



SUFFOLK  
PUBLIC SCHOOLS

## MEMORANDUM

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

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

**DATE:** November 2, 2023

**RE:** Request for Approval for New and Amended Course Proposals for the 2024 - 2025 School Year

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Attached is a summary of new high school course offerings being proposed for the 2024 – 2025 school year. Also provided are the prerequisites and descriptions for these courses recommended for approval or change:

- (16) courses are recommended to expand high school course offerings.
- (8) course amended.
- (15) 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 2024 - 2025 school year and the course proposals summary.

Your review and approval of these recommendations are greatly appreciated.

tmb  
M# - 014

Attachment: Course Amendments 2024-2025  
2024 - 2025 Course Proposals Summary  
2024-2025 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*

## 2024-2025 Course Amendments

Course Name	Course Code	Proposed Action Taken	Comments
<u>Data Science</u>	02911G0912	Recommend	Change prerequisites from Geometry to Algebra, Functions and Data Analysis (AFDA) or Geometry
<u>Fine Arts Explore</u>	TBD	Table Until 2024-25	Replace Sixth (6th) Grade Exploratory/Resource Wheel to Fine Arts Explore
Journalism II	1210	Recommend	Change grade levels to 10-12
Advanced Composition	1177	Recommend	Change grade levels to 10-12
Math Analysis	3162	Recommend	Change grade levels to 10-12
AP Precalculus	3154	Recommend	Change grade levels to 10-12
AP Statistics	3192	Recommend	Change grade level to 10-12
Literacy Strategies for High School I & II	1181/1182	Reactivate courses with adjusted grade levels.	Change grade levels to 9-12
Literacy Strategies for MS Students	01066B0606/ 01066B0707/ 01066B0808	Reactivate courses	

## 2024 - 2025 Course Proposals Summary

Dept.	New Course Proposals	Course Code	Proposed Action Taken	Comments
<b>Advanced Studies</b>	<u>Cream: We Are Rising to the Top</u> or <u>Shining Lights</u>	NA	Table until 2024-2025	Grade levels: 11 - 12 Credit: One (1) Prerequisites: Teacher Identification as College Bound, but in Need of Additional Support
	<u>IB DP Film</u>	05194 (Year 1 of 2 year course)	Table until 2024-2025	Grade levels: 11 - 12 Credit: One (1) Prerequisites: B+ or Better in Honors English 10, AP, or Pre-IB must be willing to be enrolled for both years of the course
	<u>IB Global Politics</u>	04169SL12 (Year 1 of 2 year course)	Recommend	Grade levels: 11 - 12 Credit: One (1) Prerequisites: B+ or Better in Honors World History I and/or Honors World History II, or Pre-IB must be willing to be enrolled for both years of the course
	<u>IB Sports, Exercise and Health Sciences</u>	03065	Do Not Recommend	Grade levels: 11 - 12 Credit: One (1) Prerequisites: B or Better in Health PE 10 and B or Better in Chemistry
<b>SPECIAL EDUCATION</b>	<u>Academic Support</u>	22906B0608	Recommend	Grade levels: 6 - 8 Credit: 0 Prerequisites: None

<b>C.T.E.</b>	<u>Criminal Justice I</u>	15051G1012	Table Until 2024-25	Grade levels: 11 - 12 Credit: One (1) Prerequisites: None
	<u>Fashion Careers I</u>	19201G1012	Recommend/ Pending State Approval	Grade levels: 10 - 12 Credit: One (1) Prerequisites: Introduction to Fashion Careers I
<b>Math</b>	<u>Introduction to Logic / Intermediate Logic</u>	NA	Do Not Recommend	Grade levels: 9 - 12 Credit: One (1) Prerequisites: Computer Science, Mathematics
<b>Science</b>	<u>Earth Science Part II: Astronomy</u>	03004G1011	Table Until 2024-25	Grade levels: 9 - 12 Credit: One (1) or One (1) Honors credit Prerequisites: Earth Science and Geometry
<b>Fine &amp; Performing Arts</b>	<u>AP Music Theory</u>	05114E1011	Table Until 2024-25	Grade levels: 10 - 12 Credit: One (1) Prerequisites: Music fundamentals, such as Music Theory, and proficiency in playing a musical instrument or singing
	<u>Creative Art: Drawing I</u>	05156	Table Until 2024-25	Grade levels: 10 - 12 Credit: One (1) Prerequisites: Art I, Drawing I
	<u>Creative Art: Painting II</u>	05157	Table Until 2024-25	Grade levels: 10 - 12 Credit: One (1) Prerequisites: Art I, Painting I
	<u>Photography I</u>	05167G1014	Recommend	Grade levels: 10 - 12 Credit: One (1) Prerequisites: None

## Fine & Performing Arts

<u>Photography II</u>	<b>05167G1024</b>	Table Until 2024-25	Grade levels: 10 - 12 Credit: One (1) Prerequisites: Photography I
<u>Advance Piano</u>	<b>05107</b>	Recommend	Grade levels: 10 - 12 Credit: One (1) Prerequisites: Piano Lab I and II, and/or permission of piano instructor
<u>Dance Technique I</u>	<b>05001</b>	Do Not Recommend	Grade levels: 10 - 12 Credit: One (1) Prerequisites: Acceptance into The Center for Performing and Production Arts
<u>Film/TV Production II</u>	<b>05168</b>	Do Not Recommend	Grade levels: 10 - 12 Credit: One (1) Prerequisites: Acceptance into CPPA; Film/TV Production I
<u>Graphic Arts Design I</u>	<b>05162G1014</b>	Table Until 2024-25	Grade levels: 10 - 12 Credit: One (1) Prerequisites: Art I
<u>Music Tech and Electronic Music III</u>	<b>05124G1034</b>	Recommend	Grade levels: 11 - 12 Credit: One (1) Prerequisites: Music Technology and Electronic Music I and II
<u>Musical Theatre I</u>	<b>05060G1012</b>	Recommend	Grade levels: 11 - 12 Credit: One (1) Prerequisites: Acceptance into The Center for Performing and Production Arts, Theatre I

## Fine & Performing Arts

<u>Musical Theatre II</u>	<b>05060G1022</b>	<b>Table Until 2024-25</b>	<b>Grade levels: 11 - 12 Credit: One (1) Prerequisites: Acceptance into The Center for Performing and Production Arts</b>
<b>Recording &amp; Production II</b>	<b>05123G1024</b>	<b>Recommend</b>	<b>Grade levels: 10 - 12 Credit: One (1) Prerequisites: Music Technology and Electronic Music I, II, and II; Recording and Production I</b>
<b>Guitar III</b>	<b>05108G1034</b>	<b>Recommend</b>	<b>Grade levels: 10 - 12 Credit: One (1) Prerequisites: Acceptance into CPPA and permission of instructor</b>
<b>Composition &amp; Songwriting</b>	<b>05119G1011</b>	<b>Recommend</b>	<b>Grade levels: 11 - 12 Credit: One (1) Prerequisites: Acceptance into CPPA, Piano, and Music Theory</b>
<b>Composition &amp; Songwriting II</b>	<b>05119</b>	<b>Table Until 2024-25</b>	<b>Grade levels: 11 - 12 Credit: One (1) Prerequisites: Acceptance into CPPA, Piano, Music Theory, Composition and Songwriting I, and/or permission from the instructor</b>
<b>Drama-Stagecraft</b>	<b>05056G1023</b>	<b>Recommend</b>	<b>Grade levels: 10 - 12 Credit: One (1) Prerequisites: Acceptance into CPPA, Technical Theatre I, Technical Theatre II</b>
<b>Entertainment Design &amp; Technology</b>	<b>0506G1033</b>	<b>Recommend</b>	<b>Grade levels: 10 - 12 Credit: One (1) Prerequisites: Acceptance into CPPA, Technical Theatre I, Technical Theatre II</b>

# NJROTC

<p style="text-align: center;"><u>Technical Theatre II</u></p>	<p style="text-align: center;"><b>05059</b></p>	<p style="text-align: center;"><b>Table Until 2024-25</b></p>	<p><b>Grade levels: 10 - 12</b> <b>Credit: One (1)</b> <b>Prerequisites:</b> Acceptance into CPA, Technical Theatre I</p>
<p style="text-align: center;"><u>Navy JROTC I</u></p>	<p style="text-align: center;"><b>09101G1011</b></p>	<p style="text-align: center;"><b>Recommend</b></p>	<p><b>Grade levels: 9 - 12</b> <b>Credit: One (1)</b> <b>Prerequisites:</b> Any student who has successfully completed 8th grade and has been promoted to the 9th grade</p>
<p style="text-align: center;"><u>Navy JROTC II</u></p>	<p style="text-align: center;"><b>09102G1011</b></p>	<p style="text-align: center;"><b>Recommend</b></p>	<p><b>Grade levels: 10</b> <b>Credit: One (1)</b> <b>Prerequisites:</b> Successful completion of Naval Science 1 or its equivalent from another JROTC program</p>
<p style="text-align: center;"><u>Navy JROTC III</u></p>	<p style="text-align: center;"><b>09103G1011</b></p>	<p style="text-align: center;"><b>Recommend</b></p>	<p><b>Grade levels: 11</b> <b>Credit: One (1)</b> <b>Prerequisites:</b> Successful completion of Naval Science 1 and 2 or its equivalent from another JROTC program</p>
<p style="text-align: center;"><u>Navy JROTC IV</u></p>	<p style="text-align: center;"><b>09104G1011</b></p>	<p style="text-align: center;"><b>Recommend</b></p>	<p><b>Grade levels: 12</b> <b>Credit: One (1)</b> <b>Prerequisites:</b> Successful completion of Naval Science 1, 2, and 3 or its equivalent from another JROTC program</p>

## **2023-2024 Amended Course Proposal and Rationale**

**Current Course Name:** Data Science

**Current Course Number:** 02911G0912

### **Proposed Amendments to Current Course**

**Course Name:** Data Science

**Course Number:** 02911G0912

**Course Description:**

**Grade Level:** 9-12

**Credit:** 1.0

**Course Length:** One semester on 4 x 4 schedule

**Standard of Learning Assessment:** None

**Prerequisites:** Algebra, Functions, and Data Analysis or Geometry

**Rationale (State why this course change is needed – support with data):** Change is needed to the prerequisite to allow wider access to students to take Data Science. The proposed new prerequisites allow a pathway for students to take Data Science after taking AFDA.

