper hand eye coordination when it comes to throwing and catching, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, playbook routes, spiral checklist, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 5: Baseball/Softball	Length: 2 weeks (extra-if necessary)
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: positions, ball, strike, walk, running bases, pop fly, steal, slide, foul ball, leading off, tagging up, infield fly, force out
Lesson Frame: Introductory Skills	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, swinging a bat, running the bases, and proper understanding of offense/defense. I will: demonstrate proper technique in throwing to a target, fielding, catching, hitting, and running.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field dimensions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc. I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground balls, catching pop flies, hand-eye coordination when swinging the bat, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: all ball, wiffle ball, Cal Ripken Quick Ball, and rag ball.

	I will: demonstrate proper catching and throwing technique, hitting form, fielding ground balls, catching pop flies, calling the ball, and proper base running technique as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, timed base running, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 6: TSEGBALL	Length: 2 weeks (extra-if necessary)
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: goalie, thrower, foul, turnover, back throw, travel, 3-second call
Lesson Frame: Introductory Skills	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, teamwork and communication, tracking, and proper understanding of offense/defense. I will: demonstrate proper technique in throwing to a target, catching, spatial awareness, and running.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of court dimensions, goalie box, offense vs defense, goalie vs thrower, and turnover vs foul. I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, tracking a moving object, spatial awareness, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: 3-Team Tseg Ball, Goalie Tseg Ball, No Goalie Tseg Ball, 3-Point Tseg Ball. I will: demonstrate proper catching and throwing technique, defensive stance, hand-eye coordination, as well as teamwork and communication. I will also demonstrate proper understanding of the lead-up games.
Performance Tasks: Skills rubrics, timed base running, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 7: SPEEDBALL	Length: 1 week
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: football, soccer, handball, basketball, goalie box, 5-second rule, dribbling, passing, travel
Lesson Frame: Introductory Skills	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, shooting a basketball, dribbling a soccer ball with your feet, throwing ball at target, passing a ball to a teammate.

	I will: demonstrate proper technique when throwing to a target, fielding, catching, dribbling with my feet, passing, shooting, and running.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of court dimensions, 5-second count, goalie box boundaries, over the head throw in, point values for the four different ways to score.
	I will: demonstrate proper formation when it comes to continuous movement, throwing to a target, catching with two hands, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games associated with the soccer unit.
	I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY!	Notes:
Topic 8: ULTIMATE FRISBEE	Length: 1 week
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: pitch, 5-second count, endzone, touchdown
Lesson Frame: Introductory Skills	We will: learn and understand court layout, safety, as well as proper throwing form of Frisbee.
	I will: follow directions and demonstrate proper throwing and catching technique as well as demonstrate understanding of fouls vs turnovers.
Lesson Frame: Rules/Boundaries of game	We will: demonstrate the 5-second count properly, throwing techniques, effective communication, and safety.
	I will: demonstrate proper throwing form when it comes to forehand, backhand, and the hammer throw. I will also demonstrate proper etiquette when it comes to self refereeing.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the proper throws associated with disc golf and ultimate frisbee.
	I will: demonstrate proper formation of the forehand, backhand, and hammer throw.
Performance Tasks: Skills rubrics, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:

Unit Name: Individual Sports	Length: 8 Weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: DISC GOLF-What are the different types of throws and when would you use them? How do you keep score in disc golf? What is the proper etiquette when it comes to throwing in a group? PICKLEBALL-What is the difference between a wiffle ball and pickleball? What are the four different shots in pickleball? What does the double bounce rule state? How do you keep score in a game of singles? Doubles?	Learning Targets: Students will increase hand-eye coordination. Students will be able to demonstrate teamwork and effective communication. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique specific to each individualized sport. Students will demonstrate proper understanding of strategic play when it comes to specific placement of disc, bowling ball, or birdie.
Topic 1: Bowling	Length: 1 Week
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: spare, strike, turkey, gutter, line violation, bowling etiquette
Lesson Frame: Equipment management	We will: learn and understand proper bowling etiquette. I will: follow directions and pay attention to Mr. Matt Beyer as I pick out the proper sized bowling ball for my size.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique when it comes to rolling a weighted ball as well as proper hand and foot placement. I will: demonstrate proper formation when it comes to bowling a ball as well as demonstrate understanding of proper scorekeeping and and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: individual bowling and team bowling (Baker's). I will: demonstrate proper bowling etiquette, footwork, and hand placement when bowling. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Student score sheets (Tournament Play)	Notes:

Topic 2: Disc Golf	Length: 1 Week
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: putter, mid-range, long range, backhand, forehand, hammer throw, safety, how to keep score, order of throws
Lesson Frame: Equipment management	We will: learn and understand course layout, safety, as well as proper throwing form at targets. I will: follow directions and pay attention when walking to each hole as well as be aware of my surroundings for distractions of any kind; traffic, weather, MES students, wooded area.
Lesson Frame: Rules/Boundaries of game	We will: learn the difference between a Frisbee and a disc as well as be able to demonstrate the different types of throws. I will: demonstrate proper throwing form when it comes to forehand, backhand, and the hammer throw. I will also demonstrate proper course etiquette when it comes to staying on school grounds and crossing the street.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: ready, set, fire and hole in one. I will: demonstrate proper disc golf etiquette as well as demonstrate understanding on how to keep score for disc golf. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Student score cards	Notes:
Topic 3: PICKLEBALL	Length: 2 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: smash, dink, backhand, forehand, pickleball, line violations, net violations, out of boundaries, hits per side, double bounce rule
Lesson Frame: Equipment management	We will: learn to properly assemble and set up and take down pickleball nets. I will: follow directions and pay attention to how to properly set-up/take down pickleball nets.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for forehand, backhand, dink, smash, serve-receive formation, and serving. I will: demonstrate proper formation when it comes to serving, offense/defense play as well as demonstrate understanding of court boundaries, violations, and the double bounce rule.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: relay races, king/queen of the court, reaction time, tournament play I will: demonstrate proper serving form, spiking form, and the different pickleball shots. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Serving rubric, authentic game play rubric, peer checklist	Notes:

Unit: Kickball	Length: 2 weeks
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.</p>
<p>Essential Questions: KICKBALL-What does tagging up mean? Where is there always a force out, why? What are the different positions played? MATBALL-How do you score runs? Where does the offensive team play? What are the different ways to get an out? What do you do when you are out? LONG BALL-How do you score runs? How many bases are there? What happens when you take both feet off of the base while running? Why is it important to have good communication with your team while you are on defense? What are the different strategies used to win at this game? SUPER KICKBALL-How do you score runs in this game? How do you get out in this game? Why is it important to get the ball to your pitcher? ULTIMATE KICKBALL-How do you run the bases on offense in this game? How do you score runs in this game; are points good or bad? How do you get points added to your team's score? How do you play defense?</p>	<p>Learning Targets: Students will increase hand-eye coordination when throwing and catching the kickball. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique to throwing, catching, kicking, and running depending on what unit it being taught. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.</p>
Topic 1: KICKBALL	Length: 2 days
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up</p>
Lesson Frame: Equipment management	<p>We will: demonstrate how to properly set up bases for all kickball games.</p> <p>I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.</p>
Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.</p>

	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes:
Topic 2: MATBALL	Length: 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense. I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc. I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes:
Topic 3: LONG BALL	Length: 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense. I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.

Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.</p> <p>I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)</p>	Notes:
Topic 4: SUPER KICKBALL	Length: 2 days
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up</p>
Lesson Frame: Equipment management	<p>We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense.</p> <p>I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.</p>
Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.</p> <p>I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)</p>	Notes:
Topic 5: ULTIMATE KICKBALL	Length: 2 days
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up</p>
Lesson Frame: Equipment management	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense.

	I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.
Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.</p> <p>I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)</p>	Notes:

Unit Name: Dodging, Chasing, Fleeing	Length: 2 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: How do you win? What are the boundaries? How do you get 'out' in this game? How do you get back 'in' the game? What does equipment/player set up look like at the start of the game?	Learning Targets: Students will increase hand-eye coordination when throwing and catching the dodgeballs. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate proper skill technique to throwing, catching, kicking, running, chasing, and fleeing, as well as dodging. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: TRENCH BALL, DODGEBALL, BERLIN DODGEBALL, ULTIMATE DODGEBALL, DOCTOR, DOCTOR	Length: 5 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, trench, doctor
Lesson Frame: Equipment management	We will: learn to properly set up for each dodgeball game as each setup is different. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations. (Tournament Play)	Notes:

Topic 2: Field Dodgeball/Wolf Ball	Length: 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, out, inning, offense, defense, bases, Wolf ball, foul ball, boundaries, foul territory, spatial awareness
Lesson Frame: Equipment management	We will: learn to properly set up the cones and bases for each game. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 3: Empire Mania	Length: 1 day
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, spatial awareness, communication, teamwork, passing/catching
Lesson Frame: Equipment management	We will: learn to properly set up the cones and pinnies for this game. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations. (Tournament Play)	Notes:
Topic 4: Netball	Length: 1 day
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, goalie, exercises, boundaries, double block rule
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, dodgeballs, exercise equipment, and goals for this game.

	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, fitness checklist, game play assessments, and student demonstrations. (Tournament Play)	Notes:
Topic 5: Roadkill	Length: 1 day
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, fleeing, boundaries, new life, catching, teamwork, 5-second rule
Lesson Frame: Equipment management	We will: learn to properly line up in this game; cars versus animals. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, hitting a moving target assessment, gameplay assessments, spatial awareness, and student demonstrations. (Tournament Play)	Notes:

Unit Name: Invasion Games/Tournament Play	Length: 2 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: YOSHI: How do you win? Boundaries? How do you get back into the game? What happens when you hear, "Yoshi!" What is the purpose of dodging, chasing, and fleeing? What equipment is needed? PIRATE BALL-How do you win? What are the boundaries? How do you get 'out' in this game? How do you get back 'in' the game? What does equipment/player set up look like at the start of the game? What is the object of the game? CAPTURE THE FLAG/STEAL THE BALL: Equipment needed? Boundaries? How do you get captured? How do you get out of jail? Why is it important to communicate with your teammates? Inside/outside game? How do you win? WARZONE: How do you set up for the game? What other games are combined into this game? Safety precautions? What is the object of the game?	Learning Targets: Students will increase hand-eye coordination when throwing and catching the dodgeballs. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate proper skill technique to throwing, catching, running, chasing, and fleeing, as well as dodging. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: YOSHI	Length: 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork, yoshi, juke, communication
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats and correctly put on our flags. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules, as well as know the different boundary lines, and different strategies in each game, as well as understand the course of direction needed to go when Yoshi is called. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, dodging, chasing, and fleeing checklist, authentic assessment, game play assessments, and student demonstration on proper safety technique associated with flag pulling and offense/defense. (Tournament Play)	Notes:
Topic 2: Pirate Ball	Length: 2 days

Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: jail, juke, communication, safe zone, dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, hula hoops, cones, and four different types of balls used to play that day (ie: soccer, basketball, dodgeball, volleyball). I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the safety zones, spatial awareness, and safety concerns when dodging, chasing, and fleeing in this game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, authentic assessment, and game play assessments. (Tournament Play)	Notes:
Topic 3: Capture the Flag/Steal the Ball	
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: jail, safe zones, communication, boundaries, flag guarding, stiff arm, dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork
Lesson Frame: Equipment management	We will: learn to properly set up the cones, hula hoops, jail zone, and pinnies for this game. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the difference between Capture the Flag and Steal the ball as well as understanding key terminology; safe zones, jail, spatial awareness and safety. Safety is no accident. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, defensive safety assessment, authentic assessment, game play assessments (Tournament Play)	Notes:
Topic 4: Warzone	
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: yoshi, netball, dodgeball, capture the flag, communication, strategy, offense, defense, dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, dodgeballs, chairs, volleyball cart, basketball cart, tchoukball nets, football flags, and hula hoops.

	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the importance of offensive/defensive strategy as well as the importance of communication throughout each round.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, fitness checklist, game play assessments, and student demonstrations. (Tournament Play)	Notes:

Unit Name: Fitness Testing	Length: 15 days
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Outcomes: Students will be able to monitor fitness progression throughout the year.
Essential Questions: What are the five fitness components? What are the four standard FITNESSGRAM tests students in Manawa are tested on? Why is it important to stay in target heart rate zone? Which fitness component aligns with the FITNESSGRAM test? Why is it important to set short & long term goals?	Learning Targets: Students will learn the five fitness components as well as increase in flexibility, muscular strength, muscular endurance, and cardiovascular endurance.
Topic 1: PACER	Length: 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate
Lesson Frame: Equipment management	We will: learn to properly set up cones 20 meters apart.
	I will: follow directions and pay attention to the beep before leaving the start line.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper endurance and running techniques to increase cardiovascular endurance.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of pacing and increasing cardiovascular endurance.
Performance Tasks: Partner FITNESSGRAM PACER checklist	Notes:
Topic 2: Muscular Strength/Muscular Endurance	Length: 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate

Lesson Frame: Equipment management	<p>We will: learn to set up exercise mats and understand the reason behind the blue strips.</p> <p>I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each FITNESSGRAM test.</p>
Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper technique when it comes to sit-ups and 90 degree push ups.</p> <p>I will: demonstrate proper sit-up technique as well as 90 degree push-up technique. I will also demonstrate honesty and integrity when it comes to keeping track of my partner's scores.</p>
Performance Tasks: Partner FITNESSGRAM sit-up checklist/90 degree push-up checklist	Notes:
Topic 3: Flexibility	Length: 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate
Lesson Frame: Introductory Skills	<p>We will: demonstrate proper formation when testing upper arm and shoulder girdle flexibility.</p> <p>I will: follow directions and pay attention to how to properly perform the shoulder stretch for both the right and left side.</p>
Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper technique when it comes to performing the shoulder stretch.</p> <p>I will: demonstrate proper technique when performing the shoulder stretch on both the right & left shoulders.</p>
Performance Tasks: Partner FITNESSGRAM Shoulder Stretch Checklist: Yes/No (Circle)	Notes:

September	October	November	December	January	February	March	April	May	June
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Course Name:	PE Elective		
Credits:	0.5		
Prerequisites:	PE I		
Description:	Students will be able to demonstrate proper techniques and forms, as well as build on teamwork and strategic game play throughout the school year.		
Academic Standards:	NASPE Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Team Sports	10 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to work on skill progression, build social interactions within a team setting, and develop cognitive as well as psychomotor skills during game-like situations.
Individual Sports	2 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Kickball	2 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Dodging, Chasing, Fleeing	2 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Invasion Games	2 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Fitness Testing	15 days	NASPE Standards 1, 2, 3, 4, 5	Students will be able to monitor fitness progression throughout the year.

Unit: Team Sports	Length: 10 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: VOLLEYBALL-What is the most common error when it comes to bumping the volleyball? Why is the toss the most important part of the overhand serve? Why is it important to stay low with hands on top of one another rather than interlocked when playing offense and defense? What is the point of a free ball? What purpose does the 10-foot line serve? BASKETBALL-What are the five basic tips when dribbling a basketball? What does BEEF stand for in the shooting method? SOCCER-What's the difference between a direct and indirect kick? What does offsides mean in soccer? What are the different traps used in soccer? What dribbling tips are beneficial for game play situations? FLAG FOOTBALL- Why are passing routes so important? What are the different positions in football and what does each position's job? What does offsides/pass interference mean in football? BASEBALL/SOFTBALL-What does tagging up mean? Where is there always a force out, why? What is the difference between a strike and a ball? TSEGBALL-What is the difference between a foul and a turnover? How do you turnover the ball? What are the goalies allowed to do compared to the throwers? SPEEDBALL-What are the four sports played during speedball? What are the four different ways to score and how many points are they worth? What are the defensive rules? How long can you hold onto the ball? What is the goalie allowed to do? ULTIMATE FRISBEE-What is the playing area called? Where are the endzones? How many points is a touchdown? How long can you hold onto the Frisbee? What does a player HAVE to do after a dead Frisbee? What defensive and offensive strategies used for player succession?	Learning Targets: Students will increase hand-eye coordination when throwing and catching any type of ball. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique to throwing, catching, passing, dribbling, shooting, and serving depending on what unit it being taught. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: Volleyball	Length: 2 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: bump, set, spike, serve, 10-foot line, kill, tip, drive, block, ace, line violations, net violations, lift, carry
Lesson Frame: Equipment management	We will: learn to properly assemble and set up and take down volleyball nets. I will: follow directions and pay attention to how to properly set-up/take down volleyball nets.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for bumping, setting, spiking, blocking, serve-receive formation, serving.

	I will: demonstrate proper formation when it comes to serving, passing, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: Blob, Raising the Titanic, One Team Volleyball, Plus One Volleyball, Race to Be the Best, and King/Queen of the Court.
	I will: demonstrate proper passing form, serving form, spiking form, and blocking form. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, serving checklist, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 2: Basketball	Length: 2 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: chest pass, bounce pass, over the head pass, dribble, lay-up, jump shot, free throw, travel, double dribble, foul, lane violation, 3-second violation, turnover, carry, technical
Lesson Frame: Introductory Skills	We will: demonstrate what skills we currently possess and skills we need to progress.
	I will: demonstrate proper form when it comes to dribbling, passing, and shooting as well as proper defensive formation.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of turnovers and fouls, and proper technique for layups, and free throws.
	I will: demonstrate proper formation when it comes to dribbling, shooting, passing, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: dribbling relays, dribble knockout, hot-spot-shoot-out, lay-up relays, monkey in the middle, tip 21, sideline basketball, 7-up, lightning, and 5v5v5.
	I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, BEEF method shooting checklist, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 3: Soccer	Length: 1 week
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dribble, foot trap, chest trap, heading, offsides, sliding, red card, yellow card, penalty kick, kick-off, goalie kick, corner kick, throw-in, drop ball, direct/indirect kicks

Lesson Frame: Introductory Skills	We will: demonstrate what skills we currently possess and skills we need to progress. I will: demonstrate proper form when it comes to dribbling, passing, and shooting.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for trapping, heading, throw-ins, corner kicks, direct/indirect kicks, as well as demonstrate proper understanding of offsides. I will: demonstrate proper formation when it comes to dribbling, shooting, passing, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: dribble relays, dribble knockout, 4-team soccer, foosball soccer, 4-corners, sideline soccer, and head or catch. I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY!	Notes:
Topic 4: Flag Football	Length: 2 weeks dependent on weather
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: positions, routes, tackle, touchdown, field goal, 2-point conversion, offsides, line of scrimmage, goal line, pass interference
Lesson Frame: Introductory Skills	We will: demonstrate proper formation when catching the ball, as well as proper throwing formation (spiral), and ball placement. I will: demonstrate proper form when it comes to throwing a football, catching a football, kicking a football, and snapping a football.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field boundaries, positions, offsides, line of scrimmage, pass interference, as well as demonstrating effective teamwork and communication. I will: demonstrate proper formation when it comes to throwing, catching, and kicking a football, offense/defense play as well as demonstrate understanding of penalties during game play.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: football bingo, football 21, ultimate football, and create your own playbook. I will: demonstrate proper hand eye coordination when it comes to throwing and catching, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, playbook routes, spiral checklist, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:

Topic 5: Baseball/Softball	Length: 2 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: positions, ball, strike, walk, running bases, pop fly, steal, slide, foul ball, leading off, tagging up, infield fly, force out
Lesson Frame: Introductory Skills	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, swinging a bat, running the bases, and proper understanding of offense/defense. I will: demonstrate proper technique in throwing to a target, fielding, catching, hitting, and running.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field dimensions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc. I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground balls, catching pop flies, hand-eye coordination when swinging the bat, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: all ball, wiffle ball, Cal Ripken Quick Ball, and rag ball. I will: demonstrate proper catching and throwing technique, hitting form, fielding ground balls, catching pop flies, calling the ball, and proper base running technique as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, timed base running, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 6: TSEGBALL	Length: 2 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: goalie, thrower, foul, turnover, back throw, travel, 3-second call
Lesson Frame: Introductory Skills	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, teamwork and communication, tracking, and proper understanding of offense/defense. I will: demonstrate proper technique in throwing to a target, catching, spatial awareness, and running.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of court dimensions, goalie box, offense vs defense, goalie vs thrower, and turnover vs foul. I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, tracking a moving object, spatial awareness, offense/defense play as well as demonstrate understanding of court boundaries and violations.

Lesson Frame: Lead-Up Games	<p>We will: demonstrate proper understanding of the following games: 3-Team Tseg Ball, Goalie Tseg Ball, No Goalie Tseg Ball, 3-Point Tseg Ball.</p> <p>I will: demonstrate proper catching and throwing technique, defensive stance, hand-eye coordination, as well as teamwork and communication. I will also demonstrate proper understanding of the lead-up games.</p>
<p>Performance Tasks: Skills rubrics, timed base running, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.</p>	Notes:
Topic 7: SPEEDBALL	Length: 1 week
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: football, soccer, handball, basketball, goalie box, 5-second rule, dribbling, passing, travel</p>
Lesson Frame: Introductory Skills	<p>We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, shooting a basketball, dribbling a soccer ball with your feet, throwing ball at target, passing a ball to a teammate.</p> <p>I will: demonstrate proper technique when throwing to a target, fielding, catching, dribbling with my feet, passing, shooting, and running.</p>
Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper understanding of court dimensions, 5-second count, goalie box boundaries, over the head throw in, point values for the four different ways to score.</p> <p>I will: demonstrate proper formation when it comes to continuous movement, throwing to a target, catching with two hands, offense/defense play as well as demonstrate understanding of court boundaries and violations.</p>
Lesson Frame: Lead-Up Games	<p>We will: demonstrate proper understanding of the following games associated with the soccer unit.</p> <p>I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.</p>
<p>Performance Tasks: Skills rubrics, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY!</p>	Notes:
Topic 8: ULTIMATE FRISBEE	Length: 1 week
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: pitch, 5-second count, endzone, touchdown</p>
Lesson Frame: Introductory Skills	<p>We will: learn and understand court layout, safety, as well as proper throwing form of Frisbee.</p> <p>I will: follow directions and demonstrate proper throwing and catching technique as well as demonstrate understanding of fouls vs turnovers.</p>

<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: demonstrate the 5-second count properly, throwing techniques, effective communication, and safety.</p> <p>I will: demonstrate proper throwing form when it comes to forehand, backhand, and the hammer throw. I will also demonstrate proper etiquette when it comes to self refereeing.</p>
<p>Lesson Frame: Lead-Up Games</p>	<p>We will: demonstrate proper understanding of the proper throws associated with disc golf and ultimate frisbee.</p> <p>I will: demonstrate proper formation of the forehand, backhand, and hammer throw.</p>
<p>Performance Tasks: Skills rubrics, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.</p>	<p>Notes:</p>

Unit Name: Individual Sports	Length: 2 Weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: BADMINTON-Name the three different types of shots and when you would use them against your opponent? Explain how you serve the birdie in a singles game compared to a doubles game. BOWLING-How do you keep score in bowling? What's the purpose of the arrows on the lane? DISC GOLF-What are the different types of throws and when would you use them? How do you keep score in disc golf? What is the proper etiquette when it comes to throwing in a group? PICKLEBALL-What is the difference between a wiffle ball and pickleball? What are the four different shots in pickleball? What does the double bounce rule state? How do you keep score in a game of singles? Doubles?	Learning Targets: Students will increase hand-eye coordination. Students will be able to demonstrate teamwork and effective communication. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique specific to each individualized sport. Students will demonstrate proper understanding of strategic play when it comes to specific placement of disc, bowling ball, or birdie.
Topic 1: Disc Golf	Length: 1 week depending on weather
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: putter, mid-range, long range, backhand, forehand, hammer throw, safety, how to keep score, order of throws
Lesson Frame: Equipment management	We will: learn and understand course layout, safety, as well as proper throwing form at targets. I will: follow directions and pay attention when walking to each hole as well as be aware of my surroundings for distractions of any kind; traffic, weather, MES students, wooded area.
Lesson Frame: Rules/Boundaries of game	We will: learn the difference between a Frisbee and a disc as well as be able to demonstrate the different types of throws. I will: demonstrate proper throwing form when it comes to forehand, backhand, and the hammer throw. I will also demonstrate proper course etiquette when it comes to staying on school grounds and crossing the street.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: ready, set, fire and hole in one. I will: demonstrate proper disc golf etiquette as well as demonstrate understanding on how to keep score for disc golf. I will also demonstrate proper understanding of the lead up games.

Performance Tasks: Student score cards	Notes:
Topic 2: PICKLEBALL	Length: 2 Weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: smash, dink, backhand, forehand, pickleball, line violations, net violations, out of boundaries, hits per side, double bounce rule
Lesson Frame: Equipment management	We will: learn to properly assemble and set up and take down pickleball nets. I will: follow directions and pay attention to how to properly set-up/take down pickleball nets.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for forehand, backhand, dink, smash, serve- receive formation, and serving. I will: demonstrate proper formation when it comes to serving, offense/defense play as well as demonstrate understanding of court boundaries, violations, and the double bounce rule.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: relay races, king/queen of the court, reaction time, tournament play I will: demonstrate proper serving form, spiking form, and the different pickleball shots. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Serving rubric, authentic game play rubric, peer checklist	Notes:

<p>Unit: Kickball</p>	<p>Length: 2 weeks</p>
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.</p>
<p>Essential Questions: KICKBALL-What does tagging up mean? Where is there always a force out, why? What are the different positions played? MATBALL-How do you score runs? Where does the offensive team play? What are the different ways to get an out? What do you do when you are out? LONG BALL-How do you score runs? How many bases are there? What happens when you take both feet off of the base while running? Why is it important to have good communication with your team while you are on defense? What are the different strategies used to win at this game? SUPER KICKBALL-How do you score runs in this game? How do you get out in this game? Why is it important to get the ball to your pitcher? ULTIMATE KICKBALL-How do you run the bases on offense in this game? How do you score runs in this game; are points good or bad? How do you get points added to your team's score? How do you play defense?</p>	<p>Learning Targets: Students will increase hand-eye coordination when throwing and catching the kickball. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique to throwing, catching, kicking, and running depending on what unit it being taught. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.</p>
<p>Topic 1: KICKBALL</p>	<p>Length: 2 days</p>
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: demonstrate how to properly set up bases for all kickball games. I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.</p>

	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.
Topic 2: MATBALL	Length: 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense. I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc. I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.
Topic 3: LONG BALL	Length: 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense. I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.

Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
	Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.
Topic 4: SUPER KICKBALL	Length: 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense.
Lesson Frame: Rules/Boundaries of game	I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Topic 5: ULTIMATE KICKBALL	Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense.

	I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.
Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.</p> <p>I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)</p>	Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.

Unit Name: Invasion Games/Tournament Play	Length: 2 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: YOSHI: How do you win? Boundaries? How do you get back into the game? What happens when you hear, "Yoshi!" What is the purpose of dodging, chasing, and fleeing? What equipment is needed? PIRATE BALL-How do you win? What are the boundaries? How do you get 'out' in this game? How do you get back 'in' the game? What does equipment/player set up look like at the start of the game? What is the object of the game? CAPTURE THE FLAG/STEAL THE BALL: Equipment needed? Boundaries? How do you get captured? How do you get out of jail? Why is it important to communicate with your teammates? Inside/outside game? How do you win? WARZONE: How do you set up for the game? What other games are combined into this game? Safety precautions? What is the object of the game?	Learning Targets: Students will increase hand-eye coordination when throwing and catching the dodgeballs. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate proper skill technique to throwing, catching, running, chasing, and fleeing, as well as dodging. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: YOSHI	Length: 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, team work, yoshi, juke, communication
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats and correctly put on our flags. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules, as well as know the different boundary lines, and different strategies in each game, as well as understand the course of direction needed to go when Yoshi is called. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, dodging, chasing, and fleeing checklist, authentic assessment, game play assessments, and student demonstration on proper safety technique associated with flag pulling and offense/defense. (Tournament Play)	Notes:
Topic 2: Pirate Ball	Length: 2 days

Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: jail, juke, communication, safe zone, dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, team work
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, hula hoops, cones, and four different types of balls used to play that day (ie: soccer, basketball, dodgeball, volleyball). I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the safety zones, spatial awareness, and safety concerns when dodging, chasing, and fleeing in this game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, authentic assessment, and game play assessments. (Tournament Play)	Notes:
Topic 3: Capture the Flag/Steal the Ball	
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: jail, safe zones, communication, boundaries, flag guarding, stiff arm, dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, team work
Lesson Frame: Equipment management	We will: learn to properly set up the cones, hula hoops, jail zone, and pinnies for this game. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understand of the difference between Capture the Flag and Steal the ball as well as understanding key terminology; safe zones, jail, spatial awareness and safety. Safety is no accident. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, defensive safety assessment, authentic assessment, game play assessments (Tournament Play)	Notes:
Topic 4: Warzone	
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: yoshi, netball, dodgeball, capture the flag, communication, strategy, offense, defense, dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, team work
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, dodgeballs, chairs, volleyball cart, basketball cart, tchoukball nets, football flags, and hula hoops.

	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the importance of offensive/defensive strategy as well as the importance of communication throughout each round.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, fitness checklist, game play assessments, and student demonstrations. (Tournament Play)	Notes:

Unit Name: Dodging, Chasing, Fleeing	Length: 2 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: How do you win? What are the boundaries? How do you get 'out' in this game? How do you get back 'in' the game? What does equipment/player set up look like at the start of the game?	Learning Targets: Students will increase hand-eye coordination when throwing and catching the dodgeballs. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate proper skill technique to throwing, catching, kicking, running, chasing, and fleeing, as well as dodging. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: TRENCH BALL, DODGEBALL, BERLIN DODGEBALL, ULTIMATE DODGEBALL, DOCTOR, DOCTOR	Length: 5 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, trench, doctor
Lesson Frame: Equipment management	We will: learn to properly set up for each dodgeball game as each setup is different. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations. (Tournament Play)	Notes:

Topic 2: Field Dodgeball/Wolf Ball	Length: 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, out, inning, offense, defense, bases, Wolf ball, foul ball, boundaries, foul territory, spatial awareness
Lesson Frame: Equipment management	We will: learn to properly set up the cones and bases for each game. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 3: Empire Mania	Length: 1 day
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, spatial awareness, communication, teamwork, passing/catching
Lesson Frame: Equipment management	We will: learn to properly set up the cones and pinnies for this game. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations. (Tournament Play)	Notes:
Topic 4: Netball	Length: 1 day
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, goalie, exercises, boundaries, double block rule
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, dodgeballs, exercise equipment, and goals for this game.

	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, fitness checklist, game play assessments, and student demonstrations. (Tournament Play)	Notes:
Topic 5: Roadkill	Length: 1 day
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, fleeing, boundaries, new life, catching, teamwork, 5-second rule
Lesson Frame: Equipment management	We will: learn to properly line up in this game; cars versus animals. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, hitting a moving target assessment, game play assessments, spatial awareness, and student demonstrations. (Tournament Play)	Notes:

Unit Name: Fitness Testing	Length: 15 days
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Outcomes: Students will be able to monitor fitness progression throughout the year.
Essential Questions: What are the five fitness components? What are the four standard FITNESSGRAM tests students in Manawa are tested on? Why is it important to stay in target heart rate zone? Which fitness component aligns with the FITNESSGRAM test? Why is it important to set short & long term goals?	Learning Targets: Students will learn the five fitness components as well as increase in flexibility, muscular strength, muscular endurance, and cardiovascular endurance.
Topic 1: PACER	Length: 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate
Lesson Frame: Equipment management	We will: learn to properly set up cones 20 meters apart.
	I will: follow directions and pay attention to the beep before leaving the start line.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper endurance and running techniques to increase cardiovascular endurance.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of pacing and increasing cardiovascular endurance.
Performance Tasks: Partner FITNESSGRAM PACER checklist	Notes:
Topic 2: Muscular Strength/Muscular Endurance	Length: 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate

Lesson Frame: Equipment management	<p>We will: learn to set up exercise mats and understand the reason behind the blue strips.</p> <p>I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each FITNESSGRAM test.</p>
Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper technique when it comes to sit-ups and 90 degree push ups.</p> <p>I will: demonstrate proper sit-up technique as well as 90 degree push-up technique. I will also demonstrate honesty and integrity when it comes to keeping track of my partner's scores.</p>
Performance Tasks: Partner FITNESSGRAM sit-up checklist/90 degree push-up checklist	Notes:
Topic 3: Flexibility	Length: 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate
Lesson Frame: Introductory Skills	<p>We will: demonstrate proper formation when testing upper arm and shoulder girdle flexibility.</p> <p>I will: follow directions and pay attention to how to properly perform the shoulder stretch for both the right and left side.</p>
Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper technique when it comes to performing the shoulder stretch.</p> <p>I will: demonstrate proper technique when performing the shoulder stretch on both the right & left shoulders.</p>
Performance Tasks: Partner FITNESSGRAM Shoulder Stretch Checklist: Yes/No (Circle)	Notes:

Course Name:	Personal Fitness		
Credits:	0.5		
Prerequisites:	PE I		
Description:	Personal Fitness provides instruction in methods to attain a healthy level of physical fitness. The course covers how to develop a lifetime fitness program based on personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition, and cardiovascular endurance.		
Academic Standards:	NASPE Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Safety/Equipment Orientation	2 Weeks	NASPE Standards 1, 2, 3, 4, 5	Students will have a walk through of the weight room and teacher demonstration of proper equipment use, storage, cleaning, and lift demonstrations.
Introduction to fitness apps/personal goals (short term/long term)	15 Weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress monitor their own personal fitness goals set at the beginning of the class in the Platform fitness program (Plt4m).
Fitness	15 days	NASPE Standards 1, 2, 3, 4, 5	Students will be able to monitor fitness progression throughout the year.
Cardiovascular Endurance	Ongoing	NASPE Standards 1, 2, 3, 4, 5	Students will perform a variety of cardiovascular endurance activities throughout the class whether it is part of their warm-up, their personal fitness goals, the central lesson of the day, or an incentive during Wellness Wednesdays.

<p>Unit Name: Safety/Equipment Orientation</p>	<p>Length: 2 weeks</p>
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Outcomes: Students will have a walk through of the weight room and teacher demonstration of proper equipment use, storage, cleaning, and lift demonstrations.</p>
<p>Essential Questions: Why is it important to use your knees when lifting? What is the importance of having a spotter for certain lifts? Why is it a safety concern when weights are not used properly or put away correctly? What is the importance of weight clips? How do you think exercising can help with academics? Name the 5 fitness components? What is the FITT Principle? What workouts can be utilized anywhere, and not just centered in the weight room? Why shouldn't you lock your legs on a leg press? What are the benefits of staying within your target heart rate?</p>	<p>Learning Targets: Students will be able to perform lifts, tasks, and activities safely and appropriately.</p>
<p>Topic 1: Equipment Introduction</p>	<p>Length: 2 weeks</p>
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: repetitions, sets, barbell, spotter, rack, elliptical, Nexstep, squat racks, weight plates, weight tree, weight clips, benches, medicine balls, dumbbells, FITT principle, auxiliary lifts, leg extensions, leg curls, shoulder press, lat pulldown, aerobic, anaerobic, leg press, low row, dips, pull-ups, deadlift, calf raises, hang clean, lunges, circuit workouts, box jumps, tricep dips, curls, tricep extensions</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: learn to properly utilize and clean machines and weights after each use. I will: follow directions and pay attention to how to properly set-up/take down weights and clean machines.</p>
<p>Lesson Frame: Safety</p>	<p>We will: learn and demonstrate how to properly and safely perform personal lifts with a spotter when needed. I will: demonstrate proper safety techniques when lifting; proper set up of weights, take down, put away, and clean.</p>
<p>Performance Tasks: Rubrics, checklists, journals, teacher observation, Plt4m app.</p>	<p>Notes:</p>

<p>Unit Name: Fitness Apps/Personal Goals</p>	<p>Length: 15 Weeks</p>
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Outcomes: Students will be able to progress monitor their own personal fitness goals set at the beginning of the class in the Platform fitness program (Plt4m).</p>
<p>Essential Questions: What are the five healthy fitness components? What are short term goals? What are long term goals? Why is it important to involve others in your goals? What are the FITNESSGRAM tests? Why is it important not to overtrain? Why is it important to have a spotter?</p>	<p>Learning Targets: Students will increase heart rate throughout workouts, as well as muscular strength and muscular endurance. Students will understand the value of maintaining a healthy lifestyle through physical fitness.</p>
<p>Topic 1: Plt4m</p>	<p>Length: 2-3 Weeks</p>
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: muscular endurance, muscular strength, cardiovascular endurance, FITNESSGRAM, flexibility, push-ups, sit-ups, PACER, shoulder stretch, short term goal, long term goal, mile, heart rate, target heart rate zone, max heart rate</p>
<p>Lesson Frame: Introduction to Fitness Apps</p>	<p>We will: examine and analyze data through certain fitness apps.</p>
	<p>I will: research personal fitness apps that would work towards personal goal progression.</p>
<p>Lesson Frame: Goal Writing</p>	<p>We will: learn the difference between short-term and long-term goals.</p>
	<p>I will: write a short term and long term goal to fit my personal fitness plan.</p>
<p>Performance Tasks: Skills rubrics, serving checklist, student demonstrations, exit tickets</p>	<p>Notes:</p>

<p>Unit Name: Fitness Testing</p>	<p>Length: 15 days</p>
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Outcomes: Students will be able to monitor fitness progression throughout the year.</p>
<p>Essential Questions: What are the five fitness components? What are the four standard FITNESSGRAM tests students in Manawa are tested on? Why is it important to stay in target heart rate zone? Which fitness component aligns with the FITNESSGRAM test? Why is it important to set short & long term goals?</p>	<p>Learning Targets: Students will learn the five fitness components as well as increase in flexibility, muscular strength, muscular endurance, and cardiovascular endurance.</p>
<p>Topic 1: PACER</p>	<p>Length: 3 times a year (fall, winter, spring)</p>
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: learn to properly set up cones 20 meters apart. I will: follow directions and pay attention to the beep before leaving the start line.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper endurance and running techniques to increase cardiovascular endurance. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of pacing and increasing cardiovascular endurance.</p>
<p>Performance Tasks: Partner FITNESSGRAM PACER checklist</p>	<p>Notes:</p>
<p>Topic 2: Muscular Strength/Muscular Endurance</p>	<p>Length: 3 times a year (fall, winter, spring)</p>
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate</p>

Lesson Frame: Equipment management	We will: learn to set up exercise mats and understand the reason behind the blue strips. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each FITNESSGRAM test.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique when it comes to sit-ups and 90 degree push ups. I will: demonstrate proper sit-up technique as well as 90 degree push-up technique. I will also demonstrate honesty and integrity when it comes to keeping track of my partner's scores.
Performance Tasks: Partner FITNESSGRAM sit-up checklist/90 degree push-up checklist	Notes:
Topic 3: Flexibility	Length: 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate
Lesson Frame: Introductory Skills	We will: demonstrate proper formation when testing upper arm and shoulder girdle flexibility. I will: follow directions and pay attention to how to properly perform the shoulder stretch for both the right and left side.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique when it comes to performing the shoulder stretch. I will: demonstrate proper technique when performing the shoulder stretch on both the right & left shoulders.
Performance Tasks: Partner FITNESSGRAM Shoulder Stretch Checklist: Yes/No (Circle)	Notes:

<p>Unit Name: Cardiovascular Endurance</p>	<p>Length: Ongoing</p>
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Outcomes: Students will perform a variety of cardiovascular endurance activities throughout the class whether it is part of their warm-up, their personal fitness goals, the central lesson of the day, or an incentive during Wellness Wednesdays.</p>
<p>Essential Questions: Why is cardiovascular endurance important? Why is staying in your target heart rate zone important? What does cardio mean? What does endurance mean? How does cardiovascular endurance help lower your resting heart rate?</p>	<p>Learning Targets: Students will increase hand-eye coordination when throwing and catching the dodgeballs. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate proper skill technique to throwing, catching, kicking, running, chasing, and fleeing, as well as dodging. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense. Students will increase cardiovascular endurance and resting heart rate throughout the class by participating in weekly runs. By increasing cardiovascular endurance, this will affect student's overall health by lowering their chances of high blood pressure, Type II Diabetes, and other health concern.</p>
<p>Topic 1: Trail Runs</p>	<p>Length: Ongoing</p>
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: Personal property, stranger danger, mile, cardiovascular endurance</p>
<p>Lesson Frame: The Loop</p>	<p>We will: learn how to properly conduct ourselves in the community when out on our runs. I will: follow directions and pay attention to where the trail starts and where it ends.</p>
<p>Lesson Frame: The MES Woods</p>	<p>We will: learn the importance of staying on the trail and not veering off. I will: demonstrate a respect for nature and build a respectful relationship with my peers during our runs.</p>
<p>Lesson Frame: Lindsay Park Trail</p>	<p>We will: demonstrate proper school etiquette while running downtown. I will: demonstrate safety while running downtown; obeying crosswalks, stop signs, and traffic.</p>
<p>Performance Tasks: target heart rates, resting heart rates, trail times</p>	<p>Notes:</p>

Topic 2: Field Dodgeball	Length: Wellness Wednesdays
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, out, inning, offense, defense, bases, out, foul ball, boundaries, foul territory, spatial awareness
Lesson Frame: Equipment management	We will: learn to properly set up the cones and bases for each game.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 3: Empire Mania	Length: Wellness Wednesdays
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, spatial awareness, communication, teamwork, passing/catching
Lesson Frame: Equipment management	We will: learn to properly set up the cones and pinnies for this game.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 4: Netball	Length: Wellness Wednesdays
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, goalie, exercises, boundaries, double block rule

<p>Lesson Frame: Equipment management</p>	<p>We will: learn to properly set up the exercise mats, dodgeballs, exercise equipment, and goals for this game.</p> <p>I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.</p> <p>I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, fitness checklist, game play assessments, and student demonstrations.</p>	<p>Notes:</p>
<p>Topic 5: Roadkill</p>	<p>Length: Wellness Wednesdays</p>
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: dodging, fleeing, boundaries, new life, catching, teamwork, 5-second rule</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: learn to properly line up in this game; cars versus animals.</p> <p>I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.</p> <p>I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, proper throwing and catching checklist, hitting a moving target assessment, gameplay assessments, spatial awareness, and student demonstrations.</p>	<p>Notes:</p>
<p>Topic 6: SUPER KICKBALL</p>	<p>Length: Wellness Wednesdays</p>
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: positions, running bases, pop fly, steal, slide, leading off, force out, foul ball, tagging up, scoreboard, strategic play, bunting, kick placement, sacrifice fly, tagging up</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense.</p> <p>I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.</p>

<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.</p> <p>I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play.</p>	<p>Notes:</p>
<p>Topic 7: ULTIMATE KICKBALL</p>	<p>Length: Wellness Wednesdays</p>
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: positions, running bases, pop fly, steal, slide, leading off, force out, foul ball, tagging up, scoreboard, strategic play, bunting, kick placement, sacrifice fly, tagging up</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense.</p> <p>I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.</p> <p>I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play.</p>	<p>Notes:</p>

Course Name:	Team Sports	NASPE Standards:	
Credits:	0.5	NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns.	
Prerequisites:	Junior or Senior standing	NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	
Description:	Students will be able to demonstrate proper techniques and forms, as well as build on teamwork, problem solving, and strategic game play throughout the school year. **NOTE** Students are coming into this course with the knowledge and skills needed to perform competitively. Team sports class is designed for students who enjoy high energy activities and can work with others on teams of different sizes. Students will be presented with the rules and regulations of each sport and practice the skills to be successful at each sport. This course changes depending on the semester. Students are able to take the course for 1 full credit if they so choose.	NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.	
Academic Standards:	NASPE Standards	NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others.	
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Team Sports	16 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to work on skill progression, build social interactions within a team setting, and develop cognitive as well as psychomotor skills during game-like situations.
Individual Sports	3 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Kickball	2 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Dodging, Chasing, Fleeing	2 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Invasion Games	2 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Fitness Testing	15 days	NASPE Standards 1, 2, 3, 4, 5	Students will be able to monitor fitness progression throughout the year.

Unit: Team Sports	Length: 16 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: VOLLEYBALL-What is the most common error when it comes to bumping the volleyball? Why is the toss the most important part of the overhand serve? Why is it important to stay low with hands on top of one another rather than interlocked when playing offense and defense? What is the point of a free ball? What purpose does the 10-foot line serve? BASKETBALL-What are the five basic tips when dribbling a basketball? What does BEEF stand for in the shooting method? SOCCER-What's the difference between a direct and indirect kick? What does offsides mean in soccer? What are the different traps used in soccer? What dribbling tips are beneficial for game play situations? FLAG FOOTBALL- Why are passing routes so important? What are the different positions in football and what does each position's job? What does offsides/pass interference mean in football? BASEBALL/SOFTBALL-What does tagging up mean? Where is there always a force out, why? What is the difference between a strike and a ball? TSEG BALL- What is the difference between a foul and a turnover? How do you turnover the ball? What are the goalies allowed to do compared to the throwers? SPEEDBALL- What are the four sports played during speedball? What are the four different ways to score and how many points are they worth? What are the defensive rules? How long can you hold onto the ball? What is the goalie allowed to do? ULTIMATE FRISBEE-What is the playing area called? Where are the endzones? How many points is a touchdown? How long can you hold onto the Frisbee? What does a player HAVE to do after a dead Frisbee? What defensive and offensive strategies used for player succession? TCHOUKBALL- What are the four rules of three? What are the boundaries? What does a player HAVE to do after a dead Tchoukball? What are the different ways to score? How many points are awarded when a team scores? ECLIPSE BALL-Explain a "play-it" situation. How many bounces can the ball bounce on each side? What line do you serve from? Point values for different situations?	Learning Targets: Students will increase hand-eye coordination when throwing and catching any type of ball. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique to throwing, catching, passing, dribbling, shooting, and serving depending on what unit it being taught. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense. Students: <ul style="list-style-type: none"> - Participate willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle - Recognize the value of all individuals involved in the activity - Compare health and fitness benefits derived from various physical activities - Demonstrate responsible decisions about using time, and applying rules - Describe the correlation that being physically active leads to a higher quality of life.
Topic 1: Volleyball	Length: 2 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: bump, set, spike, serve, 10-foot line, kill, tip, drive, block, ace, line violations, net violations, lift, carry
Lesson Frame: Equipment management	We will: learn to properly assemble and set up and take down volleyball nets.

	I will: follow directions and pay attention to how to properly set-up/take down volleyball nets.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for bumping, setting, spiking, blocking, serve-serve formation, serving. I will: demonstrate proper formation when it comes to serving, passing, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: Blob, Raising the Titanic, One Team Volleyball, Plus One Volleyball, Race to Be the Best, and King/Queen of the Court. I will: demonstrate proper passing form, serving form, spiking form, and blocking form. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, serving checklist, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 2: Basketball	Length: 2 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: chest pass, bounce pass, over the head pass, dribble, lay-up, jump shot, free throw, travel, double dribble, foul, lane violation, 3-second violation, turnover, carry, technical
Lesson Frame: Introductory Skills	We will: demonstrate what skills we currently possess and skills we need to progress. I will: demonstrate proper form when it comes to dribbling, passing, and shooting as well as proper defensive formation.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of turnovers and fouls, and proper technique for layups, and free throws. I will: demonstrate proper formation when it comes to dribbling, shooting, passing, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: dribbling relays, dribble knockout, hot-spot-shoot-out, lay-up relays, monkey in the middle, tip 21, sideline basketball, 7-up, lightning, and 5v5v5. I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.

Performance Tasks: Skills rubrics, BEEF method shooting checklist, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 3: Soccer	Length: 1 week
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dribble, foot trap, chest trap, heading, offsides, sliding, red card, yellow card, penalty kick, kick-off, goalie kick, corner kick, throw-in, drop ball, direct/indirect kicks
Lesson Frame: Introductory Skills	We will: demonstrate what skills we currently possess and skills we need to progress. I will: demonstrate proper form when it comes to dribbling, passing, and shooting.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for trapping, heading, throw-ins, corner kicks, direct/indirect kicks, as well as demonstrate proper understanding of offsides. I will: demonstrate proper formation when it comes to dribbling, shooting, passing, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: dribble relays, dribble knockout, 4-team soccer, foosball soccer, 4-corners, sideline soccer, and head or catch. I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY!	Notes:
Topic 4: Flag Football	Length: 2 weeks depending on weather
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: positions, routes, tackle, touchdown, field goal, 2-point conversion, offsides, line of scrimmage, goal line, pass interference
Lesson Frame: Introductory Skills	We will: demonstrate proper formation when catching the ball, as well as proper throwing formation (spiral), and ball placement. I will: demonstrate proper form when it comes to throwing a football, catching a football, kicking a football, and snapping a football.

Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper understanding of field boundaries, positions, offsides, line of scrimmage, pass interference, as well as demonstrating effective teamwork and communication.</p> <p>I will: demonstrate proper formation when it comes to throwing, catching, and kicking a football, offense/defense play as well as demonstrate understanding of penalties during game play.</p>
Lesson Frame: Lead-Up Games	<p>We will: demonstrate proper understanding of the following games: football bingo, football 21, ultimate football, and create your own playbook.</p> <p>I will: demonstrate proper hand-eye coordination when it comes to throwing and catching, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.</p>
<p>Performance Tasks: Skills rubrics, playbook routes, spiral checklist, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.</p>	Notes:
Topic 5: Baseball/Softball	Length: 2 weeks
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: positions, ball, strike, walk, running bases, pop-fly, steal, slide, foul ball, leading off, tagging up, infield fly, force out</p>
Lesson Frame: Introductory Skills	<p>We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, swinging a bat, running the bases, and proper understanding of offense/defense.</p> <p>I will: demonstrate proper technique in throwing to a target, fielding, catching, hitting, and running.</p>
Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper understanding of field dimensions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.</p> <p>I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground balls, catching pop-flys, hand-eye coordination when swinging the bat, offense/defense play as well as demonstrate understanding of field boundaries and violations.</p>
Lesson Frame: Lead-Up Games	<p>We will: demonstrate proper understanding of the following games: all ball, wiffle ball, Cal Ripken Quick Ball, and rag ball.</p> <p>I will: demonstrate proper catching and throwing technique, hitting form, fielding ground balls, catching pop flies, calling the ball, and proper base running technique as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.</p>

Performance Tasks: Skills rubrics, timed base running, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 6: TSEG BALL	Length: 2 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: goalie, thrower, foul, turnover, back throw, travel, 3-second call
Lesson Frame: Introductory Skills	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, teamwork and communication, tracking, and proper understanding of offense/defense. I will: demonstrate proper technique in throwing to a target, catching,spatial awareness, and running.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of court dimensions, goalie box, offense vs defense, goalie vs thrower, and turnover vs foul. I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, tracking a moving object, spatial awareness, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: 3-Team Tseg Ball, Goalie Tseg Ball, No Goalie Tseg Ball, 3-Point Tseg Ball. I will: demonstrate proper catching and throwing technique, defensive stance, hand-eye coordination,as well as teamwork and communication. I will also demonstrate proper understanding of the lead-up games.
Performance Tasks: Skills rubrics, timed base running, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 7: SPEEDBALL	Length: 1 week
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: football, soccer, handball, basketball, goalie box, 5-second rule, dribbling, passing, travel
Lesson Frame: Introductory Skills	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, shooting a basketball, dribbling a soccer ball with your feet, throwing ball at target, passing a ball to a teammate. I will: demonstrate proper technique when throwing to a target, fielding, catching, dribbling with my feet, passing, shooting, and running.

