

TO: BOARD OF DIRECTORS

FROM: Dr. Ben Gauyan, Assistant Superintendent, Teaching and Learning

SUBJECT: Approval of Course Proposals for Stanwood High School for the 2023-2024 School year.

TYPE: Action Required

Date: February 21, 2023

Attached, please find New/Revised Course or Program Offerings for the following:

1. AP Precalculus
2. Instrumental Lesson Lab
3. Studio Music (previously Studio Voice)
4. Modeling our World with Mathematics
5. Teacher Academy

All courses approved above will need to be addressed in the High School schedule and support costs will also need to be addressed by the High School.

Recommendation:

We recommend the Stanwood-Camano School District Board of Directors move to approve the Course Proposals for the 2023-2024 School year

Stanwood-Camano School District

New/Revised Course or Program Offering

Name of proposed course/program/title change: AP Precalculus

Name of person initiating change: John Swanson

Current work assignment: Math teacher (Algebra 1, Honors Algebra 2, AP Calculus, AP Statistics)

Rationale for proposed change (include link to School Improvement Planning and state and local standards): This is a new AP offering from the College Board starting in the 2023/24 school year. Since our Precalculus classes already meet the EvCC college in the high school requirements there is little to no change required for the course. This change would give our Precalculus students another option for dual credits in addition to any other benefit that AP classes receive on college admission considerations.

Specific student learning targets addressed:

Unit 1: Polynomial and Rational Functions

Unit 2: Exponential and Logarithmic Functions

Unit 3: Trigonometric and Polar Functions

Unit 4: Functions Involving Parameters, Vectors, and Matrices

Brief description of proposed change (attach a course/program description where applicable): This is essentially a name change from Precalculus to AP Precalculus. I am proposing it as a new course so that we keep the Precalculus name in the record in case we want to use it at some point in the future.

Procedures for evaluating related student achievement results: Assignments and tests, the same as in our current Precalculus classes.

Materials/equipment supplies required: none

Projected cost for start-up and to sustain change: \$0

Other comments to assist in consideration of proposal: This course would not be in addition to Precalculus, but instead of it. Our Precalculus courses already cover the standards required.

REQUIRED APPROVALS


Teacher Initiator

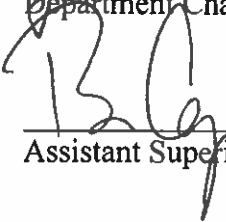
12/8/22
Date


Principal

1/2/23
Date


Department Chair/Grade Level Leader

12/8/22
Date


Assistant Superintendent of Teaching & Learning

1-20-23
Date

Stanwood-Camano School District

New/Revised Course or Program Offering

Name of proposed course/program/title change: Instrumental Lesson Lab

Name of person initiating change: AJ Brodin

Current work assignment: Band / History

Rationale for proposed change (include link to School Improvement Planning and state and local standards): This course is aimed at giving students the opportunity to explore instrumental music without needing to have any previous musical experience. This course would give students the ability to enter into music making at the ground level and progress at their own speed.

It would be run as a music lessons studio with time for focusing on applied skills, music basics, and music appreciation topics. Beginning band curriculum would form the core of the adapted curriculum for this course without having an emphasis on public performance like a performance-based band course. The course content would adapt for the instruments desired by the students enrolling in the course. This way we offer the broadest possible opportunity for students to enter instrumental music.

There is currently only one entry level instrumental offering at the high school level - the guitar program. This is a great program, but is narrow in its focus. This new course offers an attempt to fix this gap in opportunity for those who wish to learn how to play an instrument at the high school that is not guitar. Along with last year's addition of World Music Drumming this gives 2 options for an entry level instrumental course.

Specific student learning targets addressed:

Standards Document pgs. 81-163 as needed (Harmonizing Instruments and Traditional/Emerging Ensembles as needed)

https://drive.google.com/file/d/1ow4EPXI-ikW9V_69yiUzCQzO50AbI-oa/view?usp=sharing

National Core Arts Standards 1-11

Brief description of proposed change (attach a course/program description where applicable): This would add another entry level instrumental music course to the high school catalog.

Course Description

Would you like to learn to play an instrument? This is an introductory course designed for students to learn to perform music on an instrument. The goal is to be able to have fun playing and listening to music. All students will be able to be successful in this course regardless of

previous musical experience. Traditional band instruments (e.g. brass, woodwind, orchestral string, and percussion instruments) are best suited to this class, but all instruments could be accommodated. There is no requirement to perform in public as a part of this class. In addition to learning their instrument, other musical basics will be included to give a well rounded musical education. This course will require students to obtain their chosen musical instrument (e.g. borrow, rent, purchase).