**Advantages of Amending the Course (Support with Data):** Allows greater access to Data Science course which is beneficial to students in multiple post high school careers.

**Disadvantages of Amending the Course (Support with Data):** None

**Anticipated Enrollment:**

**Cost:**

**Instructional Personnel (Estimated personnel financial impact):**

**Materials and Supplies (include estimated cost):**

**Textbooks (include estimated cost):**

**Submitted by (Name & School):** Kelly C. Greening, SAO Math Coordinator

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

**Principal:** Kelly C. Greening **Date:** October 10, 2023

*\*Submit electronically to the appropriate content Coordinator/Director by October 13, 2023*

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



## 2023-2024 Amended Course Proposal and Rationale

**Current Course Name:** Sixth (6th) Grade Exploratory/Resource Wheel

**Course Number:** Exploratory Arts Wheel

### **Proposed Amendments to Current Courses**

**Course Name:** Fine Arts Explore

**Course Number:** TBD

**Course Description:** Sixth (6th) grade students would take a Fine and Performing Arts course every nine weeks, giving them a sample of what they could continue studying. The option to take a half- or year-long arts course would serve as an alternative. Students will create visual artworks during one grading period, learn the basics of a stringed instrument during one grading period, learn the basics of a woodwind, percussion, or brass instrument during one period, and sing for one period. Students would have the option of switching one of the four with theatre. Students may take these four (4) sections in any order.

**Grade Level:** Sixth (6th) Grade

**Credit:**

**Course Length:** Nine (9) Weeks

**Standard of Learning Assessment:** Local assessments

**Prerequisites:** None

**Rationale (State why this course change is needed – support with data):** Within a new framework for the sixth (6th) exploratory wheel, students would have the option to take an art course every nine weeks. Many school divisions offer this in order to garner interest in half- and year-long courses for seventh (7th) and eighth (8th) graders. Students who already know what arts course they want in the 6th grade can still take it year long; however, if a student is undecided, they would take a nine-week version of Visual Arts, Chorus, Band, and Orchestra each nine weeks.

**Advantages of Amending the Course (Support with Data):** Students would get equitable access to each of the major fine arts courses offered in Suffolk Public Schools. Arts education has been shown repeatedly to increase test scores. Students with high arts participation and low socioeconomic status have a 4% dropout rate, five times lower than the average (<https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf>). Having a distribution of arts courses gives access to quality arts education to all populations across the division.

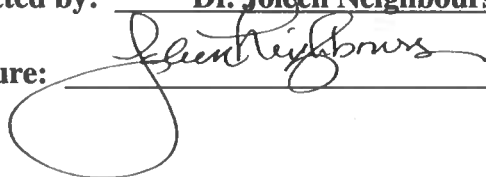
**Disadvantages of Amending the Course (Support with Data):** None

**Anticipated Enrollment:** All Sixth (6th) Grade students

**Cost:** None - can be done with fine and performing arts staff already in place

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

**Signature:**



**Date:** October 12, 2023

## 2023-24 New Course Proposal and Rationale

**Course Name:** Cream: We are Rising to the Top

**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 organizational strategies will I use to maximize learning time, meet deadlines and have all my materials?**

**What SEL strategies will promote a balanced life with physical and emotional wellbeing? What KFHS courses can/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? How do I write an effective college application?**

**Grade Levels:** by grade level, 9-12 **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, 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 at least juniors and seniors, then adds sophomore, and finally the 3rd year separating juniors and seniors. Possibly add a Freshmen class in partnership

with the middle school.

**Cost:**

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

1 teacher per course offered

**Materials and Supplies (include estimated cost):**

Reflection journal \$20

Notebook for organization, with dividers and paper \$10

Various field trips to local businesses, universities: transport SPS bus, free admission

**Textbooks (include estimated cost):**

none

Submitted by (Name & School): Christina I Havlin

Principal: D. Bryant

Date: Oct 10, 2023

***\*Submit electronically to the appropriate content Coordinator/Director by***

**Science-Katelyn Leitner Social Studies-Katrina Cary English-Jonita Shabazz Math-Kelly  
Greening World Languages & Electives-K Melvin CTE-Andre Skinner**

## **2024-2025 New Course Proposal and Rationale**

**Course Name:** IB DP Film

**Course Number:** 05194(I) (Year 1)/ 05194(II)Year 2

### **Course Description:**

The DP film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and practical exercises in film production, students develop critical abilities and appreciation of artistic, cultural, historical and global perspectives in film. They examine concepts, theories, practices and ideas from multiple perspectives, challenging their own views to understand and value those of others. Students are challenged to acquire and develop critical thinking, reflective analysis, and the imaginative synthesis through practical engagement in the art, craft and study of film.

Students experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film.

The course emphasizes the importance of working collaboratively, international and intercultural dynamics, and an appreciation of the development of film across time and culture. At the core of the DP film course lies the need for creative exploration and innovation.

The aims of the Film course are to enable students to:

- explore the various contexts of film and make links to, and between, films, filmmakers and filmmaking techniques (inquiry)
- acquire and apply skills as discerning interpreters of film and as creators of film, working both individually and collaboratively (action)
- develop evaluative and critical perspectives on their own film work and the work of others (reflection).

*(taken from the IB Course Guide)*

**Grade Levels:** 11 and 12

**Credit:** Elective

**Prerequisites:** B+ or better in Honors English 10, AP, or Pre-IB - must be willing to be enrolled for both years of the course

### **Standard of Learning Assessment:**

English 12.1a-e - External Assessment: recorded, multi-media comparative study

English 12.4a-d and 12.8a-g - Internal Portfolio Assessment: research based study of film production roles (written -

English 12.6a-d and 12.7a-g - External Assessment: textual analysis

Theater III.5 (1-5) and Art AIV.5, AIV.6, and AIV.7 - Internal Collaborative Film Project (HL only): plan and create an original, completed film

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

This course would provide students with an additional elective choice and the opportunity to develop critical thinking and analytical skills through a medium other than mere text on a page. This would be appealing to students who enjoy a more image-based visual approach to learning. The practical application of filmmaking and editing skills will give students a chance to build marketable skills in many fields, such as: marketing and advertising, communications, multimedia development and analysis, and cinematography. Students would also benefit from the development of collaborative skills during group project efforts.

**Student Interest Survey Results:** 50% of students surveyed (9th and 10th Honors English and Pre-IB Students) expressed interest in taking the course.

**Advantages of Implementing the Course (Support with Data):**

The IB DP Film course offering would engage students and help them develop writing and analytical skills as well as broaden their creative skills. In a study done in the UK (Teaching Using Film: Statistical Evidence), all of the teachers surveyed agreed that children's understanding of different cultures is broadened by exposing them to film and 99% of teachers surveyed agreed that using film builds student engagement and enthusiasm. Tangible benefits to students who participated in the film project study are cited as improvements in creative thinking/ability, motivation to learn, use of technology, concentration/attentiveness, reading and writing skills, and critical thinking skills.

Currently, only art and music courses are offered as fine arts electives at KFHS. Additionally, The IB DP program at KFHS has limited options for students in satisfying the arts requirement for the IB Diploma. The addition of the IB DP Film course would give students who are not inclined musically or artistically another fine arts option.

**Disadvantages of Implementing the Course (Support with Data):**

Teachers would need additional training for teaching the course and in using video editing software. Video editing software and dedicated laptops or desktops would need to be purchased. Video cameras may need to be purchased, depending on what is available in the media center and/or whether or not students' personal phones could be used for filming. Other equipment may need to be purchased as well (gimbal stabilizers, tripods, microphones).

**Anticipated Enrollment:**

**Cost:** The cost of the IB Film exam is: \$119 per student (already included in annual testing allocation as this would be part of a DP candidate's Group 6 requirement)

Non-DP students would have to cover the cost of their exam

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

One

**Materials and Supplies (include estimated cost):**

The industry standard for film editing is Adobe Premiere; however, Premiere Elements would likely be sufficient for this course. **Premiere Elements 2022 is \$99 for a single purchase - multiple purchases**

would need to be made, based on anticipated enrollment. Students would share the equipment, so a purchase would not have to be made for every student enrolled.