<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of court dimensions, 5-second count, goalie box boundaries, over the head throw in, point values for the four different ways to score.</p> <p>I will: demonstrate proper formation when it comes to continuous movement, throwing to a target, catching with two hands, offense/defense play as well as demonstrate understanding of court boundaries and violations.</p>
<p>Lesson Frame: Lead-Up Games</p>	<p>We will: demonstrate proper understanding of the following games associated with the soccer unit.</p> <p>I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.</p>
<p>Performance Tasks: Skills rubrics, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY!</p>	<p>Notes:</p>
<p>Topic 8: ULTIMATE FRISBEE</p>	<p>Length: 2 weeks</p>
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: pitch, 5-second count, endzone, touchdown</p>
<p>Lesson Frame: Introductory Skills</p>	<p>We will: learn and understand court layout, safety, as well as proper throwing form of Frisbee.</p> <p>I will: follow directions and demonstrate proper throwing and catching technique as well as demonstrate understanding of fouls vs turnovers.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: demonstrate the 5-second count properly, throwing techniques, effective communication, and safety.</p> <p>I will: demonstrate proper throwing form when it comes to forehand, backhand, and the hammer throw. I will also demonstrate proper etiquette when it comes to self refereeing.</p>
<p>Lesson Frame: Lead-Up Games</p>	<p>We will: demonstrate proper understanding of the proper throws associated with disc golf and ultimate frisbee.</p> <p>I will: demonstrate proper formation of the forehand, backhand, and hammer throw.</p>
<p>Performance Tasks: Skills rubrics, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.</p>	<p>Notes:</p>
<p>Topic 9: TCHOUKBALL</p>	<p>Length: 2 weeks</p>

Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: Tchoukball, travelling, holding, 3-seconds, deadzone, tchoukball net, line violation
Lesson Frame: Introductory Skills	We will: learn and understand court layout, safety, as well as proper throwing form of Tchoukball at net. I will: follow directions and demonstrate proper throwing and catching technique as well as demonstrate understanding of the four rules of three and the different ways to score.
Lesson Frame: Rules/Boundaries of game	We will: demonstrate the 3-second count properly, throwing techniques, effective communication, and safety. I will: demonstrate proper throwing form when shooting at the frame. I will demonstrate proper communication with my teammates when catching the tchoukball off of the frame.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the proper way to bring the ball back into play during a game of Sumo Slam. I will: demonstrate proper communication, teamwork, and safety during Sumo Slam.
Performance Tasks: Skills rubrics, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 10 : Eclipse Ball	Length: 2 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: "Play-it", double bounce, underhand serve, no boundaries, forehand, backhand, block
Lesson Frame: Introductory Skills	We will: learn and understand court layout, racket safety, boundaries, and "play-it" situations. I will: follow directions and demonstrate swinging techniques, blocking techniques, as well as communicate with my teammates.
Lesson Frame: Rules/Boundaries of game	We will: demonstrate the "play-it" rule effectively, double bounce rule, an effective underhand serve, and safety at all times while swinging the rackets. I will: demonstrate understanding of the "play-it" rule as well as the number of bounces per side per volley. I will also demonstrate proper etiquette when it comes to self refereeing.
Lesson Frame: Lead-Up Games	We will: demonstrate proper teamwork and communication during King and Queens of the Court and relay races. I will: demonstrate proper formation of the forehand, backhand swings as well as the underhand serve and proper blocking.

Performance Tasks:

Skills rubrics, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.

Notes:

Unit Name: Individual Sports	Length: 3 Weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: DISC GOLF-What are the different types of throws and when would you use them? How do you keep score in disc golf? What is the proper etiquette when it comes to throwing in a group? PICKLEBALL-What is the difference between a wiffle ball and pickleball? What are the four different shots in pickleball? What does the double bounce rule state? How do you keep score in a game of singles? Doubles? YARD GAMES-What is the scoring process for Bean Bag Toss? What is the scoring process for Ladder Toss? What is the scoring process for Spikeball? How many hits are allowed in Spikeball? How do you cancel points in Ladder Toss and Bean Bag Toss?	Learning Targets: Students will increase hand-eye coordination. Students will be able to demonstrate teamwork and effective communication. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique specific to each individualized sport. Students will demonstrate proper understanding of strategic play when it comes to specific placement of disc, bowling ball, or birdie.
Topic 1: Disc Golf	Length: 1 week
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: putter, mid-range, long range, backhand, forehand, hammer throw, safety, how to keep score, order of throws
Lesson Frame: Equipment management	We will: learn and understand course layout, safety, as well as proper throwing form at targets. I will: follow directions and pay attention when walking to each hole as well as be aware of my surroundings for distractions of any kind; traffic, weather, MES students, wooded area.
Lesson Frame: Rules/Boundaries of game	We will: learn the difference between a Frisbee and a disc as well as be able to demonstrate the different types of throws. I will: demonstrate proper throwing form when it comes to forehand, backhand, and the hammer throw. I will also demonstrate proper course etiquette when it comes to staying on school grounds and crossing the street.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: ready, set, fire and hole in one. I will: demonstrate proper disc golf etiquette as well as demonstrate understanding on how to keep score for disc golf. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Student score cards	Notes:
Topic 3: Pickleball	Length: 2 Weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: smash, dink, backhand, forehand, pickleball, line violations, net violations, out of boundaries, hits per side, double bounce rule
Lesson Frame: Equipment management	We will: learn to properly assemble and set up and take down pickleball nets. I will: follow directions and pay attention to how to properly set-up/take down pickleball nets.

Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper technique for forehand, backhand, dink, smash, serve-receive formation, and serving.</p> <p>I will: demonstrate proper formation when it comes to serving, offense/defense play as well as demonstrate understanding of court boundaries, violations, and the double bounce rule.</p>
Lesson Frame: Lead-Up Games	<p>We will: demonstrate proper understanding of the following games: relay races, king/queen of the court, reaction time, tournament play</p> <p>I will: demonstrate proper serving form, spiking form, and the different pickleball shots. I will also demonstrate proper understanding of the lead up games.</p>
<p>Performance Tasks: Serving rubric, authentic game play rubric, peer checklist</p>	Notes:
Topic 4: Yard Games	Length: 2 Weeks (extra-if necessary)
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: Spike Ball, Bean Bag Toss, Washer Toss, Goofy Golf</p>
Lesson Frame: Equipment management	<p>We will: learn to properly assemble and set up and take down all yard games.</p> <p>I will: follow directions and pay attention to how to properly set-up/take down all yard games</p>
Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper throwing technique for bean bags and ball toss as well as proper hitting in Spikeball.</p> <p>I will: demonstrate proper formation when it comes to tossing the bean bags and ball strings, offense/defense play during Spikeball as well as demonstrate understanding of court boundaries and violations.</p>
<p>Performance Tasks: Tournament play!</p>	Notes:

Unit: Kickball	Length: 10 Days
Standards: NASPE Standards 1, 2, 3, 4, 5	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: KICKBALL-What does tagging up mean? Where is there always a force out, why? What are the different positions played? MATBALL-How do you score runs? Where does the offensive team play? What are the different ways to get an out? What do you do when you are out? LONG BALL-How do you score runs? How many bases are there? What happens when you take both feet off of the base while running? Why is it important to have good communication with your team while you are on defense? What are the different strategies used to win at this game? SUPER KICKBALL-How do you score runs in this game? How do you get out in this game? Why is it important to get the ball to your pitcher? ULTIMATE KICKBALL-How do you run the bases on offense in this game? How do you score runs in this game; are points good or bad? How do you get points added to your team's score? How do you play defense?	Learning Targets: Students will increase hand-eye coordination when throwing and catching the kickball. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique to throwing, catching, kicking, and running depending on what unit it being taught. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: KICKBALL	Length: 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: positions, running bases, pop fly, steal, slide, leading off, force out, foul ball, tagging up, bunt, sacrifice fly, tag up
Lesson Frame: Equipment management	We will: demonstrate how to properly set up bases for all kickball games. I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc. I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop-flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.
Topic 2: MATBALL	Length: 2 days

<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: pop-fly, steal, slide, leading off, force out, foul ball, tagging up, bunt, sacrifice fly, tagging up</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense. I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc. I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)</p>	<p>Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.</p>
<p>Topic 3: LONG BALL</p>	<p>Length: 2 days</p>
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: pop-fly, steal, slide, lead off, force out, foul ball, tagg up, bunt, sacrifice fly</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense. I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc. I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)</p>	<p>Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.</p>
<p>Topic 4: SUPER KICKBALL</p>	<p>Length: 2 days</p>

<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: pop-fly, steal, slide, lead off, force out, foul ball, tagg up, bunt</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense. I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc. I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)</p>	<p>Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.</p>
<p>Topic 5: ULTIMATE KICKBALL</p>	<p>Length: 2 days</p>
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: pop-fly, steal, slide, lead off, force out, foul ball, tagg up, bunt</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense. I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc. I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)</p>	<p>Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.</p>

Unit Name: Dodging, Chasing, Fleeing	Length: 10 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: How do you win? What are the boundaries? How do you get 'out' in this game? How do you get back 'in' the game? What does equipment/player set up look like at the start of the game?	Learning Targets: Students will increase hand-eye coordination when throwing and catching the dodgeballs. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate proper skill technique to throwing, catching, kicking, running, chasing, and fleeing, as well as dodging. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: TRENCH BALL, DODGEBALL, BERLIN DODGEBALL, ULTIMATE DODGEBALL, DOCTOR, DOCTOR	Length: 5 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, trench, doctor
Lesson Frame: Equipment management	We will: learn to properly set up for each dodgeball game as each setup is different. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations. (Tournament Play)	Notes:
Topic 2: Field Dodgeball/Wolf Ball	Length: 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, out, inning, offense, defense, bases, out, Wolf ball, foul ball, boundaries, foul territory, spatial awareness
Lesson Frame: Equipment management	We will: learn to properly set up the cones and bases for each game. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.

Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 3: Empire Mania	Length: 1 day
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, spatial awareness, communication, teamwork, passing/catching
Lesson Frame: Equipment management	We will: learn to properly set up the cones and pinnies for this game. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations. (Tournament Play)	Notes:
Topic 4: Netball	Length: 1 day
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, goalie, exercises, boundaries, double block rule
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, dodgeballs, exercise equipment, and goals for this game. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.

<p>Performance Tasks: Skills rubrics, fitness checklist, game play assessments, and student demonstrations. (Tournament Play)</p>	<p>Notes:</p>
<p>Topic 5: Roadkill</p>	<p>Length: 1 day</p>
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: dodging, fleeing, boundaries, new life, catching, teamwork, 5-second rule</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: learn to properly line up in this game; cars versus animals. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, proper throwing and catching checklist, hitting a moving target assessment, gameplay assessments, spatial awareness, and student demonstrations. (Tournament Play)</p>	<p>Notes:</p>

Unit Name: Invasion Games/Tournament Play	Length: 10 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: YOSHI: How do you win? Boundaries? How do you get back into the game? What happens when you hear, "Yoshi!" What is the purpose of dodging, chasing, and fleeing? What equipment is needed? PIRATE BALL-How do you win? What are the boundaries? How do you get 'out' in this game? How do you get back 'in' the game? What does equipment/player set up look like at the start of the game? What is the object of the game? CAPTURE THE FLAG/STEAL THE BALL: Equipment needed? Boundaries? How do you get captured? How do you get out of jail? Why is it important to communicate with your teammates? Inside/outside game? How do you win? WARZONE: How do you set up for the game? What other games are combined into this game? Safety precautions? What is the object of the game?	Learning Targets: Students will increase hand-eye coordination when throwing and catching the dodgeballs. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate proper skill technique to throwing, catching, running, chasing, and fleeing, as well as dodging. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: YOSHI	Length: 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork, yoshi, juke, communication
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats and correctly put on our flags. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules, as well as know the different boundary lines, and different strategies in each game, as well as understand the course of direction needed to go when Yoshi is called. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, dodging, chasing, and fleeing checklist, authentic assessment, game play assessments, and student demonstration on proper safety technique associated with flag pulling and offense/defense. (Tournament Play)	Notes:
Topic 2: Pirate Ball	Length: 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: jail, juke, communication, safe zone, dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, hula hoops, cones, and four different types of balls used to play that day (ie: soccer, basketball, dodgeball, volleyball).

	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the safety zones, spatial awareness, and safety concerns when dodging, chasing, and fleeing in this game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, authentic assessment, and game play assessments. (Tournament Play)	Notes:
Topic 3: Capture the Flag/Steal the Ball	
Standards: NASPE Standards 1, 2, 3, 4, 5	Length: 2 days Academic Vocabulary: jail, safe zones, communication, boundaries, flag guarding, stiff arm, dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork
Lesson Frame: Equipment management	We will: learn to properly set up the cones, hula hoops, jail zone, and pinnies for this game. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate understanding of the difference between Capture the Flag and Steal the Ball as well as understanding key terminology; safe zones, jail, spatial awareness and safety. Safety is no accident. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, defensive safety assessment, authentic assessment, game play assessments (Tournament Play)	Notes:
Topic 4: Warzone	
Standards: NASPE Standards 1, 2, 3, 4, 5	Length: 2 days Academic Vocabulary: yoshi, netball, dodgeball, capture the flag, communication, strategy, offense, defense, dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, dodgeballs, chairs, volleyball cart, basketball cart, tchoukball nets, football flags, and hula hoops. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the importance of offensive/defensive strategy as well as the importance of communication throughout each round. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.

Performance Tasks:

Skills rubrics, fitness checklist, game play assessments, and student demonstrations.
(Tournament Play)

Notes:

Unit Name: Fitness Testing	Length: 15 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Outcomes: Students will be able to monitor fitness progression throughout the year.
Essential Questions: What are the five fitness components? What are the four standard FITNESSGRAM tests students in Manawa are tested on? Why is it important to stay in target heart rate zone? Which fitness component aligns with the FITNESSGRAM test? Why is it important to set short & long term goals?	Learning Targets: Students will learn the five fitness components as well as increase in flexibility, muscular strength, muscular endurance, and cardiovascular endurance.
Topic 1: PACER	Length: 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate
Lesson Frame: Equipment management	We will: learn to properly set up cones 20 meters apart. I will: follow directions and pay attention to the beep before leaving the start line.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper endurance and running techniques to increase cardiovascular endurance. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of pacing and increasing cardiovascular endurance.
Performance Tasks: Partner FITNESSGRAM PACER checklist	Notes:
Topic 2: Muscular Strength/Muscular Endurance	Length: 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate
Lesson Frame: Equipment management	We will: learn to set up exercise mats and understand the reason behind the blue strips. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each FITNESSGRAM test.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique when it comes to sit-ups and 90 degree push ups. I will: demonstrate proper sit-up technique as well as 90 degree push-up technique. I will also demonstrate honesty and integrity when it comes to keeping track of my partner's scores.

<p>Performance Tasks: Partner FITNESSGRAM sit-up checklist/90 degree push-up checklist</p>	<p>Notes:</p>
<p>Topic 3: Flexibility</p>	<p>Length: 3 times a year (fall, winter, spring)</p>
<p>Standards: NASPE Standards 1, 2, 3, 4, 5</p>	<p>Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate</p>
<p>Lesson Frame: Introductory Skills</p>	<p>We will: demonstrate proper formation when testing upper arm and shoulder girdle flexibility. I will: follow directions and pay attention to how to properly perform the shoulder stretch for both the right and left side.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper technique when it comes to performing the shoulder stretch. I will: demonstrate proper technique when performing the shoulder stretch on both the right & left shoulders.</p>
<p>Performance Tasks: Partner FITNESSGRAM Shoulder Stretch Checklist: Yes/No (Circle)</p>	<p>Notes:</p>

Course Name:	Robotics		
Credits:	1		
Prerequisites:	Engineering		
Description:	Students will walk through the design and build of a mobile robot. 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, applying skills of technological design and analysis to robotic structures with varied task-oriented goals presented.		
Academic Standards:	WI COMMON CAREER TECHNICAL STANDARDS (WCCTS) <u>Content Area: 4C/Creativity, Critical Thinking, Communication and Collaboration: 4C1</u> <u>Content Area: CD/Career Development: CD1</u> WI STANDARDS FOR TECHNOLOGY AND ENGINEERING (TE) <u>Content Area: BB/Broad-based: BB1</u> <u>Content Area: EL/Electronics: EL6</u> <u>Content Area: ENG/Engineering: ENG1, ENG3, ENG4, ENG5</u>		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Intro to Engineering	10 days	ENG1.a ENG3.b ENG4.b CD1	Students will learn about what engineering is and what engineers do. The concepts of classical mechanics, design and iteration will be defined and worked through.
Intro to Robotics	11 days	ENG3.a ENG5.a	Students will learn about how the field of robotics operates and how robots work. Students will learn about the role of robots in society and how they are used in all aspects of STEM education.
Intro to VEXnet	9 days	ENG5.b EL6	Students will learn what the core components of the VEX control system are - the Cortex Microcontroller, VEXnet Joystick and VEXnet Wireless link. They will also learn how they each function.
3D Modeling with Autodesk Inventor	20 days	ENG4.b	Students will get an introduction to Autodesk Inventor. They will get an overview of the different ways engineers use Autodesk Inventor and then learn specific ways they can use Inventor to help design and build VEX robots.

THE GAME!	14 days	ENG4.b CD1.b CD1.c	Students will learn the rules of the game, which will be necessary to design robots. The students will be able to analyze potential game strategies. Students will learn the effects of applying a cost benefit analysis to the design process.
Object Manipulation	8 days	ENG4.b BB1.c	Students will learn about the different types and categories of robot manipulators. Students will be presented with robot manipulators from the real world and shown the basic principles behind their operation. Students will then create their own object manipulator for use on their competition robot.
Speed, Power, Torque, & DC Motors	10 days	ENG5.b BB1.c	Students will learn about the physical principles of speed, power, and torque. Students will learn about DC motors and how these principles apply to them. Students will apply these concepts on a sample mechanical system to calculate key details of the design.
Mechanical Power Transmission	10 days	ENG4.b ENG5.b BB1.c BB1.f	Students will learn about the different types of mechanical power transmission. Topics include various gear types, and how to calculate gear ratios. These principles will then be applied to the types of motor - arm systems seen on competition robots.
Drivetrain Design	8 days	BB1.c BB1.f	Students will learn about the physical principles of friction and traction through the exploration of robot drivetrain design.
Lifting Mechanisms	11 days	ENG4.b ENG5.b BB1.c BB1.f	Students will learn about the different types of lifting mechanisms and how they work. Engineering topics will include degrees of freedom, shock load, joint loading, joint speed, elevators, linkages, and passive assistance.
Systems Integration	7 days	BB1.a ENG4.b	Students will learn about the techniques that are used in engineering that allow for the successful integration of systems into a cohesive finished product. Students will learn how integration is an integral part of the initial design process.
Testing, Iteration, and Continuous Improvement	12 days	CD1d ENG4.b ENG4.c	Students will learn how important testing, iteration and continuous improvement are in the design process. The students will learn how to develop their final design.

<p>Unit Name: Intro to Engineering</p>	<p>Length: 10 days</p>
<p>Standards: CD1.d.4.m: Apply decision-making strategies to personal and team interactions. ENG1.a.10.h: Identify key elements of the design process: define a problem, identify criteria, generate solutions, create a prototype, test and evaluate, refine, and communicate the results. ENG3.a.7.h: Research and development is a specific problem-solving approach that is used intensively in business and industry to prepare devices and systems for the marketplace. ENG4.b.5.h: Develop and produce a product or system using a design process.</p>	<p>Outcomes: This unit will teach students the answer to the question “What IS engineering?” Students will learn what engineers do, what different types of engineers there are, and what tools they use. This unit will get students started on their engineering notebook which they will use throughout the semester to document their progress.</p>
<p>Essential Questions: 1. What does an engineer do? 2. What is something that you have used today that was designed by an engineer? 3. Why is classical mechanics such an important part of engineering? 4. How does having constraints placed on a design change the engineering process? 5. Why is making a prototype so important in the design process? 6. What have you learned from the iterative process?</p>	<p>Learning Targets: 1. Students will be able to demonstrate how classical mechanics is used in the engineering process. 2. Students will be able to correctly produce entries into their engineering notebook. 3. Students will be able to produce a prototype of their design.</p>
<p>Topic 1: What is Engineering?</p>	<p>Length: 1 day</p>
<p>Standard(s): ENG3.a.7.h: Research and development is a specific problem-solving approach that is used intensively in business and industry to prepare devices and systems for the marketplace.</p>	<p>Academic Vocabulary: Engineering, Methodical, Classical Mechanics, Structural Design, Manufacturing, Design, Innovation</p>
<p>Lesson Frame: What is our world is engineered?</p>	<p>We will: brainstorm a definition for engineering, based on what we know.</p>
	<p>I will: identify what around me has been engineered.</p>
<p>Lesson Frame: Disciplines of Engineering</p>	<p>We will: list types of engineers.</p>
	<p>I will: explore the role of various types of engineers.</p>
<p>Performance Tasks: Students compare lists of engineered products in small groups</p>	<p>Notes: Lesson: https://manawatech.com/courses/mod/page/view.php?id=122</p>
<p>Topic 2: Engineering Design Teams</p>	<p>Length: 1 day</p>

<p>Standard(s): CD1.d.4.m: Apply decision-making strategies to personal and team interactions.</p>	<p>Academic Vocabulary: N/A</p>
<p>Lesson Frame: The Design Team</p>	<p>We will: explore the different engineering tasks necessary to complete a project. I will: brainstorm a list of engineers identified in lesson one that would be involved in designing a car.</p>
<p>Lesson Frame: Roles</p>	<p>We will: identify characteristics of helpful work partners. I will: list characteristics necessary to be a productive member of a design team.</p>
<p>Performance Tasks: Answer "seed question": What does an engineer do?</p>	<p>Notes: Lesson: https://manawatech.com/courses/mod/page/view.php?id=484</p>
<p>Topic 3: What is the Engineering Design Process?</p>	<p>Length: 6 days</p>
<p>Standard(s): ENG1.a.10.h: Identify key elements of the design process: define a problem, identify criteria, generate solutions, create a prototype, test and evaluate, refine, and communicate the results.</p>	<p>Academic Vocabulary: Methodical, Classical Mechanics, Quantitative, Specifications, Ideate, Prototype, CAD Models, Assembly Drawings, Manufacturing Plans, Bill of Materials</p>
<p>Lesson Frame: Steps 1-3 of the Design Process: Understand, Explore, Define</p>	<p>We will: perform the task of identifying a problem to solve as an engineer. I will: identify faulty thinking in bids proposed to solve elevator problem (reading).</p>
<p>Lesson Frame: Steps 4-5 of the Design Process: Ideate, Prototype</p>	<p>We will: apply "specification ranking" to ideation and prototyping. I will: apply "Wish," "Preferred," or "Demand" to given project specifications.</p>
<p>Lesson Frame: Steps 6-8 of the Design Process: Choose, Refine, Present</p>	<p>We will: apply the use of "weighted objectives tables" to the decision making process I will: create a WOT table to apply weights for drivetrain, gripper, and lift comparison.</p>
<p>Lesson Frame: Steps 9-11 of the Design Process: Implement, Test, Iterate</p>	<p>We will: identify steps involved in the implementation and testing of a solution. I will: share group solutions determined best fit for the given scenario, and redefine from feedback.</p>
<p>Performance Tasks: Create a prototype, an iteration of the design, and document progress of a specified design challenge.</p>	<p>Notes: Lesson: https://manawatech.com/courses/mod/page/view.php?id=485</p>
<p>Topic 4: Design Documentation</p>	<p>Length: 1 day</p>

<p>Standard(s): ENG1.a.10.h: Identify key elements of the design process: define a problem, identify criteria, generate solutions, create a prototype, test and evaluate, refine, and communicate the results.</p>	<p>Academic Vocabulary: Maintenance Guide, User Manuals, Design Presentations, Proposals, Design Review</p>
<p>Lesson Frame: Engineering Notebooks</p>	<p>We will: identify, use, and organization of an engineer's notebook. I will: set up my engineering notebook to include an organized method of notetaking and design documentation.</p>
<p>Lesson Frame: Engineering Tools</p>	<p>We will: list common tools of all engineers. I will: record in my engineering notebook a list of tools necessary to complete the design process as an engineer.</p>
<p>Performance Tasks: Prepare Engineering Notebook for documentation/record-keeping.</p>	<p>Notes: Lesson: https://manawatech.com/courses/mod/page/view.php?id=486</p>
<p>Topic 5: Design Challenge</p>	<p>Length: 1 day</p>
<p>Standard(s): ENG4.b.5.h: Develop and produce a product or system using a design process.</p>	<p>Academic Vocabulary: Design Presentations, Proposals, Design Review</p>
<p>Lesson Frame: Engineer Freestanding Tower</p>	<p>We will: recognize that all steps in the design process are not always applicable or appropriate I will: create a freestanding tower in 30 minutes, applying appropriate steps in the process.</p>
<p>Performance Tasks: Using nothing but ten letter size sheets of paper, construct a freestanding tower as tall as possible, in 30 minutes.</p>	<p>Notes: Lesson: https://manawatech.com/courses/mod/page/view.php?id=487</p>

Unit Name: Intro to Robotics	Length: 11 days
Standards: ENG3.a.7.h: Research and development is a specific problem solving approach that is used intensively in business and industry to prepare devices and systems for the marketplace. ENG5.a.5.m: Demonstrate and use tools, materials, and machines safely to create, diagnose, adjust, and repair systems.	Outcomes: In this unit students will learn about robotics in our world, and how ALL the different aspects of STEM are all used in the field of robotics. This unit will also provide an introduction to VEX EDR; students will get an overview of the different subsystems within the VEX system and how they interact together. Students will then put this knowledge into practice as they follow step-by-step directions to build their first robot.
Essential Questions: 1. How do robots benefit society? 2. Explain how the different subsystems work together. 3. How does the installation of sensors improve the functioning of the robot?	Learning Targets: 1. Students will be able to discuss how robots are used today in industry, research and in education. 2. Students will be able to explain what the different basic components of a robot are and how they perform their function. 3. Students will be able to assemble the VEX Clawbot using the directions provided.
Topic 1: What is Robotics?	Length: 2 days
Standard(s): ENG3.a.7.h: Research and development is a specific problem-solving approach that is used intensively in business and industry to prepare devices and systems for the marketplace	Academic Vocabulary: Robot, Robotics, Subsystem, Manipulators, Control System, Sensors
Lesson Frame: History of Robotics	We will: define Robotics and identify the basic components of a robot. I will: list and define components of a robot.
Lesson Frame: Robots and Society	We will: view a visual representation of robots in use in various environments. I will: list the types of tasks robots perform in different environments
Performance Tasks: Students will identify how robots are used today in industry, research and in education.	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=168
Topic 2: VEX Robotics Design System	Length: 2 days
Standard(s): ENG3.a.7.h: Research and development is a specific problem solving approach that is used intensively in business and industry to prepare devices and systems for the marketplace.	Academic Vocabulary: The six subsystems: structure, motion, power, sensors, logic, control
Lesson Frame: Structure Subsystems	We will: identify the components within the six subsystems of the robot. I will: match pictures of robotic component to the subsystem in which it belongs.
Performance Tasks: Students will explain what the different basic components of a robot are and how they perform their function.	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=170

