




MEMORANDUM

TO: Dr. John B. Gordon III, *Superintendent*

FROM: Dr. Okema S. Branch, *Chief Academic Officer* 
Dr. Maria Lawson-Davenport, *Director of Instruction & Curriculum* *MLD/tmb*

DATE: October 28, 2022

RE: Request for Approval for New and Amended Course Proposals for the 2023 - 2024 School Year

Attached is a summary of new high school course offerings being proposed for the 2023 – 2024 school year. Also provided are the prerequisites and descriptions for these courses recommended for approval or change.

- (19) courses are recommended to expand high school course offerings.
- (8) courses are **not** recommended to expand high school course offerings at this time.

Also attached is a list of proposed course amendments (grade levels) for the 2023-2024 school year.

Your review and approval of these recommendations are greatly appreciated.

tmb
M# - 014

Attachment: Course Amendments 2023-2024
2023 - 2024 Course Proposals Summary
2022-2023 New Course Proposals and Rationale

Copy to: Dr. Stenette Byrd III, *Chief of Schools*
Wendy Forsman, *Chief Finance Officer*
Dr. Ronald Leigh, *Director of Secondary Leadership*
Andre Skinner, *Director of Career and Technical Education & Adult Education*
Dr. Angela King, *Coordinator of School Counseling Services*
Christine Lafferty, *Coordinator of Information Technology and SIS*
Curriculum and Instruction Coordinators and Professionals

2023-2024 Course Amendments

Course Name	Course Code	Proposed Action Taken
Journalism	1200	Change grade levels from 11-12 to 9-12
Public Speaking	1300	Change grade levels from 10-12 to 9-12
Creative Writing	1171	Change grade levels from 10-12 to 9-12
Sociology	2500	Change grade levels from 11-12 to 9-12
Psychology	2900	Change grade levels from 11-12 to 10-12
Economics	2800	Change grade levels from 11-12 to 9-12
Humanities/Multicultural Studies	2315	Change grade levels from 11-12 to 9-12
African-American Studies	04107G1011	Change grade levels from 11-12 to 10-12
Discrete Math	3154	Change grade levels from 11-12 to 10-12
Probability and Statistics	3190	Change grade levels from 11-12 to 10-12
AP Computer Science Principles	10160	Change grade levels from 10-12 to 9-12
Ecology	4340	Change grade levels from 11-12 to 10-12
Oceanography	4250	Change grade levels from 11-12 to 10-12
Computer Science Foundations	10020	Change grade levels from 9-10 to 9-12
Physics	4510	Change grade levels from 11-12 to 10-12
Theatre III	1420	Change grade levels from 11-12 to 10-12

2023 - 2024 Course Proposals Summary

Dept.	New Course Proposals	Course Code	Proposed Action Taken	Comments
FINE & PERFORMING ARTS	<u>Adaptive Fine and Performing Arts-High School</u>	7701/05989	Recommended	Grade levels: 9-12 Credit: One (1) Prerequisites: None; Students may take multiple terms
	<u>Art: Drawing I</u>	9197/05156	Recommended	Grade levels: 10-12 Credit: One (1) Prerequisites: Art I
	<u>Art: Drawing II</u>	9198/05156	Not Recommended	Grade levels: 10-12 Credit: One (1) Prerequisites: Art I, Drawing I
	<u>Art History</u>	9170/05151	Recommended	Grade levels: 9-12 Credit: One (1) Prerequisites: None
	<u>Art: Painting I</u>	9199/05157	Recommended	Grade levels: 10-12 Credit: One (1) Prerequisites: Art I
	<u>Art: Painting II</u>	9200/05157	Not Recommended	Grade levels: 10-12 Credit: One (1) Prerequisites: Art I, Painting I

FINE & PERFORMING ARTS

<u>Chamber Instrumental Ensemble</u>	9252/05197	Recommended	Grade levels: 10-12 Credit: One (1) Prerequisites: CPPA Small Instrumental Ensemble
<u>Chamber Vocal Ensemble</u>	9292/05111	Recommended	Grade levels: 10-12 Credit: One (1) Prerequisites: CPPA Small Vocal Ensemble
<u>Film Study</u>	1445/ 11056	Recommended	Grade levels: 9-12 Credit: One (1) Prerequisites: Acceptance into The Center for Performing and Production Arts at Lakeland High School
<u>Film/TV Production</u>	1446/ 05169	Recommended	Grade levels: 9-12 Credit: One (1) Prerequisites: Acceptance into The Center for Performing and Production Arts at Lakeland High School
<u>Guitar I</u>	05108	Recommended	Grade levels: 9-12 Credit: One (1) Prerequisites: None
<u>Guitar II</u>	9247/05108	Recommended	Grade levels: 9-12 Credit: One (1) Prerequisites: Guitar I or permission of Instructor

FINE & PERFORMING ARTS

<u>Jazz Ensemble</u>	9244/05106	Recommended	Grade levels: 10-12 Credit: One (1) Prerequisites: Beginning Choir, Orchestra, or Band and/or permission of instructor
<u>Music Technology and Electronic Music II</u>	05124	Recommended	Grade levels: 10-12 Credit: One (1) Prerequisites: Music Technology and Electronic Music
<u>Photography I</u>	9190/05167	Not Recommended	Grade levels: 10-12 Credit: One (1) Prerequisites: None
<u>Photography II</u>	9191/05167	Not Recommended	Grade levels: 10-12 Credit: One (1) Prerequisites: Photography I
<u>Piano Lab II</u>	9256/05107	Recommended	Grade levels: 9-12 Credit: One (1) Prerequisites: Piano Lab I or permission of Instructor of LHS administration
<u>Recording and Production</u>	9300/05123	Recommended	Grade levels: 10-12 Credit: One (1) Prerequisites: Music Technology and Electronic Music

FINE & PERFORMING ARTS	<u>Technical Theatre I</u>	1436/05056	Recommended	Grade levels: 9-12 Credit: One (1) Prerequisites: Acceptance into The Center for Performing and Production Arts at Lakeland High School
	<u>Advanced Acting</u>	1430/05055	Recommended	Grade levels: 10-12 Credit: One (1) Prerequisites: Theatre 1: Introduction to Drama
	<u>Directing and Advanced Theatre Studies</u>	1440/05061	Recommended	Grade levels: 10-12 Credit: One (1) Prerequisites: Theatre 1: Introduction to Drama
ADVANCED STUDIES	<u>CREAM: We are rising to the top</u> or <u>Shining Lights</u>	TBD	Not Recommended	Grade levels: 11-12 Credit: One (1) Prerequisites: None
C.T.E.	<u>Criminal Justice I</u>	8702/15051	Not Recommended	Grade level: 10 through 11 Credit: 36 Weeks or 140 hours Prerequisites: None
	<u>Career, Community and Family Connections</u>	8282/8205/19299	Not Recommended	Grade level: 10-12 Credit: 18 Weeks Prerequisites: None
MATH	<u>Advanced Placement Pre-Calculus</u>	TBD	Recommended	Grade levels: 9-12 Credit: One (1) Prerequisites: Algebra II, Honors Algebra II preferred

HEALTH & P.E.	<u>Fitness Instructor I</u>	08017	Recommended	Grade level: 11 Credit: One Prerequisites: Health and Physical Education 10
	<u>Fitness Instructor II</u>	08017	Not Recommended	Grade level: 12 Credit: One Prerequisites: Fitness Instructor I

2022-2023 New Course Proposal and Rationale

Course Name: Adaptive Fine and Performing Arts-High School

Course Number: 7701/05989

Course Description: Adaptive Fine and Performing Arts for High School gives special populations the opportunity to study music, art, and theatre in a classroom setting with a current fine and performing arts instructor. Students will get an overview of all of the fine and performing arts in a project-based setting differentiated to their skills. Students will have the opportunity to sing, play an instrument, create artwork, and perform.

Grade Levels: 9 through Post-Secondary **Credit:** One (1)

Prerequisites: None; Students may take multiple terms

Standard of Learning Assessment: None

Rationale (State why this course is needed – support with level of student interest): Special populations have historically been integrated into general fine and performing arts courses; which has led to limited opportunities to access the Fine and Performing Arts curriculum. This course would enable our special population students access to a project-based curriculum differentiated to their skills, and allow the fine and performing arts teachers to have a formalized class structure to include an adapted curriculum, equipment, and paraprofessional support to meet the needs of our students.