**Alternatively, Kdenlive** is a free video editing software that is fairly robust and could potentially be used in place of Premiere Elements.

Dedicated laptops (or desktops) would need to be purchased and available (housed in the school where appropriate) as these film editing softwares do not appear to be compatible with Chromebooks. **Laptops range in price from \$400 - \$1,000** (desktops appear to be more expensive). Multiple laptops would need to be purchased based on enrollment. Students would share the equipment.

Several video cameras may need to be purchased - these could cost **roughly \$299 each**. However, students may be able to use what is currently available in the media center or they may be able to use their phones.

A couple of gimbal stabilizers and a couple of tripods may need to be purchased as well - these **prices vary depending on the type of camera** being used. The media center may already house some of this equipment.

A couple of microphones may need to be purchased as well - **prices vary depending on the type of camera** being used. The media center may already have microphones.

Films (DVDs) **may** need to be purchased if the IB DP Prescribed Films are not in the public domain. A list of the prescribed films to be used are released by the IBO yearly.

While these costs would not be incurred in some other courses, this course would **not require** the purchase of textbooks, as other courses do.

**Textbooks (include estimated cost):**

None - \$0

**Submitted by (Name & School): Carolina Lamagna & Shawn Barnard, KFHS**

**Principal: \_\_\_\_\_ Date: \_\_\_\_\_**

***\*Submit electronically to the appropriate content Coordinator/Director by October 6, 2023***

**Science-Katelyn Leitner      Social Studies-Katrina Cary      English-LaKeesha McCoy**

**Math-Kelly Greening      World Languages & Electives-Keisha Melvin      CTE-Andre Skinner**

## 2024-2025 New Course Proposal and Rationale

**Course Name:** IB Global Politics

**Course Number:** 05194(I) (Year 1)/ 05194(II)Year 2

### **Course Description:**

The DP Global Politics course is a concept-based course where students focus a lot of their attention and study on ideas, such as power, legitimacy and sovereignty. Students do this by studying and becoming knowledgeable about a variety of case studies from around the world and hopefully be able to apply the key concepts of the course to their own lives. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives.

Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective.

Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims.

The aims of the global politics course are to enable students to:

- understand key political concepts and contemporary political issues in a range of contexts
- develop an understanding of the local, national, international and global dimensions of political activity
- understand, appreciate and critically engage with a variety of perspectives and approaches in global politics
- appreciate the complex and interconnected nature of many political issues, and develop the capacity to interpret competing and contestable claims regarding those issues.

*(taken from the IB Course Guide)*

**Grade Levels:** 11 and 12

**Credit:** Elective

**Prerequisites:** B+ or better in at Honors World History I and/or Honors World History II, or Pre-IB - must be willing to be enrolled for both years of the course

### **Standard of Learning Assessment:**

IB Assessment Objectives:

Assessment objective 1: Knowledge and understanding

- Demonstrate knowledge and understanding of key political concepts and contemporary issues in global politics.
- Demonstrate understanding of relevant source material.
- Demonstrate understanding of a political issue in a particular experiential situation.

Assessment objective 2: Application and analysis

- Apply knowledge of key political concepts to analyse contemporary political issues in a variety of contexts.
- Identify and analyse relevant material and supporting examples.
- Use political concepts and examples to formulate, present and sustain an argument.
- Apply knowledge of global politics to inform and analyse experiential learning about a political issue.

### Assessment objective 3: Synthesis and evaluation

- Compare, contrast, synthesize and evaluate evidence from sources and background knowledge.
- Compare, contrast, synthesize and evaluate a variety of perspectives and approaches to global politics, and evaluate political beliefs, biases and prejudices, and their origin.
- Synthesize and evaluate results of experiential learning and more theoretical perspectives on a political issue.

### Assessment objective 4: Use and application of appropriate skills

- Produce well-structured written material that uses appropriate terminology.
- Organize material into a clear, logical, coherent and relevant response
- Demonstrate evidence of research skills, organization and referencing.

Students will two external assessments, Paper 1 & Paper 2 (stimulus based and extended response). In addition, students will devote 20 hours to an engagement activity, internally assessed, culminating in a 2000 research paper on a political issue explored through engagement and research.

(taken from IB Subject Brief, first assessment 2017)

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

This course would provide students with an additional elective choice and the opportunity to develop critical thinking, engage in dialog and take an interest in global issues. Students who desire to study beyond high school in majors such as political science, pre-law, pre-med, international studies and international business will find value in the interconnectedness of countries around the world.

**Student Interest Survey Results:** Roughly 60% of current IB diploma students (11th & 12th) articulated that if given the opportunity they would have selected Global Politics as an elective or a possible Group 3 course of study.

### **Advantages of Implementing the Course (Support with Data):**

The IB Global Politics course will allow students to gain knowledge outside of their metaphorical backyard. They will have the opportunity to explore the various governing systems and the inner workings of those systems to help compare and contrast them with their own. Moreover, this will allow students the opportunity to increase knowledge in an area where Americans, including school age children, are not as familiar as their global peers.

A Pew Research Center study showed that Americans are less familiar with a variety of topics pertaining to global issues and matters ranging from flag identification to world leaders to controversial regions. Much of what Americans demonstrated in this study is a surface level familiarity with global issues and topics. IB Global Politics will afford students the opportunity to dive into understanding the framework of global societies and how this affects their own society and daily life.

### **Disadvantages of Implementing the Course (Support with Data):**

Teachers would need additional IB approved training for teaching the course, however, that would only be once in a five year span and can be budgeted out beyond the first year of implementation.



**Anticipated Enrollment:** This course would increase the amount of course students as AP Government is not a prerequisite therefore rendering juniors who were not enrolled in PreIB to also have an opportunity to take the Level A course. It would also allow full diploma kids a second elective outside of the arts, currently we only offer IB Psychology.

**Cost:** The cost of the IB Global Politics exam is: \$119 per student (already included in annual testing allocation as this would be part of a DP candidate's Group 6 requirement (Arts/Elective)

Non-DP students would have to cover the cost of their exam

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

One

**Materials and Supplies (include estimated cost):**

Global Politics is included in the Kognity electronic textbook series and is allocated per student license. This would be of no additional cost to the current textbook load. Kognity is a provider for all IB texts.

**Textbooks (include estimated cost):**

None - \$0

Submitted by (Name & School): Shawn Barnard, King's Fork High School

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

***\*Submit electronically to the appropriate content Coordinator/Director by October 6, 2023***

Science-Katelyn Leitner      Social Studies-Katrina Cary      English-Jonita Shabazz  
Math-Kelly Greening      World Languages & Electives-Keisha Melvin      CTE-Andre Skinner

## **2024-2025 New Course Proposal and Rationale**

**Course Name:** IB Sports, Exercise and Health Sciences

**Course Number:** 08016(III)

### **Course Description:**

The Diploma Programme course in sports, exercise and health science involves the study of the science that underpins physical performance and provides the opportunity to apply these principles.

The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. Students will cover a range of core and option topics and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of international dimension and ethics by considering sport, exercise and health relative to the individual and in a global context.

The sports, exercise and health science course is offered at standard level only

The aims of the Sports, exercise and health sciences course are to enable students to:

- provide opportunities for scientific study and creativity within a global context that will stimulate and challenge students
- provide a body of knowledge, methods and techniques that characterize science and technology
- enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyze, evaluate and synthesize scientific information
- engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills
- develop and apply the students' information and communication technology skills in the study of science
- raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- develop an appreciation of the possibilities and limitations associated with science and scientists
- encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

*(taken from the IB Course Guide)*

**Grade Levels:** 11 and 12

**Credit:** Elective

**Prerequisites:** B or better in Health PE 10 AND B or better in Chemistry

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

This course would provide students with an additional elective choice and the opportunity to develop critical thinking and analytical skills through scientific approaches. This will further allow students who are not necessarily enrolled in the IB program to experience an IB course. This course would appeal to students going in a career field pertaining to sports, anatomy, medical, nutrition and wellness, etc. This course would allow us to

reach a broader range of students and fulfill the IB's philosophy of inclusivity and whole student learning. Students would also benefit from the development of collaborative skills during group project efforts.

**Student Interest:** The majority of current IB students believe that their options for Group 6 are minimal and make the program less attractive. Students within the program currently only have four electives to choose from: two require previous credentials (Visual Arts & Music), the only "open" elective is Psychology, the IB sciences are used as an elective when students elect to do two. The addition of an IB elective will not only entice our candidates to continue the program but it will also appeal to the larger student population and allow for more students to explore higher level courses.

#### **Advantages of Implementing the Course (Support with Data):**

The IB Sports, exercise and health sciences offers students the opportunity to investigate a variety of science and phenomena that occur in the world. This course appeals to a wide range of students that may have no other interest in higher level coursework. This particular course appeals to a student's passion and affords them the opportunity to explore more about what they love. A school in Cambodia recently introduced [this course](#) to their DP course load with much success. The rationale mimics our own for this proposal and per the guidance of IB after our 5 year programme evaluation, this is a first step to involving a larger student population.