Topic 3: Building the VEX Clawbot	Length: 7 days
Standard(s): ENG5.a.5.m: Demonstrate and use tools, materials, and machines safely to create, diagnose, adjust, and repair systems. BB1.c.4.h: Build, test and troubleshoot simple linear, rotary, and compound mechanisms.	Academic Vocabulary: Autonomous, Drivetrain, Actuators, Servo, Ultrasonic Range Finder, Gyroscope, Light Sensor, Optical Encoders
Lesson Frame: Mechanical Build of Structure	We will: build the VEX Clawbot using the Clawbot Build Guide I will: demonstrate my ability to follow step-by-step instructions while building the Clawbot
Performance Tasks: Students will assemble the VEX Clawbot following the instructions, "Clawbot Build Guide".	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=171 Assembly Instructions: http://content.vexrobotics.com/docs/276-2600-Claw-Assembly.pdf (Stop at step #27)

Unit Name: Introduction to VEXnet	Length: 9 days
Standards: ENG5.b.8.h: Use computers and calculators to access, retrieve, organize, process, maintain, interpret, and evaluate data and information in order to communicate. EL6.a.5.h: Program a microcontroller to maneuver a robot. EL6.a.3.h: Program and test an autonomous robot.	Outcomes: In this unit students will learn about the core components of the VEX control system - the VEX ARM® Cortex®-based Microcontroller, VEXnet Joystick and VEXnet Wireless link. Students will then get the opportunity to use their previously built robots to compete in a head-to-head challenge against their classmates.
Essential Questions: 1. Explain how the microprocessor functions. 2. Explain how the VEXnet works. 3. Explain how you were able to use the joysticks in conjunction with the VEXnet system to pick up and score the bottles or cans in your classroom challenge. 4. Explain how you can improve you score in the classroom challenge using the control system of the robot.	Learning Targets: 1. Students will be able to explain what the specific components that make up the VEXnet System can do and how they are used to control the robot. 2. Students will be able to set up their microcontroller to function in both autonomous and drive controlled modes. 3. Students will be able to correctly produce entries into their engineering notebook. 4. Students will be able to use the VEXnet system to successfully control their robot in a classroom challenge.
Topic 1: VEX ARM Cortex-based Microcontroller	Length: 2 days
Standard(s): ENG5.b.8.h: Use computers and calculators to access, retrieve, organize, process, maintain, interpret, and evaluate data and information in order to communicate. EL6.a.5.h: Program a microcontroller to maneuver a robot	Academic Vocabulary: RobotC, Bi-directional communication, Debugging, Interface, Downloading
Lesson Frame: The Microcontroller	We will: identify the ports of the microcontroller as input/output and analog or digital
	I will: label the parts of the microcontroller as input/output and analog/digital
Lesson Frame: Default Code	We will: prepare the microcontroller with the default code
	I will: download the default program from the computer to the microcontroller
Performance Tasks: Students will explain what the specific components of the VEXnet System can do and how they are used to control the robot.	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=178
Topic 2: VEXnet Joystick	Length: 2 days

<p>Standard(s): ENG5.b.8.h: Use computers and calculators to access, retrieve, organize, process, maintain, interpret, and evaluate data and information in order to communicate.</p>	<p>Academic Vocabulary: Jumpers</p>
<p>Lesson Frame: The VEX Joystick</p>	<p>We will: identify the ports and controls on the VEX joystick I will: label a graphic of the joystick controls with appropriate assignments</p>
<p>Lesson Frame: Assigning Controls</p>	<p>We will: understand the mapping procedure of the joystick controls I will: map the controls of the joystick to the appropriate output motors</p>
<p>Performance Tasks: Following step-by-step instructions, students will set up their microcontroller and joystick to function in a wired drive-controlled environment.</p>	<p>Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=179</p>
<p>Topic 3: VEXnet Wireless Link</p>	<p>Length: 1 day</p>
<p>Standard(s): ENG5.b.8.h: Use computers and calculators to access, retrieve, organize, process, maintain, interpret, and evaluate data and information in order to communicate.</p>	<p>Academic Vocabulary: VEXnet Keys</p>
<p>Lesson Frame: Pairing the Joystick and Microcontroller</p>	<p>We will: learn the procedure for pairing the joystick to the microcontroller I will: pair the joystick to the microcontroller using RobotC and the USB A-to_A cable</p>
<p>Lesson Frame: Wireless Keys</p>	<p>We will: learn the method for pairing the joystick and microcontroller for wireless control I will: pair the joystick to the microcontroller wirelessly using the VEXnet keys</p>
<p>Performance Tasks: Following step-by-step instructions, students will pair a wireless connection between the joystick and microcontroller using VEXnet keys and RobotC.</p>	<p>Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=183</p>
<p>Topic 4: Wiring and Configuring a VEX Robot</p>	<p>Length: 2 days</p>
<p>Standard(s): EL6.a.3.h: Program and test an autonomous robot.</p>	<p>Academic Vocabulary: Motor Port</p>
<p>Lesson Frame: Physical Configuration</p>	<p>We will: follow guided instructions for wiring a robots motors I will: wire the Clawbot as diagrammed in the handout.</p>

Lesson Frame: Port Configuration in RobotC Software	We will: match the port configuration to the correct interface in RobotC
Performance Tasks: Students will set up their microcontroller, joystick, and Clawbot to function remotely with joystick controls.	I will: set up the port configuration in RobotC and download the new code to the microcontroller Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=181 (Wiring instructions begin at step #27 of the Clawbot packet received in Unit 2.)
Topic 5: The Can Cleanup Challenge	Length: 2 days
Standard(s): EL6.a.3.h: Program and test an autonomous robot.	Academic Vocabulary: N/A
Lesson Frame: Practice with Controls	We will: practice using the joystick to control the robot
	I will: control the Clawbot using wireless joystick controls
Lesson Frame: Challenge (Game)	We will: exercise our new skills controlling the robot in a competitive environment.
	I will: practice my skills by competing in the Can Cleanup Challenge
Performance Tasks: Students will use the VEXnet system to successfully control their robot in a classroom challenge Identified in the "Can Cleanup Challenge" game rules.	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=184

Unit Name: 3D Modeling With Autodesk Inventor	Length: 20 days
Standards: ENG4.b.4.h: Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product.	Outcomes: In this unit students will get an introduction to Autodesk® Inventor®. They will get an overview of the different ways engineers use Autodesk® Inventor®, then learn specific ways they can use Inventor to help design and build VEX robots.
Essential Questions: 1. Which items in the classroom require 3D modeling software in order to be designed and manufactured? 2. Which types of engineers use CAD and how do they use it for their day to day job? 3. Why do designers create virtual models? 4. What is the benefit to designers of being able to animate an assembly? 5. What would a designer use a rendered image of a design for?	Learning Targets: 1. Students will be able to create 3D models using Autodesk Inventor 2. Students will be able to animate 3D models 3. Students will be able to render 3D models
Topic 1: Basic Inventor Command Overview	Length: 3 days
Standard(s): ENG4.b.4.h: Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product.	Academic Vocabulary: Computer Aided Design (CAD), Rendering, Browser Menu, Degrees of Freedom, Bottom Up Modeling, Top Down Modeling
Lesson Frame: Autodesk® Inventor®. Primary Environment	We will: become reacquainted with the 3D modeling software Autodesk Inventor's program interface I will understand the overall project tasks involved in assembling and animating the virtual Clawbot.
Lesson Frame: 3D Model the Claw Arm	We will: become reacquainted with the tools for creating 3D models in Autodesk Inventor. I will: create the Clawbot's claw arm in Autodesk® Inventor®.
Performance Tasks: Students will create 3D models and constrain components into a full assembly with appropriate movement of parts, using Autodesk® Inventor®.	Notes: Lesson (with video links): https://manawatech.com/courses/course/view.php?id=3&section=6
Topic 2: Building the Virtual Clawbot	Length: 15 days
Standard(s): ENG4.b.4.h: Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product.	Academic Vocabulary: Assemblies, Constraints, Views
Lesson Frame: Overview and Tutorial -Review of the Clawbot Model	We will: gain an understanding of the methods used for assembling the virtual Clawbot. I will: view "Intro" and "Video 1 to gain an understanding of the procedure for project assembly.
Lesson Frame: Video 2: Project Set up/Preparation	We will: understand the process for preparing your project library. I will: create my project library and prepare the folders with the downloaded part files.
Lesson Frame: Video 3: Start a New Assembly Video 4: Add Standard Parts to Assembly	We will: demonstrate the steps involved in assembling the Clawbot base. I will: place and assemble the base of the Clawbot parts in Autodesk Inventor.
Lesson Frame: Video 5: Assemble Bearing Flats and Rivets	We will: gain skill in assembling parts with the use of iMates.

	I will: assemble the bearing flats and rivets to the Clawbot base using Imate constraints.
Lesson Frame: Video 6: Assemble the Driveshaft and Collar	We will: demonstrate ongoing skill in virtual 3D model assembly. I will: assemble the driveshaft and collar of the Clawbot to its base.
Lesson Frame: Video 7: Assemble the Wheel; Video 8: Create a Wheel Subassembly	We will: demonstrate ongoing skill in virtual 3D model assembly. I will: prepare the claw arm joint as a separate subassembly.
Lesson Frame: Video 9: Align the Gears	We will: demonstrate ongoing skill in virtual 3D model assembly. I will: use work planes to align the teeth of the gears in the virtual assembly.
Lesson Frame: Video 10: Assemble the Claw Arm Drivetrain	We will: demonstrate ongoing skill in virtual 3D model assembly. I will: build the claw arm drivetrain using gears, shafts, and shaft collars.
Lesson Frame: Video 11: Assemble the Cortex Microcontroller	We will: demonstrate ongoing skill in virtual 3D model assembly. I will: assemble the microcontroller and battery straps to the base.
Lesson Frame: Video 12: Assemble the Claw Arm	We will: demonstrate ongoing skill in virtual 3D model assembly. I will: add the claw arm to the to the Clawbot assembly.
Lesson Frame: Video 13: Complete the Robot Assembly	We will: demonstrate ongoing skill in virtual 3D model assembly. I will: assemble the microcontroller and battery straps to the base.
Performance Tasks: Students will create 3D models and constrain components into a full assembly with appropriate movement of parts, using Autodesk® Inventor®.	Notes: Lesson (with video links): https://manawatech.com/courses/course/view.php?id=3&section=6
Topic 3: Rendering and Animation	
	Length: 2 days
Standard(s): ENG4.b.4.h: Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product.	Academic Vocabulary: Render, Animate
Lesson Frame: Video 14: Render and Animate the Robot	We will: learn to create an animation of the model assembly to prepare for a presentation. I will: create a rendered animation of my Clawbot assembly.
Performance Tasks: Students will animate and render the 3D Clawbot assembly using Autodesk® Inventor®.	Notes: Lesson (with video links): https://manawatech.com/courses/course/view.php?id=3&section=6

Unit Name: The Game!	Length: 14 days
Standards: 4C1.a.7.h: Develop original ways to solve a problem. ENG4.b.4.h: Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product. ENG4.b.5.h: Develop and produce a product or system using a design process.	Outcomes: In this unit students will be presented with a game (typically the VRC game of the current competition season). They will split into teams and spend the rest of the semester designing a robot which can play this game head-to-head against the robots built by their classmates. This robot build will follow the engineering design process discussed in Unit 1. The first step in this process is analyzing the design challenge placed in front of them and deciding what they want their robot to do.
Essential Questions: 1. How can you maximize the number of points you can score during the game? 2. How can you keep your opponent from scoring efficiently during the game? 3. How do you choose what features of the robot are needed to play the game?	Learning Targets: 1. Students will be able to explain how the process of strategic design works. 2. Students will be able to demonstrate the use of defining objectives to select game objectives. 3. Students will be able to list all of the ways to score the most points in the game. 4. Students will be able to create a cost – benefit analysis to demonstrate the strengths of different tasks.
Topic 1: Strategic Design	Length: 1 day
Standard(s): ENG4.b.5.h: Develop and produce a product or system using a design process.	Academic Vocabulary: Strategic Design
Lesson Frame: Understand, Define, Explore	We will: understand the task by identifying the rules, constraints, and goals. I will: create a chart of information helpful and necessary in creating a successful design
Performance Tasks: Students will list all of the ways to score the most points in the "Swept Away" game.	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=418
Topic 2: Defining Objectives	Length: 2 days
Standard(s): 4C1.a.7.h: Develop original ways to solve a problem.	Academic Vocabulary: cost-benefit analysis, prioritization of tasks
Lesson Frame: Cost-Benefit Analysis	We will: understand the process of creating a cost-benefit analysis to engineering design I will: create a cost-benefit analysis chart as it applies to "The Game!"
Lesson Frame: Prioritization of Tasks	We will: learn to prioritize strategically when problem solving a solution. I will: create a chart of our group's evolution through the prioritization process.

<p>Performance Tasks: Students will apply the methodical process to determining best strategies and design to win the game.</p>	<p>Notes: Lesson: https://manawatech.com/courses/mod/page/view.php?id=475</p>
<p>Topic 3: Analyzing the Game</p>	<p>Length: 3 days</p>
<p>Standard(s): ENG4.b.4.h: Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product.</p>	<p>Academic Vocabulary: None</p>
<p>Lesson Frame: Prototype</p>	<p>We will: create the first prototype of our design idea. I will: create a model of our team's robot design.</p>
<p>Lesson Frame: Create/Test/Refine</p>	<p>We will: test our design ideas for efficiency. I will: test our finished prototype, searching critically for possible improvements based on movement and basic design.</p>
<p>Performance Tasks: Create a 3D model of your team's robot design.</p>	<p>Notes: Lesson: https://manawatech.com/courses/mod/page/view.php?id=476</p>
<p>Topic 4: Performance</p>	<p>Length: 8 days</p>
<p>Standard(s): ENG4.b.5.h: Develop and produce a product or system using a design process.</p>	<p>Academic Vocabulary: None</p>
<p>Lesson Frame: Build</p>	<p>We will: construct our robot models for competition I will: work with my team toward completion of our physical model.</p>
<p>Lesson Frame: Competition</p>	<p>We will: compete in the Swept Away competition I will: assist my team in successful performance during the competition.</p>
<p>Lesson Frame: Reflection</p>	<p>We will: reflect on our performance. I will: create a list of design alternations that would improve performance.</p>
<p>Performance Tasks: Robot team build Swept Away - game performance and reflection</p>	<p>Notes: Lesson: https://manawatech.com/courses/mod/page/view.php?id=478</p>

<p>Unit Name: Object Manipulation</p>	<p>Length: 8 days</p>
<p>Standards: BB1.c.5.h: Given a linear, rotary, and/or compound motion mechanism, students will measure and calculate units such as work, power, torque, gear ratios, and mechanical advantage. ENG4.b.4.h: Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product. ENG4.b.5.h: Develop and produce a product or system using a design process.</p>	<p>Outcomes: In this unit, students will learn about the different types and categories of robot manipulators. Students will be presented with robot manipulators from the real world, and shown the basic principles behind their operation. Students will then create their own object manipulator for use on their competition robot.</p>
<p>Essential Questions: 1. Why would you choose one type of a manipulator over another type? 2. How can your data from your test improve your redesign?</p>	<p>Learning Targets: 1. Students will be able to demonstrate the basic concepts of manipulators, and accumulators. 2. Students will be able to design examples of manipulators, and accumulators.</p>
<p>Topic 1: Manipulators</p>	<p>Length: 2 days</p>
<p>Standard(s): BB1.c.5.h: Given a linear, rotary, and/or compound motion mechanism, students will measure and calculate units such as work, power, torque, gear ratios, and mechanical advantage.</p>	<p>Academic Vocabulary: Manipulators, Elasticity, Plow, Accumulators, Scoops, Conveyor, Traction, Magazine, Friction, Indexing, Claw, Hopper, Conveyance</p>
<p>Lesson Frame: Plows, Scoops, and Friction Grabbers</p>	<p>We will: Identify different types of manipulators and their advantages I will: identify a manipulator by its name and state a reason for its preferred use.</p>
<p>Lesson Frame: Roller Manipulator</p>	<p>We will: develop an understanding of the advantages of a roller manipulator in competition I will: list advantages of the roller manipulator in competition</p>
<p>Performance Tasks: Match the manipulator name to its graphic and state its preferred use.</p>	<p>Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=1029</p>
<p>Topic 2: Accumulators</p>	<p>Length: 2 days</p>
<p>Standard(s): BB1.c.5.h: Given a linear, rotary, and/or compound motion mechanism, students will measure and calculate units such as work, power, torque, gear ratios, and mechanical advantage.</p>	<p>Academic Vocabulary: magazine, conveyor, conveyance</p>
<p>Lesson Frame: Magazines, Conveyor Belts, and Hoppers</p>	<p>We will: Identify the different styles of accumulators along with reasons for preferred use. I will: recognize a type of accumulator by its components within the design</p>
<p>Lesson Frame: Accumulator Design</p>	<p>We will: recognize the trade-offs in choosing one style of accumulator over another I will: identify the advantages and disadvantages of each style of accumulator</p>

<p>Performance Tasks: Teams brainstorm sketches of manipulator or accumulator designs.</p>	<p>Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=1030</p>
<p>Topic 4: Create Object Manipulator</p>	<p>Length: 4 days</p>
<p>Standard(s): ENG4.b.4.h: Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product. ENG4.b.5.h: Develop and produce a product or system using a design process.</p>	<p>Academic Vocabulary: N/A</p>
<p>Lesson Frame: Virtual Model</p>	<p>We will: create a prototype of our design in Autodesk® Inventor®. I will: 3D model our team's chosen design.</p>
<p>Lesson Frame: Design Activity: Physical Model</p>	<p>We will: create the physical model of the object manipulator I will: produce a physical copy of our chosen object manipulator</p>
<p>Performance Tasks: 3D model of manipulator in Autodesk® Inventor®. Physical model, upon instructor approval of design</p>	<p>Notes: Lesson: https://manawatech.com/courses/course/view.php?id=3&section=8</p>

Unit Name: Speed, Power, Torque & DC Motors	Length: 10 days
Standards: BB1.c.5.h: Given a linear, rotary, and/or compound motion mechanism, students will measure and calculate untis such as work, power, torque, gear ratios, and mechanical advantage. ENG5.b.7.h: Operate systems so that they function in the way they were designed.	Outcomes: In this unit, students will learn about the physical principles of speed, power, and torque. They will also learn about DC motors and how these principles apply to them. Students will apply these concepts on a sample mechanical system to calculate key details of the design.
Essential Questions: 1. Why would you want to increase your speed and lower your power? 2. Why would you want to increase your power and lower your speed? 3. How does the change in the load affect your current draw?	Learning Targets: 1. Students will be able to demonstrate the concept of speed. 2. Students will be able to demonstrate the concept of power. 3. Students will be able to demonstrate the concept of torque. 4. Students will be able to describe the 4 primary characteristics of a DC Motor, and how they relate to each other. 5. Students will be able to calculate motor loading for a mechanical DC Motor system, and describe how changes in the system would affect the loading.
Topic 1: Classical Mechanics	Length: 1 day
Standard(s): BB1.c.5.h: Given a linear, rotary, and/or compound motion mechanism, students will measure and calculate units such as work, power, torque, gear ratios, and mechanical advantage.	Academic Vocabulary: Mechanics, Torque, Speed, Velocity, Rotational Speed, Actuator, Acceleration, DC Motor, Force, Voltage, Work, Current, Power, Stall, Load
Lesson Frame: Speed, Acceleration, Force, and Torque	We will: define speed, rotational speed, acceleration, force, and torque
	I will: provide examples of differentiation in speed, acceleration, force, and torque.
Performance Tasks: Study packet with calculations and exercises	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=1034
Topic 2: DC Motors	Length: 3 days
Standard(s): BB1.c.5.h: Given a linear, rotary, and/or compound motion mechanism, students will measure and calculate untis such as work, power, torque, gear ratios, and mechanical advantage.	Academic Vocabulary: voltage, speed, torque, load, current, rotational speed,
Lesson Frame: Motor Loading, Current Draw, Key Motor Characteristics	We will: understand the load acting on a motor.
	I will: define the relationship between torque, load, and rotational speed.
Lesson Frame: Varying Power with Voltage	We will: recognize that power output varies with voltage
	I will: determine motor limits and calculations.

<p>Performance Tasks Arm Design Calculations - voltage and motor limits</p>	<p>Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=1035</p>
<p>Topic 3: Simulate and Size a DC Motor</p>	<p>Length: 6 days</p>
<p>Standard(s): BB1.c.5.h: Given a linear, rotary, and/or compound motion mechanism, students will measure and calculate untis such as work, power, torque, gear ratios, and mechanical advantage. ENG5.b.7.h: Operate systems so that they function in the way they were designed.</p>	<p>Academic Vocabulary: Dynamic Simulation</p>
<p>Lesson Frame: Video 1: Review of Robot Assembly</p>	<p>We will: review the existing robot assembly and create a simplified model. I will: create a simplified model.</p>
<p>Lesson Frame: Video 2: Run the Simulation and Calculate the Torque</p>	<p>We will: learn how to determine calculations from within the 3D virtual environment. I will: determine the torque on the driveshaft by running a simulation.</p>
<p>Lesson Frame: Evaluation of Arm Structures</p>	<p>We will: evaluate workflow required to calculate maximum torque I will: determine maximum torque using the Dynamic Simulation environment</p>
<p>Performance Tasks: Testing of arm designs. Data collection. Redesign.</p>	<p>Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=1037</p>

<p>Unit Name: Mechanical Power Transmission</p>	<p>Length: 10 days</p>
<p>Standards: BB1.c.5.h: Given a linear, rotary, and/or compound motion mechanism, students will measure and calculate units such as work, power, torque, gear ratios, and mechanical advantage. ENG5.b.8.h: Use computers and calculators to access, retrieve, organize, process, maintain, interpret, and evaluate data and information in order to communicate. ENG4.b.4.h: Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product.</p>	<p>Outcomes: In this lesson students will learn about the different types of mechanical power transmission. They will learn about different gear types, and how to calculate gear ratios. These principles will then be applied to the types of motor - arm systems seen in Unit 7.</p>
<p>Essential Questions: 1. How do the different types of gears provide an advantage in your arm design? 2. How do the mathematical calculations help you to determine what type of gear ratio is needed in your design?</p>	<p>Learning Targets: 1. Students will be able to demonstrate how mechanical power transmission systems are very important in the design and construction of competition robots. 2. Students will be able to vary the gear ratio (and the mechanical advantage) in a system giving them the versatility necessary to accomplish whatever work needs to be done. 3. Students will be able to determine gear inputs & outputs by calculating the difference between them, and determine their gear ratio accordingly.</p>
<p>Topic 1: Power Transmission</p>	<p>Length: 5 days</p>
<p>Standard(s): BB1.c.5.h: Given a linear, rotary, and/or compound motion mechanism, students will measure and calculate units such as work, power, torque, gear ratios, and mechanical advantage.</p>	<p>Academic Vocabulary: Gear, Gear Ratio, Mechanical Advantage, Transmission, Spur Gear, Bevel Gear, Crown Gear, Worm Gear, Helical Gear, Idler Gear, Epicyclical (Planetary) Gear, Rack and Pinion Gear, Gear Pitch,</p>
<p>Lesson Frame: Overview of transmission process</p>	<p>We will: gain an understanding of the transmission process. I will: reiterate the transmission process.</p>
<p>Lesson Frame: Gear teeth and pitch; Gear ratios</p>	<p>We will: identify different gear types and how they work I will: prepare a template for presenting different gear types through research</p>
<p>Lesson Frame: Motion Reversal & Idler Gears</p>	<p>We will: understand the cause and effect of motion reversal I will: determine direction of motion by identifying a pattern.</p>
<p>Lesson Frame: Compound Gear Reduction</p>	<p>We will: view a presentation on how the gear reduction process works. I will: illustrate the mathematical calculations involved in gear reduction.</p>
<p>Lesson Frame: Formulas & Calculations</p>	<p>We will: understand the procedure for calculating gear reduction. I will: calculate gear reduction of my arm configuration</p>

<p>Performance Tasks: Revisit arm design from Unit 7 - apply Adaptation Activity</p>	<p>Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=1049</p>
<p>Topic 2: Arm Design</p>	<p>Length: 1 day</p>
<p>Standard(s): ENG5.b.8.h: Use computers and calculators to access, retrieve, organize, process, maintain, interpret, and evaluate data and information in order to communicate.</p>	<p>Academic Vocabulary: N/A</p>
<p>Lesson Frame: Design Adaptation Activity</p>	<p>We will: apply design adaptations to the arm activity from Unit 7. I will: produce the changes identified in the packet to my arm design.</p>
<p>Performance Tasks: Revisit arm design from Unit 7 - apply Adaptation Activity</p>	<p>Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=1049</p>
<p>Topic 3: Modeling an Articulating Scoop</p>	<p>Length: 4 days</p>
<p>Standard(s): ENG5.b.8.h: Use computers and calculators to access, retrieve, organize, process, maintain, interpret, and evaluate data and information in order to communicate.</p>	<p>Academic Vocabulary: N/A</p>
<p>Lesson Frame: Videos 1 and 2: Spur Gear Assembly</p>	<p>We will: I will:</p>
<p>Lesson Frame: Video 3: Assemble the Gears</p>	<p>We will: gain an understanding of the overall process involved in assembling the I will: begin assembling the gears, following the video tutorial instructions provide</p>
<p>Lesson Frame: Video 4: Complete the Gear Assembly</p>	<p>We will: finalize the mechanical assembly of parts in our gear assembly. I will: begin assembling the gears, following the video tutorial instructions provide</p>
<p>Lesson Frame: Video 5: Add the Motor and Animate Assembly</p>	<p>We will: learn how to add the motors to the assembly and finalize the animation. I will: add the motors, and animate the assembly</p>
<p>Performance Tasks: Assembly Project</p>	<p>Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=1050</p>