Advantages of Implementing the Course (Support with Data): Students of all learning styles and abilities will have equitable access to fine and performing arts studies. The arts are incredibly beneficial for all students, with no exceptions. In particular, though, students with special needs can benefit in a variety of ways. Some examples include promoting freedom of creative expression, which helps students to relax and think differently. The Arts also help students with special needs gain independence, confidence, and self-esteem. Many students who may not excel in academics often find that they do excel in the arts. Allowing students to explore different mediums can help them discover hidden talents. No disability can exclude a student from participating because there is always a way for inclusion (Sharon M. Malley & Lynne B. Silverstein (2014) Examining the Intersection of Arts Education and Special Education, Arts Education Policy Review, 115:2, 39-43, DOI: [10.1080/10632913.2014.883894](https://doi.org/10.1080/10632913.2014.883894)).

Disadvantages of Implementing the Course (Support with Data): None

Anticipated Enrollment: 10-15 per class

Cost:

Instructional Personnel (Estimated teachers needed):

Can be taught by any of the school's current fine and performing arts teachers. There can also be multiple sections taught by different FPA teachers. Paraprofessional will be required in the class at all times.

Materials and Supplies (include estimated cost):

contingent on funding, class can be taught with what the schools currently have

Elementary/adaptive rhythm instruments: \$500 per school

<https://enablingdevices.com/product-category/adapted-toys-games/adapted-musical-instruments/>

Adaptive Acoustic Guitar: \$1499.99 per school

<https://inclusiveinstruments.org/collections/adaptive-accoustic>

Adaptive paint materials: \$400 per school

<https://www.schoolspecialty.com/art-supplies-craft-supplies-paint/tempera-paint#facet:-1002751191051073283116105120>

Materials and supplies as needed: budget allotment from schools' administration

Textbooks (include estimated cost):

None

Submitted by:

Dr. Joleen Neighbours, Coordinator of Fine & Performing Arts

Jessica Joyner, Special Education Support Professional

Signature: _____



Date: October 3, 2022

2022-2023 New Course Proposal and Rationale

Course Name: CPPA Chamber Instrumental Ensemble

Course Number: 9252/05197

Course Description: Students in The Center for Performing and Production Arts will explore instrumental music in depth, regardless of instrumentation, with an emphasis on advanced playing techniques and terminology. This course offers a continuation of studies in tone production, rhythmic concepts, proper articulation, and the performance of medium instrumental literature at a higher, performance-based level for specialty instruction. Performance is required.

Grade Levels: 10-12 **Credit:** One (1)

Prerequisites: CPPA Small Instrumental Ensemble

Standard of Learning Assessment: Local assessments

Rationale (State why this course is needed – support with level of student interest): Creation of second level of advanced performance in instrumental music at the Center for Performing and Production Arts and the curriculum for CPPA warrants the creation of the course. Additionally, this gives students more opportunities for professional music performance as an ensemble. Chamber instrumental ensemble continues to give student musicians an opportunity to learn composition, theoretical knowledge of music, analysis, and working terminology. Extension of current program, per CPPA proposals, and allows for differentiated and advanced instruction. Level of student interest includes all existing music programs and student musicians.

Advantages of Implementing the Course (Support with Data): Students performance at district and state assessments will improve with ensemble work. Students in CPPA will have advanced skills for performance and work in the music industry.

Disadvantages of Implementing the Course (Support with Data): Students who “play by ear” will have to adjust to learning by note in music education.

Anticipated Enrollment: Music cohort is >30. Students will advance in the program, and advanced students entering CPPA will be in second level. Every music instrumental student in the Center for Performing and Production Arts (CPPA) at Lakeland High School

Cost:

Instructional Personnel (Estimated teachers needed):

New instructor specific to CPPA for music performance

Materials and Supplies (include estimated cost):

SmartMusic subscription for teachers and students: approximately \$13.99 per person

Textbooks (include estimated cost):

None: Curriculum already developed.

Submitted by: Dr. Joleen Neighbours, Coordinator of Fine & Performing Arts

Signature: 

Date: October 3, 2022

2022-2023 New Course Proposal and Rationale

Course Name: Chamber Vocal Ensemble

Course Number: 9292/05111

Course Description: Students in The Center for Performing and Production Arts will explore vocal music in depth, with an emphasis on advanced singing techniques and terminology. This course offers a continuation of studies in tone production, rhythmic concepts, proper articulation, and the performance of vocal literature at a higher, performance-based level for specialty instruction. Performance is required.

Grade Levels: 10-12 **Credit:** One (1)

Prerequisites: CPPA Small Vocal Ensemble

Standard of Learning Assessment: Local assessments

Rationale (State why this course is needed – support with level of student interest): Creation of second level of advanced performance in vocal music at the Center for Performing and Production Arts and the curriculum for CPPA warrants the creation of the course. Additionally, this gives students more opportunities for professional music performance as an ensemble. Chamber vocal ensemble continues to give student musicians an opportunity to learn composition, theoretical knowledge of music, analysis, and working terminology. Extension of current program, per CPPA proposals, and allows for differentiated and advanced instruction. Level of student interest includes all existing music programs and student musicians.

Advantages of Implementing the Course (Support with Data): Students performance at district and state assessments will improve with ensemble work. Students in CPPA will have advanced skills for performance and work in the music industry.

Disadvantages of Implementing the Course (Support with Data): Students who traditionally listen and learn “by ear” will have to adjust to learning by note in music education.

Anticipated Enrollment: Music cohort is >30. Students will advance in the program, and advanced students entering CPPA will be in second level. Every music vocal student in the Center for Performing and Production Arts (CPPA) at Lakeland High School

Cost:

Instructional Personnel (Estimated teachers needed):

New instructor specific to CPPA for music performance

Materials and Supplies (include estimated cost):

Music as assigned

Textbooks (include estimated cost):

None: Curriculum already developed.

Submitted by: Dr. Joleen Neighbours, Coordinator of Fine & Performing Arts

Signature: _____

Date: October 3, 2022

2022-2023 New Course Proposal and Rationale

Course Name: Art: Drawing I

Course Number: 9197/05156

Course Description: Students in the general high school setting will participate in creative and experimental approaches to drawing. They will explore various drawing techniques with media such as pencil, charcoal, pastels, pen, and conté crayon. Emphasis will be placed on design principles.

Grade Levels: 10-12 **Credit:** One (1)

Prerequisites: Art I

Standard of Learning Assessment: Local assessments

Rationale (State why this course is needed – support with level of student interest): Creation of art elective that does not require creating art but the aesthetic study of art for appreciation. Art: Drawing allows for focused instruction in one medium as a part of the sequential nature of continued art studies.

Advantages of Implementing the Course (Support with Data): Students focus on one medium of art for creative expression.

Disadvantages of Implementing the Course (Support with Data): none.

Anticipated Enrollment: 25-30 per class

Cost:

Instructional Personnel (Estimated teachers needed):

Can be taught by current high school art instructors

Materials and Supplies (include estimated cost):

Materials currently available

Textbooks (include estimated cost):

None

Submitted by: Dr. Ioleen Neighbours, Coordinator of Fine & Performing Arts

Signature: _____

Date: October 3, 2022

2022-2023 New Course Proposal and Rationale

Course Name: Art: Drawing II

Course Number: 9198/05156

Course Description: Students in the general high school setting will participate in creative and experimental approaches to drawing on an advanced level. They will explore various drawing techniques with media such as pencil, charcoal, pastels, pen, and conté crayon. Emphasis will be placed on design principles. Students work will be displayed as they matriculate through a specific medium of artistic expression.

Grade Levels: 10-12 **Credit:** One (1)

Prerequisites: Art I, Drawing I

Standard of Learning Assessment: Local assessments

Rationale (State why this course is needed – support with level of student interest): Creation of art elective that does not require creating art but the aesthetic study of art for appreciation. Art: Drawing allows for focused instruction in one medium as a part of the sequential nature of continued art studies.

Advantages of Implementing the Course (Support with Data): Students focus on one medium of art for creative expression.

Disadvantages of Implementing the Course (Support with Data): none.