Currently, only art and music courses are offered as fine arts electives at KFHS. Additionally, The IB DP program at KFHS has limited options for students in satisfying the arts requirement for the IB Diploma. The addition of the IB DP Film course would give students who are not inclined musically or artistically another fine arts option.

#### **Disadvantages of Implementing the Course (Support with Data):**

Teachers would need additional training for teaching the course.

#### **Anticipated Enrollment:**

**Cost:** The cost of the IB SEHS exam is: \$119 per student (already included in annual testing allocation as this would be part of a DP candidate's Group 6 Elective requirement)

Non-DP students would have to cover the cost of their exam

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

One, preferably a PE teacher BUT could allot this course to a science teacher (this is classified as an IB experimental science). The preference of a PE teacher is marketing and established relationships with a shared passion.

#### **Materials and Supplies (include estimated cost):**

Students would need access to a supplemental text. The [text](#) would cost no more than \$69 per student. We would elect for a reusable text instead of a disposable to cut costs. Most of the equipment needed for inquiry and exploration is already available through the Health/PE & Science departments.

Online textbook available to align with district's move towards electronic textbooks.

#### **Textbooks (include estimated cost):**

Up to \$1500 (dependent on class size)

**Submitted by (Name & School): Shawn Barnard, KFHS**

**Principal: \_\_\_\_\_ Date: \_\_\_\_\_**

***\*Submit electronically to the appropriate content Coordinator/Director by October 6, 2023 Science-Katelyn  
Leitner      Social Studies-Katrina Cary      English-LaKeesha McCoy***

**Math-Kelly Greening      World Languages & Electives-Keisha Melvin      CTE-Andre Skinner**

## **2023-2024 New Course Proposal and Rationale**

**Course Name:** Academic Support

**Course Number:** TBD

**Course Description:** The Academic Support course is designed to provide comprehensive support and resources to students with disabilities, empowering them to overcome challenges and excel academically, socially, and behaviorally in all academic and non-academic settings. This course aims to foster a supportive learning environment, equipping students with the skills and strategies they need to succeed in their academic pursuits and beyond. The course will be structured over a semester or academic year, with a mixture of lectures, interactive activities, group discussions, and hands-on activities. It will also include small group and mentoring sessions with the teacher to address individual needs and goals. Due to the nature of the schedule at the middle school level, this course would replace a semester or an entire year of exploratory courses.

**Grade Levels:** 6-8

**Credit:** 0

### **Prerequisites:**

There are no specific prerequisites for this course, but a willingness to actively participate in self-improvement and personal growth.

### **Standard of Learning Assessment:**

This course will support access to the general education curriculum to increase performance in the curriculum and corresponding standard of learning assessment. Assessment methods used will include assignments, quizzes, presentations, reflective journals, and final projects related to self-advocacy and personal growth. Additionally, ongoing progress will be monitored through regular check-ins and evaluations to tailor support to individual student needs.

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

The course is needed to support the development of self-advocacy skills for our students and to encourage them to become effective advocates by understanding their rights, communicating their needs, and seeking necessary accommodations. The course will allow students to increase their study skills. Students will be taught effective study strategies, time management techniques, and organization methods to improve their academic performance. This course will also build our students' self-esteem by fostering a growth mindset, boosting self-esteem, and promoting a positive self-image among students with disabilities. For our students with communication needs, developing their written and verbal communication this course will enhance their ability to express themselves clearly and assertively. Encouraging goal setting and planning will be an additional component allowing students with disabilities to set realistic goals, create action plans, and monitor their progress to achieve academic and personal objectives. Students in this age group are in need of learning stress reduction techniques, coping strategies, and resilience-building strategies to handle both academic and life challenges. This course will also provide students with opportunities to develop and practice social skills, fostering meaningful relationships and a sense of belonging. Lastly, this course will provide

opportunities for our students with disabilities to explore career options, develop job-seeking skills, and understand workplace accommodations.

**Advantages of Implementing the Course (Support with Data):**

This course will create an inclusive and supportive educational environment where students with disabilities can thrive, gain essential life skills, and achieve their full potential. This course will prepare them for academic success, as well as intrapersonal and interpersonal relationships.

**Disadvantages of Implementing the Course (Support with Data):**

Enrollment in this course will negatively impact the student's access to participating in exploratory classes.

**Anticipated Enrollment:** Max enrollment with one teacher would be 15

**Cost:** None

**Instructional Personnel (Estimated teachers needed):** Teachers who are already hired and in place could serve as the teacher of record for this course. They would need one bell per grade level that would align with the exploratory courses. Additional staff will not be needed.

**Materials and Supplies (include estimated cost):**

Access to assistive technology and software  
Supplemental reading materials, articles  
Students assigned textbooks from content classes

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

**Submitted by (Name & School):** School Administrative Offices - Department of Special Education

**Coordinator:** Dr. Kelly MacPherson **Date:** 10/10/2023

*\*Submit electronically to the appropriate content Coordinator/Director by October 13, 2023*

Science-Katelyn Leitner      Social Studies-Katrina Cary      English-Jonita Shabazz  
Math-Kelly Greening      World Languages - Keisha Melvin  
CTE-Andre Skinner

## **New Course Proposal and Rationale**

**Course Name:** Criminal Justice I

**Course Number:** 15051G1012

### **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, as forensics specialists, and as law enforcement and corrections officers.

**Grade Levels:** Suggested Grade Level: 11 and 12

**Credit:** 18 Weeks/140 hours

**Prerequisites:** None

**Standard of Learning Assessment:** Criminal Justice Assessment (Nocti)

**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.*

*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 to 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. The Course is offered in Virtual Virginia so standards are set and readily available. 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:**

- helps students explore and understand careers in Law, Law Enforcement, Security, and/or Corrections
- is topical in that there is a huge public discussion about Criminal Justice underway in this country.
- It can help our community by helping Suffolk PD increase and improve their recruiting pool.
- 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.

**A poll of 42 freshmen 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%

A poll of 22 seniors were 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 or 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.*

*I have investigated all sorts of crimes from petty misdemeanors to murders. I was profiled on 2 different national programs for my part in the prosecution of Rhode Island Serial killer Jeffrey Mailhot.*

**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 grow, 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 Police Department 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, self-exploration, and opinion forming.*

Annual Editions: Criminal Justice, 41st Edition  
By Joanne Naughton  
ISBN10: 1259892697  
ISBN13: 9781259892691  
Copyright: 2018

Annual Editions is designed to provide convenient, inexpensive access to a wide range of current

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**When first proposed in 2020, Mr Skinner, CTE Coordinator, felt the class would be a better fit as a social studies course. I am now part of the Social Studies Department**

**Submitted by: Steven M. Nowak, Nansemond River High School      Date: 27 Sept 2023**

***\*Submit electronically to the appropriate content Coordinator/Director by October 13, 2023***

**Science-Katelyn Leitner**

**Social Studies-Katrina Cary**

**English-Jonita Shabazz**

**Math-Kelly Greening**

**World Languages - Keisha Melvin**

**CTE-Andre Skinner**

## **2023-2024 New Course Proposal and Rationale**

**Course Name:** Fashion Careers 1

**Course Number:** 19201G1012

**Course Description:** Students in Fashion Careers 1 participate in hands-on experiences creating original products while applying design techniques and skills. Work-based learning within the fashion industry is encouraged to provide opportunities for students to develop employability skills. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

**Grade Levels:** 10 - 12

**Credit:** 1

**Prerequisites:** Introduction to Fashion Careers I/8247

### **Standard of Learning Assessment:**

Students who enroll in Fashion Careers 1 will not have an SOL assessment. Students will have to take the workplace readiness test.

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

Introducing a new class course provides an opportunity to address gaps in the current curriculum and cultivate skills that are not sufficiently emphasized. Focusing on theoretical knowledge, rather than practical knowledge. An innovative class course like Fashion Career 1 can bridge this gap by promoting experiential learning, collaborative projects, and cutting-edge technological exploration, ensuring students are well-prepared to tackle real-world problems.

### **Advantages of Implementing the Course (Support with Data):**

The advantages of implementing this course would allow students the opportunity to use the employability skills learned in class, in the workplace. Fashion Careers 1 will encourage students to think outside the box and embrace creativity. By providing hands-on experiences and opportunities for experiential learning, students can explore new ideas, take risks, and learn from failure.

### **Disadvantages of Implementing the Course (Support with Data):**

Disadvantages for implementing this course are course requirements and limited elective options, which could restrict the flexibility of students' academic choices. This lack of flexibility can limit students' ability to explore their interests fully and personalize their academic journey. Introducing a new class course without evaluating its compatibility within courses may lead to conflicts with other mandatory courses students need to complete course sequences. Adding **Fashion Careers II** would help prevent this conflict and allow students to complete course sequences.