Unit Name: Drivetrain Design	Length: 8 days
Standards: BB1.c.4.h: Build, test, and troubleshoot simple linear, rotary, and compound mechanisms. BB1.c.5.h: Given a linear, rotary and/or compound motion mechanism, students will measure and calculate units such as work, power, torque, gear ratios, and mechanical advantage. B1.f.5.h: Calculate and define the different loads acting on structures (i.e. static, dynamic, stress, strain, compression, tension)	Outcomes: In this unit students will be exposed to the physical principles of friction & traction while exploring the implications these principles have on robot drivetrain design. Students will be shown a variety of different robot drive system types and will learn the differences between them. Students will then apply the lessons they've previously learned about DC motors & gear ratios to design the powertrain of their robot's drive system.
Essential Questions: 1. How can you use friction to your advantage when you create your robot drivetrain? 2. How can you use geometry to help select the most efficient drivetrain for your robot?	Learning Targets: 1. Students will be able to demonstrate how applied force and friction are related. 2. Students will be able to distinguish between static and kinetic friction. 3. Students will be able to calculate wheel speed. 4. Students will be able to demonstrate how to calculate a gear reduction. 5. Students will be able to compare and contrast the different types of drivetrains, along with their benefits and drawbacks.
Topic 1: Terminology	Length: 2 days
Standard(s): B1.f.5.h: Calculate and define the different loads acting on structures (i.e. static, dynamic, stress, strain, compression, tension)	Academic Vocabulary: Friction, Traction, Drivetrain, Static Friction, Kinetic Friction, Maximum Static Friction, Magnitude, Force of Friction, Normal Force, Tractive Force, Drive Wheel, Turning Point, Turning Scrub, Zero Radius Turn
Lesson Frame: Friction and Traction (terms)	We will: review basic principles of friction. I will: identify examples of friction, traction, static friction, coefficient of friction, and no
Lesson Frame: Drivetrain (terms)	We will: identify types of drivetrains. I will: locate and identify types of drivetrains around school and home.
Performance Tasks: Engineering Notebook Sketches	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=1052
Topic 2: Drivetrain Geometry and Turning	Length: 6 days
Standard(s): BB1.c.5.h: Given a linear, rotary and/or compound motion mechanism, students will measure and calculate units such as work, power, torque, gear ratios, and mechanical advantage.	Academic Vocabulary: Ackermann Steering, Skid Steer, Omni Directional, turning point
Lesson Frame: Geometry of a turning drivetrain	We will: identify types of drivetrains

	I will: sketch and label examples of different types of drivetrains.
Lesson Frame: Gear Train Design	We will: determine calculations of gear reduction on a gear train.
	I will: calculate the gear reduction of a turning drivetrain
<p>Performance Tasks: Apply concepts to design activity.</p>	<p>Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=1054</p>

<p>Unit Name: Lifting Mechanisms</p>	<p>Length: 11 days</p>
<p>Standards: ENG4.b.5.h: Develop and produce a product or system using a design process. BB1.c.5.h: Given a linear, rotary and/or compound motion mechanism, students will measure and calculate units such as work, power, torque, gear ratios, and mechanical advantage. BB1.c.4.h: Build, test, and troubleshoot simple linear, rotary, and compound mechanisms. BB1.f.5.h: Calculate and define the different loads acting on structures (i.e. static, dynamic, stress, strain, compression, tension).</p>	<p>Outcomes: In this unit students will learn about different types of lifting mechanisms which are useful on competition robots. Students will then do preliminary design work on a mechanism for their robots.</p>
<p>Essential Questions: 1. Explain how the degrees of freedom will allow you to design a robot that is able to transfer motion as it manipulates game objects. 2. Explain how a linkage system allows a robot to score on a high goal in a game situation. 3. Explain how passive assistance can provide your robot with a mechanical advantage.</p>	<p>Learning Targets: 1. Students will be able to differentiate the three degrees of freedom that are presented in the beginning of the unit. 2. Students will be able to demonstrate the correct use of the calculations needed to choose a gear reduction. 3. Students will be able to distinguish between the use of a linkage system and a multi-state elevator in manipulator design. 4. Students will be able to explain how passive assistance can improve a robot design.</p>
<p>Topic 1: Degrees of Freedom</p>	<p>Length: 2 days</p>
<p>Standard(s): BB1.c.5.h: Given a linear, rotary and/or compound motion mechanism, students will measure and calculate units such as work, power, torque, gear ratios, and mechanical advantage</p>	<p>Academic Vocabulary: Object manipulators, Lifting mechanisms, Degrees of freedom, First degree of freedom, Second degree of freedom, Third degree of freedom, Mechanical advantage, Factor of Safety, Elevator, Actuation, Passive assistance</p>
<p>Lesson Frame: Types of Movement</p>	<p>We will: define three degrees of freedom: rotational, linear, and rotation around a p I will: provide examples of the three different degrees of freedom.</p>
<p>Lesson Frame: Calculating Degree of Freedom</p>	<p>We will: identify the method of determining the degrees of freedom of a human arm I will: calculate the degrees of freedom on my arm.</p>
<p>Performance Tasks: Degrees of Freedom on a human arm - Activity</p>	<p>Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=1055</p>
<p>Topic 2: Rotating Joints</p>	<p>Length: 2 days</p>

<p>Standard(s): BB1.c.5.h: Given a linear, rotary and/or compound motion mechanism, students will measure and calculate units such as work, power, torque, gear ratios, and mechanical advantage.</p>	<p>Academic Vocabulary: Shock load, joint loading, joint speed, mechanical advantage</p>
<p>Lesson Frame: Joint Loading/Joint Speed</p>	<p>We will: become aware of methods to adjust joint loading and speed. I will: apply methods of methods to adjust joint loading and speed.</p>
<p>Lesson Frame: Approach 1</p>	<p>We will: practice methods of gear reduction starting with loading. I will: apply Approach 1 to gear reduction of my rotating joint.</p>
<p>Lesson Frame: Approach 2</p>	<p>We will: practice methods of gear reduction starting with speed. I will: apply Approach 2 to gear reduction of my rotating joint.</p>
<p>Performance Tasks: Practice Approaches 1 & 2 of calculating gear reduction on a rotating joint. (Review calculations 2nd day)</p>	<p>Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=1056</p>
<p>Topic 3: Elevators</p>	<p>Length: 1 day</p>
<p>Standard(s): BB1.f.5.h: Calculate and define the different loads acting on structures (i.e. static, dynamic, stress, strain, compression, tension).</p>	<p>Academic Vocabulary: actuation</p>
<p>Lesson Frame: Comparison as a Lifting Mechanism</p>	<p>We will: gain an understanding of how an elevator differs from other lifting mechanisms. I will: identify characteristics of an elevator arm.</p>
<p>Performance Tasks: Engineering Notebook Sketches</p>	<p>Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=1057</p>
<p>Topic 4: Linkages, Passive Assistance, and Design Application</p>	<p>Length: 6 days</p>
<p>Standard(s): ENG4.b.5.h: Develop and produce a product or system using a design process.</p>	<p>Academic Vocabulary: linkages, passive assistance</p>
<p>Lesson Frame: Types of Linkages</p>	<p>We will: define and provide examples of types of linkages. I will: list types of linkages and define advantages of each.</p>
<p>Lesson Frame: Passive Assistance</p>	<p>We will define and list examples of passive assistance. I will: determine a method of passive assistance to apply to my design.</p>
<p>Lesson Frame: Application of Design to Lifting Mechanisms</p>	<p>We will: identify key considerations in design of lifting mechanisms</p>

	I will: determine appropriate design for my robot's lifting mechanism
Performance Tasks: Engineering Notebook: Sketches and notes Application of design to Design Activity	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=1058 Design Activity: https://manawatech.com/courses/mod/resource/view.php?id=1059

Unit Name: Systems Integration	Length: 7 days
Standards: BB1.a.6.h: Describe how the outputs of one subsystem are the inputs of another subsystem given a prominent energy, power and transportation system. ENG4.b.4.h: Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product. ENG4.b.5.h: Develop and produce a product or system using a design process.	Outcomes: In this unit students will learn techniques for successfully integrating a number of disparate subsystems into one cohesive whole. Students will take the lessons learned earlier in the semester and their existing designs to create their overall robot.
Essential Questions: 1. How does the process of system engineering allow for the development of a well-integrated structure? 2. How does the integration of system engineering early in the design process provide benefits to the overall design?	Learning Targets: 1. Students will be able to demonstrate how system integration works. 2. Students will be able to demonstrate how they can use the six tips for integration in their design.
Topic 1: Systems Integration	Length: 3 days
Standard(s): BB1.a.6.h: Describe how the outputs of one subsystem are the inputs of another subsystem given a prominent energy, power and transportation system. ENG4.b.4.h: Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product.	Academic Vocabulary: System Integration, Power, Control, Pneumatics, Drivetrain, Lifting Mechanisms, Object Manipulators
Lesson Frame: Definition	We will: determine aspects of integration to the full robotic system I will: note aspects of consideration in determining my robot's systems integration
Lesson Frame: Modeling Activity	We will: apply design choices to 3D model I will: finish my 3D model of the robot in Autodesk Inventor.
Performance Tasks: Engineering Notebook: Systems integration checklist 3D Design Activity (finish model robot)	Notes: At the end of this design activity, students will have completed their virtual robot.
Topic 2: Design Activity	Length: 4 days
Standard(s): ENG4.b.5.h: Develop and produce a product or system using a design process.	Academic Vocabulary: N/A
Lesson Frame: Application of Design	We will: apply all aspects of systems integration to the robot build I will: finish building the robot, applying recent design choices.
Performance Tasks: Design Activity - Finish Competitive Robot	Notes: The competitive robot will be complete at the end of this lesson.

Unit Name: Testing and the Iteration Process	Length: 12 days
Standards: CD1.d.4.m: Apply decision-making strategies to personal and team interactions. ENG4.c.6.h: Evaluate final solutions and communicate observations, processes, and results of the entire design process using verbal, graphic, quantitative, virtual and written means, in addition to design models. ENG4.b.4.h: Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product.	Outcomes: In this unit students will test and improve their robot. All design is iterative. This phase of the semester will focus on students testing, tweaking, and improving their robot as they hone in on a final design. Students will then compete in a final competition against their peers.
Essential Questions: 1. How did the testing process provide you concrete information to make your decisions? 2. How did the iterative process improve the quality of your design? 3. How did you prioritize which subsystems were working on first?	Learning Targets: 1. Students will be able to demonstrate the role that testing plays in the design process. 2. Students will be able to demonstrate how the information collected in the testing process is used in the different iterations of their robot design. 3. Students will be able to demonstrate a systematic process to prioritize the improvements dictated from the data collected from their testing.
Topic 1: Testing and Iteration	Length: 3 days
Standard(s): ENG4.c.6.h: Evaluate final solutions and communicate observations, processes, and results of the entire design process using verbal, graphic, quantitative, virtual and written means, in addition to design models. ENG4.b.4.h: Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product.	Academic Vocabulary: Iteration
Lesson Frame: Process of Iteration	We will: understand the process of iteration. I will: note questions to consider in the process of iteration in my Engineering Notebook.
Lesson Frame: Test Robot	We will: evaluate robot's design and performance I will: reflect on my robot's performance in my Engineering Notebook.
Lesson Frame: Redesign	We will: apply feedback from the testing process to redesign of robot I will: perform adaptations to design
Performance Tasks: Test and critique robot design - list of questions to consider answered in Engineering Notebook.	Notes: Lesson: https://manawatech.com/courses/course/view.php?id=3&section=14
Topic 2: Competition	Length: 2 days (possibly 1)
Standard(s): CD1.d.4.m: Apply decision-making strategies to personal and team interactions.	Academic Vocabulary: N/A
Lesson Frame: The Final Competition	We will: identify strengths as members of a robotic team.

	I will: actively support my team in competition.
Performance Tasks: Teams compete - final competition	Notes: Lesson: https://manawatech.com/courses/course/view.php?id=3&section=14
Topic 3: Analysis and Reflection	Length: 7 days
Standard(s): ENG4.c.6.h: Evaluate final solutions and communicate observations, processes, and results of the entire design process using verbal, graphic, quantitative, virtual and written means, in addition to design models. ENG4.b.4.h: Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product.	Academic Vocabulary: Project Portfolio
Lesson Frame: Application	We will: identify and apply final iteration to robotic design. I will: apply all redesign changes to 3D model and physical robot.
Lesson Frame: Final Presentation	We will: identify components within the communication state of the design process. I will: communicate the engineering design process of my robot design.
Performance Tasks: Prepare and communicate final presentation.	Notes: Lesson: https://manawatech.com/courses/course/view.php?id=3&section=14

September	October	November	December	January	February	March	April	May	June
Class Intro	2. Intro to Robotics	4. 3D Modeling using Inventor®.	5. THE GAME!	6. Object Manipulation	8. Mechanical Power Transmission	10. Lifting Mechanisms	12. Testing, Iteration, Improvement	Final Project	Final Project
Syllabus, Classroom expectations & procedures	Students will learn about how the field of robotics operates and how robots work. Students will learn about the role of robots in society and how they are used in all aspects of STEM education.	Students will get an introduction to Autodesk Inventor. They will get an overview of the different ways engineers use Autodesk Inventor and then learn specific ways they can use Inventor to help design and build VEX robots.	Students will learn the rules of the game, which will be necessary to design robots. The students will be able to analyze potential game strategies. Students will learn the effects of applying a cost benefit analysis to the design process.	Students will learn about the different types and categories of robot manipulators. Students will be presented with robot manipulators from the real world and shown the basic principles behind their operation. Students will then create their own object manipulator for use on their competition robot.	Students will learn about the different types of mechanical power transmission. Topics include various gear types, and how to calculate gear ratios. These principles will then be applied to the types of motor - arm systems seen on competition robots (and described in Unit 7.)	Students will learn about the different types of lifting mechanisms and how they work. Engineering topics will include degrees of freedom, shock load, joint loading, joint speed, elevators, linkages, and passive assistance.	Students will learn how important testing, iteration and continuous improvement are in the design process. The students will learn how to develop their final design.	If schedule did not require additional days in the calendar, students will apply the design process to the construction of a robot for the Manawa Rodeo Parade.	
1. Intro to Engineering	3. Intro to VEXnet			7. Speed, Power, Torque, & DC Motors	9. Drivetrain Design	11. Systems Integration			
Students will learn about what engineering is and what engineers do. The concepts of classical mechanics, design and iteration will be defined and worked through.	Students will learn what the core components of the VEX control system are - the Cortex Microcontroller, VEXnet Joystick and VEXnet Wireless link. They will also learn how they each function.			Students will learn about the physical principles of speed, power, and torque. Students will learn about DC motors and how these principles apply to them. Students will apply these concepts on a sample mechanical system to calculate key details of the design.	Students will learn about the physical principles of friction and traction through the exploration of robot drivetrain design.	Students will learn about the techniques that are used in engineering that allow for the successful integration of systems into a cohesive finished product. Students will learn how integration is an integral part of the initial design process.			



School District of Manawa

“Students Choosing to Excel, Realizing Their Strengths”

800 Beech Street | Manawa, WI 54949 | (920) 596-2525

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To: Dr. Melanie J. Oppor, BOE
From: Danni Brauer
Date: 12/03/18
Re: 2018-19 Course of Study Guide Changes

This memo is to outline the changes to the Course of Study Guide for the 2019-20 academic year.

Cover page: Change date to 2019-2020. Change mission statement to “Our school is committed to building healthy relationships, focusing on high expectations, bolstering individual academic excellence, and creating a safe environment of respect and responsibility .”

Page 3: Change mission statement (see above)

Other academic proposed changes where appropriate: Add AP Chem, change business classes and engineering as proposed)

Page 26: Under Horticulture, take out parenthesis (students can take every other year)

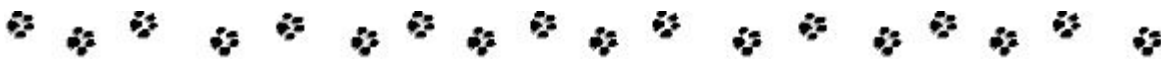
Page 39: Change Youth Options to “Early College Credit Program/Start College Now” where it appears in title and text in all paragraphs. Take out juniors and seniors and change to “public high school students”. Remove entire Course Options section. Remove Career Pathways/School of Excellence as ACP replaces this.

Adjusted Table of Contents as needed for pagination and titles

Course of Study Guide

2019-2020

Little Wolf Jr./Sr. High School



515 E. Fourth Street

Manawa, WI 54949

(920) 596 – 2524

“Our school is committed to building healthy relationships, focusing on high expectations, bolstering individual academic excellence, and creating a safe environment of respect and responsibility.”

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Welcome to Little Wolf High School!

During high school, students are preparing for more advanced curriculum while continuing to strengthen basic skills. It is our intention that this Course of Study Guide helps you gain a general understanding of the type of learning experiences you may participate in throughout the course of high school.

It is **your responsibility** to ensure that you have enough credits to graduate and that you have satisfied all LWHS requirements. You should check your credits at the beginning of each school year. Students planning on post-secondary education must meet with the School Counselor annually to make certain requirements are being met for acceptance to these institutions.

Students interested in discussing the option to drop/add a course, should meet with the school counselor and receive parent permission PRIOR to the start of the school year.

Your involvement in your education plays an important role in your success in school. Please feel free to contact your teachers, school counselor, or school administrators if you need assistance. They look forward to working with you during your high school experience.

Non-discrimination Clause

The Wisconsin Department of Public Instruction and Little Wolf High School do not discriminate on the basis of sex, race, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

Wis. Stat. 118.13 Pupil discrimination prohibited

(1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

Wolf Pride



“Our school, in collaboration with the community, is committed to focusing on high expectations, fostering individual academic excellence and creating a safe environment of respect and responsibility.”

~Tips for School Success~

- ❖ Arrive to class on time with appropriate materials (pen, pencil, note paper, textbooks, folder, handbook, etc.).
- ❖ Participate in classroom activities (be a good listener, respect the views of others).
- ❖ Take notes to assist in studying and test taking. Maintain notes in an orderly manner throughout the course.
- ❖ Attendance is crucial to academic success – set a goal for perfect attendance.
- ❖ Need help? Seek out teachers, counselor, or administrators for assistance. Teachers are available during their prep periods and before and after school.
- ❖ Don't procrastinate! Keep up with your studies. Turn in work on time.
- ❖ Know school procedures and policies contained in the school handbook, as well as the Co-curricular Code of Conduct if an athlete.
- ❖ Be involved in school activities, clubs and organizations.
- ❖ Parents – stay involved with your child. Please attend Parent/Teacher Conferences and student co-curricular activities. Also, provide a quiet study space at home that is free from interruptions.

Graduation Requirements

To graduate from Little Wolf High School in 2020, students must earn **24 credits**. Successful completion of the following subjects is required for graduation:

- English 4.0 credits
- Social Studies 3.0 credits
- Mathematics 3.0 credits
- Science 3.0 credits
- Physical Education 1.5 credits*
- Health Education 0.5 credits
- Financial Literacy 0.5 credits
- Elective Courses 8.5 credits

***Due to Senate Bill 95/WI Act 105:** permits pupils who participate in sports or other organized physical activity to complete an additional .5 credit in English, social studies, math, science or health education in lieu of a .5 physical education credit.



Grade Level Requirements

Students are required to have earned a minimum of...

- 6 credits to be considered a sophomore
- 12 credits to be considered a junior
- 18 credits to be considered a senior
- 24 credits to graduate

High school graduation requirements may be different from the entrance requirements for specific colleges and universities. The requirements listed below are minimum requirements for students to be eligible for admission to these institutions. Students are encouraged to exceed these minimum requirements and to challenge themselves by taking rigorous courses, including Advanced Placement courses, to be competitive in the collegiate admission process.

The Laude System

Our Laude System Policy

This system replaces the class rank system. Class rank will not be routinely provided to colleges for admissions purposes. The transcript will report the student's cumulative GPA with an accompanying Laude point score/distinction. A cover letter will be provided to the colleges explaining out Laude System. This point-based system is combined with the cumulative GPA. It rewards students for completing rigorous courses by enabling students to earn points for certain classes.

Cum Laude or Higher Placement

Students must meet two criteria to earn Laude Distinction:

- Cumulative GPA of 3.4 or higher
- Laude Score of 4 or higher

Cum Laude (With Honor/Distinction: Laude Score of 4-17.49)

Magna Cum Laude (With Great Honor/Distinction: Laude Score of 17.5-28.79)

Summa Cum Laude (With Highest Honor/Distinction: Laude Score of 28.8+)

Laude Point Courses

- Youth Options Course(s): 0.5
- AP Course: 1.5
- Economics: 0.5
- Physics/Advanced Physics: 1
- Human Biology: 1
- Biology 2: 1
- Chemistry 1
- AP Chemistry: 1.5
- Pre Calculus/Trigonometry: 1
- Statistics: 1
- Animal Science TC: 1
- Computer Applications 1 and 2 with certificate: 1
- Accounting 1:1
- Accounting 2: 1
- Spanish 3: 1
- Spanish 4: 1
- Senior Art (3+ Art credits **and** 2+ years art team): 1
- Music (Band and/or Chorus/Jazz Band 3+ years **and** 1st on class A Solo/Ensemble): 1
- Business and Personal Law: 0.5
- Robotics/Advanced Robotics: 1
- SMAW/GMAW Welding Courses: 1

This table is just a guide. To calculate your actual laude score you should multiply your Cumulative GPA by the laude points earned. (example 3.827 GPA x 8.5 Laude Points = 32.53)

		G.P.A.						
		4.0	3.9	3.8	3.7	3.6	3.5	3.4
Honors Points	15	60	58.5	57	55.5	54	52.5	51
	14	56	54.6	53.2	51.8	50.4	49	47.6
	13	52	50.7	49.4	48.1	46.8	45.5	44.2
	12	48	46.8	45.6	44.4	43.2	42	40.8
	11	44	42.9	41.8	40.7	39.6	38.5	37.4
	10	40	39	38	37	36	35	34
	9	36	35.1	34.2	33.3	32.4	31.5	30.6
	8	32	31.2	30.4	29.6	28.8	28	27.2
	7	28	27.3	26.6	25.9	25.2	24.5	23.8
	6	24	23.4	22.8	22.2	21.6	21	20.4
	5	20	19.5	19	18.5	18	17.5	17
	4	16	15.6	15.2	14.8	14.4	14	13.6
	3	12	11.7	11.4	11.1	10.8	10.5	10.2
	2	8	7.8	7.6	7.4	7.2	7	6.8
	1	4						

How do I calculate my Laude Score?

Figure out how many Laude points you have using the listing of Laude courses and their point value and then your GPA.

Four Year Course Planning Worksheet

24 Credits Required for Graduation

FRESHMAN		SOPHOMORE	
English 9	1	World Literature	1
US History	1	World History	1
Biology	1	Earth & Environmental Science	1
Math: Choose	1	Math: Choose	1
P.E. I	.5		
Health	.5		
Up to 2 elective credits		Up to 3 elective credits	
MUST TAKE AT LEAST 6 CREDITS	6	MUST TAKE AT LEAST 6 CREDITS	6
JUNIOR		SENIOR	
Course Name	Credits	Course Name	Credits
American Literature or A.P. English-Literature and Comp.	1	English 12 or A.P. English-Language and Comp.	1
Physical Science or Chemistry	1	Global Studies Government	.5 .5
Math: Choose	1	Employability Skills Financial Literacy	.5 .5
Up to 4 Elective Credits		Up to 4 Elective Credits	
MUST TAKE AT LEAST 6 CREDITS	6	MUST TAKE AT LEAST 6 CREDITS	6

*If you take a Study Hall this counts as a class and decreases your elective credits by 1.

University of Wisconsin System

Students must meet the following minimum requirements in order to be eligible for admission:

English 4 credits

Mathematics 3 credits

(minimum of Algebra 2)

Science 3 credits

Social Studies 3 credits

Electives/Language 4 credits

Two years of a single foreign language are required for admission to UW-Eau Claire and UW-Madison, and strongly recommended at other UW System campuses.

Nation's Top Universities

Students must meet the following minimum requirements in order to be eligible for admission:

English* 4 credits

Mathematics 4 credits

Science 3-4 credits

Social Studies** 3 credits

World Language*** 3-4 credits

*Intensive work in writing

**Includes American & European History

***At least one world language

Rigorous courses should be taken, including AP level when possible, and SAT or complete ACT achievement tests administered by the College Board.

Wisconsin's Technical Colleges

The following are recommended high school credits for adequate, comprehensive preparation for success in technical college programs:

English 4 credits

Mathematics 3 credits

Science 3 credits

Social Studies 3 credits

Technical Courses 3-4 credits

Technical college programs have admission standards, and some programs have waiting lists. Apply early and seek your counselor's advice regarding your chosen program.

Wisconsin's Private Universities

Students must meet the following minimum requirements in order to be eligible for admission:

English 4 credits

Mathematics 3 credits

Science 3 credits

Social Studies 3 credits

World Language 2 credits

Considerations for admission include either ACT or SAT scores and grades earned within the context of courses taken, as well as the challenge level of the courses.

Academic and Career Planning, or ACP, is a student-driven, adult-supported process in which students create and cultivate their own unique and information-based visions for post-secondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills.



What is ACP?

An **ongoing process** to actively engage students to:

- * Develop an understanding of his or her self
- * Create a vision of his or her future
- * Develop individual goals
- * Prepare a personal plan for achieving the vision and goals

A **product** that documents and reflects students’:

- * coursework, learning and assessment results
- * post-secondary plans aligned to career goals & financial reality
- * record of college and career readiness skills.

