

Joint Meeting of School Board  
and Standing Committees  
Tuesday, February 14, 2012  
Educational Support Center  
5:30 P.M.

REVISED AGENDA

- I. Roll Call of Members
- II. Presentation - 2012-2013 Transformation/Budget Plan
- III. Adjournment

Audit/Budget/Finance Committee Meeting  
Tuesday, February 14, 2012  
Educational Support Center  
At Conclusion of 5:30 P.M. Meeting

- I. 2012-2013 Transformation/Budget Plan
- II. Adjournment

sma 2-14-12

Kenosha Unified School District No. 1  
Kenosha, Wisconsin

February 14, 2012  
Revised

Joint Meeting of the Standing Committees:  
Audit/Budget/Finance, Curriculum/Program,  
Personnel/Policy, and Planning/Facilities/Equipment

## **2012-2013 Transformation/Budget Plan**

After many months of collaborative planning, strategizing and analyzing, the District has developed an action plan under the guiding principles of the District's Transformation Plan. To assure every child experiences high quality, personalized learning success, the Plan must achieve three major goals:

- Improve student achievement
- Expand collaborative partnerships
- Secure resources to support learning

In order to create a sustainable transformation of our schools into a 21<sup>st</sup> century learning organization, the District had to incorporate the current fiscal challenges to build our new model in a cost effective manner. The District continues to be challenged with declining revenues and fixed costs. The preliminary forecast of our 2012-2013 budget includes reductions in spending to balance the budget with the anticipated revenues from state and local funding. While the District continues to pursue grants and other sources of revenue, our challenge remains to operate within the revenue limits established by the State of Wisconsin and the Department of Public Instruction.

This plan was designed to meet our goals and to begin the journey of transformation with the 2012-2013 school year. Attached is an overview which outlines our plan. Further explanation will be presented by District staff at this joint meeting on February 14<sup>th</sup>.

### **Next Steps**

The Audit/Budget/Finance Committee will review the 2012-2013 Transformation/Budget Plan immediately following this special meeting. Administration will be forwarding this report as well as the recommendations of the Audit/Budget/Finance to the full School Board for their consideration on February 28, 2012.

Dr. Michele Hancock  
Superintendent of Schools

Budget Council  
Leadership Council  
School Administrators



The Journey Begins to Create a Sustainable Transformation of our Schools in Order to Maximize the Brilliance of Children in a Cost Effective Manner.

Transforming Kenosha Unified School District into a 21st Century Learning Organization.



**This is an overview of a preliminary draft of elements guiding the development of the Kenosha Unified School District budget for the 2012/2013 school year. Corresponding financial details will be posted as they become finalized.**

This preliminary budget is being drafted under the framework of the Kenosha Unified School District's (KUSD) "Transformation Plan".

Our **VISION** is maximizing the brilliance of children.

Our **MISSION** is to assure every child experiences high quality, personalized learning success.

Our **VALUES** are blended personalized learning, multi-dimensional life and career skills, and relevant global knowledge.

### ***Transformation Goals***

*We will...*

- ➡ Improve student achievement
- ➡ Expand collaborative partnerships with families, community, and industry
- ➡ Secure resources (time, people, finances, operating processes) to support learning

This budget is being drafted with intelligent accountability that adheres to the policies and practices of KUSD with an understanding and appreciation for increasing shared responsibility.

This draft is the result of many hours of work by KUSD staff who served on the Budget Council, Leadership Council, and School Administrators. Their work is sincerely appreciated!

### **Transformation Goal #1: Improve student achievement Method: School/program redesign**

#### **Components:**

**Comprehensive High School Staffing Option.** The daily schedule will change to increase staffing efficiency and promote opportunities for professional development and collaboration among teachers. *Mindshift*<sup>1</sup> reminds us, "The 21st century does not fit neatly into rows. Neither should your students. Allow the network-based concepts of flow, collaboration, and dynamism help you rearrange your room (and day) for authentic 21st century learning." This component will provide more flexibility for scheduling in order to get more courses to the students. This will also expose and expand students to more virtual options.

### **Transformation Goal #1: Improve student achievement Method: School/program redesign**

#### **Components:**

**Redesign curriculum options at both High School and Middle School to create a more efficient and 21st Century learning environment.** The redesign of the high school and middle school focuses upon an increase in the use and access to instructional technology and virtual learning. The secondary school curriculum and course offerings will be reconstituted and high school honor sections will be expanded to increase access and create more flexibility for course selection by students, while also maximizing the use of staffing. According to the article *Mindshift*, "The root of curricular change will be the shift in middle schools to a role as foundational content providers and high schools as places for specialized learning."

"Teachers record their lectures using screen-capture software and post these lecture videos to a variety of outlets...Students watch these videos outside of class on their smartphone, in the school computer lab (*which now has extended hours*), at home or even in my office if they need to. Now, when students come to class, they've already learned about the material and can spend class time working on math problems, writing about the Civil War or working on a science project, with the help of their teacher whenever they need it. This model allows students to seek one-on-one help from their teacher when they have a question, and learn material in an environment that is conducive to their education." *My View: Flipped classrooms give every student a chance to succeed*, Greg Green, principal Clintondale High School in Clinton Township, Michigan.<sup>2</sup>

### **Transformation Goal #1: Improve student achievement**

**Method: School/program redesign**

#### **Components:**

**Elementary instructional program transformation: Learning groups called “Families”:** The purpose of this innovative initiative is to organize students into learning groups called Families. Teams of teachers will work together with a group of students, providing instruction to them in flexible, multi-age groups, such as guided reading and guided math. The rationale behind this inventive concept is it allow teachers to reach the highest and lowest achieving students, and students in-between to achieve our goal in the Transformation Plan of *personalized learning*. This will allow us to implement personalized learning to in order to reach all students and enable them to achieve at all levels.

In an article *Small Schools, The Numbers Tell the Story* from the Small School Workshop associated with the University of Illinois at Chicago<sup>3</sup>, “When students are part of smaller, more intimate learning communities, they are more successful.”

### **Transformation Goal #1: Improve student achievement**

**Method: School/program redesign**

#### **Components:**

**Move Wednesday release to Friday.** This scheduling initiative is designed to be more ‘family friendly’. This would allow for coordination of family time at all grade levels. For elementary students, each Friday will be a half-day release to provide for teacher collaboration. For middle and high school students there would be an elimination of half-days off, with an increase in the number of full days off on Fridays. Overall, this provides for more consistency with days off and opportunities for extended family weekends without missing school, and additional time for teacher collaboration.