**Anticipated Enrollment:** 120 students

**Cost:** TBD

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

**Materials and Supplies (include estimated cost):** N/A

**Textbooks (include estimated cost):** \$312

Apparel: Fashion Design & Construction, 12th Edition (Textbook \$140/ Workbook \$32)

By: Katherine A. Shaw, Louise A. Liddell, and Carolee S. Samuels

Copyright: 2024

Grade Level: 9-12

**Submitted by (Name & School):** Caprice Melton, NRHS

**Principal:** Shawn Green **Date:** October 11, 2023

***\*Submit electronically to the appropriate content Coordinator/Director by October 11, 2023***

Science-Katelyn Leitner      Social Studies-Katrina Cary      English-Jonita Shabazz  
Math-Kelly Greening      World Languages - Keisha Melvin  
CTE-Andre Skinner

## **2023-2024 New Course Proposal and Rationale**

**Course Name:** Introduction to Logic / Intermediate Logic

**Course Number:** TBD

### **Course Description:**

“Students learn to define terms, form and interpret statements, compose valid syllogisms, analyze arguments, and detect informal fallacies, all of which lead to better precision in speech and debate.”

(<https://www.halfahundredacrewood.com/logic/> )

**Grade Levels:** 9 - 12

**Credit:** 1 Semester

**Prerequisites:** computer science course, Mathematics

### **Standard of Learning Assessment:**

“In relation to Common Core standards [6], logic is closely related to two of the standards for mathematical practice. (1) Reason abstractly and quantitatively: The students are able to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents. (2) Construct viable arguments and critique the reasoning of others: Students can build a logical progression of statements to explore the truth of their conjectures. They justify their conclusions, communicate them to others, and respond to the arguments of others. They can distinguish correct logic or reasoning from that which is flawed, and if there is a flaw in an argument, explain what it is.”

(<http://intrologic.stanford.edu/miscellaneous/LogicInSchools.html>)

**Rationale (State why this course is needed – support with level of student interest):** Students are frequently hesitant and/or lack confidence going through the reasoning process in the classroom environment. Logic underpins multiple skills.

“Being able to understand and evaluate arguments in different modalities and in different disciplines is thought to be a key component of students’ academic success in college. However, many students do not receive explicit instruction in the basic concepts and rules of argumentation. Using a difference-in-differences approach with a multicohort longitudinal data set of almost 15,000 undergraduates beginning in health and science, technology, engineering, and mathematics (STEM)-related fields at a research university, we examined changes in relative performance of students after enrolling in an introductory logic course. We find that students improved their grade point average (GPA) after taking the course, especially if they begin college with low academic achievement (Cohen’s  $d = 0.18$ ). Our results are consistent with the idea that acquiring foundational skills, in particular general skills in argumentation, prepares STEM students for future learning.”

(<https://www.tandfonline.com/doi/figure/10.1080/19345747.2018.1543372?scroll=top&needAccess=true>)

**Advantages of Implementing the Course (Support with Data):** Produces confident students who engage in classroom discussions, and clarity of argument in thinking, speaking, and writing.

<http://intrologic.stanford.edu/studentcamps/logicinstitute.html>

**Disadvantages of Implementing the Course (Support with Data):** Without the appropriate pre-requisites, students will not successfully meet the course rigor.

**Anticipated Enrollment:** 20+ per term. Offered each semester.

**Cost:** Using Stanford's summer program: 1 week of Professional Development in the summer, cost of materials/online program (multiple options). <http://intrologic.stanford.edu/homepage/index.html>

**Instructional Personnel (Estimated teachers needed):** 1 (typically from the math department)

**Materials and Supplies (include estimated cost):**

**Online course, teacher edition, and student edition.**

**Textbooks (include estimated cost):**

**Paperback used by Stanford: Intro to Logic, Third edition. Student copy \$52.56 on Amazon  
25 copies would cost \$1314.00 approximately not including tax.**

**However, there are multiple online resources with logic puzzles and lessons.**

**[https://www.amazon.com/Introduction-Logic-Third-Michael-Genesereth/dp/162705636X/ref=sr\\_1\\_6](https://www.amazon.com/Introduction-Logic-Third-Michael-Genesereth/dp/162705636X/ref=sr_1_6)**

**Submitted by (Name & School): Mrs. Stacey Griffin, Nansemond River High School**

**Principal: Shawn Green Date: October 3, 2023**

***\*Submit electronically to the appropriate content Coordinator/Director by October 13, 2023***

**Science-Katelyn Leitner      Social Studies-Katrina Cary      English-Jonita Shabazz  
Math-Kelly Greening      World Languages - Keisha Melvin  
CTE-Andre Skinner**

## 2023-2024 New Course Proposal and Rationale

**Course Name:** Earth Science II: Geology

**Course Number:** TBD

**Course Description:**

The goal of this course is to provide students with an introduction to the concepts of Geology, how the earth works and the formation Earth Surface Features. The course gives a description of Geological phenomena. The course treats many standard topics including the layers of the Earth, the composition of the Earth, Earth Systems and Plate Tectonics, and Geomorphology. There should be descriptive and comparative studies as well as investigations.

**Grade Levels:** 10-12

**Credit:** One (1)

**Prerequisite:** Earth Science

**Standard of Learning Assessment:** None

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

*I have spoken with many students and they are interested in a hands-on science class that would explore the content area of geology. This course will allow students to become more familiar with the planet Earth and how it works. This course will provide another Science Elective to the student to meet their interests.*

**Advantages of Implementing the Course (Support with Data):**

Currently, the district offers Ecology, Oceanography, and Anatomy and Physiology. Students who don't do well in biology are not interested in taking Ecology or Anatomy and Physiology. That leaves them with only Oceanography. This course can be hands-on and exciting and also provides another option to students who need another science course or elective course.

**Disadvantages of Implementing the Course (Support with Data):**

The only disadvantage of this course is that we need more staff to cover the Earth Science course that the teacher would have taught.

**Anticipated Enrollment:** 25-50 per semester

**Cost:**

**Instructional Personnel (Estimated teachers needed):** 1

**Materials and Supplies (include estimated cost):** No cost

**Textbooks (include estimated cost): Current Earth Science Textbooks will work for this course so  
\$0**

**Submitted by (Name & School):** Sarah Butler, KFHS

**Principal:** Katelyn Leitner **Date:** 10/13/23

***\*Submit electronically to the appropriate content Coordinator/Director by October 13, 2023***

**Science-Katelyn Leitner**

**Math-Kelly Greening**

**Social Studies-Katrina Cary**

**World Languages - Keisha Melvin**

**English-Jonita Shabazz**

**CTE-Andre Skinner**



## 2023-2024 New Course Proposal and Rationale

**Course Name:** Earth Science Part II: Astronomy

**Course Number:** TBD

**Course Description:** The Astronomy course is an in-depth study of the solar system, its sun and stars, the structure of the universe, and the dynamic nature of the cosmos. The course includes investigations of the physical world, studies of new astronomical discoveries, hypotheses and conclusions regarding new and evolving ideas, and key scientific principles of a vast universe. By emphasizing conceptual learning, investigation of historical and new discoveries and by utilizing technology, the student will gain powerful tools to assist in unlocking the secrets of the universe.

**Grade Levels:** High School **Credit:** 1 regular credit or 1 honors credit

**Prerequisites:** Earth Science, co requisite Geometry

**Standard of Learning Assessment:** No SOL is required for this class

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

Many students have requested that a course dedicated to the study of Astronomy be offered as an alternative to Oceanography. Students have expressed an interest in pursuing a more thorough experience with the nature of science in the setting of the universe and an opportunity to explore the universe and solar system.

**Advantages of Implementing the Course (Support with Data):**

To allow students the academic experience of choosing courses as electives like in a college setting. The more alternatives we offer the greater the student's interests can be met. This gives us a more realistic environment of how college is actually going to be. Many other districts in Virginia have Astronomy as a Science elective. With the implementation of Earth Science as an option this course offering would allow the study of a defined Earth Science discipline that is constantly being redefined by new discoveries and advancements in technology, AI and computer simulations. This would also be great opportunity for advanced stem opportunities

**Disadvantages of Implementing the Course (Support with Data):**

**The cost of offering a new course**

**Anticipated Enrollment:** 45+ students

**Cost:**

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

2 blocks or more depending on interest

**Materials and Supplies (include estimated cost):**

**Depending on teacher needs most supplies would be minimal**

**Textbooks (include estimated cost): online platform or etextbooks can be used**

**\$3000 Estimate or open stax**

**Submitted by (Name & School):\_Charles Jewett Nansemond River High school**

**Principal: Shawn Green Date: 10/13/23**

***\*Submit electronically to the appropriate content Coordinator/Director by October 13, 2023***

**Science-Katelyn Leitner      Social Studies-Katrina Cary      English-Jonita Shabazz  
Math-Kelly Greening      World Languages - Keisha Melvin  
CTE-Andre Skinner**

## 2023-2024 New Course Proposal and Rationale

**Course Name:** AP Music Theory

**Course Number:** 05114

**Course Description:** High School AP Music Theory is an advanced and rigorous course designed to provide students with a deep understanding of music theory, musicianship, and composition. This course is tailored to prepare students for the College Board's Advanced Placement (AP) Music Theory exam, which can earn them college credit and advanced placement in music-related programs. Through intensive study, analysis, composition, and ear training, students will develop the skills and knowledge needed to excel in the world of music.