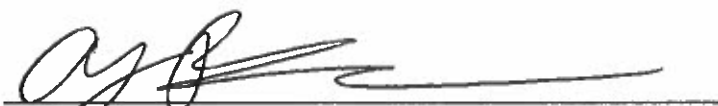
Procedures for evaluating related student achievement results: Students will be evaluated daily for their participation in learning activities (Daily Points). Students will also be evaluated by in-class performances, creative projects that they present to their peers, and some traditional worksheet style assignments for some topics. There will be some quick musical concept quizzes that will be performed for me alone or in front of peers.

Materials/equipment supplies required: No new materials would be required other than what we already have for our comprehensive band program. Students will generally be required to supply the instrument that they choose to learn in this class. Some students could borrow from the school if there is a situation of need. All materials could be co-opted or adapted from existing materials

Projected cost for start-up and to sustain change: There would be no required costs beyond what is already used for the existing band program.

Other comments to assist in consideration of proposal: It would be possible to combine this course with those who sign up for World Music Drumming and combine them under the banner of Jumpstart Music if needed to justify FTE. They would join the class with hand drumming/percussion as their primary instrument. Hand drumming would already be a great addition to the Jumpstart Music course as a musical enrichment topic even if we don't combine or run both courses.

REQUIRED APPROVALS



Teacher Initiator

12/9/22

Date



Principal

4/2/23


Date



Department Chair/Grade Level Leader

1/3/23

Date



Assistant Superintendent of Teaching & Learning

1-20-23

Date

Stanwood-Camano School District

New/Revised Course or Program Offering

Name of proposed course/program/title change: Studio Music (previously Studio Voice). Course Code: FPA441/FPA442

Name of person initiating change: Erik Ronning

Current work assignment: HS Choral Music, Guitar, one section of PE

Rationale for proposed change (include link to School Improvement Planning and state and local standards): To help students reading the course catalog grasp the broader concepts of the course.

Specific student learning targets addressed:

Brief description of proposed change (attach a course/program description where applicable):

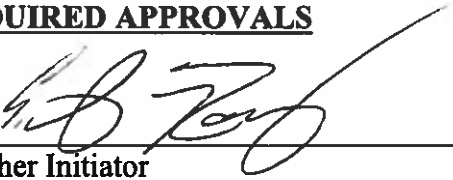
Procedures for evaluating related student achievement results:

Materials/equipment supplies required: More supplies and equipment will be needed over time as the program grows, but we currently have a sufficient amount of gear to run the course.

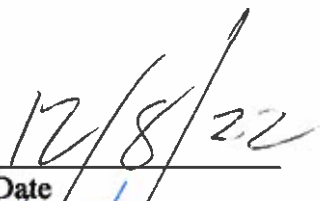
Projected cost for start-up and to sustain change:

Other comments to assist in consideration of proposal:

REQUIRED APPROVALS



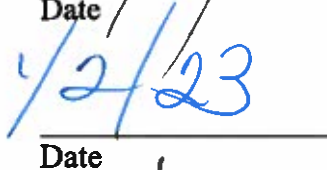
Teacher Initiator



Date



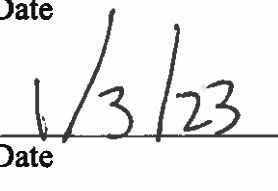
Principal



Date



Department Chair/Grade Level Leader



Date

Stanwood-Camano School District

New/Revised Course or Program Offering

Name of proposed course/program/title change: Modeling our World with Mathematics

Name of person initiating change: Alison Dickinson

Current work assignment: Honors Algebra 2, Math Analysis, Pre-Algebra, Pre-Calculus

Rationale for proposed change (include link to School Improvement Planning and state and local standards): Not all students are finding success in Algebra 2, but they are required to take a third year of math. Modeling our World with Mathematics is a class created by OSPI for those students. It provides more support and real life connections for students to engage in. We also have a need for more math classes that are not AP and not honors. There are students that want to stay in four years of math to prepare them for college, and providing more general math classes that are not AP or honors would help this. The class could also help students who have not passed the SBA as the curriculum incorporates standards from Algebra 1 and Geometry.

This class would connect to our SIP and AAP because it is focused on problem solving and reasoning. This allows for opportunities to teach and work on productive struggle and perseverance. Also the connections to real life applications will help prepare students for life after high school.

Specific student learning targets addressed: The learning targets addressed are a combination of Algebra 1, Geometry, and Algebra 2. The main emphasis in this course are the the 8 Mathematical Practices.