### **Transformation Goal #1: Improve student achievement**

**Method: School/program redesign**

#### **Components:**

**Reorganize libraries for technology and virtual learning.** As noted in the article *Mindshift*, “The 21st Century is a 24/7 environment. And the next decade is going to see the traditional temporal boundaries between home and school disappear...we need (children) to ‘learn’ more. And this will be done 24/7 and on the move.” The Library Media Center will be a place where personalized learning can flourish through virtual learning and flexible learning spaces that are conducive to student learning and collaboration.

### **Transformation Goal #1: Improve student achievement**

**Method: School/program redesign**

#### **Components:**

**Restructuring the Enrichment Program.** More and more students eligible for elementary enrichment programming are choosing to attend their neighborhood school. The District’s focus on the “Family” framework (see above) is designed in part to better meet the needs of our high achieving students. In addition to increasing opportunities for academic enrichment at neighborhood schools, we will continue to explore the implementation of programs or courses intended to challenge our highly capable learners.

### **Transformation Goal #1: Improve student achievement**

**Method: School/program redesign**

#### **Components:**

**Reorganize and Expand Middle School Sports.** Learning takes place in a variety of venues. The most effective learning takes place when students are actively involved. This would provide more opportunities for student participation and learning at each school.

### **Transformation Goal #3: Secure resources**

**Method: Operational efficiencies**

#### **Components:**

**Charter school consolidation:** With Paideia, Harborside and Brompton moving into existing KUSD facilities, there will be a marked savings in rental costs. The plan is for Paideia and Harborside to move into separate locations within Reuther Central High School, while Brompton will be moving to a separate wing in Vernon Elementary School.

**Transformation Goal #3: Secure resources**  
**Method: Operational efficiencies**

**Components:**

**Close at least one facility:** The District's Long-Range Facilities plan calls for a continual review of all buildings, in particular those that will be needing extensive repairs in the future. Such is the case with a few of our buildings. After extensive analysis it has been determined that serious consideration should be given to closing at least one facility that has, and will continue to require repairs and updates at significant cost to the district. Student enrollment projections also need to be taken into consideration.

**Transformation Goal #3: Secure resources**  
**Method: Operational efficiencies**

**Components:**

**Reconfigure Educational Support Center (ESC) staffing:** A complete and thorough review and analysis of every department within the Educational Support Center has been initiated. The purpose is to make adjustments to staffing levels in order to ensure increased operational efficiencies, streamline operational processes and also reduce overall costs.

**Transformation Goal #3: Secure resources**  
**Method: Operational efficiencies**

**Components:**

**Intensify paperless initiative:** Since Dr. Michele Hancock's arrival eighteen months ago, the District has instituted a number of initiatives to reduce the amount of paper that is used. One example is the how the School Board is now using iPads at their meetings, which has reduced the amount of paper used to make copies for agendas and attachments. All of the material is available electronically. It is estimated, and pointed out by and article in *Mindset*, that, "In ten years' time, schools will decrease their paper consumption by no less than 90%. And the printing industry and the copier industry and the paper industry itself will either adjust or perish." KUSD has already begun moving away from the use of paper as it utilizes more and more technology to be efficient and environmentally friendly.

**Transformation Goal #3: Secure resources**  
**Method: Operational efficiencies**

**Components:**

**Restructuring Special Education:** Analyze and make changes as deemed necessary to improve services for our students with special needs.

**Transformation Goal #3: Secure resources**  
**Method: Operational efficiencies**

**Components:**

**Optimize Transportation Routes:** Synchronizing program bell times at Hillcrest will aid in better coordination of some bus routes, which will then generate some monetary savings. A reduction of some non-mandatory bus routes and an increase in the use of city bus passes may be necessary. First Student bus company is nearing completion of a study that is analyzing all of KUSD's school bus routes. This study is expected to be completed within the next few months, and the District anticipates cost savings as a result of the findings of this study.

**Transformation Goal #3: Secure resources**  
**Method: Operational efficiencies**

**Components:**

**Suspend major maintenance projects.** This will entail cutting the maintenance budget leaving a sufficient amount for emergency repairs, which the Facilities Department has estimated, based on past experience. This model is very doable without negatively impacting building/property management and upkeep. This action is envisioned to be restored during the next budget cycle.

**Transformation Goal #3: Secure resources**  
**Method: Operational efficiencies**

**Components:**

**Restructure Service Employee and AST contracts:** Members of the Service Employees International Union Local No. 168 have agreed to pay a portion of their pension and health insurance. Administrative, Supervisory and Technical (AST) employees already contribute to their health care and pension (as of July 1, 2011). Additional changes to their contract are currently being developed for the 2012/2013 year.

**Transformation Goal #3: Secure resources**  
**Method: Operational efficiencies**

**Components:**

**Online student enrollment:** Continue expanding the use of technology by moving the District to online student registration within the next two years. This will speed up the process, create more accuracy and efficiency, and reduce the amount of paper. The benefits to parents include being able to register their child from home. In short, this component provides convenience, the use of technology, and is environmentally friendly.

**Transformation Goal #3: Secure resources**  
**Method: Operational efficiencies**

**Components:**

**Decrease Cost of Doing Business:** By refinancing its General Obligation bonds, at a much lower interest rate, KUSD will be able to save a significant amount of money over the next five years. The District will also change to a new vendor purchasing card to take advantage of rebates that will offset our cost for supplies and equipment.

**Transformation Goal #3: Secure resources**  
**Method: Leverage Technology**

**Components:**

**Report Cards:** Stop printing report cards and home reports throughout the school year, except for the final report card at the end of each school year, which may be mailed and/or be available online. KUSD will continue to use the “Parent Connect” component of its student management system to enable parents/guardians in monitoring the academic progress of their student(s) throughout the school year.

**Transformation Goal #3: Secure resources**  
**Method: Leverage Technology**

**Components:**

**Technology Support Transformation:** The Technology Support Transformation proposal addresses today's challenges, improves support and reduces cost, AND The Technology Support Transformation proposal also addresses the Transformation goal of securing resources to support learning. In turn this will also improve student achievement through the improvement of technology support. First, the transformation addresses the limited professional development for the integration of technology by removing the technology support requirement from the instructional staff and it increases the number of instructional staff that will provide professional development. This will also align the staff under instructional support. Second, the transformation will improve technology support by requiring that support staff have knowledge and skills in the support of technology. This will align the technology support staff under Information Services.