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

**Prerequisites:** Music fundamentals, such as Music Theory, and proficiency in playing a musical instrument or singing.

**Standard of Learning Assessment:** AP Test

**Rationale (State why this course is needed – support with level of student interest):** By the end of the course, students will develop a comprehensive understanding music theory, including advanced topics in harmony, counterpoint, and form. Students will train their ears to recognize and analyze complex musical structures and relationships, explore a wide range of musical styles and historical periods, master advanced composition techniques and notation, and prepare for the AP Music Theory exam through practice exams and sample questions.

**Advantages of Implementing the Course (Support with Data):** The course offers dedicated and passionate music students an opportunity to deepen their understanding of music theory and ear training while preparing for the AP exam. This course provides the foundation for further studies in music, whether in college or as a stepping stone to a professional career in music.

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

**Anticipated Enrollment:** 25 per class

**Cost:**

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

Music instructor at each high school

**Materials and Supplies (include estimated cost):**

AP Music Theory course materials

**Textbooks (include estimated cost):**

Tonal Harmony (SPS already uses)

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

**Signature:**  \_\_\_\_\_

**Date:** October 12, 2023

**2023-2024 New Course Proposal and Rationale**

**Course Name:** Art: Drawing II

**Course Number:** 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 is specific to a medium. Art: Drawing II 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 and Performing Arts \_\_\_\_\_

**Signature:** \_\_\_\_\_  


**Date:** October 12, 2023 \_\_\_\_\_

## 2023-2024 New Course Proposal and Rationale

**Course Name:** Art: Painting II

**Course Number:** 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 and Performing Arts

**Signature:**  \_\_\_\_\_

**Date:** October 12, 2023

## 2023-2024 New Course Proposal and Rationale

**Course Name:**                      **Photography I**

**Course Number:**                      **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:** 20 per class

**Cost:**

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

Can be taught by current high school art instructors

**Materials and Supplies (include estimated cost):**

20 cameras (class set): \$7,349.80 (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

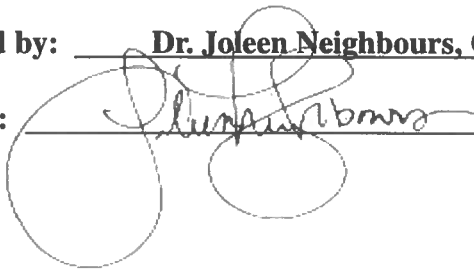
1 per class (est. \$150x3 high schools)

**Textbooks (include estimated cost):**

Adobe Photoshop - license purchase for high school students

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

**Signature:** \_\_\_\_\_



**Date:** October 12, 2023

## 2023-2024 New Course Proposal and Rationale

**Course Name:** Photography II

**Course Number:** 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 II 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:** 20 per class

**Cost:**

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

Can be taught by current high school art instructors

**Materials and Supplies (include estimated cost):**

20 cameras (class set): \$7,349.80 (these would be shared with Photography I 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

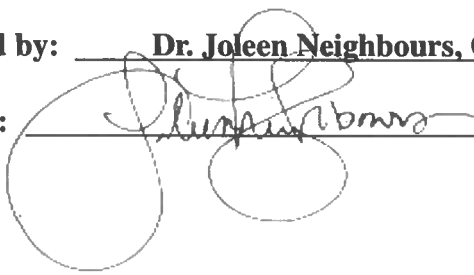
1 per class (est. \$150x3 high schools)

**Textbooks (include estimated cost):**

Adobe Photoshop - license purchase for high school students

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

Signature: \_\_\_\_\_



Date: October 12, 2023

## 2023-2024 New Course Proposal and Rationale

**Course Name:** Advanced Piano

**Course Number:** 05107

**Course Description:** Piano Lab III: Advanced Piano allows CPPA students with advanced skills to further their technical and expressive skills with the piano/keyboard in individual and ensemble performance. Students continue instruction on piano to apply music skills to create and notate original work, a central piece of the course. 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. 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:** 10-12 **Credit:** One (1)

**Prerequisites:** Piano Lab I and II, and/or permission of piano instructor

**Standard of Learning Assessment:** Local assessments

**Rationale (State why this course is needed – support with level of student interest):** Students with advanced skill in piano and keyboard at CPPA and its curriculum warrant creation of course. This gives students more opportunities for professional jobs as piano/keyboard is the foundational skill of all ensembles. Course 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, as well as accompanying performance ensembles.

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

**Anticipated Enrollment:** 20-30 for advanced selection.

**Cost:**

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

Piano Instructor (already in place)

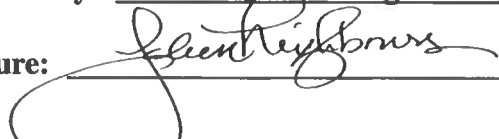
**Materials and Supplies (include estimated cost):**

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 and Performing Arts

**Signature:**  \_\_\_\_\_

**Date:** October 12, 2023



## 2023-2024 New Course Proposal and Rationale

**Course Name:** Dance I: Introduction to Dance

**Course Number:** 05056

**Course Description:** Dance I: Introduction to Dance is an engaging and interactive course designed to introduce The Center for Performing and Production (CPPA) students to the world of dance and performance movement. This course offers a holistic approach to dance, covering various dance styles, techniques, cultural aspects, and history. Students will have the opportunity to explore their own creativity and develop a solid foundation in dance that will serve as a stepping stone for further studies in the field. Dance and movement are created with CPPA in order to reach aspiring dancers and/or those who need to refine their movement skills for music, theatre, and film. This course will provide a dynamic and enjoyable introduction to the art of dance.

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

**Prerequisites:** Acceptance into The Center for Performing and Production Arts

**Standard of Learning Assessment:** Local assessments

**Rationale (State why this course is needed – support with level of student interest):** By the end of this course, students will gain an understanding of the cultural, historical, and artistic significance of dance in society, develop physical coordination, body awareness, and improved fitness through dance, learn basic dance techniques, including posture, alignment, and movement skills, foster creativity through choreography and improvisational exercises, develop teamwork and collaboration skills in a dance context, and build confidence and performance skills through class presentations and showcases.

**Advantages of Implementing the Course (Support with Data):** Students will further their personal skills for career readiness in the creative industries. Appeals to a broader range of students wishing to pursue a career in the arts.

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

**Anticipated Enrollment:** 30

**Cost:**

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

Dance instructor (can be any current teacher with dance endorsement)

**Materials and Supplies (include estimated cost):**

Music for classroom

**Textbooks (include estimated cost):**

None

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

**Signature:**  \_\_\_\_\_

**Date:** October 12, 2023

## 2023-2024 New Course Proposal and Rationale

**Course Name:** Film/TV Production II

**Course Number:** 05168

**Course Description:** Students in CPPA accepted into the Theatre/Film Performance and Production track will further examine a selected career in theatre, television, film, or contemporary media. In the second section of Film/TV Production, students will be studying directing for film/tv and advanced cinematography. Specific to the film cohort, students will learn the production components of how directing and visuals are crucial to the artistry of story telling for recorded performance and broadcast. 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:** 10-12 **Credit:** One (1)

**Prerequisites:** Acceptance into CPPA; Film/TV Production I

**Standard of Learning Assessment:** Local assessments

**Rationale (State why this course is needed – support with level of student interest):** Creation of further advanced studies in theatre/film 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/film studies. Specifies lines of study with directing for recorded visual media giving more focus and direction to students.

**Advantages of Implementing the Course (Support with Data):** Students will have more opportunities that are advanced and more career and work-ready focused, having advanced skills for career readiness in the film/tv production industry.

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

**Textbooks (include estimated cost):**

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

**Signature:**  \_\_\_\_\_

**Date:** October 12, 2023

## 2023-2024 New Course Proposal and Rationale

**Course Name:** Graphic Arts Design I

**Course Number:** 05162

**Course Description:** This course is designed to have students develop skills in a creative and practical approach to graphic design for college and career preparedness. Graphic Arts Design I is an introductory course that provides students with a foundational understanding of graphic design and its applications. This course combines creative exploration with practical skills development, focusing on the principles of design, visual communication, and the use of digital design tools. Through hands-on projects, students will gain the knowledge and experience necessary to create compelling and effective visual content.

**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 furthers focused instruction on a specific form of visual arts and its aesthetic study for appreciation. Graphic Arts Design 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):**

Adobe Photoshop - Subscription

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

**Signature:**  **Date:** October 12, 2023

## 2023-2024 New Course Proposal and Rationale

**Course Name:** Music Technology and Electronic Music III

**Course Number:** 05124

**Course Description:** Music Technology and Electronic Music III: Advanced Digital Audio Workstations Essentials allows students in The Center for Performing and Production Arts at Lakeland High School to further refine technical and expressive skills using technological advances in music production. MTEM III specifically focuses on the operation and application of Digital Audio Workstations for the workplace and career readiness.

**Grade Levels:** 11-12 **Credit:** One (1)

**Prerequisites:** Music Technology and Electronic Music I and II

**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 third level of course work in Music Technology and Electronic Music, training students for specific careers in audio production and gives opportunities for production work. Advanced Digital Audio Workstations gives student producers an opportunity to work in 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. Career readiness is the central focus of this course.