Anticipated Enrollment: 25-30 per class

Cost:

Instructional Personnel (Estimated teachers needed):

Can be taught by current high school art instructors

Materials and Supplies (include estimated cost):

Materials currently available

Textbooks (include estimated cost):

None

Submitted by: Dr. Joleen Neighbours, Coordinator of Fine & Performing Arts

Signature: _____

Date: October 3, 2022

2022-2023 New Course Proposal and Rationale

Course Name: Film Study

Course Number: 1445/11056

Course Description: Students in The Center for Performing and Production Arts at Lakeland High School accepted into the Theatre Performance and Production track will examine a selected career in theatre, television, film, or contemporary media and study lighting and cinematography for workplace readiness. Film Study: Introduction to Cinema enables students to develop problem-solving, communication, organizational, and management skills. Drawing on fine arts and other disciplines, they work individually and collaboratively to explore the interrelated components of design, production, and management. Students will synthesize knowledge from other content areas to support creative arts processes. Additionally, students will investigate tools and techniques for contemporary media production, including camera techniques, film terminology, acting for the camera, creating screenplays, and the editing process.

Grade Levels: 9-12 **Credit:** One (1)

Prerequisites: Acceptance into The Center for Performing and Production Arts at Lakeland High School

Standard of Learning Assessment: Local assessments

Rationale (State why this course is needed – support with level of student interest): Creation of Introduction to Cinema Studies is the first level of the Theatre Production and Performance Track of CPPA. This enables students to refine their career interests and study technical theatre and performance theatre as a recorded art form.

Advantages of Implementing the Course (Support with Data): Students will have advanced skills for career readiness in the production industry. Appeals to a broader range of students wishing to pursue a career in production arts.

Disadvantages of Implementing the Course (Support with Data): None.

Anticipated Enrollment: Theatre cohort is estimated to be 50+ based on current enrollments at middle schools and in middle school clubs.

Cost:

Instructional Personnel (Estimated teachers needed):

New theatre instructor specific to CPPA

Materials and Supplies (include estimated cost):

Materials as assigned

Textbooks (include estimated cost):

The Art of Watching Films - class set - 30 copies=\$47.00 each or digital subscription
(would need bundle quote)

<https://www.mheducation.com/highered/product/M9781260837469.html>

Submitted by: Dr. Joleen Neighbours, Coordinator of Fine & Performing Arts

Signature: _____

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Date: October 3, 2022

2022-2023 New Course Proposal and Rationale

Course Name: Film/TV Production I

Course Number: 05168

Course Description: Students in The Center for Performing and Production Arts at Lakeland High School accepted into the Theatre Performance and Production track will examine a selected career in theatre, television, film, or contemporary media. In the first section of Film/TV Production, students will be studying lighting and cinematography. Specific to film studies, students will learn the production components of how lighting and visuals are crucial to the artistry of story telling for recorded theatre/media. Students develop problem-solving, communication, organizational, and management skills. Drawing on fine arts and other disciplines, they work individually and collaboratively to explore the interrelated components of design, production, and management. Students practice safe operating procedures, including the care, maintenance, and storage of tools, materials, and equipment

Grade Levels: 9-12 **Credit:** One (1)

Prerequisites: acceptance into The Center for Performing and Production Arts at Lakeland High School

Standard of Learning Assessment: Local assessments

Rationale (State why this course is needed – support with level of student interest): Creation of advanced studies in theatre with career readiness preparation is in line with 21 Century Learning Skills of collaboration, creativity, critical thinking, communication, and citizenship, giving students a more practical understanding of career readiness in theatre studies. Specifies lines of study with theatre giving more focus and direction to students.

Advantages of Implementing the Course (Support with Data): Students will have more opportunities for electives that are advanced and more career and work-ready focused. Students will have advanced skills for career readiness in the production industry. Appeals to a broader range of students wishing to pursue a career in production arts.

Disadvantages of Implementing the Course (Support with Data): None.

Anticipated Enrollment: 20-30 perclass

Cost:

Instructional Personnel (Estimated teachers needed):

New theatre instructor specific to CPPA

Materials and Supplies (include estimated cost):

https://docs.google.com/document/d/17dZoLB86lSDgCPkz-ByKdHAS4rUgiD87aCTuxEQig_0/edit?usp=sharing

Textbooks (include estimated cost):

None.

Submitted by: Dr. Joleen Neighbours, Coordinator of Fine & Performing Arts

Signature: 

Date: October 3, 2022

2022-2023 New Course Proposal and Rationale

Course Name: Guitar I

Course Number: 9245/05108

Course Description: Guitar I allows students to develop technical and expressive skills with the guitar in individual and ensemble performance. Guitar I integrates aspects of melody, harmony, rhythm, form, and composition. Students apply music skills to create and notate original work. Music literacy skills are emphasized as students read, notate, and perform music. Students use critical thinking to respond to, describe, interpret, and evaluate works of music as performers and listeners. They describe career options in music and investigate how innovative tools and new media impact the music field. Opportunities are provided for students to participate in local, district, and regional music events as appropriate to level, ability, and interest.

Grade Levels: 9-12 **Credit:** One (1)

Prerequisites: None

Standard of Learning Assessment: Local assessments

Rationale (State why this course is needed – support with level of student interest): Creation of Guitar I comes from student surveys indicating desires for more electives, including guitar. This gives music students more opportunities for discovery of instruments and playing. Guitar I gives student musicians an opportunity to learn composition, theoretical knowledge of music, analysis, and working terminology. Level of student interest includes all existing music programs and student musicians.

Advantages of Implementing the Course (Support with Data): Students performance at district and state assessments will improve with training and the acquired abilities to read music through said training.

Disadvantages of Implementing the Course (Support with Data): Students who “play by ear” will have to adjust to learning by note in music education.

Anticipated Enrollment: 25-35 per class.

Cost: Instructional Personnel (Estimated teachers needed):
Can be taught by school’s current strings teacher and/or any music teacher with guitar experience.

Materials and Supplies (include estimated cost):
SmartMusic subscription for teachers and students: approximately \$13.99 per person

Textbooks (include estimated cost):
None. SmartMusic usage and music as assigned

Submitted by: Dr. Joleen Neighbours, Coordinator of Fine & Performing Arts

Signature: _____

Date: October 3, 2022

2022-2023 New Course Proposal and Rationale

Course Name: Guitar II

Course Number: 9247/05108

Course Description: Guitar II allows students to continue to develop technical and expressive skills with the guitar in individual and ensemble performance. Guitar II further integrates aspects of melody, harmony, rhythm, form, and composition. Students apply music skills to create and notate original work. Music literacy skills are emphasized as students read, notate, and perform music. Students use critical thinking to respond to, describe, interpret, and evaluate works of music as performers and listeners. They describe career options in music and investigate how innovative tools and new media impact the music field. Opportunities are provided for students to participate in local, district, and regional music events as appropriate to level, ability, and interest.

Grade Levels: 9-12 **Credit:** One (1)

Prerequisites: Guitar I or permission of instructor

Standard of Learning Assessment: Local assessments

Rationale (State why this course is needed – support with level of student interest): Creation of Guitar II comes from student surveys indicating desires for more electives, including guitar. This gives music students more opportunities for discovery of instruments and playing. Guitar II gives student musicians an opportunity to learn composition, theoretical knowledge of music, analysis, and working terminology. Level of student interest includes all existing music programs and student musicians.

Advantages of Implementing the Course (Support with Data): Students performance at district and state assessments will improve with training and the acquired abilities to read music through said training.

Disadvantages of Implementing the Course (Support with Data): Students who “play by ear” will have to adjust to learning by note in music education.

Anticipated Enrollment: 25-35 per class.

Cost:

Instructional Personnel (Estimated teachers needed):

Can be taught by school's current strings teacher and/or any music teacher with guitar experience.

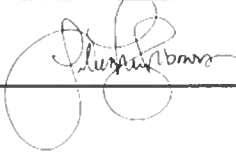
Materials and Supplies (include estimated cost):

SmartMusic subscription for teachers and students: approximately \$13.99 per person

Textbooks (include estimated cost):

None. SmartMusic usage and music as assigned

Submitted by: Dr. Joleen Neighbours, Coordinator of Fine & Performing Arts

Signature: 

Date: October 3, 2022

2022-2023 New Course Proposal and Rationale

Course Name: Art History

Course Number: 9170/05151

Course Description: Students in the general high school setting will study the history and cultural relevance of art and works thereof, in order to discuss and understand their cultural impact. Students use creative processes to communicate ideas and personal life experiences. Students explore the cultural and historical perspectives that influence the development of artwork in a variety of time periods and places. They identify and explore technological developments and new media in the visual arts. The student will understand historical and cultural influences of art. Students will explore works from diverse artists (including diversity of ability, ethnicity, race, and gender) and works of historical and contemporary art movements.