**Transformation Goal #3: Secure resources**  
**Method: Operational efficiencies**

**Components:**

**Advertising on Web and KUSD Channel 20:** KUSD has already begun exploring the use of advertising on both the District’s website and television station. More and more school districts around the country are beginning or have begun to generate additional revenue through these avenues, and other types of advertising. It is difficult to estimate how much revenue can be generated as the amount varies from district to district.

**Citations**

<sup>1</sup> <http://mindshift.kqed.org/2011/12/21-things-that-will-be-obsolete-in-2020/>

<sup>2</sup> <http://schoolsofthought.blogs.cnn.com/2012/01/18/my-view-flipped-classrooms-give-every-student-a-chance-to-succeed/>

<sup>3</sup> <http://smallschoolsworkshop.wordpress.com/>

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

February 14, 2012

**EXCEPTIONS TO THE 180 SCHOOL DAYS**

Districts submit an annual report that defines a schedule showing 180 days of school and the required number of minutes at the elementary, middle and high school levels. If students are in attendance for part of a professional development day it can be counted, but if there is a full day of professional development the day is not counted, so an exception to this requirement is needed. Since the 2004 – 2005 school year, the School Board and Department of Public Instruction has granted KUSD a waiver to the 180 days of school requirement. This waiver allowed the high schools to have four full days of professional development in place of the four half days on the schedule. Most recently the high schools were granted this exception for four years of which 2011 - 2012 was the last year. We are asking for this exception to be continued along with several other exceptions starting with the 2012 – 2013 school year. These exceptions are requested for an additional four years. They are:

- 1) The high schools would be granted an additional four full days of professional development beyond the two already requested.
- 2) The middle school is granted the same exceptions as the high school.

**RATIONALE**

On November 4<sup>th</sup> and 5<sup>th</sup>, 2010, a team was assembled for the purpose of developing a new plan called a Transformation Design, modeled after the strategic planning process. This team consisted of 25 teachers, parents, administrators and school board member. The process resulted in the following: a set of guiding principles, a new mission statement, student results defined, and general goals were developed. On December 14, 2010, the School Board approved the Transformational Design Plan.

Simultaneously, a national initiative has been launched, which brought together teachers, content experts, parents, and community leaders for the purpose of creating what is now known as the Common Core State Standards for English Language Arts, Mathematics, and Literacy in All Content Areas. These standards have been adopted by over 40 states including Wisconsin.

The Common Core State Standards focus on core conceptual understandings and procedures starting in the early grades. The use of core standards empowers all teachers statewide the ability to focus on essential concepts, understandings and procedures. With students, parents, and teachers all on the same page, and working



together for shared goals, we can ensure that students make progress each year and graduate from school prepared to succeed in college and in a modern workforce. The Transformational Plan for our district embraces the common core standards and personalized learning for every student. Personalized learning starts with the belief that learning can take place anytime, anywhere, and can utilize a wide variety of delivery methods. Curriculum must be dynamic, individually paced and acknowledge learner interests. It requires staff to assume new roles as individuals and as part of an instructional team. Assessment of student performance requires sophisticated systems to track data. Feedback occurs in rapid cycles and is objective, connected to learning goals, and suggests the next step in the learning process. Technological tools and innovative practices; such as, on-line or blended learning are utilized to enhance learning and provide access to courses not otherwise available. This personalized learning model requires that we change how we educate our children in our school district. The Secondary School Transformational design plan was developed with the Common Core Standards and the Personalized Learning model in mind. Intensive professional development for staff, and a fully transformed system requires an adjustment to our current student and teacher schedule.

## **PROFESSIONAL DEVELOPMENT DAYS/ASYNCHRONOUS ONLINE ACTIVITIES**

This first exception would be to conduct full days of professional development for next year. Although students will not be in attendance during those designated professional development days, students will have the ability to participate in asynchronous online instructional activities. These online activities will focus on not only the existing curriculum for each student, but also include enrichment activities and collaboration related to the KUSD goals and strategies. We are making this request with the understanding that our students will be participating in a continuous learning environment outside of the school walls. Teachers will have requirements for part of these professional development days related to establishment, monitoring, and review services for the asynchronous online activities.

The professional development for these days will focus upon training that will directly improve student achievement. Our district and the community identified the importance of student proficiencies in information, technology, and media literacy. As the District moves forward with blended personalized learning, student knowledge and skills associated with these literacies is essential. Professional development has been identified to support these initiatives. Included in the plans are sessions that will address:

1. Establishing instructional environments that embed technology standards using best practices and instructional strategies to support success in work and life in the 21st Century
2. Understanding safe, legal, and ethical usages of digital information and innovative uses of current and emerging technologies

3. Expanding opportunities for students to connect with local, national, and global communities through technology resources and tools
4. Establishing effective online collaborative learning and working environments for all students and staff

The KUSD professional development plan will also include training in the following areas: Research-based instructional best practices such as: co-teaching, differentiation, reading and the Common Core Standards, culturally responsive teaching, reading in the content areas, autism, behavior strategies, problem-based learning, serving ELL students, inquiry circles, talent development, problem-based learning, and disciplinary literacy. In addition we will be providing support for training on District initiatives, such as providing MAP training.

A copy of the high school and middle school schedule is attached. The waiver days will be recommended to DPI. The details within the schedule may change depending upon the start and end times of schools and the finalized Parent Teacher conference days.

## **SUMMARY**

In order to qualify for an exception to the 180 days, the number of minutes needs to meet the state requirement. Currently there are enough student contact minutes to cover the full days for professional development at the middle and high school level.

## **ADMINISTRATIVE RECOMMENDATION**

At the February 28, 2012 regular meeting, Administration will recommend that the Board approve requesting from the State Superintendent an exception to the 180 day requirement. At the middle and high school level, six days are requested for professional development/asynchronous learning activities.