Brief description of proposed change (attach a course/program description where applicable): See attached course outline

Procedures for evaluating related student achievement results: The curriculum includes assessments for each unit of study. There is also a lot of opportunity for formative assessment through projects and daily activities.

Materials/equipment supplies required: Online curriculum provided by OSPI

Projected cost for start-up and to sustain change: Free -- all resources are open source and provided by OSPI

Other comments to assist in consideration of proposal:

REQUIRED APPROVALS

A. K.
Teacher Initiator

12/1/2022
Date

Carol Del P...
Principal

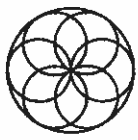
1/2/23
Date

Jen McFall
Department Chair/Grade Level Leader

1/2/23
Date

B. G.
Assistant Superintendent of Teaching & Learning

1-20-23
Date



Modeling Our World with Mathematics

TOPIC PROGRESSION

The available modules include more material than can be covered in a single course (See BREAKDOWN OF INSTRUCTIONAL DAYS). In selecting which topics to engage with, consider student interest and prioritize topic(s) from Health and Fitness, Environmental Science, Civic Readiness and Finances for Life for their inclusion of standards related to essential concepts in high school mathematics. Digital World and The Arts provide additional topics and synthesis of those earlier modules and can be implemented as time permits.

Health and Fitness	Topic 1: A Healthier You!	Linear Functions & Line of Best Fit
	Topic 2: Sports & Fitness	Linear Functions, Systems of Equations & Inequalities
Environmental Science	Topic 1: Air Quality	Represent & interpret data
	Topic 2: Sustainable Forestry	Sampling, Geometry
Civic Readiness	Topic 1: The United States Census	Represent & interpret data
	Topic 2: Gerrymandering	Represent & interpret data, Modeling with Geometry
Finances for Life	Topic 1: Introduction to Finance	Linear & Exponential Functions, Statistics
	Topic 2: Loans and Consumer Credit	Linear & Exponential Functions
	Topic 3: Business	Linear & Quadratic Functions
Digital World	Topic 1: Digital Presence	Linear & Exponential Functions, Graphing, Best Fit
	Topic 2: Coding	Linear & Exponential Functions, Graphing, Best Fit
The Arts	Topic 1: Catch a Wave with Music	Right Triangle Trigonometry
	Topic 2: Congruence with Art	Congruence, Similarity, Perspective
	Topic 3: Perspective Drawing	Congruence, Similarity, Perspective



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Modeling Our World with Mathematics

Modeling Our World with Mathematics (MOWWM) is a modularly-designed mathematics course developed locally by OSPI with input from educators across Washington, and is designed to follow Geometry. It contains career-connected thematic units where students use high school mathematics to analyze everyday life and work. The content and instructional strategies support increased attainment of the common core high school content standards while developing the standards for mathematical practice.

Frequently Asked Questions

Who is Modeling Our World with Mathematics for?

Students who take MOWWM should be juniors or seniors who have taken Algebra I and Geometry, perhaps with limited success, but have earned two credits of math. They should have taken the SBA but no minimum score is required. The lessons in MOWWM were developed to support students who traditionally struggle in mathematics. MOWWM can fulfill the 3rd credit of math requirement.

Does Modeling Our World with Mathematics complete a Graduation Pathway?

MOWWM does not complete a Graduation Pathway, but mathematics skills, problem-solving strategies and growth mindset developed in the course will support student success in the Graduation Pathway of their choice. Following successful completion of MOWWM, students will be better prepared to take additional quantitative courses such as Algebra II, Technical CTE courses, and additional STEM courses.

What is the State Course Code for Modeling Our World with Mathematics?

The State Course Code is WA0009.

Why should my school or district choose Modeling Our World with Mathematics?

For students who intend to go on to post-high school learning that requires mathematics (some trade schools or military fields, two- or four-year colleges) MOWWM is recommended as a supportive transition to support their High School and Beyond Plan (HSBP). The mathematics that students complete in MOWWM will strengthen their skill base to make additional study of mathematics more attainable. Therefore, juniors who take MOWWM may find greater success than would have been expected if they had gone straight from Algebra I and Geometry.

Students' success in Modeling Our World with Mathematics may encourage students to enroll in a 4th credit of math, increasing their mathematics facility and expanding their career pathways.

What is the State Course Code for Modeling Our World with Mathematics?

The State Course Code is WA0009.

**Stanwood-Camano School District
New/Revised Course or Program Offering**

Name of proposed course/program/title change:
Teacher Academy

Name of person initiating change:
CTE Department

Current work assignment:

Rationale for proposed change (include link to School Improvement Planning and state and local standards):

Washington’s teacher shortage has created an increased need and support for early teacher preparation, support, and retention. Learn the fundamentals of the education system and practice lesson-planning, instructional best-practices, and classroom management. Snohomish County has a growth rate for Elementary Teachers of 1.4% with approximately 2,670 people employed in this area.