**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 and Performing Arts

**Signature:**  \_\_\_\_\_

**Date:** October 12, 2023

**2023-2024 New Course Proposal and Rationale**

**Course Name:** Musical Theatre I

**Course Number:** 05061

**Course Description:** Musical Theatre I is an immersive and comprehensive exploration of the world of musical theatre, designed to introduce students in The Center for Performing and Production Arts to the art of combining singing, acting, and dancing in live performance. Through a combination of theory, practical application, and performance opportunities, this course aims to foster a deep appreciation for the music theatre genre while equipping students with the fundamental skills necessary for successful participation in music theatre productions.

**Grade Levels:** 11-12 **Credit:** One (1)

**Prerequisites:** Acceptance into The Center for Performing and Production Arts, Theatre I

**Standard of Learning Assessment:** Local assessments

**Rationale (State why this course is needed – support with level of student interest):** By the end of this course, students will develop a solid foundation in acting, singing, and dancing techniques. CPPA students will gain an understanding of the history and evolution of musical theatre, explore the elements of character development, storytelling, and stage presence, and learn and perform selections from a variety of musicals in different styles.

**Advantages of Implementing the Course (Support with Data):** Students will further their personal skills for career readiness in the music, theatre, and film industries. Appeals to a broader range of students wishing to pursue a career in the arts.

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

**Anticipated Enrollment:** 30

**Cost:**

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

Fine Arts instructor (can be any current FPA teacher with music or theatre endorsement)

**Materials and Supplies (include estimated cost):**

Music for classroom

**Textbooks (include estimated cost):**

None

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

**Signature:**  \_\_\_\_\_

**Date:** October 12, 2023

## 2023-2024 New Course Proposal and Rationale

**Course Name:** Musical Theatre II

**Course Number:** 05061

**Course Description:** Musical Theatre II is a continuation of the comprehensive study of the world of musical theatre, designed to refine skills within the students in The Center for Performing and Production Arts. Students will continue their studies and work into the art of combining singing, acting, and dancing in live performance. Students will collaborate with their peers in the creation of musical theatre scenes and routines, acquire audition preparation and stagecraft skills, and showcase their talents through live performances and presentations.

**Grade Levels:** 11-12

**Credit:** One (1)

**Prerequisites:** Acceptance into The Center for Performing and Production Arts, Theatre I

**Standard of Learning Assessment:** Local assessments

**Rationale (State why this course is needed – support with level of student interest):** By the end of this course, students will have furthered their foundation in acting, singing, and dancing techniques. CPPA students will explore the elements of character development, storytelling, and stage presence, and learn and perform selections from a variety of musicals in different styles in order to work on the stage in the world of musical theatre.

**Advantages of Implementing the Course (Support with Data):** Students will further their personal skills for career readiness in the music, theatre, and film industries. Appeals to a broader range of students wishing to pursue a career in the arts.

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

**Anticipated Enrollment:** 30

**Cost:**

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

Fine Arts instructor (can be any current FPA teacher with music or theatre endorsement)

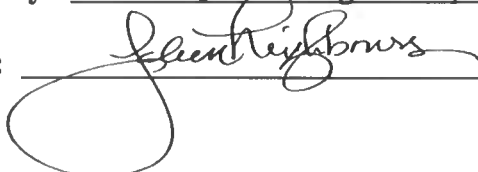
**Materials and Supplies (include estimated cost):**

Music for classroom

**Textbooks (include estimated cost):**

None

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

**Signature:** 

**Date:** October 12, 2023

**2023-2024 New Course Proposal and Rationale**

**Course Name:** Recording and Production II

**Course Number:** 05123

**Course Description:** Music Recording and Production II allows students in CPPA to record and produce live music and sound in the context of the center's production lab, using technological advances in music production. Live Audio Engineering explores the fundamentals of live 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 I, II, and II; Recording and Production I

**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 its curriculum warrant the creation of the Music Recording and Production II class, training students for specific careers in live audio 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 live audio 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. Students will also be able to work live events, training them for career readiness as a live sound production engineer.

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

**Anticipated Enrollment:** Every music technology student in CPPA (30+)

**Cost:**

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

Current music technology instructor can continue coursework

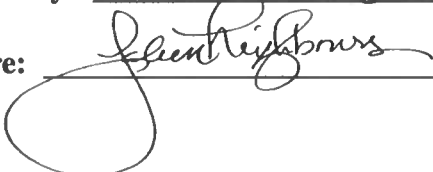
**Materials and Supplies (include estimated cost):**

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

**Textbooks (include estimated cost):**

None

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

**Signature:**  \_\_\_\_\_

**Date:** October 12, 2023

## 2023-2024 New Course Proposal and Rationale

**Course Name:** Artist Strings: Guitar Ensemble

**Course Number:** 05120

**Course Description:** Advanced Strings: Guitar Ensemble class is the Center for Performing and Production Arts instrumental guitar performance ensemble; this course allows students to learn and develop technical and expressive skills with guitar in highly advanced ensemble performance, further integrating 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. 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:** Acceptance into CPPA and permission of instructor

**Standard of Learning Assessment:** Local assessments

**Rationale (State why this course is needed – support with level of student interest):** Advanced CPPA music performances students will have more opportunities for discovery of instruments and playing, giving these student musicians an avenue to learn composition, theoretical knowledge of music, analysis, and working terminology. CPPA guitar students have advanced expediently and the course and ensemble is warranted.

**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; limited by the number of guitars provided

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

Can be taught by CPPA guitar teacher

**Materials and Supplies (include estimated cost):**

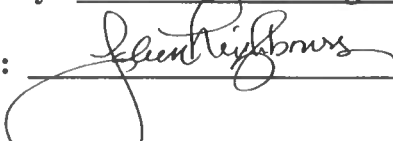
GuitarCurriculum.com subscription for teachers and students: \$199 first year, \$99 every year thereafter for 12-month full access.

Guitars: Currently there are 18 guitars for basic instructional purposes. However, additional guitars will be needed for performance purposes. Yamaha C4011 are \$175 each. These guitars are the cheapest classical guitars suitable for performance.

**Textbooks (include estimated cost):**

GuitarCurriculum Guitar Method Instruction Text/Book: \$27.50 for teacher edition, \$18 each for student edition of textbook. Two levels of textbooks available.

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

**Signature:**  \_\_\_\_\_

**Date:** October 12, 2023



## 2023-2024 New Course Proposal and Rationale

**Course Name:**                      **Composition and Songwriting I**

**Course Number:**                      **05119**

**Course Description:**                      Students in The Center for Performing and Production Arts in the Music Performance and Production track will further their skills for creating new and original works by using their foundational skills to write music within an exploration of the art of music composition and songwriting. This course is designed to provide students with a solid foundation in music theory, creative songwriting techniques, and the practical skills required to craft their own original compositions. Through a combination of theory, analysis, creative exercises, and practical application, students gain the knowledge and skills necessary to become proficient composers and songwriters. Students will have a deep understanding of theory, including scales, harmony, chord progressions, and rhythm, and have mastered the creative process of songwriting, from idea conception to lyric writing and melody development.

**Grade Levels:**                      11-12                                      **Credit:**                      One (1)

**Prerequisites:**                      Acceptance into CPPA, Piano, and Music Theory

**Standard of Learning Assessment:**                      Local assessments

**Rationale (State why this course is needed – support with level of student interest):** Creation of Composition and Songwriting is a comprehensive part of the Music Production and Performance Track of CPPA, enabling students to further their career interests. Composition and Songwriting aims to inspire creativity, nurture musical talent, and provide students with the skills necessary to become proficient composers and songwriters. It will empower students to express themselves through music and equip them with valuable knowledge for future musical pursuits.

**Advantages of Implementing the Course (Support with Data):** Students will have advanced skills for career readiness in the music 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:**                      Music cohort of 30 per class.

**Cost: Instructional Personnel (Estimated teachers needed):**  
Can be taught by CPPA music teacher

**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 and Performing Arts

**Signature:**  \_\_\_\_\_

**Date:** October 12, 2023

## 2023-2024 New Course Proposal and Rationale

**Course Name:**                      **Composition and Songwriting II**

**Course Number:**                **05119**

**Course Description:**        Students in The Center for Performing and Production Arts at Lakeland High School accepted into the Music Performance and Production track will further their skills for creating new and original works by using their foundational skills to write music. CPPA Composition and Songwriting II furthers students' work in music composition and songwriting. This course is designed to provide students with a solid foundation in music theory, creative songwriting techniques, and the practical skills required to craft their own original compositions and to give them an outlet to showcase original works. Students will regularly write and create their own music, have it recorded at the CPPA production lab, and/or have it produced and performed for the public.

**Grade Levels:**                      11-12                                      **Credit:**        One (1)

**Prerequisites:**                      Acceptance into CPPA, Piano, Music Theory, Composition and Songwriting I, and/or permission from the instructor

**Standard of Learning Assessment:**                      Local assessments

**Rationale (State why this course is needed – support with level of student interest):** Composition and Songwriting is a comprehensive part of the Music Production and Performance Track of CPPA. This enables students to further their career interests and study production aspects of media. Composition and Songwriting II aims to have students collaborate with their peers in the creation of music, showcase their skills through live performances, recordings, or presentations, as well as gain proficiency in using music composition software and notation tools.