Grade Levels: 9-12 **Credit:** One (1)

Prerequisites: None

Standard of Learning Assessment: Local assessments

Rationale (State why this course is needed – support with level of student interest): Creation of art elective that does not require creating art but the aesthetic study of art for appreciation.

Advantages of Implementing the Course (Support with Data): Students gain an appreciation of art for higher level of thinking for future studies. Creates a non-performance/creation elective for students.

Disadvantages of Implementing the Course (Support with Data): none.

Anticipated Enrollment: 25-30 per class

Cost:

Instructional Personnel (Estimated teachers needed):

Can be taught by current high school art instructors

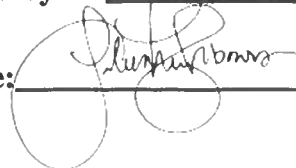
Materials and Supplies (include estimated cost):

Limited art materials already available in high schools

Textbooks (include estimated cost):

None

Submitted by: Dr. Joleen Neighbours, Coordinator of Fine & Performing Arts

Signature:  _____

Date: October 3, 2022

2022-2023 New Course Proposal and Rationale

Course Name: Jazz Ensemble

Course Number: 9244 (VA DOE code 05101/VA extended description IV)

Course Description: Jazz Ensemble allows vocal and instrumental music students with advanced skills to learn in an ensemble setting to develop advanced technical and expressive skills within individual and ensemble jazz performance. Jazz EnsembleI integrates aspects of melody, harmony, rhythm, form, and composition. Students apply music skills to create and notate original work. Music literacy skills are emphasized as students read, notate, and perform music. Students use critical thinking to respond to, describe, interpret, and evaluate works of music as performers and listeners. They describe career options in music and investigate how innovative tools and new media impact the music field. Opportunities are provided for students to participate in local, district, and regional music events as appropriate to level, ability, and interest.

Grade Levels: 10-12 **Credit:** One (1)

Prerequisites: Beginning Choir, Orchestra, or Band and/or permission of instructor

Standard of Learning Assessment: Local assessments

Rationale (State why this course is needed – support with level of student interest): Creation of Jazz EnsembleI comes from student surveys indicating desires for more electives and high schools are integrating jazz into their curriculum currently in their small ensembles and have afterschool groups. This gives music students more opportunities for discovery of instruments and playing through formalized jazz training. Jazz Ensemble gives student musicians an opportunity to learn composition, theoretical knowledge of music, analysis, and working terminology. Level of student interest includes all existing music programs and student musicians.

Advantages of Implementing the Course (Support with Data): Students performance at district and state assessments will improve with training and the acquired abilities to read music through said training.

Disadvantages of Implementing the Course (Support with Data): None

Anticipated Enrollment: 25-35 per class.

Cost:

Instructional Personnel (Estimated teachers needed):

Can be taught by the school's current music teacher and/or any music teacher with jazz experience.

Materials and Supplies (include estimated cost):

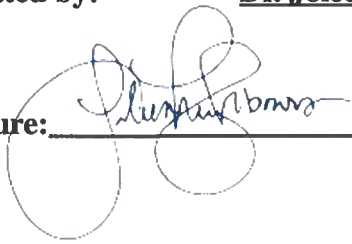
SmartMusic subscription for teachers and students: approximately \$13.99 per person

Textbooks (include estimated cost):

None. SmartMusic usage and music as assigned

Submitted by: **Dr. Joleen Neighbours, Coordinator of Fine & Performing Arts**

Signature: _____

A handwritten signature in blue ink, appearing to read 'Joleen Neighbours', is written over a horizontal line. The signature is stylized with large loops and a cursive-like flow.

Date: **October 3, 2022**

2022-2023 New Course Proposal and Rationale

Course Name: Art: Painting I

Course Number: 9199/05157

Course Description: This course is designed to have students participate in a creative and practical approach to painting. Students are given the opportunity to explore various styles of painting. Students learn basic painting techniques relative to watercolor, tempera, acrylic, and gouache media. Emphasis is placed on the use of design principles. The completion of Drawing prior to this course may be helpful, but is not required.

Grade Levels: 10-12 **Credit:** One (1)

Prerequisites: Art I

Standard of Learning Assessment: Local assessments

Rationale (State why this course is needed – support with level of student interest): Creation of art elective that focuses instruction on a specific form of visual arts and its aesthetic study for appreciation. Art: Painting allows for focused instruction in this one medium as a part of the sequential nature of continued art studies.

Advantages of Implementing the Course (Support with Data): Students focus on one medium of art for creative expression.

Disadvantages of Implementing the Course (Support with Data): none.

Anticipated Enrollment: 25-30 per class

Cost:

Instructional Personnel (Estimated teachers needed):

Can be taught by current high school art instructors

Materials and Supplies (include estimated cost):

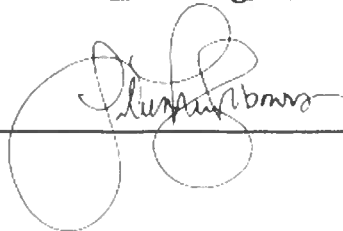
Materials currently available

Textbooks (include estimated cost):

None

Submitted by: Dr. Joleen Neighbours, Coordinator of Fine & Performing Arts

Signature: _____



Date: October 3, 2022

2022-2023 New Course Proposal and Rationale

Course Name: Art: Painting II

Course Number: 9200/05157

Course Description: This course is designed to have students further develop their skills in a creative and practical approach to painting. Students are given the opportunity to explore various styles of painting. Students learn advanced painting techniques relative to watercolor, tempera, acrylic, and gouache media. Emphasis is placed on the use of design principles. Students' work is regularly displayed as the focus is on active creation and presentation of painted works.

Grade Levels: 10-12 **Credit:** One (1)

Prerequisites: Art I, Painting I

Standard of Learning Assessment: Local assessments

Rationale (State why this course is needed – support with level of student interest): Creation of art elective that furthers focused instruction on a specific form of visual arts and its aesthetic study for appreciation. Art: Painting allows for focused instruction in this one medium as a part of the sequential nature of continued art studies and advanced studies in skills based creativity.

Advantages of Implementing the Course (Support with Data): Students focus on one medium of art for creative expression.

Disadvantages of Implementing the Course (Support with Data): none.

Anticipated Enrollment: 25-30 per class

Cost:

Instructional Personnel (Estimated teachers needed):

Can be taught by current high school art instructors

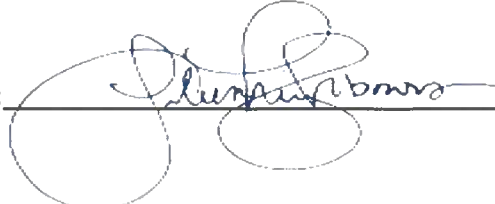
Materials and Supplies (include estimated cost):

Materials currently available

Textbooks (include estimated cost):

None

Submitted by: Dr. Joleen Neighbours, Coordinator of Fine & Performing Arts

Signature:  _____

Date: October 3, 2022

2022-2023 New Course Proposal and Rationale

Course Name: Photography I

Course Number: 9190/05167

Course Description: Students in the general high school setting will study the history, appreciation, and cultural relevance of photography. Through use of modern digital cameras, students will learn the artform of photographic qualities, including form, setting, and contour. Photography I will experience hands-on instruction on development and work in various styles of photographic art.

Grade Levels: 10-12 **Credit:** One (1)

Prerequisites: None

Standard of Learning Assessment: Local assessments

Rationale (State why this course is needed – support with level of student interest): Creation of art elective that does not require creating art but the aesthetic study of art for appreciation. Photography, especially in digital form, is a more prominent part of daily life.

Advantages of Implementing the Course (Support with Data): Students gain an appreciation of photography on a higher level of thinking for future studies and for career readiness.

Disadvantages of Implementing the Course (Support with Data): none.

Anticipated Enrollment: 25 per class

Cost: Instructional Personnel (Estimated teachers needed):

Can be taught by current high school art instructors

Materials and Supplies (include estimated cost):

25 cameras (class set): \$367.49 (these would be shared with Photography II as each section could be taught different terms in a 4x4).