Along with the teacher shortage, there is a shortage of qualified para educators in our state. Snohomish County has a growth rate of 1.71% in this area and employs an estimated 3,350 para educators with over 800 openings in the next 10 years. Here is a sample of the labor market data related to this course:

OID	SOC	OCCUPATION TITLE	EDUCATION	SALARY	GROWTH	EMPLOYMENT	OPENINGS
25-2011	25-2011	Preschool Teachers, Except Special Education	Associate's degree	\$32,967	1.11%	1,427	721
25-1127	25-1127	Speech-Language Pathologists	Master's degree	\$47,204	2.61%	146	112
25-3045	25-3045	Teaching Assistants, All Other	Some college or no degree	\$17,769	1.31%	1,544	871
25-1194	25-1194	Career/Technical Education Teachers, Postsecondary	Doctoral or professional degree	\$71,473	1.47%	225	46
25-2092	25-2092	Career/Technical Education Teachers, Secondary School	Bachelor's degree	\$46,727	1.64%	203	38
25-1031	25-1031	Adult Basic Education, Adult Secondary Education, and English as a Second Language Instructors	Bachelor's degree	\$41,144	1.44%	163	35
25-1037	25-1037	Special Education Teachers, Middle School	Bachelor's degree	\$44,754	1.41%	147	41
25-1035	25-1035	Special Education Teachers, Preschool	Bachelor's degree	\$38,253	1.42%	46	20
25-1034	25-1034	Career/Technical Education Teachers, Middle School	Bachelor's degree	\$46,240	1.42%	133	32
25-1038	25-1038	Special Education Teachers, Secondary School	Bachelor's degree	\$45,964	1.41%	211	48
25-1032	25-1032	Middle School Teachers, Except Special and Career/Technical Education	Bachelor's degree	\$48,422	1.42%	234	59
25-1021	25-1021	Elementary School Teachers, Except Special Education	Bachelor's degree	\$42,892	1.40%	2,467	382
25-1039	25-1039	Special Education Teachers, All Other	Bachelor's degree	\$45,558	1.42%	225	46
25-1030	25-1030	Kindergarten Teachers, Except Special Education	Bachelor's degree	\$34,486	1.39%	424	55
25-1036	25-1036	Teachers and Instructors, All Other	Bachelor's degree	\$45,424	1.32%	1,281	105
25-1031	25-1031	Secondary School Teachers, Except Special and Career/Technical Education	Bachelor's degree	\$42,587	1.37%	123	47
25-1025	25-1025	Adult Education Teachers	High school diploma or GED certificate	\$21,896	1.35%	422	47
25-1033	25-1033	Children, Workers	High school diploma or GED certificate	\$15,440	1.31%	185	127

Specific student learning targets addressed:

See Program Framework

Brief description of proposed change (attach a course/program description where applicable):

The Teacher Academy program is aimed at recruiting and supporting diverse future teachers as they explore and prepare for careers in education. It uses a "Grow Your Own" approach, growing future teachers from within local communities, which helps to address teacher shortages across Washington State. The programs work to align the diversity of educators and students and eliminate the opportunity gap for students from underserved groups, with a specific focus on multicultural and multilingual students, and students of color.

Students will complete course work as well as participate in a weekly 2-3 hour internship in district elementary and middle schools. They will prepare for the Para Educator Exam and earn your Para Educator certification upon high school graduation. This would be a 2 hour block class.

Procedures for evaluating related student achievement results:

Students will be evaluated through hands on projects, quizzes, and an internship

Materials/equipment supplies required:

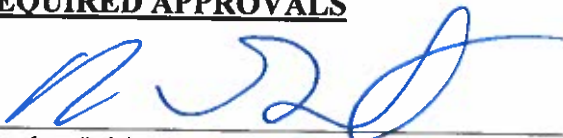
Teacher supplies

Projected cost for start-up and to sustain change:

None

Other comments to assist in consideration of proposal:


REQUIRED APPROVALS



Teacher Initiator

12/9/2022

Date



Principal

1/2/23

Date



CTE Director

12/9/2022

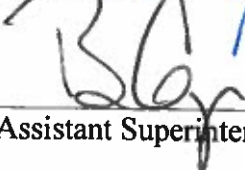
Date



Department Chair/Grade Level Leader

1/3/23

Date



Assistant Superintendent of Teaching & Learning

1.20.23

Date