Dr. Michele Hancock  
Superintendent of Schools

Daniel Tenuta  
Assistant Superintendent Secondary School Leadership

# High School Schedule 2012-2013

July-12						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August-12						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September-12						
S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October-12						
S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November-12						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8 PM	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December-12						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January-13						
S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February-13						
S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March-13						
S	M	T	W	T	F	S
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31						

April-13						
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28	29	30				

May-13						
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June-13						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

NO SCHOOL

Final Exams - Early Release

Professional Development - No Students Report  
Asynchronous online activities

Dr. Martin Luther King Day - Early Release

No Students Report - Work Day

Teacher Workday No School

Quarter 1 - 47 days

Quarter 2 - 43 days

Quarter 3 - 43 days

Quarter 4 - 46 days

Parent/Teacher Conferences

November 8 - evening parent conferences

November 9 - morning parent conferences (no school for students)

March 27 - evening parent conferences

March 28 - morning parent conferences (no school for students)

Requested Wavier Days:

September 14, 2012

October 19, 2012

February 15, 2013

March 15, 2013

April 26, 2013

May 24, 2013

# Middle School Schedule 2012-2013

July-12						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
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29	30	31				

August-12						
S	M	T	W	T	F	S
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12	13	14	15	16	17	18
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26	27	28	29	30	31	

September-12						
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October-12						
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14	15	16	17	18	19	20
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28	29	30	31			

November-12						
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4	5	6 PM	7	8	9	10
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25	26	27	28	29	30	

December-12						
S	M	T	W	T	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January-13						
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6	7	8	9	10	11	12
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February-13						
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24	25	26	27	28		

March-13						
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April-13						
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28	29	30				

May-13						
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June-13						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

NO SCHOOL
Professional Development - No Students Report Asynchronous online activities
Students & Teacher Release comp. conferences Early Release for students
Dr. Martin Luther King Day - Early Release Last day of school for students - Early Release
No Students Report - Work Day
Teacher Workday - no school

Quarter 1 - 47 days
Quarter 2 - 43 days
Quarter 3 - 43 days
Quarter 4 - 46 days

Parent/Teacher Conferences	
November 6 - evening parent conferences	
November 9 - morning parent conferences (no school for students)	
March 26 - evening parent conferences	
March 28 - morning parent conferences (no school for students)	

Requested Waiver Days:  
 September 14, 2012  
 October 19, 2012  
 February 15, 2013  
 March 15, 2013  
 April 26, 2013  
 May 24, 2013

## High School Course Proposal – Revised 2-8-12

English 2011-12 Courses Offerings	Course Dis-continued	New Course Name	Rationale	Honors Integrated Courses*	Honors Options Courses**	2012-13 Course Offerings	Scheduled as Single Block	Scheduled as Double Block	Rationale
9 <sup>th</sup> Grade Survey of Literature – Composition				<b>X</b>		9 <sup>th</sup> Grade Survey of Literature – Composition	<b>X</b>	<b>X</b>	
9 <sup>th</sup> Grade Survey of Literature – Composition Honors				<b>X</b>		9 <sup>th</sup> Grade Survey of Literature – Composition Honors	<b>X</b>	<b>X</b>	
10 <sup>th</sup> Grade World Literature – Composition					<b>X</b>	10 <sup>th</sup> Grade American Literature – Composition	<b>X</b>	<b>X</b>	
10 <sup>th</sup> Grade World Literature – Composition Honors					<b>X</b>	10 <sup>th</sup> Grade American Literature – Composition Honors	<b>X</b>	<b>X</b>	
11 <sup>th</sup> Grade American Literature – Composition					<b>X</b>	11 <sup>th</sup> Grade World Literature–Composition	<b>X</b>	<b>X</b>	
11 <sup>th</sup> Grade American Literature – Composition Honors					<b>X</b>	11 <sup>th</sup> Grade World Literature – Composition Honors	<b>X</b>	<b>X</b>	
#AP Literature – Composition						AP Literature – Composition	<b>X</b>		AP courses must run all year to best prepare students for the exam in May.
AP Language – Composition						AP Language – Composition	<b>X</b>		AP courses must run all year to best prepare students for the exam in May.
Literature 12 Composition 12 Creative Writing Short Story Creative Writing Poetry Debate - Forensics Media Analysis Semantics Honors Speech	<b>YES</b> <b>YES</b> <b>YES</b> <b>YES</b> <b>YES</b> <b>YES</b> <b>YES</b>	12 <sup>th</sup> Grade Diverse Perspectives in Literature – Composition	The discontinued course contents will be integrated within the Literature - Composition classes to align with CCSS.		<b>X</b>	12 <sup>th</sup> Grade Diverse Perspectives in Literature – Composition	<b>X</b>	<b>X</b>	

English 2011-12 Courses Offerings	Course Dis-continued	New Course Name	Rationale	Honors Integrated Courses*	Honors Options Courses**	2012-13 Course Offerings	Scheduled as Single Block	Scheduled as Double Block	Rationale
Literature 12 Honors Composition 12 Honors Creative Writing Short Story Creative Writing Poetry Debate - Forensics Media Analysis Semantics Honors Speech	<b>YES</b> <b>YES</b> <b>YES</b> <b>YES</b> <b>YES</b> <b>YES</b> <b>YES</b> <b>YES</b>	12 <sup>th</sup> Grade Diverse Perspectives in Literature – Composition Honors	The discontinued course contents will be integrated within the Literature - Composition classes to align with CCSS.		<b>X</b>	12 <sup>th</sup> Grade Diverse Perspectives in Literature – Composition Honors	<b>X</b>	<b>X</b>	

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Math 2011-12 Courses Offerings	Course Dis-continued	New Course Name	Rationale	Honors Integrated Courses*	Honors Options Courses**	2012-13 Course Offerings	Scheduled as Single Block	Scheduled as Double Block	Rationale
Algebra 1A/1B	YES		After 2012-13 school year, this course will no longer be needed. All 8 <sup>th</sup> grade students will be enrolled in Algebra 1. Those not successful will be enrolled in 9 <sup>th</sup> grade Algebra 1			Algebra 1A/1B		X	Should remain as previously scheduled for 2012-13 so algebra requirement is completed in grade 9.
Algebra 1						Algebra 1	X		
Geometry				X		Geometry	X		
Geometry Honors				X		Geometry Honors	X		
Algebra 2					X	Algebra 2	X	X	
Algebra 2-Trig Honors					X	Algebra 2-Trig Honors	X	X	
Math Applications						Math Applications	X	X	
Probability and Statistics						Probability and Statistics	X	X	
Trigonometry						Trigonometry	X	X	
Discrete Mathematics	YES		CCSS do not support offering as a separate high school math course – concepts should be integrated into other courses as appropriate.						
AP Statistics						AP Statistics	X		AP courses must run all year to best prepare students for the exam in May. This one credit course will run for a single block all year.
Math Analysis						Math Analysis	X	X	
Pre-Calculus Honors						Pre-Calculus Honors	X	X	