<https://www.schoolspecialty.com/sony-digital-camera-kit-2104313>

Teacher camera: \$367.49

<https://www.schoolspecialty.com/sony-digital-camera-kit-2104313>

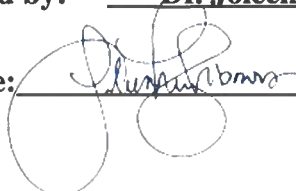
Photo printer/paper

1 per class (est. \$150x3 high schools)

Textbooks (include estimated cost):

Adobe Photoshop - license purchase for high school students

Submitted by: Dr. Joleen Neighbours, Coordinator of Fine & Performing Arts

Signature:  _____

Date: October 3, 2022

2022-2023 New Course Proposal and Rationale

Course Name: Photography II

Course Number: 9191/05167

Course Description: Students in the general high school setting will further their studies in photography with more focused concentration on creation of photographic artworks. Through use of modern digital cameras, students will learn the artform of photographic qualities, including form, setting, and contour. Photography I will experience hands-on instruction on development and work in various styles of photographic art.

Grade Levels: 10-12 **Credit:** One (1)

Prerequisites: Photography I

Standard of Learning Assessment: Local assessments

Rationale (State why this course is needed – support with level of student interest): Creation of art elective that does not require creating art but the aesthetic study of art for appreciation. Photography, especially in digital form, is a more prominent part of daily life.

Advantages of Implementing the Course (Support with Data): Students gain an appreciation of photography for a more collegiate level of thinking for future studies.

Disadvantages of Implementing the Course (Support with Data): none.

Anticipated Enrollment: 25 per class

Cost:

Instructional Personnel (Estimated teachers needed):

Can be taught by current high school art instructors

Materials and Supplies (include estimated cost):

Will use class set of cameras bought for first course - Photography I

Photo printer/paper

1 per class (est. \$150x3 high schools)

Textbooks (include estimated cost):

Adobe Photoshop - license purchase for high school students

Submitted by: Dr. Joleen Neighbours, Coordinator of Fine & Performing Arts

Signature:  _____

Date: October 3, 2022

2022-2023 New Course Proposal and Rationale

Course Name: Piano Lab II

Course Number: 9256/05107

Course Description: Piano Lab II allows students to continue to develop technical and expressive skills with the piano/keyboard in individual and ensemble performance. Piano Lab II integrates aspects of melody, harmony, rhythm, form, and composition. Students continue instruction on piano with guidance from the piano teacher in The Center for Performing and Production Arts at Lakeland High School. Students apply music skills to create and notate original work. Music literacy skills are emphasized as students read, notate, and perform music. Students use critical thinking to respond to, describe, interpret, and evaluate works of music as performers and listeners. They describe career options in music and investigate how innovative tools and new media impact the music field. Opportunities are provided for students to participate in local, district, and regional music events as appropriate to level, ability, and interest. Students accompany vocal groups and perform in other ensembles as needed.

Grade Levels: 9-12 **Credit:** One (1)

Prerequisites: Piano Lab I or permission of instructor of LHS administration

Standard of Learning Assessment: Local assessments

Rationale (State why this course is needed – support with level of student interest): Creation of piano and keyboard lab at the Center for Performing and Production Arts and the curriculum for CPPA warrants the creation of the course. Additionally, this gives students more opportunities for professional music jobs as piano/keyboard is the foundational skill of all ensembles. Piano Lab II continues to give student musicians an opportunity to learn composition, theoretical knowledge of music, analysis, and working terminology. Extension of current program, per CPPA proposals, and allows for differentiated and advanced instruction. Level of student interest includes all existing music programs and student musicians.

Advantages of Implementing the Course (Support with Data): Students performance at district and state assessments will improve with piano training and the acquired abilities to read music through said training. Students in CPPA will have skills for creating and producing music and new works.

Disadvantages of Implementing the Course (Support with Data): Students who “play by ear” will have to adjust to learning by note in music education.

Anticipated Enrollment: Music cohort is >30. Piano lab currently has 3 sections; students will advance and advanced students entering CPPA will be in second level. Every music student in the Center for Performing and Production Arts (CPPA) at Lakeland High School

Cost:

Instructional Personnel (Estimated teachers needed):

New instructor specifically for piano - any licensure in music education can teach. Main instrument of piano is preferred

Materials and Supplies (include estimated cost):

SmartMusic subscription for teachers and students: approximately \$13.99 per person

Textbooks (include estimated cost):

None. Curriculum already developed and implemented.

Submitted by: Dr. Joleen Neighbours, Coordinator of Fine & Performing Arts

Signature:  _____

Date: October 3, 2022

2022-2023 New Course Proposal and Rationale

Course Name: MUSIC TECHNOLOGY AND ELECTRONIC MUSIC II

Course Number: 1445/05124

Course Description: Music Technology and Electronic Music II: Digital Audio Workstations Essentials allows students in The Center for Performing and Production Arts at Lakeland High School to continue to define technical and expressive skills using technological advances in music production. DAWE specifically focuses on the operation and application of Digital Audio Workstations in music production and audio for visual media.

Grade Levels: 10-12 **Credit:** One (1)

Prerequisites: Music Technology and Electronic Music

Standard of Learning Assessment: Local assessments

Rationale (State why this course is needed – support with level of student interest): Creation of the Center for Performing and Production Arts and the curriculum for CPPA warrants the creation of the second level of course work in Technology/Electronic Music, training students for specific careers in music production and provides the basis for ongoing production opportunities. Essentials for Digital Audio Workstations gives student producers an opportunity to learn composition, production, analysis, and working terminology while using a Digital Audio Workstation. Level of student interest includes the current cohort of music production students.

Advantages of Implementing the Course (Support with Data): Students performance and production skills will improve with the course. Students in CPPA will have skills for creating and producing music and new works, such as, but not limited to recording demos, learning how to work in a “traditional studio” and at home, and eliminating “pre-production” in a recording studio.

Disadvantages of Implementing the Course (Support with Data): Not offered at all high schools

Anticipated Enrollment: Every music technology student in the Center for Performing and Production Arts (CPPA) at Lakeland High School (35 or currently cohort)

Cost:

Instructional Personnel (Estimated teachers needed):

Current music technology instructor can continue coursework

Materials and Supplies (include estimated cost):

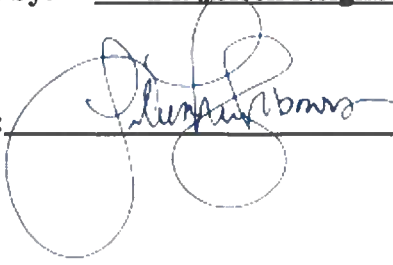
SmartMusic subscription for teachers and students: approximately \$13.99 per person

Textbooks (include estimated cost):

None

Submitted by: Dr. Joleen Neighbours, Coordinator of Fine & Performing Arts

Signature: _____

A handwritten signature in blue ink, appearing to read 'Joleen Neighbours', is written over a horizontal line. The signature is stylized with large loops and a cursive script.

Date: October 3, 2022

2022-2023 New Course Proposal and Rationale

Course Name: Recording and Production

Course Number: 9300/05123

Course Description: Music Recording and Production, the introduction to audio engineering, allows students in The Center for Performing and Production Arts at Lakeland High School to record and produce within the context of the center's production lab, using technological advances in music production. Introduction to Audio Engineering explores the fundamentals of sound, their application in a live sound reinforcement, the audio recording studio, and in audio for visual media. This course enables students to use critical thinking skills to study and apply advanced musical concepts in a variety of classroom structures in order to, among many skills, record in-house musicians, remix previous recordings, and produce new music.

Grade Levels: 10-12 **Credit:** One (1)

Prerequisites: Music Technology and Electronic Music

Standard of Learning Assessment: Local assessments

Rationale (State why this course is needed – support with level of student interest): Creation of the Center for Performing and Production Arts and the curriculum for CPPA warrants the creation of the Music Recording and Production class, training students for specific careers in music production and provides the basis for ongoing production opportunities. Level of student interest includes the current cohort of music production students.

Advantages of Implementing the Course (Support with Data): Students performance and production skills will improve with the course. Students in CPPA will have skills for recording and producing music and new works, such as, but not limited to recording demos, learning how to work in a “traditional studio” and at home, and eliminating “pre-production” in a recording studio.