Transcripted Course



Transcripted Credit (TC)

- Through a memorandum of understanding and a “wash” contract between L.W.H.S. and F.V.T.C., students take a F.V.T.C. course taught by a WTCS certified high school teacher at Little Wolf Jr./Sr. High School.
- The curriculum is devised by FVTC and the student is registered in both the high school and FVTC course.
- The student receives a grade from the high school as well as from FVTC and is posted on an official FVTC transcript.
- The high school maintains the student record; FVTC also maintains its own student record.

For more information: www.fvtc.edu/techprep

Little Wolf Jr./Sr. High School courses:

Transcripted Credit

- Animal Science/Veterinary Medicine **TC**
- Shielded Metal Arc Welding (SMAW) Techniques 1 **TC**
- Gas Metal Arc Welding (GMAW) Techniques 1 **TC**

Divisions I and II Initial-Eligibility Requirements

Core Courses

- **NCAA Division I requires 16 core courses. NCAA Division II currently requires 16 core courses.**
- **NCAA Division I will require 10 core courses** to be completed **prior to the seventh semester** (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below).
 - *It is possible for a Division I college-bound student-athlete to receive athletics aid and practice with the team if he or she fails to meet the 10 course requirement, but will not be able to compete.*

Test Scores

- **Division I** uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on [Page No. 2](#) of this sheet.
- **Division II** [requires](#) a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- **Division I** students enrolling full time **before August 1, 2016**, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
- **Division I** GPA required to receive athletics aid and practice on **or after August 1, 2016**, is 2.000 (corresponding test-score requirements are listed on sliding scale B on Page No. 2 of this sheet).
- **Division I** GPA required to be eligible for competition on **or after August 1, 2016**, is 2.300 (corresponding test-score requirements are listed on sliding scale B on Page No. 2 of this sheet).
- **The Division II** core GPA requirement is a minimum of 2.000.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

DIVISION I

16 Core Courses, 4 years English, 3 years of mathematics (Algebra 1 or higher), 2 years of natural/physical science (1 yr of Lab if offered by High School), 1 year of additional English, mathematics or natural/physical science, 2 years of social sciences, 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)

DIVISION II

16 Core Courses, 3 years English, 2 years of mathematics (Algebra 1 or higher), 2 years of natural/physical science (1 yr of Lab if offered by High School), 3 years of additional English, mathematics or natural/physical science, 2 years of social sciences, 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)

English – 4 credits

The English curriculum is designed to stress skills in reading, writing, listening and speaking. Units of study include literature units such as short stories, novels, drama and writing units such as expository writing, personal writing, and research paper.

Available English Courses:

- English 9
- World Literature
- American Literature
- A.P. English-Literature and Composition (1.5 Laude Points)
- English 12
- A.P. English-Language and Composition (1.5 Laude Points)

Recommended Sequence of Courses:

Grade 9	Grade 10	Grade 11	Grade 12
English 9 (required)	World Literature (required)	American Literature -OR- A.P. English-Literature and Composition (one is required)	English 12 -OR- A.P. English-Language and Composition -OR- A.P. English-Literature and Composition (one is required)

Course Descriptions

English 9 – *required* – This is a one credit course for all freshmen. Students will read, analyze, and discuss a wide variety of literature and nonfiction. Informative, creative, persuasive, and research writing will be expected and the writing process will be utilized. Vocabulary, speaking, and grammar/editing skills are practiced throughout the semester. Students are heterogeneously grouped and exposed to a broad range of language arts and communication skills. Some material will coincide with 9th grade American History curriculum.

1 Credit Grades: 9 Prerequisite: None

World Literature – *required* – This one credit course is for all sophomores. Students will engage in the reading of works from a variety of places and perspectives to understand how universal themes span culture and time periods. Informative, persuasive, analytical and research writing will be expected and the writing process will be utilized. Vocabulary, speaking, and grammar/editing skills are practiced throughout the semester. Students are heterogeneously grouped and exposed to a broad range of language arts and communication skills. Some material will coincide with 10th grade World History curriculum.

1 Credit Grades: 10 Prerequisite: English 9

American Literature – *one choice of two for junior students* -- This one credit course is designed to meet the needs of those students who will not be taking AP English coursework. Students will read, analyze, and discuss short stories, essays, poems, and a play from an American Literature anthology, as well as at least two additional novels. Author information, historical connections, literary terms, and vocabulary will also be discussed in context. Writing tasks include a theme-based essay, documented author essay, and a detailed character sketch. Individual and group projects and ACT test preparation/practice will also occur throughout the year.

1 Credit Grades: 11 Prerequisite: English 9 and World Lit

A.P. English-Literature and Composition --one choice of two for junior students-- **1.5 Laude Points** “The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works” (College Board AP English Literature and Composition Course Description).

NOTE: Students may receive credit/advanced course placement at a 4-year college/university by scoring a 3, 4, or 5 on the A.P. Literature and Composition test. The A.P. test is offered at Little Wolf Jr./Sr. High School. Cost is approximately \$93.00. Students who plan to take both A.P. Literature and Composition and A.P. Language and Composition are encouraged to check with any college or university they plan to attend to verify whether that school will allow credit for two A.P. English courses.

1 Credit **Grades: 11-12** **Prerequisite: World Lit (grade of A)**

English 12 – This course is designed to meet the needs of students who will not be taking AP English coursework. Students will practice basic narrative, informative, analytical, persuasive, and research writing. This will also include resume, job application, and other workplace writing and communication skills. Vocabulary and grammar/editing skills will also be emphasized. Reading will consist of both fiction and informational text throughout the course.

1 Credit **Grades: 12** **Prerequisite: English 9, World Lit, and American Literature or AP Lit**

A.P. English-Language and Composition --**1.5 Laude Points** “The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods” (College Board AP English Language and Composition Course Description).

NOTE: Students may receive credit/advanced course placement at a 4-year college/university by scoring a 3, 4, or 5 on the A.P. Language and Composition test. The A.P. test is offered at Little Wolf Jr./Sr. High School. Cost is approximately \$93.00. Students who plan to take both A.P. Literature and Composition and A.P. Language and Composition are encouraged to check with any college or university they plan to attend to verify whether that school will allow credit for two A.P. English courses.

1 Credit **Grades: 11-12** **Prerequisite: American Literature (Grade of A) or A.P. English Literature and Composition with a grade of B or better.**

Mathematics – 3 credits

The mathematics curriculum expands upon students' previous learning in a continuous sequence of courses focusing on advancing the students' mathematical skills in the areas of problem solving, reasoning and critical thinking.

Courses Taught in Mathematics:

Sequence of Courses

<ul style="list-style-type: none"> • Algebra 1 • Integrated Algebra • Geometry • Integrated Geometry • Algebra 2 • Pre Calculus & Trigonometry (1 Laude Point) • Statistics (1 Laude Point) • A.P. Calculus AB (1.5 Laude Point) • Senior Math 	<p><u>Algebra or Integrated Algebra</u></p> <p><u>Geometry or Integrated Geometry</u></p> <p><u>Algebra 2 or Trade Math</u></p> <p><u>Pre-Calculus & Trig or Statistics</u></p> <p><u>AP Calculus (Pre-Calc & Trig required)</u></p>
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NOTE: All students who qualify to take Algebra in their 8th grade year will be granted one credit on their high school transcript. The grade earned for this course is not part of the high school grade point average (GPA) but is counted towards the overall graduation credit requirement. **Failure to earn a grade of a C- or higher for both semesters will require the student to retake Algebra as a freshman. However, this credit does not preclude the student from taking an additional two credits of mathematics while in high school.**

Freshmen, Sophomores, & Juniors must have a minimum of 1 credit of Math per year.

Course Descriptions

Algebra 1 – This course is designed to introduce the student to the topics needed to go into the upper level Algebra courses. It stresses rational expressions and problem solving with variables, number sets and real numbers, solving linear equations, graphing linear equations, writing linear equations, solving and graphing linear inequalities, systems of linear equations and inequalities, exponential functions, polynomials and factoring, rational expressions and equations, matrices, and radicals.

1 Credit

Grades: 9

Prerequisite: None

Integrated Algebra – This course covers all of the same topics as the Algebra course, except it will be a more project based class and is designed for those students who are considering a technical college or world of work path after high school.

1 Credit **Grades: 9** **Prerequisite: None**

Geometry – A logical approach to the study of real objects and shapes: i.e. parallel lines, triangles, circles, solids, etc. Emphasis is placed on algebraic applications.

1 Credit **Grades: 9-11** **Prerequisite: Algebra or Integrated Algebra**

Integrated Geometry – This course covers the same topics as the Geometry course, except it will be more project-based and is designed for those students who are considering a technical college or world of work path after high school.

1 Credit **Grades: 10-11** **Prerequisite: Algebra or Integrated Algebra**

Algebra 2 – Extends the student's knowledge of the real number systems and operations with complex numbers. It will develop the student's knowledge of conic sections, polynomial functions, rational expressions, exponential and logarithmic functions, sequences and series, discrete mathematics, and trigonometric functions. It gives the students a degree of understanding that helps them become more proficient in many lines of work. **NOTE:** This course is required for college and university admission.

1 Credit **Grades: 10-12** **Prerequisite: Geometry or Integrated Geometry
(Recommended grade of C or better)**

Trade Math – Intended for students considering attending a technical college or the world of work. Focuses on the math skills needed for various trades. Topics include arithmetic fundamentals, percent and proportion applications, the metric system, conversions, practical geometry, measurement applications, signed numbers and formula evaluation. Micrometer, equation solving and standard rule measurement units are included as needed. Scientific calculator use is introduced as needed.

1 Credit **Grades: 10-12** **Prerequisite: Geometry or Integrated Geometry**

Pre-Calculus & Trigonometry – 1 Laude Point Prepares students for college mathematics. The basic structure of this course is built around the study of functions, their properties, graphs and applications in society. Functions included in this course: linear, polynomial, rational, trigonometric, exponential and logarithmic. Also included in this course is the study of polar coordinates and complex numbers, sequences and series, and probability. The purchase of a graphing calculator is highly recommended for this course. A TI-83 or TI-84 calculator is required. **A TI-89 is not allowed.**

1 Credit **Grades: 11-12** **Prerequisite: Advanced Algebra
(Recommended grade of C or better or
by teacher approval)**

Statistics – 1 Laude Point Students will learn how to collect, organize, display and interpret data and information. Students will also learn basic probability skills and how to apply it to data. This is a college prep course.

1 Credit **Grades: 11-12** **Prerequisite: Advanced Algebra**

A.P. Calculus AB – 1.5 Laude Points Equivalent to a first semester college calculus course. The basis of study includes limits and continuity, derivatives, integrals, and the applications. A TI-83 or TI-84 calculator is required. **A TI-89 is not allowed.**

NOTE: Students may receive credit/advanced course placement at a 4-year college/university by scoring a 3, 4, or 5 on the A.P. AB Calculus test. The A.P. test is offered at Little Wolf Jr./Sr. High School. Cost is approximately \$93.00.

1 Credit **Grades: 11-12** **Prerequisite: Pre-Calculus &
Trigonometry
(Recommended grade of B or better or
by teacher approval)**

Senior Math – Practicing math is necessary to keeping skills fresh. Many post-secondary schools do not require more than the 3 high school math credits for graduation. Therefore, some students may choose not to take a math class during their senior year. This semester class is designed for students not enrolled in a math class their senior year, but wishing to keep up their skills as they prepare to take math placement tests for their post-secondary education. The course topics will be based on the ACT Mathematics College and Career Readiness Standards.

0.5 Credit **Grades: 12** **Prerequisite: Senior standing and 3
credits earned in mathematics or teacher
recommendation**

Science – 3 Credits

The science curriculum introduces and explores various concepts in the areas of life, earth & space, and physical science. One credit from each of the disciplines is required.

Courses Taught in Science:

Courses:

- Biology 1
- Earth and Environmental Science
- Physical Science
- Chemistry 1
- Chemistry 2 (1 Laude Point)
- Physics (1 Laude Point)
- Physics 2 (1 Laude Point)
- Biology 2 (1 Laude Point)
- Human Biology (1 Laude Point)

Recommended Sequence of

Biology (Required)

Earth & Environmental Science (required class of 2020 and beyond)

Physical Science or Chemistry 1
(choose 1 to meet Physical Sci requirement)

After Phy Sci	After Chem 1
Bio II or Chem 1	Bio 2, Physics, AP Chem, Human Bio

Course Descriptions

Biology 1 – *required* – Biology is the study of life. Lab work will be included to develop critical thinking and organizational skills. Units covered include, but are not limited to: The scientific method, ecology (principles, biomes, population biology, natural resources), cells (biochemistry, structure/function, mitosis), genetics (meiosis, genes, chromosomes, DNA, heredity), and the theory of evolution by natural selection.

1 Credit

Grades: 9-12

Prerequisite: None

Earth & Environmental Science (*required class of 2020 and above*)– A laboratory-oriented course designed to introduce the student to the structure and function of Earth processes. The main topics of study will include geology, astronomy, meteorology, oceanography and the science of the environment.

1 Credit

Grades: 9-12

Prerequisite: Biology 1

Physical Science – Designed to expose students to various scientific concepts. The goal is science literacy. The units covered include, but are not limited to: basic chemistry (the nature of matter and the changes in matter) and basic physics (motion and energy). Students will learn problem-solving skills and will be shown how science relates to their lives. Lab work is required.

1 Credit

Grades: 9-12

Prerequisite: Biology 1

Chemistry 1 – A laboratory-oriented course designed to study the working of chemical reactions meant for students intending to attend a college or university. Labs are practical in nature and focus on applying concepts learned in class. An understanding of Algebra is essential to understand chemistry. Units covered include data analysis, matter, atomic structure, periodic table, compounds and chemical bonds, chemical reactions & equations, mole concept and stoichiometry, solution chemistry, and acids & bases.

1 Credit **Grades: 11-12** **Prerequisite: Biology 1 & Beginning Algebra**
(Recommended grade of C or better)

AP Chemistry - 1.5 Laude Point AP Chemistry is a laboratory science class designed to simulate the first semester, introductory chemistry class at any college or university. For most students, this the course enables them to take the second semester of chemistry for any science related major, or fulfill the science requirement for a non-science major. This course is approved by College Board. As such it is based on the 6 Big Ideas and seven science practices outlined in the curriculum framework. AP Chemistry is open to all students that have completed chemistry with a C or better and who wish to take part in a rigorous and academically challenging course.

1 Credit **Grades: 11-12** **Prerequisite: C or Better in Chemistry 1**

Biology 2 – 1 Laude Point Biology 2 is a continuation of Biology 1. The organization of life and the six-kingdom classification system (Taxonomy) will be explored in depth starting with lower life forms and working up to animals. Labs will have an emphasis on identification and dissection of several species.

1 Credit **Grades: 10-12** **Prerequisite: Biology 1 and Physical Science or Chemistry**
(Recommended grade of C or better)

Human Biology- 1 Laude Point This course presents the structure and function of the human body. Practical use of medical terminology as applied to and identifying organ systems, organs and what they do, pathology, treatments and specialists in medical fields. Students will be required to participate in lab exercises, lab practical, quizzes and exams. This course does include a laboratory component and meets graduation requirements for science.

NOTE: Students are encouraged to purchase The Language of Medicine: 8th Edition, by Chabner (ISBN: 9781416034926), new or used, for note taking and for future use.

1 Credit **Grades: 11-12** **Prerequisite: Biology 1 and Chemistry 1**
(Recommended grade of B or better)

Physics 1 – 1 Laude Point A laboratory-oriented course designed to investigate the physical aspects of our universe and meant for students intending to attend a college or university. Topics studied first term include science principles, laws of motion, Newtonian mechanics, and non-relativistic gravity. The second term will explore rotational motion, momentum, energy, work, simple machines, and fundamentals of electromagnetism.

1 Credit

Grades: 11-12

Prerequisite: Algebra 1 or Integrated Algebra and Geometry, Biology 1, Physical Science or Chemistry 1. (Recommended grade of B or better and Algebra 2)

Physics 2 – 1 Laude Point A laboratory-oriented course designed to further build the student's understanding of the natural phenomena of our universe. Topics studied first term include deeper investigation of Newtonian mechanics, Kepler's laws of planetary motion, electric circuits, and the properties of light. The second term will explore wave phenomena of acoustics and optics, quantum mechanics, nuclear physics, and Einstein's theories of general and special relativity.

1 Credit

Grades: 12

Prerequisite: Physics 1

Social Studies – 3 credits

The social studies curriculum strives to prepare young people to be humane, rational, participating citizens in an ever-changing world by understanding their historical roots and how past events shape their world today. Reconstructing and interpreting historical events provides needed perspective in addressing the past, the present, and the future.

Courses Taught in Social Studies:

- U.S. History
- World History
- Sociology
- Economics (.5 Laude Point)
- Global Studies
- Government
- A.P. Psychology (1.5 Laude Points)
- A.P. U.S. History (1.5 Laude Points)

Recommended Sequence of Courses:

Grade 9	Grade 10	Grade 11	Grade 12
U.S. History (required)	World History (required class of 2021 and above)	A.P. U.S. History A.P. Psychology Sociology Economics Psychology	Government (required) Global Studies (required) Sociology Economics A.P. Psychology A.P. US History

Course Descriptions

U.S. History – required – U.S. History is a survey class of the American experience in all of its dimensions. The American experience is one of the most unique chapters in human history. Democracy, internal expansion, race relations, free enterprise economy, rise to superpower status and our role in the post-Cold War world will be discussed during the course of the semester. The class will be taught with using a mix of chronological and thematic approaches for a better understanding of our history. We live in a country with a rich history that shapes the American experience we share today and will share in the future.

1 Credit

Grades: 9

Prerequisite: None

World History – required class of 2021 and beyond - World History is concerned with the development of past civilizations, centering on Mesopotamian, Egyptian, Greek, Roman and the European Middle Ages, with an emphasis on their cultural development and contributions to present civilization. Linking the present to the past is an important aspect of the course as students learn to relate history to present events and developments. The course will include an introduction to the historical fictional novel and the research paper. *This course is recommended for college-bound students.

1 Credit Grades: 10 Prerequisite: None

Sociology – Sociology is the study of human social behavior, and concentrates on patterns of social relationships, primarily in modern societies. This class will explore the sociological point of view towards culture, socialization, social structure, groups and organizations, deviance and social control, social classes and inequalities. Also discussed will be topics such as high school cliques, family structures, education, political and economic institutions, and social collective behaviors. This class will ask students to take a personal look at the roles they play and what groups they associate with as well as evaluate parts of our society.

0.5 Credit Grades: 11-12 Prerequisite: None

Economics - .5 Laude Point Economics will challenge the way you think and react to everyday events, with or without money. Economics is ultimately the study of scarcity and how people, markets and countries deal with limited resources at the personal and global levels. The first level quarter of study will focus on microeconomics, the study of how people make decisions and how those decisions affect others in the economy. Topics of study will include; trade offs, opportunity cost, different types of economies, supply and demand, profit maximizing prices and the role of government. At the end of the quarter the class will switch to macroeconomics, the study of the economy as whole. Topics of study will include; GDP, economic growth, money, banking, the Federal Reserve and international trade.

0.5 Credit Grades: 11-12 Prerequisite: None

A.P. Psychology – 1.5 Laude Points AP Psychology is designed to introduce students to the scientific study of human behavior and mental processes. To accomplish this, the course provides instruction in each of the following 14 content areas: history and approaches, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders, and social psychology. The intent of this course is to prepare students for the AP Psychology Test and will incorporate opportunities for performance-based assessments as well as free response question.

NOTE: Students may receive credit/advanced course placement at a 4-year college/university by scoring a 3, 4, or 5 on the A.P Psychology test. The A.P. test is offered at Little Wolf Jr./Sr. High School. Cost is approximately \$93.00.

1 Credit Grades: 11-12 Prerequisite: None

A.P. U.S. History - 1.5 Laude Points The AP program in US History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with US History events and issues. AP US History prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance and to weigh the evidence and interpretations presented in historical scholarship. An AP US History course should develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

NOTE: Students may receive credit/advanced course placement at a 4-year college/university by scoring a 3, 4, or 5 on the A.P. U.S. History test. The A.P. test is offered at Little Wolf Jr./Sr. High School. Cost is approximately \$93.00.

1 Credit

Grades: 11-12

Prerequisite: Recommended grade of B or better in U.S. History

Global Studies – required – Students may take this course their 11th or 12th grade years. This course will focus on studying the culture of various regions around the world and the global connections of those cultural regions to our own and others around the world. The objectives and learning targets of this course will address two standards of the National Council for Social Studies Curriculum, as adopted by the School District of Manawa: 1-Culture and 9-Global Connections.

0.5 Credit

Grades: 12

Prerequisite: None

Government – required – This portion of the course provides the student an opportunity to acquire detailed knowledge of the democratic form of government practiced in the United States. The overall objective of this course is to prepare students for their place in society, by helping them learn how our government works, how it can be changed and what rights and freedoms our Constitution guarantees us. It will also provide students with a broad overview of modern forms of government, present in today's global community. Finally, it will allow students to investigate and possibly participate in service learning opportunities for hands on experience of their civic responsibilities.

0.5 Credit

Grades: 12

Prerequisite: None

World Language

The world language curriculum develops an understanding of the language, culture, history and literature of Spanish-speaking countries. Spanish courses strive to develop student proficiency in reading, writing, and speaking the language.

Courses Taught in World Language:

- Spanish Cultures
- Spanish 1*
- Spanish 2*
- Spanish 3 (1 Laude Point)
- Spanish 4 (1 Laude Point)

*World language can be used as academic credits pertaining to admission requirements. Two to four years of a world language may be required for admission to **some** UW schools. See your school counselor for entrance requirements for colleges to which you plan to apply.

Course Descriptions

Spanish Cultures – This course will explore the culture of Spanish speaking countries through film, music, dance, food, art and current events. As opposed to the traditional Spanish class progress (1-4), the focus will change from vocabulary/verb conjugation to an interactive approach to cultural appreciation.

1 Credit **Grades: 9-12** **Prerequisite: None**

Spanish 1 – Students learn the basics of the language: alphabet, vocabulary, sounds and structure. Culture is introduced as a background for the language study. Basic conversation and reading are introduced.

1 Credit **Grades: 9-12** **Prerequisite: None**

Spanish 2 – The course is sequential to Spanish 1. Continued vocabulary and verb study follow, but focus on past tenses. Writing skills become more complex. Conversation, reading, and writing skills continue to develop.

1 Credit **Grades: 9-12** **Prerequisite: Spanish 1**
(Recommended grade of C or better)

Spanish 3 – 1.0 Laude Point Conversation and writing skills are emphasized. While continuing to learn new vocabulary and advanced grammar, students now put into practical application what they have learned in the previous two years.

1 Credit **Grades: 10-12** **Prerequisite: Spanish 2**
(Recommended grade of C or better)

Spanish 4 – 1.0 Laude Point Continued conversational and writing skills are emphasized. More vocabulary and advanced grammar skills are added to proficiency level. A sampling of native Spanish literature is read.

1 Credit **Grades: 11-12** **Prerequisite: Spanish 3**
(Recommended grade of C or better)

Physical Education - 1.5 Credits and Health - .5 Credit

The physical education and health curriculum focuses on understanding the human body, enjoying exercise, and maintaining a desirable level of physical fitness.

Courses Taught in Physical Education and Health:

- Physical Education 1
- Health: A Wellness Decision
- Physical Education 2
- Physical Education Elective
- Personal Fitness 101
- Team Sports

Recommended Sequence of Courses:

Grade 9	Grade 10	Grade 11	Grade 12
Phy. Ed 1 -AND- Health: A Wellness Decision Both are required	Phy. Ed. 2 Personal Fitness	Phy. Ed. Elective Personal Fitness Team Sports	Phy. Ed. Elective Personal Fitness Team Sports

Course Descriptions

Physical Education I – required – Freshman Course. Units covered are geared toward individual and team sports. The units covered are flag football, soccer, volleyball, basketball, weight training, fitness, badminton, softball, OMNIKIN, Tsegball, Eclipse Ball, and floor hockey. Fees include: \$20 - \$25 for bowling.

0.5 Credit Grades: 9 Prerequisite: None

Health: A Wellness Decision – required – Designed to reinforce positive health attitudes and skills previously developed and to allow young people to assess the lifestyle decisions that contribute to wellness. Units of study within the course include: positive ways of handling stress vs. negative ways of handling stress, addictions, your health history, sexuality and responsible behavior, self-care vs. the pill-fairy model, first aid and CPR.

0.5 Credit Grades: 9 Prerequisite: None

Physical Education 2 – Units geared toward racquet sports, lifelong fitness, and team sports. Units covered are pickleball, badminton, Eclipse Ball, bowling, weight lifting, circuit training. Team sports include flag football, volleyball, basketball, soccer, Tsegball, floor hockey, OMNIKIN, cooperative games, and team building activities. Fees include: \$20 - \$25 for bowling and other field trips.

0.5-1 Credit Grades: 10 Prerequisite: Physical Education 1

Physical Education Elective – Units are geared toward lifetime sports. Units covered are snowshoeing, cross-country skiing, golf, archery, badminton, bowling, pickleball, and fitness walking/principles. Team sports include flag football, volleyball, basketball, soccer, speedball, Tsegball, Eclipse Ball, floor hockey, and cooperative games. Guest speakers to promote careers in physical education are scheduled. Fees include: approximately \$20 - \$25 for bowling; cross-country skiing and snowshoeing. This course may be taken more than one time. This is not a freshman course.

0.5-1 Credit Grades: 10-12 Prerequisite: Physical Education 1

Physical Education Elective – Units are geared toward lifetime sports. Units covered are snowshoeing, cross-country skiing, golf, archery, badminton, bowling, pickleball, and fitness walking/principles. Team sports include flag football, volleyball, basketball, soccer, speedball, Tsegball, Eclipse Ball, floor hockey, and cooperative games. Guest speakers to promote careers in physical education are scheduled. Fees include: approximately \$20 - \$25 for bowling; cross-country skiing and snowshoeing. This course may be taken more than one time. This is not a freshman course.