<b>Math 2011-12 Courses Offerings</b>	<b>Course Dis- continued</b>	<b>New Course Name</b>	<b>Rationale</b>	<b>Honors Integrated Courses*</b>	<b>Honors Options Courses**</b>	<b>2012-13 Course Offerings</b>	<b>Scheduled as Single Block</b>	<b>Scheduled as Double Block</b>	<b>Rationale</b>
AP Calculus AB						AP Calculus AB	<b>X</b>		AP course must run all year to best prepare students for the exam in May. This one credit course will run for a single block all year.
AP Calculus BC						AP Calculus BC		<b>X</b>	AP courses must run all year to best prepare students for the exam in May – this two credit course will run for a double block all year.

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Science 2011-12 Courses Offerings	Course Dis-continued	New Course Name	Rationale	Honors Integrated Courses*	Honors Options Courses**	2012-13 Course Offerings	Scheduled as Single Block	Scheduled as Double Block	Rationale
Biology				X		Biology	X	X	
Biology Honors				X		Biology Honors	X	X	
Matter and Energy						Matter and Energy	X	X	
Chemistry					X	Chemistry		X	Lab intensive courses are best run in a double block to allow sufficient time to conduct labs.
Chemistry Honors					X	Chemistry Honors		X	Lab intensive courses are best run in a double block to allow sufficient time to conduct labs
Conceptual Physics					X	Conceptual Physics		X	Lab intensive courses are best run in a double block to allow sufficient time to conduct labs
Physics Honors					X	Physics Honors		X	Lab intensive courses are best run in a double block to allow sufficient time to conduct labs.
Geology				X		Geology	X	X	
Geology Honors				X		Geology Honors	X	X	
Astronomy						Astronomy	X	X	
Ecology						Ecology		X	Lab intensive courses are best run in a double block to allow sufficient time to conduct labs.
Human Anatomy and Physiology Honors						Human Anatomy and Physiology Honors		X	Lab intensive courses are best run in a double block to allow sufficient time to conduct labs.
Human Biology						Human Biology	X	X	
AP Biology						AP Biology		X	
AP Chemistry						AP Chemistry		X	
AP Physics B						AP Physics B		X	

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<b>Social Studies 2011-12 Courses Offerings</b>	<b>Course Dis-continued</b>	<b>New Course Name</b>	<b>Rationale</b>	<b>Honors Integrated Courses*</b>	<b>Honors Options Courses**</b>	<b>2012-13 Course Offerings</b>	<b>Scheduled as Single Block</b>	<b>Scheduled as Double Block</b>	<b>Rationale</b>
US History				X		US History	X	X	
US History Honors				X		US History Honors	X	X	
AP US History						AP US History	X		AP course must run all year to best prepare students for the exam in May. This course will run for a single block all year.
World History					X	World History	X	X	
World History Honors					X	World History Honors	X	X	
AP World History						AP World History	X		AP course must run all year to best prepare students for the exam in May. This course will run for a single block all year.
US Government and Politics					X	US Government and Politics	X	X	
Government and Politics Honors					X	Government and Politics Honors	X	X	
AP US Government and Politics						AP US Government and Politics	X		AP course must run all year to best prepare students for the exam in May. This course will run for a single block all year.
Sociology					X	Sociology	X	X	
Sociology Honors					X	Sociology Honors	X	X	
American Society	YES								
Psychology					X	Psychology	X	X	
Psychology Honors					X	Psychology Honors	X	X	

Social Studies 2011-12 Courses Offerings	Course Dis-continued	New Course Name	Rationale	Honors Integrated Courses*	Honors Options Courses**	2012-13 Course Offerings	Scheduled as Single Block	Scheduled as Double Block	Rationale
AP Psychology						AP Psychology	X		AP course must run all year to best prepare students for the exam in May. This course will run for a single block all year.
Economics						Economics	X	X	
Economics Honors						Economics Honors	X	X	
AP Economics – Macroeconomics						AP Economics – Macroeconomics	X		AP course must run all year to best prepare students for the exam in May. This course will run for a single block all year.
AP Economics – Microeconomics						AP Economics – Microeconomics	X		AP course must run all year to best prepare students for the exam in May. This course will run for a single block all year.
World Issues World Geography	YES YES	Global Studies	New course will build student's 21 <sup>st</sup> century life, learning, and innovation skills through the study of people near and far. Students will explore contemporary global issues and world events.		X	Global Studies	X	X	

<b>Social Studies 2011-12 Courses Offerings</b>	<b>Course Dis-continued</b>	<b>New Course Name</b>	<b>Rationale</b>	<b>Honors Integrated Courses*</b>	<b>Honors Options Courses**</b>	<b>2012-13 Course Offerings</b>	<b>Scheduled as Single Block</b>	<b>Scheduled as Double Block</b>	<b>Rationale</b>
World Issues Honors World Geography	<b>YES</b> <b>YES</b>	Global Studies Honors	New course will build student's 21 <sup>st</sup> century life, learning, and innovation skills through the study of people near and far. Students will explore contemporary global issues and world events.		<b>X</b>	Global Studies Honors	<b>X</b>	<b>X</b>	
African-American/Hispanic History	<b>YES</b>	Ethnic Studies	New course will be more inclusive in addressing underrepresented groups in America and will support 21 <sup>st</sup> century life and career skills such as respecting cultural differences, responding open-mindedly to different ideas and values and leverage social and cultural differences to create new ideas.		<b>X</b>	Ethnic Studies	<b>X</b>	<b>X</b>	

Social Studies 2011-12 Courses Offerings	Course Dis-continued	New Course Name	Rationale	Honors Integrated Courses*	Honors Options Courses**	2012-13 Course Offerings	Scheduled as Single Block	Scheduled as Double Block	Rationale
African-American/Hispanic History	YES	Ethnic Studies Honors	New course will be more inclusive in addressing underrepresented groups in America and will support 21 <sup>st</sup> century life and career skills such as respecting cultural differences, responding open-mindedly to different ideas and values and leverage social and cultural differences to create new ideas.		X	Ethnic Studies Honors	X	X	