Disadvantages of Implementing the Course (Support with Data): Not offered at all high schools

Anticipated Enrollment: Every music technology student in the Center for Performing and Production Arts (CPPA) at Lakeland High School (35 or currently cohort)

Cost:

Instructional Personnel (Estimated teachers needed):

Current music technology instructor can continue coursework

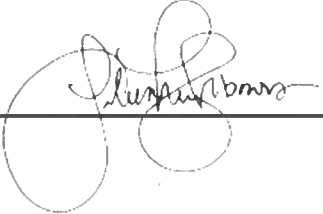
Materials and Supplies (include estimated cost):

SmartMusic subscription for teachers and students: approximately \$13.99 per person

Textbooks (include estimated cost):

None

Submitted by: Dr. Joleen Neighbours, Coordinator of Fine & Performing Arts

Signature: _____

Date: October 3, 2022

2022-2023 New Course Proposal and Rationale

Course Name: Technical Theatre I

Course Number: 1436/05056

Course Description: Students in The Center for Performing and Production Arts at Lakeland High School accepted into the Theatre Performance and Production track will explore and study technical theatre for workplace readiness. Students develop problem-solving, communication, organizational, and management skills. Drawing on fine arts and other disciplines, they work individually and collaboratively to explore the interrelated components of design, production, and management. Students practice safe operating procedures, including the care, maintenance, and storage of tools, materials, and equipment

Grade Levels: 9-12 **Credit:** One (1)

Prerequisites: Acceptance into The Center for Performing and Production Arts at Lakeland High School

Standard of Learning Assessment: Local assessments

Rationale (State why this course is needed – support with level of student interest): Creation of advanced studies in theatre with direction is in line with 21 Century Learning Skills of collaboration, creativity, critical thinking, communication, and citizenship, giving students a more practical understanding of career readiness in theatre studies. Specifies lines of study with theatre giving more focus and direction to students.

Advantages of Implementing the Course (Support with Data): Students will have more opportunities for electives that are advanced and more career and work-ready focused. Students will have advanced skills for career readiness in the production industry. Appeals to a broader range of students wishing to pursue a career in production arts.

Disadvantages of Implementing the Course (Support with Data): None.

Anticipated Enrollment: 20-30 per class

Cost:

Instructional Personnel (Estimated teachers needed):

New theatre instructor specific to CPPA

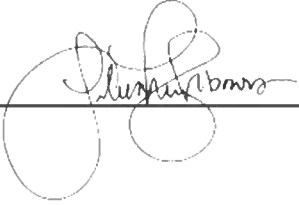
Materials and Supplies (include estimated cost):

https://docs.google.com/document/d/17dZoLB86lSDgCPkz-ByKdHAS4rUgiD87aCTuxEQig_0/edit?usp=sharing

Textbooks (include estimated cost):

None.

Submitted by: Dr. Joleen Neighbours, Coordinator of Fine & Performing Arts

Signature: 

Date: October 3, 2022

2022-2023 New Course Proposal and Rationale

Course Name: THEATRE: ADVANCED ACTING

Course Number: 1430/05055

Course Description: Students will make use of and build upon the concepts learned and skills acquired in Theatre Arts I. Students, through research, performance, and evaluation, develop artistic criteria that are applied to performing. They will study and respond to a variety of theatrical experiences, showcasing and applying their collaborative, analytical, interpretive, and problem-solving skills. They will continue to cultivate and refine their artistic abilities and appreciation of theatre arts. Emphasis is placed on performance, skills development, and script interpretation. Performances are required.

Grade Levels: 10-12 **Credit:** One (1)

Prerequisites: Theatre 1: Introduction to Drama

Standard of Learning Assessment: Local assessments

Rationale (State why this course is needed – support with level of student interest): Students will refine concepts learned in Theatre 1, through research and inquiry of theatre topics of personal interest, students develop and refine creative choices for performance, production, and direction. They study and respond to a variety of theatrical experiences, applying their critical thinking skills. Students develop and showcase leadership skills involving communication, problem solving, and collaboration to achieve unified productions. Performance/production is required.

Advantages of Implementing the Course (Support with Data): Students' level of performance will correspond to expectations of advanced studies, competitions, and festivals. Advanced Acting gives students more career readiness focus, also instructing further on how theatre can enhance all work based skills. Students will perform better in district and state level assessments of theatrical performance.

Disadvantages of Implementing the Course (Support with Data): None

Anticipated Enrollment: 25-35 per class

Cost:

Instructional Personnel (Estimated teachers needed):

None. Current theatre teacher can instruct

Materials and Supplies (include estimated cost):

Scripts and plays as assigned

Textbooks (include estimated cost):

None. Lessons already developed.

Submitted by: Dr. Joleen Neighbours, Coordinator of Fine & Performing Arts

Signature: 

Date: October 3, 2022

2022-2023 New Course Proposal and Rationale

Course Name: Theatre: Directing and Advanced Theatre Studies

Course Number: 1440/05061

Course Description: Students will refine concepts learned in Theatre 1, through research and inquiry of theatre topics of personal interest, students develop and refine creative choices for performance, production, and direction. They study and respond to a variety of theatrical experiences, applying their critical thinking skills. Students develop and showcase leadership skills involving communication, problem solving, and collaboration to achieve unified productions. Performance/production is required.

Grade Levels: 10-12 **Credit:** One (1)

Prerequisites: Theatre 1: Introduction to Drama

Standard of Learning Assessment: Local assessments

Rationale (State why this course is needed – support with level of student interest): Creation of advanced studies in theatre with direction is in line with 21 Century Learning Skills of collaboration, creativity, critical thinking, communication, and citizenship, giving students a more practical understanding of career readiness in theatre studies. Specifies lines of study with theatre giving more focus and direction to students.

Advantages of Implementing the Course (Support with Data): Students will have more opportunities for electives that are advanced and more career and work-ready focused.

Disadvantages of Implementing the Course (Support with Data): None.

Anticipated Enrollment: 20-30 per class

Cost:

Instructional Personnel (Estimated teachers needed):

Can be taught by current high school instructor


Materials and Supplies (include estimated cost):

Materials and scripts as assigned

Textbooks (include estimated cost):

None.

Submitted by: Dr. Joleen Neighbours, Coordinator of Fine & Performing Arts

Signature: 

Date: October 3, 2022

Course Name: Cream: We are Rising to the Top or Shining Lights

Course Number: TBD

Course Description: Equity in Action: Partnering with motivated and identified exceptional students who lack all of the support necessary to pursue their dreams. We will answer the following questions: **What study and learning strategies will maximize my learning power? What SEL strategies will promote a balanced life with physical and emotional wellbeing? What KFHS courses can/I should I take to best place me in my pursuits in and after college? What career opportunities are possible? How can I work, volunteer and grow while nurturing my community, making valuable contributions to my community, and preparing for my future goals? What local universities have opportunities for me? What are the criteria by which I should choose a university?**

Grade Levels: 11-12

Credit: 1

Prerequisites: teacher identification as college bound, but in need of additional support

Standard of Learning Assessment: none, but will support English, math, science and social studies SOLs through vocabulary and writing support, tutoring

Rationale (State why this course is needed - support with level of student interest: In my teaching of CAS through the IB program as well as AVID through FCPS, I recognize that while some of our students have the access and support for college readiness at least 50% could **use the** opportunities to think critically/strategically and **to make** connections within the community. I would partner with A. Miller, our Access counselor, to provide college support while ensuring that students are ready to succeed, having taken the necessary courses and acquired the necessary skills for success there. We will also partner with the Honors Societies, providing tutoring and peer mentorship.

Advantages of Implementing the Course (Support with Data): The Freshmen cohorts of our 3 academies remain painfully low, and many AP courses are going **online because of lack of** enrollment. This course would support the pursuit of advanced courses, while bolstering the course requests and increasing success in the courses. With the 4x4 schedule beginning next year, students will have an additional course available per year, easily providing the opportunity to enroll without an opportunity cost.

Disadvantages of Implementing the Course (Support with Data):

Students who enroll would be foregoing another academic opportunity.

Anticipated Enrollment: 20-25 per section. First-year begins with juniors and seniors, then adds sophomore, and finally the 3rd year separating juniors and seniors. Possibly add a Freshman class in partnership with the middle school.