0.5-1 Credit Grades: 10-12 Prerequisite: Physical Education 1

Team Sports -Throughout this course, students will participate in a variety of team building activities, sports, and projects dealing with teamwork, problem solving, and strategizing. This course motivates a student to strive for leadership skills and critical thinking skills. Course includes *COMPETITIVE* play in units such as volleyball, basketball, football, Tsegball, Tchoukball, ultimate Frisbee, eclipse ball, baseball/softball, matball, OMNIKIN, soccer, speedball, etc. Possible \$5 fee for team bowling.

0.5-1 Credit Grades: 11-12 Prerequisite: 11th or 12th grade

Zero Hour/Early Bird Hour - Personal Fitness 101 -- Throughout this course, students will achieve a personal level of fitness through goal setting, participation, and knowledge of weight lifting. This course motivates a student to strive for optimal personal fitness, as well as create a self-awareness of lifetime wellness, with a final outcome of creating their own fitness program. Students will benefit from cardiorespiratory endurance activities and wide-ranging weight training exercises. Course includes lecture dealing with proper technique, 5 components of fitness, and the FITT principle, as well as teacher demonstration, weight training, aerobics, yoga, fitness walking, running, and other fitness activities. This is not a freshman course.

0.5-1 Credit Grades: 10-12 Prerequisite: Physical Education 1

Agriculture

Agriculture courses are for any student who has interest in animals, plants, food, leadership and/or the environment. Students who take agriculture courses experience many diverse and challenging topics. Twenty percent of all careers are directly related to agriculture. Experience premier leadership, personal growth and career success through courses in the agriculture department.

Courses Taught in Agriculture:

- Plants, Animals & You: Exploratory Agriculture
- Animal Science/Veterinary Medicine **TC** (1 Laude Point)
- Horticulture/Landscaping
- Food Science
- Wildlife
- Independent Study – Agriculture—needs instructor approval
- Leadership
- Employability Skills
- Youth Apprenticeship

Recommended Sequence of Courses:

Grade 9	Grade 10	Grade 11	Grade 12
-Plants, Animals & You -Food Science	-Any course offered in 9 th grade -Wildlife -Animal Science/ -Vet. Medicine TC	-Any courses offered in 9th or 10th grades -Leadership -Independent Ag -Youth Apprenticeship -Horticulture/Landscaping -Work Study	-Any courses offered in 9th,, 10th, or 11th grades -Work Study -Employability Skills -Horticulture/Landscaping -Independent Ag.

Course Descriptions

Plants, Animals & You: Exploratory Agriculture – This introductory class covers a wide range of topics in agriculture, including animals, food, fiber, the outdoors and leadership. This project-based class includes lessons on careers, food science, plants, pets, animals, biotechnology, business, and the outdoors. Emphasis will be on how agriculture relates to your daily life and your future. Field trips may be taken during the year. FFA projects will be incorporated.

1 Credit **Grades: 9-12** **Prerequisite: None**

Food Science – This course focuses on the science of production and processing of food. Learn about how food technology is changing agriculture. You will learn about careers and the science related to food. Create projects and research the history of food. Study everything from apples to zucchini, chocolate and cheese, and other tasty treats. This fast growing career field is one to take a look at! FFA projects will be incorporated.

1 Credit **Grades: 9-12** **Prerequisite: None**

Animal Science/Veterinary Medicine TC – 1 Laude Point This class is designed for the person interested in animals. Students will learn about livestock, agriculture, & pets. We will learn about giving injections, suturing wounds, and general animal care. Students will develop a basic understanding of animal nutrition, genetics, reproduction and health. Guest speakers, demonstrations, job shadows, field trips and lab experiments are also designed as a part of this course. Students will also have the opportunity to bring in and incorporate their own animals into the class. FFA projects will be incorporated. This course is articulated with Fox Valley Technical College for Transcribed Credit. See class listing for Little Wolf Jr./Sr. High Transcribed Courses.

1 Credit **Grades: 10-12** **Prerequisite: Recommended Biology 1**

Horticulture/Landscaping – This hands-on class covers everything from basic plant science to floral design to gardening to landscaping to sampling fruits and vegetables. Students will learn about all aspects of the reproduction, growth, design and marketing of plants. Students will create horticulture projects, make floral arrangements, and be involved in many other projects involving flowers, vegetables, and landscaping and outdoor projects. FFA projects will be incorporated.

0.5 Credit **Grades: 9-12** **Prerequisite: None**

Wildlife – This course focuses on 4 “F’s”: fish, fowl, forestry and fur. Learn about the great outdoors! Study will include natural resources, water quality, ecosystems, wildlife management, taxidermy, hunting ethics, fish, tree identification, trapping, and more. School forest projects will also be included. Learn about careers, economic benefits and social influences. FFA projects will be incorporated.

0.5 Credit **Grades: 10-12** **Prerequisite: Recommended Biology 1**

Leadership – Students will learn about leadership as it affects individuals, organizations, and systems in food, fiber, and natural resources enterprises. This class explores the skills and abilities needed to be an influential leader in our school, home, and community. Students will learn how to be confident public speakers, to run a meeting, to effectively work as a team, to be a group leader, and most importantly become involved in the community. Students will explore leadership roles, learning styles and human relations skills for personal growth and career success. Emphasis will be placed on community service, goal setting and individual projects. FFA projects will be incorporated. Students may earn a State Leadership certificate through this course.

1 Credit **Grades: 11-12** **Prerequisite: None**

Independent Study – Students develop their own projects based on interests.

1 Credit **Grades: 11-12** **Prerequisite: FFA Membership & Instructor Approval**

Employability Skills – REQUIRED This class provides an opportunity to develop positive attitudes, knowledge, skills and linkages that will empower the successful transition from high school to postsecondary options. Curriculum study units will include: assessment, transition, Covey’s 7 Habits of Highly Effective People, core abilities, job writing, college survival, etc. Students may earn a State Employability Skills certificate through this course.

0.5 Credit Grades: 12 Prerequisite: None

Work Study – Students must be employed and work regular hours during the school year. Students must meet credit requirements to be on track for graduation. Qualified students may be granted a maximum of one period daily for work release. Approval by school counselor, principal and employer are necessary. Class will meet 32 minutes each Wednesday for instruction.

NOTE: This course is offered to juniors or seniors.

1 Credit Grades: 11-12 Prerequisite: Employed

Youth Apprenticeship - Available to juniors and seniors, Youth Apprenticeship (YA) involves coursework and related work-based learning relevant to Career Pathways. Students must have related employment and employers must adhere to standards of the program. YA students must be in good academic standing, have excellent attendance, and have taken a sequence of related coursework. Upon successful completion of 450 hours of related work and the competency checklist, students will earn a Level 1 Youth Apprenticeship Certificate by the Wisconsin Department of Workforce Development. A two-year program is also available. There are different Youth Apprenticeship (YA) pathway programs to choose in the area of Agriculture, Food and Natural Resources (AFNR). Programs require completion of the Core Skills and Safety Units concurrently with the applicable technical Basics Unit in the first year. There are 16 pathways, which include modules such as Animals, Plants, Environmental Systems, and Food/Hospitality/Lodging.

1 Credit Grades: 11-12 Prerequisite: None

Business Education

0.5 Credits - Financial Literacy Required

Courses Taught in Business:

Introduction to Marketing	Business & Personal Law (.5 Laude Point)
Introduction to Business	Publications
Accounting 1 (1 Laude Point)	Financial Literacy
Accounting 2 (1 Laude Point)	

Course Descriptions

Introduction to Marketing – All businesses, from Google to Nike, are marketing organizations. They seek to satisfy customer needs and wants at a profit. This course is designed to introduce students interested in a career in marketing or a business major in college to the unique world of marketing. The first half of this course focuses on the concepts and strategies that businesses use to promote products, services, ideas and/or images. The second half of the course offers students the opportunity to learn marketing skills needed in the fast-paced world of retailing. Students will utilize Virtual Business software, a fully visual business simulation where students start and run their own business. Throughout the course students will be made aware of the importance of marketing and how it influences much of our lives. (offered alternating years based on student requests)

0.5 Credit **Grades: 9-12** **Prerequisite: None**

Introduction to Business – This class will introduce you to the world of business and help prepare you for the economic roles of consumer, worker, and citizen. This course will serve as a background for other courses, prepare you for future employment, and assist you with consumer decision making. (offered alternating years based on student requests)

0.5 Credit **Grades: 9-12** **Prerequisite: None**

Business and Personal Law - .5 Laude Point This course provides the basic law knowledge every citizen should know. Topics covered include contracts, ethics, consumer law, employment and trial basics. This course lets us provide a well rounded curriculum in business and FBLA.

0.5 Credit **Grades: 10-12** **Prerequisite: None**

Accounting 1: - 1 Laude Point Does your future include a degree in business, marketing, management, finance or even cosmetology? No matter what field you go into, an accounting course will likely be required. Why not learn the basics of accounting in high school to help prepare you for a future accounting class? Accounting has many benefits, regardless of your career choice. The study of accounting is interesting and fun, yet thought-provoking. You will use Excel and accounting software to complete several assignments. Through accounting simulations, students apply their knowledge of accounting to real-world situations. Upon completion of Accounting I, students will know the fundamentals needed to succeed in a basic accounting course at a four-year university. (Offered alternating years based on student requests)

1 Credit **Grades: 9-12** **Prerequisite: None**

Accounting 2: - 1 Laude Point This class is designed to give students an opportunity to expand on their Accounting knowledge learned in Accounting I and better prepare them for a major in Accounting or another business career in college. This class starts with reviewing business transactions and completing the entire accounting cycle of recording transactions, preparing financial statements, and “closing the books” for small, single-owner service and merchandising businesses. Later more accounting concepts will be covered in more detail including accounting for inventories, cash, receivables, and fixed assets. Excel and accounting software will be utilized in great depth. (Offered alternating years based on student requests)

1 Credit

Grades: 10-12

Prerequisite: Accounting 1

Publications - Designed for students who wish to learn how to use desktop publishing software to produce a variety of publications. Students will build on skills learned in Word Processing. Students will incorporate their own writing and artistic skills to create publications for the school newspaper and the school yearbook. The goal is to produce quality published documents using computer software, photography, and various other media forms.

1 Credit

Grades: 10-12

Prerequisite: (Recommended B or better in English classes)

Financial Literacy – required –This portion of the course will help prepare students for planning and managing their personal finances. Through instruction and activities students will be introduced to the workings of budgeting, saving, investing, the dangers of credit and debt, taxes, insurance, consumer awareness and charitable contributions.

0.5 Credit

Grades: 12

Prerequisite: None

Computer Science

Computers are constantly being used today. From your job to your home, computers are everywhere. Computer science courses provide students with career direction, employability skills and the ability to use computer programs effectively.

Courses Taught in Computer Science:

Web 2.0

Introduction to Computers

Computer Applications I

Computer Applications II

Game Design

*****Computer Applications I and II completed with certificate will earn 1 Laude Point

Course Descriptions

Introduction to Computers - This is a beginner level course with emphasis on basic computer skills. The course consists of an introduction to: basic vocabulary related to computers and word processing, Microsoft Word, the internet, web searching, maps and email.

0.5 Credit

Grades: 9-12

Prerequisite: None

Computer Applications I - This course will provide students with instruction on the Microsoft Office Applications of Word and Excel. Certification is available from Certiport for one or all four of the Microsoft suite areas. Any student going into the workforce or furthering their education will want to know how to use these common computer software programs.

0.5 Credit

Grades: 9-12

Prerequisite: Intro to Computers or basic computer proficiency

Computer Applications II - This course will provide students with instruction on the Microsoft Office Applications of PowerPoint and Access. Certification is available from Certiport for one or all four of the Microsoft suite areas. Any student going into the workforce or furthering their education will want to know how to use these common computer software programs.

0.5 Credit

Grades: 9-12

Prerequisite: Intro to Computers or basic computer proficiency

Game Design - Students taking Game Design will begin drawing objects to create symbols and interactivity. Once students know how to create objects, they will add animations and special effects. By the end of the course, students will learn how to add sound and scripting to create interactive web graphics, banners and simple games. Students will learn then about effective game design. Students will design an assortment of computer games using event-driven design and programming design. The games created each semester may vary but could include: maze games, driving and/or flying games, Mario-type games, shooting and/or explosive type games, hide and seek two-player games, simulation games and brick games.

.5 Credit

Grades: 9-12

Prerequisite: Intro to Computers or basic computer proficiency

Web 2.0 – This course is designed to teach students about emerging Internet technologies such as blogs, social networking, social bookmarking, QR codes and more. Students will explore not only how to harness the power of these new technologies, but the implications these technologies have on their lives. Student will discuss proper use of web 2.0 technologies at home, school and in the workplace. They will also discuss digital citizenship and how student choices on the computer affect the world around them. Topics and programs may change from semester to semester as technology changes. Possible topics include: Internet Security (Personal, Computer, Avatars); Social Bookmarking (Delicious, Pinterest, Pearltrees, Symbaloo); Video Streaming (YouTube, Vimeo, MetaCafe, Hulu); Blogging (Blogger, Edublogs); As Web 2.0 tools continue to grow and expand in nature, the ability to collaborate online becomes more and more important. Students will also learn to create web pages using a variety of online web creation tools and get further in-depth by using Dreamweaver – the web design industry standard software tool. Topics such as tabular layout, frames and form design will be covered.

.5 Credit

Grades: 9-12

**Prerequisite: Intro to Computers or
basic computer proficiency**

ART

Courses Taught in Art:

Art I - 2D & 3D	Graphic Design
Art II - 2D & 3D	Traditional Photography
Art III - 2D & 3D	Fiber Arts A & B
Art IV A & B (Senior Art)	

1 Laude Point Earned for Senior Art (3+ credits of art and 2 years on Art Team)

ART Course Descriptions

*There is a \$10 fee for all art courses. Students who produce more projects over and above the assignments, may have to pay additional fee (for example - more than one sterling silver ring)

Art I - 2D– An introductory course in design, art history, art terminology and related concerns; activities may include (but not limited to) drawing with various media, acrylic painting, reduction (EZ Cut) printmaking and papermaking.

.5 Credit (1 Semester)

Prerequisite: None

Art I - 3D– An introductory course in design, art history, art terminology and related concerns; activities may include (but not limited to) handbuilt pottery, wheel pottery, sculpture, jewelry (bead weaving), metals and glass (etching).

.5 Credit (1 Semester)

Prerequisite: None

Art II - 2D – Accelerated level of study in the areas explored in Art I - 2D. The student will have the opportunity to experience the use of more sophisticated art materials, concepts and techniques. Activities may include (but not limited to) drawing with various media, watercolor painting, intaglio printmaking, and paper arts (bookbinding).

.5 Credit (1 Semester)

Prerequisite: Art I- 2D

Art II - 3D – Accelerated level of study in the areas explored in Art I - 3D. The student will have the opportunity to experience the use of more sophisticated art materials, concepts and techniques. Activities may include (but not limited to) intermediate handbuilt pottery, wheel pottery, sculpture, jewelry, metals (lost wax cast silver rings), and glass (mosaics)

.5 Credit (1 Semester)

Prerequisite: Art I- 3D

Art III- 2D – The activities are a culmination of all previous art experiences in Art I and II, with an emphasis on sophisticated techniques, processes and materials. Activities may include (but not limited to) drawing with various media, oil, watercolor or acrylic painting, printmaking (monoprint and collagraph), paper arts (quilling, manipulated paper)

.5 Credit (1 Semester)

Prerequisite: Art II-2D

Art III- 3D – The activities are a culmination of all previous art experiences in Art I and II, with an emphasis on sophisticated techniques, processes and materials. Activities may include (but not limited to) advanced handbuilt pottery, potters wheel, art metals (fabrication), stained glass (copper foil technique), advanced jewelry.

.5 Credit (1 Semester)

Prerequisite: Art II-3D

Art IV - A– This course is designed for the serious and capable art student. The overall emphasis is to allow self-direction and independent expression through the mediums, techniques, and concepts previously learned, as well as the opportunity to investigate artistic mediums not yet explored. Students will choose the medium(s) suited to their interest and ability through a contractual agreement with the instructor. It should be emphasized that the Art IV student will be working more independently. Students considering going on into an art or design related field are highly encouraged to continue in the IV class, as they will provide a broad base of artistic knowledge and exploration, and prepare a portfolio for future use. Projected cost is \$10 - \$75 depending on materials used (see above). Replaces Senior Art

.5 Credit (1 Semester)

Prerequisite: Art III

Art IV - B– This course is designed for the serious and capable art student. The overall emphasis is to allow self-direction and independent expression through the mediums, techniques, and concepts previously learned, as well as the opportunity to investigate artistic mediums not yet explored. Students will choose the medium(s) suited to their interest and ability through a contractual agreement with the instructor. It should be emphasized that the Art IV student will be working more independently. Students considering going on into an art or design related field are highly encouraged to continue in the IV class, as they will provide a broad base of artistic knowledge and exploration, and prepare a portfolio for future use. Projected cost is \$10 - \$75 depending on materials used (see above). Replaces Senior Art

.5 Credit (1 Semester)

Prerequisite: Art III

Photography– This class is also an introduction to darkroom photography. Projects include (but not limited to) building a rudimentary “pinhole” camera, use a 35mm “point and shoot” camera, develop film and black and white photos in the darkroom, frame and dry mount the finished photographs. Photographic terminology and art history will also be explored, as well as some photo construction projects.

Graphic Design– Students will learn graphic design and commercial art techniques thru projects created by hand as well as using Photoshop on the computer. Projects may include (but not limited to) printing, enhancing digital images, manipulating/editing images on the computer, package design, calligraphy, text/font design, creation of print media (posters, flyers, ads, business cards, notepads, stationery, etc).

.5 Credit (1 Semester)

Fiber Arts - A– Students will explore projects and skills that they may use throughout their life as a hobby or a vocation. Students will learn to read instructions and follow patterns, as well as make up their own patterns. Projects may include (but not limited to) knitting, crocheting, needlecrafts, embroidery, latch-hook rugs, basketry, weaving, quilting, fabric painting, basketry, etc. as well as art history of those mediums, and the wellness associated with participating in fiber arts.

.5 Credit (1 semester)

Fiber Arts - B– Students will explore skills used in everyday life, such as (but not limited to) hand sewing techniques, hemming, sewing on buttons, snaps, zippers, grommets, use a sewing machine, understanding of different types of fabric, etc. Projects will include the creation of a “quiet” book, soft sculptures, quilt squares, bags, etc.

.5 Credit (1 semester)

***Please Note:** *Students may have an “art bill” if the student chooses to do more than one of the specific projects, purchase extra supplies or materials, chooses to make more than one of the required projects, or if the student breaks or loses some art equipment that they are responsible for.*

Technology and Engineering

Technology courses are designed to encourage the study of how people apply knowledge, scientific, mathematical and communication skills using various tools and materials to solve problems and meet human needs. The purpose of the curriculum is to prepare all students to function in an ever-changing technological society, develop employability, and provide the transition from school to gainful employment.

Courses Taught in Technology/Engineering Education:

- Intro to Technology
- Building Trades
- Furniture and Cabinet Making
- Metals 1
- Shielded Metal Arc Welding (SMAW) Techniques 1 – **TC** (1 Laude Point)
- Gas Metal Arc Welding (GMAW) Techniques 1 – **TC** (1 Laude Point)
- Intro to Engineering
- Electronics
- Coding & Programming
- Robotics/Adv. Robotics (1 Laude Point for each)

Recommended Technology Course Sequence:

Grade 9	Grade 10	Grade 11	Grade 12
Intro to Technology Building Trades	Furniture & Cabinetry Metals 1	Furniture & Cabinetry Metals 1 SMAW GMAW	Furniture & Cabinetry Metals 1 SMAW GMAW

Course Descriptions

Intro to Technology - Designed to introduce students to a broad range of areas in Tech. Ed. Areas of study will contain but will not be limited to: construction, manufacturing, transportation, and engineering. The course will provide hands-on experience with processes, materials, tools, machines, management ideas, and the impacts of technology. Students will understand basic measurements, how to read a tape measure, research different possible careers in the areas of study, basic woodworking principles, basic metal manufacturing, automotive knowledge (small engines), and the importance of proper tool usage.

0.5 Credit **Grades: 9-12** **Prerequisite: None**

Building Trades – This course is designed to introduce the student to the fundamentals of working safely and efficiently with both hand and power woodworking tools. The areas of instruction include: safety, machine operation, joinery, tool care and maintenance and finishing. This unit will build on the skills developed from basic woodworking in Intro to Tech Ed. Students will be able to use all necessary tools to make a finished product. Students will learn how to make something out of wood from a tree growing in the forest to a finished product and all the steps in between.

0.5 Credit **Grades: 9-12** **Prerequisite: Intro to Technology**

Furniture & Cabinet Making – Students will use the skills they obtained from Building Trades to plan, develop, and build a series of small projects or one big project for the semester. Students will be able to use all necessary tools to make a finished product.

1 Credit **Grades: 10-12** **Prerequisite: Intro to Tech & Building Trades(Recommend grade of C or better)**

Metals 1 - This course will cover the basic manufacturing processes used in the production of goods from metal. It will also allow the student to become familiar with the different types of metals and their properties. The student will learn basic skills in arc welding, cutting, tool usage, welding symbols, and safety.

1 Credit **Grades: 10-12** **Prerequisite: Intro to Technology**

Shielded Metal Arc Welding (SMAW) Techniques 1 TC – 1 Laude Point This class is articulated through Fox Valley Technical College (FVTC). It covers the process commonly known as stick welding. Upon completion of this course, the student will be able to weld in all positions, read some basic weld symbols, and have a basic understanding of written welding procedures.

Purpose/Goals

- Identify, terminology, nomenclature, electrode selection, power source equipment requirements, quality standards, limitations and variables.
- Perform fillet and groove welds in all positions on plain carbon steel and stainless steel fillet welds in the horizontal position using the shielded metal arc welding process.

1 Credit **Grades: 10-12** **Prerequisite: Metals 1**
(2 Credits FVTC)

Gas Metal Arc Welding (GMAW) Techniques 1 TC – 1 Laude Point This class is articulated through Fox Valley Technical College (FVTC). It demonstrates welding on steel sheet metals and plates. Emphasis is placed on axial spray, pulse spray and short circuit mode of transfer. Upon completion of this course, the student will be able to weld in all positions, read basic weld symbols, and have an understanding of written welding procedures.

Purpose/Goals

- Identify terminology, equipment, shielding gas and consumable requirements, limitations and quality standards.
- Perform fillet and groove welds on plain carbon steel in all positions with the short circuit and pulse spray mode of transfer; fillet and groove welds in the flat and horizontal positions with the spray transfer mode; and performance weld test to evaluate welders' abilities.

1 Credit **Grades: 10-12** **Prerequisite: Metals 1**
(2 Credits FVTC)

Engineering Courses

Engineering – Little Wolf High School’s Engineering course provides instruction in the process of engineering solutions, from ideation to creation. Students apply the Engineer's Design Process to the creation of 3D printed models, laser cut products, and automated solutions using Arduino and Raspberri Pi microcontrollers. Emphasis is on higher level problem-solving skills in the areas of STEM as students devise solutions to real-world problems.

1.0 Credit

Grades: 9-12

Prerequisite: None

Programing 1 – Tech is the new literacy! This course is intended to teach students coding as well as a much more powerful skill: technical sophistication! Course content includes hands-on lessons in two series of coding essentials: Developer Fundamentals and Web Basics. Participants will learn essential developer tools: the Unix command line, text editors, and version control with Git. Motivated learners will then advance to Web Basics, including: HTML, the universal language of the Web; CSS & Layout, which builds an industrial-strength website; and JavaScript, which lets you do cool things on web pages.

1.0 Credit

Grades: 10-12

Prerequisite: Algebra 1

Robotics - 1 Laude Point Students will walk through the design and build of 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: 11-12

Prerequisite: Electronics

Advanced Robotics - 1 Laude Point This course will take the information learned in Robotics to the next level. This will be a more independent course and will follow some of the same concepts of Robotics.

1.0 Credit

Grades: 11-12

Prerequisite: Robotics

Music Education

LWHS music courses are designed to address a wide range of student skills and interests. Numerous performance opportunities, travel and competition are an integral part of the music program.

1 Laude Point earned for 3+ years participation in Band and/or Choir and a 1st on a Class A Solo & Ensemble

Courses Taught in Music Education:

- High School Band
- Choir
- Survey of Jazz & Polka Music
- Guitar & Keyboard
- Chamber Singers

Course Descriptions

High School Band– The High School Band performs a variety of music throughout the year, ranging from classical to pop. Performing opportunities include, concert band, solo/ensemble music festival, pep band, marching band, and all-conference band. As a member of the High School band, students will develop their instrumental skill, appreciation for music, and knowledge of music theory, history, and composition. All students will receive a calendar of required and non-required performances at the start of the school year.

NOTE: Due to the early performance schedule for this course, any drop/adds must be made **PRIOR** to the first day of the school year. Drop/add requests following first rehearsal may or may not be granted according to instructor discretion. Parent permission is required for drop/add requests to be considered.

1 Credit

Grades: 9-12

Prerequisite: Jr. High Band or instructor's approval

Survey of Jazz and Polka Music–In this course, students will learn and perform the Jazz and Polka music genres. Jazz and polka will be studied while examining the history, music theory, and present day relevance. Non-traditional instruments like piano, guitar, bass guitar, and accordion, are all necessary to have an outstanding program. Students can expect to perform in the community and be exposed to opportunities that other band students may not have.

1 Credit

Grades: 9-12

Prerequisite: Enrolled in band class and/or have permission from the band director

Choir– This is a performing group for singers. Class work will include: singing, writing, note reading, listening exercises, vocal technique and singing tests. Public performance is a mandatory part of the class grade.

1 Credit

Grades: 9-12

Prerequisite: None

Guitar & Keyboard – This course is designed to teach multiple levels of learning and playing on guitar, keyboard or both. Students will learn the basics and will then progress at their own level. Students will also test and perform in class on a regular basis, as a part of their grade. This course is a lab class and is designed for in-class practice, as well as instruction. Seating is limited to 20 students because of space and equipment.

0.5 Credit

Grades: 9-12

Prerequisite: None

Chamber Singers – This course is an advanced level performing vocal class. The class is eligible to vocalists by audition. The class will include evening concerts and performances. Styles to be sung and studied will vary, to include: jazz, madrigal, swing choir, pop and classical. There will be written elements in the class, also.