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<b>Business Education 2011-12 Courses Offerings</b>	<b>Course Dis- continued</b>	<b>New Course Name</b>	<b>Rationale</b>	<b>Honors Integrated Courses*</b>	<b>Honors Options Courses**</b>	<b>2012-13 Course Offerings</b>	<b>Scheduled as Single Block</b>	<b>Scheduled as Double Block</b>	<b>Rationale</b>
Keyboarding Word Processing Microsoft Word & Excel Microsoft Access and PowerPoint	<b>YES</b> <b>YES</b> <b>YES</b> <b>YES</b>	Computer Applications	New course supports the Transformation Plan by imbedding essential information technology, and media literacy standards and skills to support student success in work and life in the 21 <sup>st</sup> century.			Computer Applications	<b>X</b>		Requires daily contact for 18 weeks to cover office suite
Desktop Publishing						Desktop Publishing	<b>X</b>	<b>X</b>	
Web Page Design						Web Page Design	<b>X</b>	<b>X</b>	
Investing for your Future	<b>YES</b>		The concept of wealth creation will be integrated in the personal finance course.						
Personal Finance					<b>X</b>	Personal Finance	<b>X</b>		
Personal Finance Honors					<b>X</b>	Personal Finance Honors	<b>X</b>		
Business Around the World	<b>YES</b>	International Business	New course supports the 21 <sup>st</sup> century life and career skills of developing social and cross-cultural skills by interacting effectively with others.			International Business	<b>X</b>	<b>X</b>	

<b>Business Education 2011-12 Courses Offerings</b>	<b>Course Dis- continued</b>	<b>New Course Name</b>	<b>Rationale</b>	<b>Honors Integrated Courses*</b>	<b>Honors Options Courses**</b>	<b>2012-13 Course Offerings</b>	<b>Scheduled as Single Block</b>	<b>Scheduled as Double Block</b>	<b>Rationale</b>
Small Business Ownership Taking Care of Business	<b>YES</b>  <b>YES</b>	Starting a Business	New course combines the concepts in Taking care of Business and Small Business Ownership. This course will support 21 <sup>st</sup> century life and career skills as either an employee or entrepreneur			Starting a Business	<b>X</b>	<b>X</b>	
Learning a Living	<b>YES</b>		Skills and career interests imbedded in the CTE courses and counselor curriculum						
Accounting						Accounting	<b>X</b>	<b>X</b>	
Advanced Accounting Honors						Advanced Accounting Honors	<b>X</b>		
Leadership						Leadership	<b>X</b>		
Business and Personal Law					<b>X</b>	Business and Personal Law		<b>X</b>	
Business and Personal Law Honors					<b>X</b>	Business and Personal Law Honors		<b>X</b>	
Note Taking and Study Skills	<b>YES</b>		Study Skills imbedded in other courses and the counseling curriculum						
Financial Services – Youth Apprenticeship Program						Financial Services – Youth Apprenticeship Program	<b>X</b>		
Business Partnership						Business Partnership	<b>X</b>		



<b>Business Education 2011-12 Courses Offerings</b>	<b>Course Dis- continued</b>	<b>New Course Name</b>	<b>Rationale</b>	<b>Honors Integrated Courses*</b>	<b>Honors Options Courses**</b>	<b>2012-13 Course Offerings</b>	<b>Scheduled as Single Block</b>	<b>Scheduled as Double Block</b>	<b>Rationale</b>
Info Technology-Youth Apprenticeship Program						Info Technology-Youth Apprenticeship Program	X		
Intro to Network/Web Concepts (YAP)						Intro to Network/Web Concepts (YAP)	X		
IT in Business						IT in Business	X		
Intro to Network/Web Concepts						Intro to Network/Web Concepts	X	X	
Marketing					X	Marketing	X		
Marketing Honors					X	Marketing Honors	X		
Sportainment	YES		The sports and entertainment business models will be integrated in the marketing course.						
Sportainment Honors	YES		The sports and entertainment business models will be integrated in the marketing course.						
Advanced Marketing					X	Advanced Marketing		X	
Advanced Marketing Honors					X	Advanced Marketing Honors		X	
Retail Merchandising/Management					X	Retail Merchandising/Management		X	

<b>Business Education 2011-12 Courses Offerings</b>	<b>Course Dis- continued</b>	<b>New Course Name</b>	<b>Rationale</b>	<b>Honors Integrated Courses*</b>	<b>Honors Options Courses**</b>	<b>2012-13 Course Offerings</b>	<b>Scheduled as Single Block</b>	<b>Scheduled as Double Block</b>	<b>Rationale</b>
Retail Merchandising/ Management Honors					<b>X</b>	Retail Merchandising/ Management Honors		<b>X</b>	
Sportainment Internship	<b>YES</b>		The sports and entertainment business models will be integrated in the marketing course.						
Advanced Marketing Internship						Advanced Marketing Internship	<b>X</b>		
Retail Merchandise/ Manage-Internship						Retail Merchandise/ Manage-Internship	<b>X</b>		

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Family and Consumer Education 2011-12 Courses Offerings	Course Dis-continued	New Course Name	Rationale	Honors Integrated Courses*	Honors Options Courses**	2012-13 Course Offerings	Scheduled as Single Block	Scheduled as Double Block	Rationale
<b>Family and Consumer Ed. Courses listed do not include academy or charter school offerings</b>									Based on teacher input
Child Development 1						Child Development 1	X		
Child Development 2						Child Development 2	X		
Early Childhood Education: Health, Safety & Nutrition						Early Childhood Education: Health, Safety & Nutrition	X		
Building Relationships						Building Relationships	X		
Parenting						Parenting	X		
Food & Nutrition/Foods 1						Food & Nutrition/Foods 1		X	
Culinary Skills Foods 2						Culinary Skills Foods 2		X	
Career Foods/Foods 3						Career Foods/Foods 3		X	
Hospitality, Lodging, and Tourism, Youth Apprenticeship Program						Hospitality, Lodging, and Tourism, Youth Apprenticeship Program	X		
Textile Arts						Textile Arts		X	
Family Clothing/Clothing 1						Family Clothing/Clothing 1		X	
Fashion Careers/Clothing 2						Fashion Careers/Clothing 2		X	
Interior Design 1						Interior Design 1	X		
Interior Design 2						Interior Design 2	X		
Exploring Health Occupations						Exploring Health Occupations		X	
Intro. to Medical Terminology						Intro. to Medical Terminology	X		
Medical Terminology						Medical Terminology	X	X	
Certified Nursing Assistant						Certified Nursing Assistant		X	
Health Services Youth Apprentices						Health Services Youth Apprentices			