Cost: Instructional Personnel (Estimated teachers needed): Year 1, one teacher one course, Year 2 two courses, year 3, three courses.

Materials and Supplies (include estimated cost): Reflection journal \$20 Notebook for organization, with dividers and paper \$5 Various field trips to local businesses, universities: transport SPS bus, free admission

Textbooks (include estimated cost):

Christina I Havlin

Submitted by (Name & School): Principal: D. Bryant **Date:** Oct 3, 2022

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Science-Katelyn Leitner Social Studies-Katrina Cary English-Lakeesha McCoy Math-Kelly Greening World Languages & Electives-Tanieka Ricks CTE-Andre Skinner

2022-2023 New Course Proposal and Rationale

Course Name: Criminal Justice I

Course Number: 8702

Criminal Justice Standards and Correlations

Course Description: Students are introduced to law, public safety, corrections, and security practices. Students examine contemporary issues in the criminal justice system and explore crime scene investigation, criminal investigation, court procedures, policing, and juvenile justice. This course provides a foundation for careers as lawyers, forensics specialists, and as law enforcement and corrections officers.

Grade Levels: Suggested Grade Level: 10 through 11

Credit: 36 Weeks/140hours

Prerequisites: None

Standard of Learning Assessment:

Criminal Justice Assessment

Workplace Readiness Skills for the Commonwealth Examination

Rationale - America is in the process of change in the Criminal Justice System. Tensions on all sides of the issue are inflated. Misunderstandings abound between the police and the public they protect. There has never been a better time to implement a high school course of this nature. This is an introductory class where students can learn about the Justice System from the perspective of the police, judiciary, and the public. It can start a healthy dialogue about criminal justice without fear and anger controlling the discourse. Understanding all sides of the criminal justice debate is the only way we can affect positive change. I think this course will help our students to understand the inner workings of the Criminal Justice System.

Advantages of Implementing the Course (Support with Data):

The immediate advantage would be to offer our kids an education on the Criminal Justice System. Just watching the news will show us how important it is to all of us today. Many groups, Like the one in the link below, are looking to reform the Criminal Justice System. We should give our kids the knowledge to participate in this important discussion.

The Law Enforcement Action Partnership is a 501(c)(3) nonprofit of police, prosecutors, judges, corrections officials, and other law enforcement officials advocating for criminal justice and drug policy reforms that will make our communities safer and more just.

<https://lawenforcementactionpartnership.org/our-issues/police-community-relations/>

I have spoken with Sgt. Crawley of the Suffolk PD training and recruiting department. Suffolk PD is consistently understaffed. A check of their website often will show they are offering sign-up bonuses for new officers. A course like this, and the one that follows, (Criminal Justice II) will help guide students into the Law Enforcement field and help to fill those much-needed positions.

Sgt. Crawley also stated that the Chief of Police has been looking for ways to bring the police and the community closer together in these turbulent times. This course will certainly do that by giving students sound knowledge that they can take home and discuss with their families.

<https://www.justice.gov/crs/our-work/facilitation/strengthening-police-community-partnerships>

While still in the planning stages, I see an opportunity to have highly skilled and knowledgeable guest speakers who can speak directly with the class(es).

There are plenty of studies that show that the relationship between the police and the community, has a direct correlation with crime rates and quality of life in a community. There are also many independent groups that work with communities to build that trust.

<https://www.justice.gov/crs/file/836486/download>

<http://lawenforcementleaders.org/issues/strengthening-community-law-enforcement-ties/>

This course will also add a much-needed elective to our curriculum.

Virginia Beach and Newport News have already instituted the curriculum, so I can collaborate with other instructors in the region. I have contacts in Rhode Island that already teach these courses in that district. I have contacts with Teachers at both the High School and University level.

The course : Teaches the complex operations of the Criminal Justice System. This is beneficial in a society of laws. Everyone should know how justice is served or in some cases not served.

In addition this course:

1-helps students explore and understand careers in Law, Law Enforcement, Security, and/or Corrections

2- is topical in that there is a huge public discussion about Criminal Justice underway in this country.

3- It can help our community by helping Suffolk PD increase and improve their recruiting pool.

4- It helps bring the community and our police force closer together by building relationships and trust.

Disadvantages of Implementing the Course (Support with Data):

There may be some topics or discussions that some students may find disturbing.

Parental Permission slips may be necessary.

Anticipated Enrollment: **An informal poll of a small student sample on 28 Sept 2022 showed the following results. asas**

A poll of 42 Freshman resulted in the following: If offered, would you take Criminal Justice as an elective sometime during your High School Career?

Yes	33 or 78 %	No	4 or 9 %	Maybe	5 or 12 %
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A poll of 22 seniors asked “if you could go back to 9th grade, would you have taken a Criminal Justice Course as an elective at some point in your high school career?”

19 said Yes 86 %

3 said no or maybe 14 %

Cost: Minimal

Instructional Personnel (Estimated teachers needed):

One teacher (Myself) would be needed to start this program.

I could definitely handle the start-up by myself. My administrators would determine the number of sections to offer based on demand. I am a Suffolk Teacher, Certified in History/Social Studies, and Business and Technology(CTE) I hold a B.S. in Criminal Justice I have 22 years of Law Enforcement experience, retiring as a Detective Lieutenant from the Woonsocket Rhode Island Police Department.

Materials and Supplies (include estimated cost):

At start-up I do not envision a high amount of materials and supplies being needed. As the course and program grows, we may want to invest more, but for the beginner class, it is not necessary. I think the PD would be willing to give demonstrations on their equipment. For example, they can bring in an alternate light source to look for trace evidence or show us the types of digital cameras they use at crime scenes. I think the partnership will benefit both Suffolk PD and Suffolk Public Schools

Textbooks (include estimated cost): \$61.33 per book \$1473 for 24 books that can be shared between multiple classes.

A textbook would be nice but not necessarily needed if cost is prohibitive. I have more than enough contacts and training materials to complete the course successfully. I also know of free online sites that can be accessed by teachers and students. While I have not had a chance to extensively search for a text, I do think this book would be a great way to spark discussion and self exploration and opinion forming.

Annual Editions: Criminal Justice

41st Edition

By Joanne Naughton

ISBN10: 1259892697

ISBN13: 9781259892691

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Annual Editions is designed to provide convenient, inexpensive access to a wide range of current articles from respected magazines, newspapers, and journals. The articles selected are authored by prominent scholars, researchers and commentators. Each volume has features designed to make them especially valuable for classroom use; including a brief overview for each unit, as well as Learning Outcomes, Critical Thinking questions and Internet References for each article.

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- Full color
- Hardcover or softcover

When first proposed in 2020 Mr. Skinner, the CTE Coordinator, felt the class would be a better fit as a social studies course.

Submitted by Steven M. Nowak, Nansemond River High

Date: 29 Sept 2022

2022-2023 New Course Proposal and Rationale

Course Name: **Career, Community & Family Connections**

Course Number: **19299-18 code: 8282/8205**

Course Description: The course teaches students problem-solving, conflict management, goal setting, and stress management. Providing tools to balance demands of career, family, and personal life.

Grade Levels: 10-12 **Credit:** 18 weeks

Prerequisites: **None**

Standard of Learning Assessment:

Rationale (State why this course is needed – support with level of student interest):

Educators should seek to prepare students for life roles holistically and help learners appreciate that there is no one “right” formula for composing a meaningful and satisfying life over time. Students will need learning opportunities that promote both personal and professional development and academic as well as occupational/vocational development. This underscores the importance of both family-focused and job-focused FCSE and explains why academic education must be well-integrated with Career and Technical Education.

Advantages of Implementing the Course (Support with Data): Relationships are as important to nurturing student development as academic, and CTE subject matter. They need to know how these resources can contribute to academic success.

How important are high school relationships?

Course Description: Interpersonal Relationships encourages self-examination and critical thinking relative to adult living. Areas of study include understanding oneself and others, dating, long-term committed relationships, family systems, financial responsibility, parenting, and the life cycle.

School-based relationships with teachers and peers have been shown to influence school well-being, and this influence is stronger than that exacted by more distal macro-level factors, such as income and social-background related factors (Ottová-Jordan et al. 2015; Park et al. 2012). Adolescents themselves have also identified social interactions within the school community as simultaneously being the most rewarding yet the most challenging part of their school careers (Pyhältö et al. 2010). Despite possible changes in these relationships during

transitional periods, maintaining supportive relationships with school friends and teachers may play a pivotal role in adolescent school well-being and successful adaptation to a new educational context (see also Longobardi et al. 2016; West et al. 2010).