1 Credit

Grades: 9-12

Prerequisite: Audition

Other Offerings

Early College Credit Program/Start College Now – Wisconsin's Start

College Now (formerly known as Youth Options) program allows public high school **students** who meet certain requirements to take post-secondary courses at a UW institution, a Wisconsin technical college or one of the state's participating private nonprofit institutions of higher education. Approved courses can count toward high school graduation as well as for college credit.

This program opens the door for greater learning opportunities for motivated students who are considering a technical career, students wishing to start college early, or students who want to prepare themselves to enter the workforce immediately after high school graduation.

Parents/Guardians are responsible for satisfactory student attendance and transportation to and from the postsecondary institution. **Students will be required to reimburse the school district for tuition and fees if the student drops or fails the course.**

Students wishing to participate in this Program should contact the school counseling office. Students must be registered for the program by September 30th if they wish to enroll for the spring semester and March 1st if they wish to enroll for the following fall semester. Information sheets are also available in the Counseling Office. **Students must have a 2.5 GPA to apply. (.5 Laude Points per course)**



Book	Policy Manual
Section	Archived VOL. 25, NO. 2
Title	WISCONSIN ACADEMIC EXCELLENCE SCHOLARSHIP
Number	po5451.01 REVISED VOL. 25, NO. 2
Status	Proposed to Policy & Human Resources Committee

Wisconsin's Academic Excellence Scholarship is a State-supported program, jointly administered by the Department of Public Instruction (DPI) and the Higher Education Aids Board (HEAB). The program offers scholarship recipients an exemption from specified tuition and fees for post-high school education at eligible higher education institutions in Wisconsin.

By February 25th of each school year, the School Board will designate the appropriate number of senior(s) from ~~() each~~ the high school ~~[END OF OPTION]~~ with the highest grade point average in all subjects as scholars eligible to receive an Academic Excellence Scholarship.

The following standards must be met to qualify for the Academic Excellence Scholarships. The student and alternates must:

- A. be a resident of the United States who is either a U.S. citizen or an alien lawfully admitted for permanent residence;
- B. be a Wisconsin resident as defined in 36.27 Wis. Stats.;
- C. have achieved senior status and have been in attendance for four (4) ~~consecutive~~ consecutive semesters, ~~(X) including participation in a District-sponsored foreign exchange program for no more than two (2) semesters,~~ ~~[END OF OPTION]~~ during their
 - freshman,
 - sophomore,
 - junior, and
 - senior year(s);
- D. be selected based on the Grade Point Average (GPA) on the student's official transcript as of
 - the last day of the semester which ended just prior to February 25th. **(for schools operating on a semester system)**
 - ~~() thirty (30) days after the last day of the second trimester. (for schools operating on a trimester system)~~

The grade point average (GPA) computation will be in accord with School Board Policy 5430 - Class Rank. In selecting the scholarship recipient(s) for the Academic Excellence Scholarship,

unweighted grades

~~() weighted grades~~

for seven (7) ~~semesters~~ semesters will be used to compute grade point averages.

Students enrolled under ~~the Chapter 220 Program and~~ full-time public school Open-Enrollment Program ~~() and the Chapter 220 Program~~ ~~[END OF OPTION]~~ who qualify based on the standards identified above are eligible for the Academic Excellence Scholarship in the school they actually attend.

The designation of scholar will be awarded to the qualifying student(s) with the highest grade point average. The scholar's GPA shall be computed to as many places past the decimal point as necessary to determine a distinction between the scholars.

the first tiebreaker will be the ACT composite score;

The scholar with the highest ACT composite score will be selected.

the second tiebreaker will be the highest sub-score on the ACT Test;

~~A student may select~~ English, mathematics, reading or science are eligible test components to determine the highest sub-score. The next tiebreaker will be the second, third and fourth highest sub-scores in that order.

in the event there is still a tie, a coin flip will determine the scholar.

Except for the limitation on the number of designated scholars, the faculty of the high school shall select the applicable number of seniors for designation as scholars and shall certify, in order of priority, any remaining seniors with the same grade point average as alternates for the scholars or, if there is no remaining senior with the same grade point average, any remaining seniors with the next highest grade point average, but not less than 3.800 or the equivalent, as alternates for the scholars.

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Legal

39.41 Wis. Stats

Last Modified by Melanie Oppor on December 3, 2018



Book	Policy Manual
Section	5000 Students
Title	Copy of GRADUATION REQUIREMENTS 12-3-18
Number	po5460
Status	Proposed to Policy & Human Resources Committee
Adopted	June 20, 2016

5460 - **GRADUATION REQUIREMENTS**

It shall be the policy of the Board of Education to acknowledge each student's successful completion of the instructional program appropriate to the achievement of District goals and objectives as well as personal proficiency by the awarding of a diploma at fitting graduation ceremonies.

The Board directs the District Administrator to prepare a list of specific criteria for granting a high school diploma which includes the student's academic performance, the recommendations of teachers, the statutory credit requirements, and any additional Board- approved credit requirements.

High School courses taken by junior high school students shall appear on the student's high school transcript, along with the grade received however the grade and class will not be factored into the student's high school grade point average.

The Board shall award a regular high school diploma to every student enrolled in this District who meets the requirements of graduation established by this Board as provided by State law.

Beginning with the graduating class of 2013, a student must meet the following graduation requirements in order to be eligible to receive a Little Wolf High School diploma:

- A. Student must attend high school for eight (8) semesters. Students may be eligible for early graduation in accordance with established policy and procedures. Students may have this requirement waived if the early graduation procedures established in the rules are followed.
- B. A student must be enrolled in a class or participating in a Board-approved activity during each class period of each school day while attending high school.
- C. Credits - A Little Wolf High School diploma shall be granted upon successful completion of a total of at least 26 credits for the Class of 2018, and 24 credits for Class of 2019 and beyond in grades 9 through 12 to include:

English	4 credits
Social Studies	3 credits
Physical Education	1 ½ credits
Health	½ credit
Math	3 credits
Science	3 credits
Electives for 2018	11 credits
Electives for 2019 and beyond	9 credits

All required courses shall be successfully completed, and any failure shall be made up before a diploma will be issued.

- D. Students with disabilities who properly complete the programs specified in their I.E.P. and have received the recommendation of the I.E.P. team may participate in graduation activities and may be awarded a diploma (provided the student satisfied the District's high school graduation requirements).
- E. Alternative Provisions for Earning a Manawa Little Wolf High School Diploma

twenty-two (22) years of age or older.

Post-high school candidates must meet the graduation requirements as established at the time of their re-enrollment and not the requirements that previously existed for the class of which s/he was a member.

F. Post-Secondary Course Work

Post-secondary course work to be applied toward a high school diploma must be taken through

1. correspondence/online school.

Such courses must be evaluated and approved by the high school principal in order to apply toward the high school diploma.

2. accredited college/technical college.

Course work taken at a college/technical college will be approved and credits earned apply toward a high school diploma if:

- a. The college/technical college course is not a duplicate of a high school course.
- b. If the course is a logical next step course in subject sequence and is not offered in any form by the high school.
- c. If the desired course is not offered by the high school but is determined, by the principal, to meet the educational goals and interests of the student.

The costs for the above described course work will be based upon and follow the policies established via the Early College Credit Program (ECCP). ~~PI 40, Youth Options.~~

G. Attendance

Current seniors, like all students, must comply with all attendance expectations as set forth in the district's Attendance/Truancy Plan. A senior identified as truant during their last semester of coursework will not be permitted to participate in the graduation ceremony.

H. School Program Obligations

All fee, fine, detention, and similar obligations arising from student participation in school programming must be fulfilled before the student can participate in the commencement ceremony.

Only those students who have met all District graduation requirements as set forth in this policy and are wearing the prescribed cap and gown and complying with administrative behavioral expectations shall be permitted to participate in the commencement ceremony.

The principal of the high school shall prepare a report describing the District's policies on high school graduation standards, including a list of courses required under State law and the number of hours in each school term required to earn one (1) credit for those courses. Additionally, any change to the District's policies shall also be reported to the Department of Public Instruction or other appropriate agency after it has been approved by the Board and signed by the Board president, the District Administrator, and the principal. A student may be denied participation in graduation activities for disciplinary reasons and for non-payment of fees.

The Board may approve a course or courses in career and technical education that it determines may satisfy up to a total of one credit of mathematics and/or science credit.

A student may be denied participation in graduation activities for disciplinary reasons and for non-payment of fees.

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Legal 115.28, Wis. Stats.
 118.30, Wis. Stats.
 118.33, Wis. Stats.



Book AG 1st Draft Clean
 Section Administrative Guidelines (5000s) Approved 8/20/18
 Title GRADING
 Number ag5421a
 Status First Reading

NEED DISTRICT SPECIFIC INFORMATION SO THIS CAN BE COMPLETED!

5421A - **GRADING**

Since grades play such a significant role in the life of a student, it is imperative that the Board of Education's grading policy be implemented with as much professional expertise as can be applied. In determining grades at the various levels, staff should observe the following administrative guidelines.

4K

Reporting at this grade level consists of a progress report to parents regarding their child's development of early learning attributes. The

<u>3.0</u>	<u>Demonstrates concept or skill independently</u>	<u>marking</u>
<u>2.0</u>	<u>Demonstrates concept or skill with assistance</u>	<u>code is:</u>
<u>1.0</u>	<u>Rarely or does not demonstrates concept or skill</u>	

Grades K- 6

Reporting in these grades will consist of a report card with descriptive marks and a narration. Descriptive marks will be:

<u>Proficiency Scale #</u>	<u>Proficiency Level</u>	<u>Description</u>
<u>4.0</u>	<u>Advanced</u>	<u>Student has in-depth understanding and can make applications that go beyond what was taught.</u>
<u>3.0</u>	<u>Proficient</u>	<u>Student has met expectations based on what was taught.</u>
<u>2.0</u>	<u>Needs Improvement</u>	<u>Student needs improvement in meeting expectations and has some errors or incomplete understandings based on what was taught.</u>
<u>1.0</u>	<u>Unsatisfactory</u>	<u>Student is making unsatisfactory progress toward meeting expectations and may need additional support to learn what was taught.</u>

The principal in collaboration with all teachers at a particular grade or of a particular course shall develop an explanation of the criteria and standards that will be used to qualify a student to be graded advanced, proficient, needs improvement, or unsatisfactory.

To ensure consistency, all teachers at the grade or course level shall use the same criteria/standards in grading their students.

Definition of "passing" and "failing":

Grades K-6: A rubric score of "1 or less" is defined as failing. A rubric score of 2, 3, or 4 is considered passing.

Grades _____

Reporting in these grades will consist of a report card with descriptive marks and a narration. Descriptive marks will be:

_____ Outstanding

~~Principals, teachers, and other professional staff associated with these grades are to prepare a description of each of these words which will explain the following two (2) characteristics of learning:~~

- A. ~~The quality and, when appropriate, the quantity of what the student has accomplished and can apply that makes their learning **outstanding, satisfactory, or unsatisfactory.** This description is not to be based on comparisons with other students. The current level of current effort and, social interaction, and emotional, physical, and social control over self that qualifies a student as **outstanding, satisfactory, or unsatisfactory.** are graded as follows: **Consistently demonstrates skill/behavior. Inconsistently demonstrates skill/behavior.**~~

Grades 7-12

Reporting in these grades will be by report card using the following marking system:

A 95-100

A- 92-94

B+ 89-91

B 86-88

B- 83-85

C+ 80-82

C 77-79

C- 74-76

D+ 71-73

D 68-70

D- 65-67

F 0-64

Marking System:

(A) Excellent

(B) Good

(C) Average

(D) Below Average

(F) Failure

(I) Incomplete

(W) Withdrew

If a student receives an "F" in a required subject, he/she must repeat and pass that subject to fulfill graduation requirements. Ordinarily, a student who receives an "F" in a course, which is part of a sequence, must repeat and pass that course to continue in the sequence. (I) Incomplete: When a student's work is not completed by the end of the quarter due to the student's absence from school, he/she receives an "I". This work, in most cases, must be made up within two weeks after the end of the quarter. Exceptions to the two-week period must be cleared through the principal. If work is not made up in the allowed time, the "I" becomes an "F". (W) Withdrew: A student receives this grade when he/she drops a course with administrative approval.

Grades _____

Reporting in these grades will be by report card using the following marking system:

A - <u> </u>	- 100	Excellent Achievement
B - <u> </u>	- <u> </u>	Good Achievement
C - <u> </u>	- <u> </u>	Satisfactory Achievement
D - <u> </u>	- <u> </u>	Minimum Acceptable Achievement
F - Below Passing	-	
P - Passing		
I - Incomplete		

The principal in collaboration with all teachers at a particular grade or of a particular course, shall develop an explanation of the criteria and standards that will be used to qualify a student to be graded excellent, good, satisfactory, minimum, or failing.

NOTE: A student withdrawing from a course after the fifth week of the semester will do so with an F unless granted administrative exception. The principal in collaboration with all teachers at a grade or of a particular course, shall develop an explanation of the criteria and standards that will be used to qualify a student to be graded excellent, good, average, below average, or failing.

The explanation ~~(may)~~ **(may not)** make use of normative (bell-curve) standards.

General Considerations

Students will receive one grade per subject at the end of each grading cycle.

~~The explanation shall include among others, three (3) types of criteria:~~

- A. ~~**Current Accomplishment**—what the student can consistently apply from what s/he has learned~~
- B. ~~**Current Performances**—what the student is learning as demonstrated by assignments and classroom activities~~
- C. ~~**Current Attitude**—what behaviors the student demonstrates on a regular basis that reflect his/her willingness to learn and to function as a responsible student~~

~~In addition to a description of what each of the three (3) criteria (and any other the staff selects) consists of, the explanation should describe the quality (how well) of the accomplishment, performance, and attitude to differentiate outstanding from good, good from satisfactory, etc.~~

~~The teachers should also weight these criteria in terms of relative importance in determining the grade. Staff members need to agree on such issues as, for example:~~

- A. ~~(-) Should a student receive an A or B if ratings on attitude are below satisfactory quality?~~
- B. ~~(-) Should accomplishment, performance, and attitude ratings be of equal importance?~~
- C. ~~(-) Should a student who does well in daily performance but has trouble making proper applications of the learning have his/her grade reduced? If so, by how much?~~
- D. ~~(-) Should a student's grade be reduced if his/her application meets standards but daily performance doesn't? If so, by how much?~~

These grading criteria and standards shall be approved by the District Administrator prior to the start of the school year.

To ensure consistency, all teachers at the grade or course level shall use the same criteria/standards in grading their students.

Each principal shall send a copy of these grading criteria/standards to all parents of children in these grades (or courses) prior to the first day of school and shall ensure that they are the basis for discussion and decision making at all parent conferences.

General Considerations

~~Students will receive one grade per subject at the end of each grading cycle.~~

~~No grade using + or - may be used on report cards.~~

~~The final grading system to be used will be:~~

- A. ~~(-) The final grade for each student for each of his/her subjects will be computed with the use of the _____ marking period grades plus the grade on a final exam, if given. Each grade has a set number of quality points in the total of the _____ marking period grades which will be divided by _____ (represents the marking periods).~~
- B. ~~(-) The scale to be used in computing final grades:~~
 - ~~A—4 quality points (3.51 to 4.00)~~
 - ~~B—3 quality points (2.51 to 3.50)~~
 - ~~C—2 quality points (1.51 to 2.50)~~
 - ~~D—1 quality point (.51 to 1.50)~~

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Last Modified by Melanie Oppor on August 17, 2018



Book	AG 1st Draft Clean
Section	Administrative Guidelines (5000s) Approved 8/20/18
Title	LAUDE SYSTEM
Number	ag5430
Status	First Reading

5430 - LAUDE SYSTEM

The Laude System replaces the class rank system. It allows us to recognize and encourage students to take appropriate courses that will better prepare them for the future. This system is a point-based system that gets combined with a student's GPA, under the high school's ~~our~~ normal grading scale. This system rewards a student for completing designated rigorous courses and will earn the student one and one half (1.5) honor points (any AP course, year-long or semester), one (1) honor point (year-long courses) or half (.5) honor point (semester courses) for taking these designated courses.

To qualify for Cum Laude or Higher: The student must minimally have a 3.4 cumulative grade point average and have earned a minimum of ~~four~~twenty (~~4~~20) Laude points.

Once students meet these requirements they will earn one (1) of the following distinctions:

- A. Cum Laude (with honor/distinction), 4 - 17.49~~20 - 34.99~~ honor points
- B. Magna Cum Laude (With great honor/distinction) 17.5 - 28.79~~35 - 49.99~~ honor points
- C. Summa Cum Laude (With highest honor/distinction), 28.8~~50~~ honor points or more.

Last Modified by Melanie Oppor on December 4, 2018



Book AG 1st Draft Clean
 Section Administrative Guidelines (5000s) Approved 8/20/18
 Title GRADUATION REQUIREMENTS
 Number ag5460
 Status First Reading

5460 - GRADUATION REQUIREMENTS

In order for a student to qualify for a diploma in this District, s/he must have enrolled in a class or participated in an activity approved by the Board during each class period of each school day. Additionally, s/he must have satisfactorily completed the following courses and earned at least four (4) credits of English, including writing composition, three (3) credits of social studies including State and local government, ~~threetwo (32)~~ three (3) credits of mathematics, ~~threetwo (32)~~ three (3) credits of science, one and one-half (1.5) credits of physical education and one--half (.5) credit of health education, and nine (9) elective credits.

~~A Beginning with the 2016-2017 school year, a~~ student must successfully complete a civics assessment in order to be granted a high school diploma.

~~A high school diploma granted to a student effective with the 2016-2017 school year requires three (3) credits of both mathematics and science.~~ A computer science class may count as a mathematics credit and an agricultural sciences course may count as a science credit.

If the Board approves a career and technical education course as qualifying for mathematics and/or science credit, any student may satisfy a total of one credit of required science and/or mathematics credits through the Board approved career and technical education course.

[] Annually, the administration will determine whether sufficient interest exists among eligible 7th and 8th grade students to take course offerings that qualify for high school credit as approved by the Board. The ~~(-) Middle School principal (-) administrator~~ and each student's advisor shall determine the eligibility of any student to take such course(s) for high school credit.

- A. () Courses qualifying for high school credit will only be offered if there is sufficient interest and if a teacher certified in the subject matter at the high school level can be scheduled to teach the course(s). Students are eligible to acquire as many high school credits as are available and for which the student qualifies.
- B. () Courses qualifying for high school credit may be taken at the District High School or through Distance Learning/online options when those options are deemed appropriate by the administration. Where classes are held at the high school, appropriate transportation shall be arranged by the student's parent with the () ~~Middle School principal (-) administrator~~ prior to a student being enrolled in an approved high school course. Students are eligible to acquire as many high school credits as are available and for which the student qualifies.

[] The Board () ~~does (-) does not~~ permit students to earn credit by demonstrating competency or creating a learning portfolio. A student shall not earn more than half (1/2) of the required credits through this process. Such credit shall be listed on the student's high school transcript if they meet the following criteria:

- A. () _____

- B. () _____

- C. () _____

D. ~~(-)~~

~~Further, a student shall not earn more than half (1/2) of the credits required for high school graduation through this process. [This should only be used if the Board adopted a resolution and selected that option in Policy 5460]~~

~~While the District does not require students to participate in community service activities to receive a high school diploma, community service is a valuable key performance indicator which is encouraged and monitored.~~

~~The District ~~(-)~~ does ~~(-)~~ does not require students to participate in community service activities to receive a high school diploma.~~

The District may grant a high school diploma to a student who has not satisfied the requirements under this policy if the student was enrolled in an alternative education program and the District determines that the student has demonstrated a level of proficiency in the subjects required under this policy. An alternative education program is defined as an instructional program, approved by the School Board, that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing, traditional classrooms, or regularly scheduled curricular programs or that is offered in place of regularly scheduled curricular programs. "Alternative educational program" does not include a private school or a home-based private educational program.

Graduation must be earned by passing all mandated subjects and earning total units required for the specific diploma sought. ~~(-)~~

~~An alternative high school diploma may be awarded to any student that meets the minimum State law requirements for graduation but has not fulfilled one or more additional requirements for graduation from the district. Such a diploma may be awarded with the approval of ~~(-)~~ the student's guidance counselor and principal ~~(-)~~ the District Administrator. ~~(-)~~ The diploma issued under this section shall indicate in some fashion that the diploma is awarded under an alternative diploma program. [Note — this should only be selected if the Board adopts graduation requirements in excess of the state law minimum requirements.]~~

~~In addition to credit requirements, academic performance and teacher recommendations will be considered in determining whether a student will receive a diploma.~~

~~Students in special education shall either receive a diploma if certified they have properly completed the requirements of their IEP, or receive the recommendation of the IEP Team, as related to completion of credit requirements through regular, special, or alternative education. They may participate in all graduation activities. Depending upon the disability profile, students in special education shall either receive ~~(a diploma)~~ ~~(a certificate of completion)~~ if certified they have properly completed the requirements of their IEP, or receive the recommendation of the IEP Team, as related to completion of credit requirements through regular, special, or alternative education. They may participate in all graduation activities.~~

A student may be denied participation in graduation activities for disciplinary reasons and for non-payment of fees.

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Last Modified by Melanie Oppor on August 17, 2018



Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor
From: Michelle Pukita
Date: Dec. 11, 2018
Re: MES Safety Drill Report

On September 4, 2018 Manawa Elementary School conducted a lockout drill that then lead into an active shooter lockdown drill. Teachers and students were notified 5 minutes in advance, with extra consideration for our special needs students. Before the drill our staff took time with students to identify the “safe zone” in the classroom where they cannot be seen through any corridor windows or outside windows. The drill was initiated over our public address system at 1:20 p.m. as *“Lockout. This is a drill. Close and lock your doors. No one leave your rooms until further notice. Continue teaching as usual.”* The principal then walked around the entire school, checking each door to be sure they were locked, and no one was in the hallways or bathrooms.

At 1:25 p.m. the lockout drill was initiated over the public address system as *“Lockdown! Turn off your lights, go out of sight. This is a drill. Lockdown! Locks, lights, out of sight. This is a drill.”* The drill was completed 15 minutes later at 1:40 p.m.

Our students are trained to move away from sight (window, doors, etc.) and maintain silence. Our teachers are trained to lock their classroom doors, turn their lights out, move away from sight, maintain silence, do not open the door for anyone, and take roll to account for all students. During the drill all doors were checked and found to be locked.

After the drill concluded each classroom debriefed the drill. They discussed the purpose of the drill, the observed outcomes and any additional issues that came up for that specific.

There were 301 students and 45 adults present for this drill.

Successful highlights:

The teachers all locked their doors and turned out the lights. Children were not in the hallways or visible from the hallways or outside windows in the classrooms.

Focus areas for the next drill:

Manawa Elementary feels very confident in the staff’s ability to quickly lock all classroom doors. For the next drill I would like to try to get into some of the rooms to see

if the students would open the door as they know me. They are instructed to not open the door for anyone. I would also like to have our local PD present as well.

Certifications:

Our School Board will meet to discuss this drill on December 17, 2018 during the monthly meeting.

Our school certifies that this drill was conducted on Tuesday, September 4, 2018, and this written evaluation was sent to and reviewed by the school board on

_____.

Principal Signature: Michelle Putita

Superintendent Signature: _____

School Board President Signature: _____



Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor
Fr: Dan Wolfgram
Date: 12/15/2018
Re: ACT 143 Safety Drill Report

On October 18th, 2018 Little Wolf Jr./Sr. High School conducted an active lockdown drill for the purposes of leading a canine drug search. Teachers and students were notified via the school intercom system and were not given advanced notice of the drill.

The drill was initiated over our public address system at 9:40 a.m. as, *“At this time we are conducting a Lockdown Drill, Code Red. Staff may continue with normal classroom activities. You will be notified when the drill has been concluded.”* The drill took place during the 2nd-period class. The interior drill was complete 35 minutes later at 10:15 a.m. Law enforcement directed that the interior lockdown was complete. Police personnel then proceeded to the student parking lot with the 3 canines participating in the search. Teachers and students could return to their normal activities but were prohibited from leaving the building until the parking lot search was concluded.

The parking lot search yielded one vehicle of interest due to an item of clothing that appeared to have a drug phrase on a baseball cap. The student was contacted and requested to open their vehicle for an interior search. No contraband, drugs or paraphernalia were found.

Our students are trained to move away from sight and maintain silence. Our teachers are trained to lock their classroom door, turn their lights out, move away from sight, maintain silence, do not open the door, and take roll to account for all students. During the drill, all doors were checked and found to be locked.

After the drill, a message was sent to staff and parents in the District via email and Skylert. The message is seen below:

Good morning parents,

This morning, the Manawa Police Department together with the Waupaca County Sherriff's Department assisted in executing our Lockdown procedure. Little Wolf Jr./Sr. High School went into Lockdown for approximately 35 minutes while the canine unit searched the school and parking lot for illegal drugs. This drill is part of annual drills/safety checks I am happy to report that no contraband or paraphernalia was found.

There were 329 students and 48 adults present for this drill.

Successful highlights:

This interior lockdown drill time lasted only 35 minutes and did not disrupt instruction. The teachers all locked their doors and followed the protocol without a breach in the procedure. No illegal contraband or paraphernalia was found.

Focus areas for the next drill:

Little Wolf Jr./Sr. High School feels very confident in the staff's ability to quickly lock all classroom doors. Students are aware of these drills on a regular basis. I believe a more concentrated effort needs to be placed on the student parking lot. I would recommend doing this area of the building first when the dogs are still fresh. Secondly, we need to be aware of volume levels in the gymnasium from music that plays during class to ensure that any announcement that comes over the intercom is received and understood.

Certifications:

Our School Board will meet to discuss this drill on December 17th, 2018 during the monthly meeting.

Our school certifies that this drill was conducted on 10/18/18, and this written evaluation was sent to and reviewed by the school board on 12/17/18.

Principal Signature: *Daniel J. Woffman*

Superintendent Signature: _____

School Board President Signature: _____