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<b>Career Technical Education 2011-12 Courses Offerings</b>	<b>Course Dis-continued</b>	<b>New Course Name</b>	<b>Rationale</b>	<b>Honors Integrated Courses*</b>	<b>Honors Options Courses**</b>	<b>2012-13 Course Offerings</b>	<b>Scheduled as Single Block</b>	<b>Scheduled as Double Block</b>	<b>Rationale</b>
<b>Career Technical Ed. Courses listed do not include academy or charter school offerings</b>									Based on teacher input
Computer Aided Design 1						Computer Aided Design 1	X	X	
Computer Aided Design 2						Computer Aided Design 2	X		
Construction Planning						Construction Planning	X	X	
Construction Systems 1						Construction Systems 1		X	
Construction Systems 2						Construction Systems 2			
Architectural Design - YAP						Architectural Design – YAP	X	X	
Building Skills						Building Skills	X	X	
Power/Energy/Transportation						Power/Energy/Transportation	X	X	
Small Engine Repair and Maintenance						Small Engine Repair and Maintenance	X	X	
Consumer Auto and Car Care						Consumer Auto and Car Care	X	X	
Auto Tech 1						Auto Tech 1	X	X	
Auto Tech 2						Auto Tech 2	X	X	
Auto Collision 1						Auto Collision 1	X		
Auto Tech YAP						Auto Tech YAP	X		
Auto Collision YAP						Auto Collision YAP	X		
Auto Brakes						Auto Brakes	X		
Auto Steering and Suspension						Auto Steering and Suspension	X		
Auto Service Simulation 1						Auto Service Simulation 1	X		
Auto Mechanic Fundamentals and Service References						Auto Mechanic Fundamentals and Service References	X	X	
Auto Electric Systems						Auto Electric Systems	X	X	
Principles of Engineering						Principles of Engineering	X	X	
Principals of Engineering Honors						Principals of Engineering Honors	X	X	
Intro to Engineering Design						Intro to Engineering Design	X	X	
Intro to Engineering Design Honors						Intro to Engineering Design Honors	X	X	

Career Technical Education 2011-12 Courses Offerings	Course Dis-continued	New Course Name	Rationale	Honors Integrated Courses*	Honors Options Courses**	2012-13 Course Offerings	Scheduled as Single Block	Scheduled as Double Block	Rationale
Digital Electronics						Digital Electronics	X	X	
Digital Electronics-Honors						Digital Electronics-Honors	X		
Manufacturing Process 1						Manufacturing Process 1	X	X	
Manufacturing Process 2						Manufacturing Process 2			
Mechanical Design YAP						Mechanical Design YAP	X	X	
Communications						Communications	X	X	
Graphic Communications						Graphic Communications	X	X	
Digital Imaging						Digital Imaging	X		
Principals of Emergency Services						Principals of Emergency Services	X		
Intro to Criminal Justices System						Intro to Criminal Justices System	X		

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<b>World Languages 2011-12 Courses Offerings</b>	<b>Course Dis-continued</b>	<b>New Course Name</b>	<b>Rationale</b>	<b>Honors Integrated Courses*</b>	<b>Honors Options Courses**</b>	<b>2012-13 Course Offerings</b>	<b>Scheduled as Single Block</b>	<b>Scheduled as Double Block</b>	<b>Rationale</b>
Introductory Spanish 101 Introductory Spanish 102	<b>YES</b> <b>YES</b>	<b>Introductory Spanish 1</b>	New consolidated course provides daily language learning opportunities; decreases interruptions in language learning.	<b>X</b>		Introductory Spanish 1	<b>X</b>		
Intermediate Spanish 201(H) Intermediate Spanish 202(H)	<b>YES</b> <b>YES</b>	<b>Intermediate Spanish 2</b>	New consolidated course provides daily language learning opportunities; decreases interruptions in language learning.	<b>X</b>		Intermediate Spanish 2	<b>X</b>		
Advanced Spanish 301(H) Advanced Spanish 302(H)	<b>YES</b> <b>YES</b>	<b>Advanced Spanish 3</b>	Consolidated new course provides daily language learning opportunities; decreases interruptions in language learning.	<b>X</b>		Advanced Spanish 3	<b>X</b>		
Spanish 4/AP Spanish				<b>X</b>		Spanish 4/AP Spanish (Extended year-round)	<b>X</b>		
Introductory Language 101 Introductory Language 102	<b>YES</b> <b>YES</b>	<b>Introductory Language 1</b>	Consolidated new course provides daily language learning opportunities; decreases interruptions in language learning.	<b>X</b>		Introductory Language 1	<b>X</b>		

<b>World Languages 2011-12 Courses Offerings</b>	<b>Course Dis-continued</b>	<b>New Course Name</b>	<b>Rationale</b>	<b>Honors Integrated Courses*</b>	<b>Honors Options Courses**</b>	<b>2012-13 Course Offerings</b>	<b>Scheduled as Single Block</b>	<b>Scheduled as Double Block</b>	<b>Rationale</b>
Intermediate Language 201(H) Intermediate Language 202(H)	<b>YES</b> <b>YES</b>	<b>Intermediate Language 2</b>	Consolidated new course provides daily language learning opportunities; decreases interruptions in language learning.	<b>X</b>		Intermediate Language 2	<b>X</b>		
Advanced Language 301(H) Advanced Language 302(H)	<b>YES</b> <b>YES</b>	<b>Advanced Language 3</b>	Consolidated new course provides daily language learning opportunities; decreases interruptions in language learning.	<b>X</b>		Advanced Language 3	<b>X</b>		
Language 4/AP Language				<b>X</b>		Language 4/AP Language (Extended year-round)	<b>X</b>		

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Health/Physical Education 2011-12 Courses Offerings	Course Dis-continued	New Course Name	Rationale	Honors Integrated Courses*	Honors Options Courses**	2012-13 Course Offerings	Scheduled as Single Block	Scheduled as Double Block	Rationale
P.E. 1	YES	Physical Education Foundations				Physical Education Foundations	X	X	Works in both single or double blocks.
P.E. 2	YES	Lifetime Fitness				Lifetime Fitness	X	X	Works in both single or double blocks.
P.E. 3	YES	Active Lifestyles				Active Lifestyles	X	X	Works in both single or double blocks.
P.E. 3 Elective	YES	Personal Fitness				Personal Fitness	X	X	Works in both single or double blocks.
Weight Training	YES								
Life Guarding	YES								
Specially Designed PE						Specially Designed PE	X	X	Works in both single or double blocks.
Health						Health	X	X	Works in both single or double blocks.