Disadvantages of Implementing the Course (Support with Data):

Anticipated Enrollment: **High**

Cost:

Instructional Personnel (Estimated teachers needed): **One**

Materials and Supplies (include estimated cost):

Textbooks (include estimated cost): **None**

Submitted by (Name & School): **Heather M. Alexander-Barter (long term sub)priority sub/Kings Fork High**

Principal: **Derrick Bryant** **Date:** **9/23/2022**

****Submit electronically to the appropriate content Coordinator/Director by October 3, 2022***

Science-Katelyn Leitner Social Studies-Katrina Cary English-LaKeesha McCoy
Math-Kelly Greening World Languages & Electives-Tanieka Ricks CTE-Andre Skinner

2022-2023 New Course Proposal and Rationale

Course Name: Advanced Placement Pre-Calculus

Course Number: **TBD**

Course Description:

Students will complete studies equivalent to an introductory college course. Throughout the course, students will build procedural and symbolic fluency, use multiple representations and engage in mathematical communication and reasoning skills. Course content comprises four units of instruction: polynomial and rational functions, exponential and logarithmic functions, trigonometric and polar functions, and functions involving parameters, vectors, and matrices.

Grade Levels: 9-12 **Credit:** 1

Prerequisites: Algebra II; Honors Algebra II preferred

Standard of Learning Assessment: None

Rationale (State why this course is needed – support with level of student interest):

Advanced placement pre-calculus provides a foundation for calculus but also serves as a capstone mathematics course to provide pathways to STEM fields. Additionally, students interested in non-STEM majors that do not require calculus can use AP Precalculus to earn college credits in mathematics. The applications of pre-calculus allow students to model complex systems in STEM fields, visual and performing arts, and social and behavioral sciences.

Advantages of Implementing the Course (Support with Data):

Offers a more rigorous course alternative to math analysis/trig and offers the potential to earn college credit for a mathematics course through AP test.

Disadvantages of Implementing the Course (Support with Data):

No disadvantages expected

Anticipated Enrollment: 20 students per school

Cost: ***Instructional Personnel (Estimated teachers needed):*** No additional staff expected; course would substitute for current block of math analysis/trigonometry or DC pre-calculus.

Materials and Supplies (include estimated cost): \$0

AP Classroom for students and teachers (free)

Graphing calculators (no new cost incurred)

Textbooks (include estimated cost):

No textbooks have been recommended by the college board yet. Potentially use the current textbooks used for dual credit Pre-Calculus or open source textbooks [Example](#)

Submitted by (Name & School): Kelly C. Greening; School Administrative Offices

Principal: Kelly C. Greening **Date:** October 3, 2022

****Submit electronically to the appropriate content Coordinator/Director by October 3, 2022***

Science-Katelyn Leitner Social Studies-Katrina Cary English-LaKeesha McCoy
Math-Kelly Greening World Languages & Electives-Tanieka Ricks CTE-Andre Skinner

2022-2023 New Course Proposal and Rationale

Course Name: [Fitness Instructor I](#)

Course Number: 0807

Course Description: Fitness Instructor I

The purpose of the Fitness Instructor elective course is to provide students with the knowledge, skills, and experience needed to become certified in personal training, strength and physical conditioning, group fitness, or in other health fitness specialty areas. Students will learn to develop individualized programs with goals that are based on factors that affect one's overall health, including genetic and chronic health conditions, sports injuries, age and gender, level of fitness, and lifestyle factors. Students will gain knowledge and skills to help improve posture, movement, flexibility, balance, core function, cardiorespiratory fitness, and muscular endurance and strength. Students will learn business skills, including effective communication, leadership skills, marketing strategies, consumer advocacy, résumé writing, and interviewing skills. Students will also earn a certification in CPR and AED.

Grade Levels: Grade 11

Credit: One

Prerequisites: Health and Physical Education 10

Standard of Learning Assessment:

[VDOE Physical Education Standards of Learning](#)

[Fitness Instructor](#) FI.1 - FI.6

[Fitness Planning](#) PF.1 - PF.5

Rationale (State why this course is needed – support with level of student interest):

Sequential Course for students to take already approved (08016) Sport, Exercise, and Health Science. Students will take Fitness Instructor I and then can choose to enter NASM, Personal Trainer or register for the proposed Fitness Instructor II Course (Grade 12).

Advantages of Implementing the Course (Support with Data):

- Students have the potential to enter a NASM Personal Trainer Course for certification upon high school graduation and enter the fitness industry.
- Encourage students to become educators of health and wellness
- Pathway to career in physical therapy, personal trainer, physical education, exercise science, kinesiology, and biomechanics.

Disadvantages of Implementing the Course (Support with Data):

Students do not currently have a course of this level available currently.

- Students who wish to take the course will need to wait until post-graduation

Anticipated Enrollment: 25

Cost:

Instructional Personnel (Estimated teachers needed):

3 Teachers, 1 per High School Building. Maintain a regular schedule with Fitness Instructor I.

Materials and Supplies (include estimated cost):

Cost of 3 Summer Writers based on the current rate of \$31.50 per hour for 20 hours each person totalling \$1,890.00

Textbooks (include estimated cost):

N/A

Submitted by (Name & School): *Anne McCoy* Date: October 17, 2022

****Submit electronically to the appropriate content Coordinator/Director by October 3, 2022***

Science-Katelyn Leitner Social Studies-Katrina Cary English-LaKeesha McCoy
Math-Kelly Greening World Languages & Electives-Tanieka Ricks CTE-Andre Skinner

2022-2023 New Course Proposal and Rationale

Course Name: [Fitness Instructor II](#)

Course Number: 0807

Course Description: Fitness Instructor II

The purpose of the Fitness Instructor elective course is to provide students with the knowledge, skills, and experience needed to become certified in personal training, strength and physical conditioning, group fitness, or in other health fitness specialty areas. Students will learn to develop individualized programs with goals that are based on factors that affect one's overall health, including genetic and chronic health conditions, sports injuries, age and gender, level of fitness, and lifestyle factors. Students will gain knowledge and skills to help improve posture, movement, flexibility, balance, core function, cardiorespiratory fitness, and muscular endurance and strength. Students will learn business skills, including effective communication, leadership skills, marketing strategies, consumer advocacy, résumé writing, and interviewing skills. Students will also earn a certification in CPR and AED.

Grade Levels: Grade 12

Credit: One

Prerequisites: Fitness Instructor 1

Standard of Learning Assessment:

[VDOE Physical Education Standards of Learning](#)

[Fitness Instructor](#) FI.1 - FI.6

[Fitness Planning](#) PF.1 - PF.5

Rationale (State why this course is needed – support with level of student interest):

Sequential Course for students to take for proposed Fitness Instructor I Course. Students will take Fitness Instructor I and then can choose to enter NASM, Personal Trainer or register for the proposed Fitness Instructor II Course (Grade 12).

Advantages of Implementing the Course (Support with Data):

- Students have the potential to enter a NASM Personal Trainer Course for certification upon high school graduation and enter the fitness industry.
- Encourage students to become educators of health and wellness
- Pathway to career in physical therapy, personal trainer, physical education, exercise science, kinesiology, and biomechanics.

Disadvantages of Implementing the Course (Support with Data):

Students do not currently have a course of this level available currently.

- Students who wish to take the course will need to wait until post graduation

Anticipated Enrollment: 25

Cost:

Instructional Personnel (Estimated teachers needed):

3 Teachers, 1 per High School Building. Maintain a regular schedule with Fitness Instructor I.

Materials and Supplies (include estimated cost):

Cost of 3 Summer Writers based on current rate of \$31.50 per hour for 20 hours each person totalling \$1,890.00

Textbooks (include estimated cost):

N/A

Submitted by (Name & School): *Anne McCoy* Date: October 17, 2022

**Submit electronically to the appropriate content Coordinator/Director by October 3, 2022*

Science-Katelyn Leitner Social Studies-Katrina Cary English-LaKeesha McCoy
Math-Kelly Greening World Languages & Electives-Tanieka Ricks CTE-Andre
Skinner