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**#All AP courses will be offered for honors credit.**

<b>Fine Arts 2011-12 Courses Offerings</b>	<b>Course Dis-continued</b>	<b>New Course Name</b>	<b>Rationale</b>	<b>Honors Integrated Courses*</b>	<b>Honors Options Courses**</b>	<b>2012-13 Course Offerings</b>	<b>Schedul ed as Single Block</b>	<b>Schedul ed as Double Block</b>	<b>Rationale</b>
Music Theory-Honors/AP	<b>YES</b>	Music Theory- AP				Music Theory- AP	<b>X</b>		
Music Listener's Survey	<b>YES</b>					Music Listener's Survey	<b>X</b>		Music appreciation course available online
Varsity Band	<b>YES</b>								
Concert Band		Concert Band		<b>X</b>		Concert Band	<b>X</b>		
Symphonic Band		Symphonic Band		<b>X</b>		Symphonic Band	<b>X</b>		
Wind Ensemble		Wind Ensemble		<b>X</b>		Wind Ensemble	<b>X</b>		
Jazz Ensemble (Extended Day)		Jazz Ensemble (Extended Day)				Jazz Ensemble (Extended Day)			
Concert Orchestra		Concert Orchestra		<b>X</b>		Concert Orchestra	<b>X</b>		
Symphony Orchestra		Symphony Orchestra		<b>X</b>		Symphony Orchestra	<b>X</b>		
Chamber/Golden Strings (Extended Day)		Chamber/Golden Strings (Extended Day)				Chamber/Golden Strings (Extended Day)			
Treble Choir (9 <sup>th</sup> grade)		Treble Choir (9 <sup>th</sup> grade)		<b>X</b>		Treble Choir (9 <sup>th</sup> grade)	<b>X</b>		
Concert Choir		Concert Choir		<b>X</b>		Concert Choir	<b>X</b>		
Women's Choir		Women's Choir		<b>X</b>		Women's Choir	<b>X</b>		
A Cappella Choir		A Cappella Choir		<b>X</b>		A Cappella Choir	<b>X</b>		
Madrigal Singers/Jazz Choir						Madrigal Singers/Jazz Choir			

Fine Arts Course Offerings

<b>Fine Arts 2011-12 Courses Offerings</b>	<b>Course Dis-continued</b>	<b>New Course Name</b>	<b>Rationale</b>	<b>Honors Integrated Courses*</b>	<b>Honors Options Courses**</b>	<b>2012-13 Course Offerings</b>	<b>Schedul ed as Single Block</b>	<b>Schedul ed as Double Block</b>	<b>Rationale</b>
(Extended Day)						(Extended Day)			
Introduction to High School Art (9 <sup>th</sup> Grade)	<b>YES</b>	Introduction to High School Art		<b>X</b>		Introduction to High School Art	<b>X</b>		
Fundamentals of Art				<b>X</b>		Fundamentals of Art	<b>X</b>	X	
Photography 1				<b>X</b>		Photography 1	<b>X</b>	X	
Photography 2				<b>X</b>		Photography 2	<b>X</b>	X	
Photography 3				<b>X</b>		Photography 3	<b>X</b>	X	
Ceramics/Sculpture s/ Metals 1				<b>X</b>		Ceramics/Sculptures/ Metals 1	<b>X</b>	X	
Ceramics/Sculpture s/ Metals 2				<b>X</b>		Ceramics/Sculptures/ Metals 2			
Ceramics/Sculpture s/ Metals 3				<b>X</b>		Ceramics/Sculptures/ Metals 3			
AP Studio Art: 3D Design						AP Studio Art: 3D Design			
Drawing, Painting, Printmaking 1				<b>X</b>		Drawing, Painting, Printmaking 1	<b>X</b>	X	
Drawing, Painting, Printmaking 2				<b>X</b>		Drawing, Painting, Printmaking 2			
Drawing, Painting, Printmaking 3				<b>X</b>		Drawing, Painting, Printmaking 3			
AP Studio Art: Drawing						AP Studio Art: Drawing			
AP Studio Art: 2D Design						AP Studio Art: 2D Design			
Drama 1				<b>X</b>		Drama 1	<b>X</b>		
Drama 2				<b>X</b>		Drama 2	<b>X</b>		
Drama 3				<b>X</b>		Drama 3	<b>X</b>		

Fine Arts Course Offerings

Fine Arts 2011-12 Courses Offerings	Course Dis-continued	New Course Name	Rationale	Honors Integrated Courses*	Honors Options Courses**	2012-13 Course Offerings	Scheduled as Single Block	Scheduled as Double Block	Rationale
Acting 1				X		Acting 1	X		
Acting 2				X		Acting 2	X		
Stagecraft 1				X		Stagecraft 1		X	
Stagecraft 2				X		Stagecraft 2		X	
Musical Theatre Vocal Techniques				X		Musical Theatre Vocal Techniques	X	X	
Musical Theatre Practicum				X		Musical Theatre Practicum			

**\*Integrated Course:** The Common Core State Standards include rigorous content *and* application of knowledge through high-order skills. We want to ensure each student masters the standards. Thus, honors expectations are embedded in every course.

**\*\*Honors Option Course:** Separate honors sections are available to accommodate current students. Should an honors section not fit a student's schedule, that student will have honors options available in the section of the course that does fit their schedule. (Integrated course begin in 9<sup>th</sup> grade and the trend will continue next year with 10<sup>th</sup> grade.)

**#All AP courses will be offered for honors credit.**

**BOLDED Outlined box indicates courses may be combined within one teaching block at building discretion.**