**Advantages of Implementing the Course (Support with Data):** Students will have advanced skills for career readiness in the music 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.

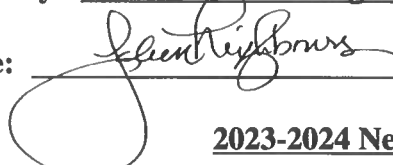
**Anticipated Enrollment:** Music cohort of 30 per class.

**Cost: *Instructional Personnel (Estimated teachers needed):***  
Can be taught by CPPA music teacher

**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 and Performing Arts

**Signature:**  \_\_\_\_\_ **Date:** October 12, 2023

**Course Name:** Drama-Stagecraft

**Course Number:** 05056

**Course Description:** Students in The Center for Performing and Production Arts at Lakeland High School accepted into the Theatre/Film Performance and Production track will examine a selected career in theatre, television, film, or contemporary media. In the first section of Drama-Stagecraft, all theatre/film students will be studying specific skills for production that include Scene Design, Scenic Construction, and Scenic Painting. Through the scenic elements of production, film/tv CPPA students will refine skills for workplace readiness that target specific jobs within the markets. 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 will synthesize knowledge from other content areas to support creative arts processes. Additionally, students will investigate tools and techniques for contemporary theatrical production.

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

**Prerequisites:** Acceptance into CPPA, Technical Theatre I, Technical Theatre II

**Standard of Learning Assessment:** Local assessments

**Rationale (State why this course is needed – support with level of student interest):** Creation of Drama-Stagecraft I is a comprehensive part of the Theatre/Film Production and Performance Track of CPPA. This enables students to further their career interests and study production aspects of media.

**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/film cohort is estimated to be 50+ based on current enrollments at middle schools and in middle school clubs.

**Cost:**

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

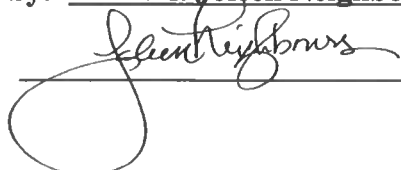
New theatre instructor specific to CPPA

**Materials and Supplies (include estimated cost):**

Lighting equipment as part of phase 3 of CPPA build - estimate of \$40,000 (built in renovations)

**Textbooks (include estimated cost):**

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

Signature:  \_\_\_\_\_

Date: October 12, 2023

## 2023-2024 New Course Proposal and Rationale

**Course Name:** Entertainment Design & Technology

**Course Number:** 05056G1033

**Course Description:** Students in The Center for Performing and Production Arts accepted into the Theatre/Film Performance and Production track will further examine their career in theatre, television, film, or contemporary media. In Entertainment Design & Technology, all theatre/film students will be studying specific skills for production that include Lighting, Projections, and Sound for Media. Through the audio/visual elements of production, film/tv CPPA students will refine skills for workplace readiness that target specific jobs within the markets. 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 will synthesize knowledge from other content areas to support creative arts processes. Additionally, students will investigate tools and techniques for contemporary theatrical production.

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

**Prerequisites:** Acceptance into CPPA, Technical Theatre I

**Standard of Learning Assessment:** Local assessments

**Rationale (State why this course is needed – support with level of student interest):** Creation of Entertainment Design & Technology is a comprehensive part of the Theatre/Film Production and Performance Track of CPPA. This enables students to further their career interests and study production aspects of media.

**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/film cohort is estimated to be 50+ based on current enrollments at middle schools and in middle school clubs.

**Cost:**

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

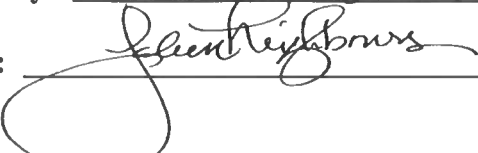
New theatre instructor specific to CPPA

**Materials and Supplies (include estimated cost):**

Lighting equipment as part of phase 3 of CPPA build - estimate of \$40,000 (built in renovations)

**Textbooks (include estimated cost):**

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

**Signature:** 

**Date:** October 12, 2023

## 2023-2024 New Course Proposal and Rationale

**Course Name:**                      **Technical Theatre II**

**Course Number:**                      **05059**

**Course Description:**                      Students in The Center for Performing and Production Arts will examine a selected career in theatre, television, film, or contemporary media. In the second section of Technical Theatre I, students will be studying theatrical direction from a fully technical and design aspect. Students will hone skills in costuming, makeup and properties and those elements that enhance the overall artistic staging. 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 will synthesize knowledge from other content areas to support creative arts processes. Additionally, students will investigate tools and techniques for contemporary theatrical production.

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

**Prerequisites:**                      Acceptance into CPPA, Technical Theatre I

**Standard of Learning Assessment:**                      Local assessments

**Rationale (State why this course is needed – support with level of student interest):** Creation of Introduction to Technical Theatre is the second level of the Theatre Production and Performance Track of CPPA. This enables students to further their career interests and study technical theatre and performance theatre.

**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):**

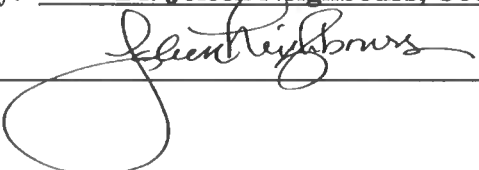
New theatre instructor specific to CPPA

**Materials and Supplies (include estimated cost):**

Lighting equipment as part of phase 3 of CPPA build - estimate of \$40,000 (built in renovations)

**Textbooks (include estimated cost):**

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

**Signature:**  \_\_\_\_\_

**Date:** October 12, 2023

## 2023-2024 New Course Proposal and Rationale

**Course Name:** Navy JROTC I

**Course Number:** 09101G1011

**Course Description:** Includes introduction to the NJROTC program; introduction to Leadership, Citizenship and the American Government; introduction to Wellness, Fitness, and First Aid to include diet, exercise and drug awareness, introduction to Geography, Orienteering, Survival and Map Reading Skills; Financial Skills and introduction to the U. S. Navy

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

**Prerequisites:** Any student who has successfully completed 8th grade and has been promoted to the 9th grade.

### **Standard of Learning Assessment:**

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

To introduce students to the meaning of citizenship, the elements of leadership, and the value of scholarship in attaining life goals; promote an awareness of the importance of a healthy lifestyle, including physical fitness, a proper diet, and controlling stress; drug awareness; provide the principles of health and first aid, geography and survival skills and an overview of Naval ships and aircraft. These elements are pursued at the fundamental level.

#### **Advantages of Implementing the Course (Support with Data):**

NJROTC provides the opportunity for secondary school students to learn the basic elements and need for national security and their personal obligations as Americans. Approximately 60 percent of the NJROTC cadets graduating seniors continue to higher education. NJROTC cadets are better behaved, have higher attendance, are role models for the avoidance of substance abuse, have higher self-esteem, develop positive life skills, graduate at a higher rate, and are an excellent source of service accessions.

#### **Disadvantages of Implementing the Course (Support with Data):**

Students at KFHS would not have the same opportunity for participation in a JROTC program as their peers at the other two high schools. This would also limit access to JROTC scholarships and opportunities for promotion into the military immediately after graduation.

**Anticipated Enrollment:** Sixty (60) students

**Cost:** Approximately \$80,000.00

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

Retired Navy, Marine Corps, or Coast Guard commissioned officers, warrant officers, and enlisted personnel, E-6 through O-6, who have served a minimum of 20 years of active duty.

**Materials and Supplies (include estimated cost):**

Some uniforms have been provided by other NJROTC units. Cost for additional uniforms \$2,000.00

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

**Submitted by (Name & School):** KING'S FORK HIGH SCHOOL

**Principal:** DERRICK BRYANT, KFHS

**Date:** OCTOBER 13, 2023

***\*Submit electronically to the appropriate content Coordinator/Director by October 13, 2023***

**Science-Katelyn Leitner**

**Social Studies-Katrina Cary**

**English-Jonita Shabazz**

**Math-Kelly Greening**

**World Languages - Keisha Melvin**

**CTE-Andre Skinner**

## **2023-2024 New Course Proposal and Rationale**

**Course Name:** Navy JROTC II

**Course Number:** 09102G1011

### **Course Description:**

Includes ongoing instruction into Leadership; introduction to Maritime History, including the American Revolution, Civil War, the rise of the U. S. to world power status, World Wars 1 and 2, the Cold War Era and the 1990s and Beyond; introduction to Nautical Sciences to include Maritime Geography, Oceanography, Meteorology, Astronomy, and Physical Sciences.

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

### **Prerequisites:**

Successful completion of Naval Science 1 or its equivalent from another JROTC program.

### **Standard of Learning Assessment:**

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

To build on the general introduction provided in Naval Science 1, to further develop the traits of citizenship and leadership, and to introduce cadets to the technical areas of naval science and the role of the U. S. Navy in maritime history and the vital importance of the world's oceans to the continued well-being of the United States.

#### **Advantages of Implementing the Course (Support with Data):**

NJROTC provides the opportunity for secondary school students to learn the basic elements and need for national security and their personal obligations as Americans. Approximately 60 percent of the NJROTC cadets graduating seniors continue to higher education. NJROTC cadets are better behaved, have higher attendance, are role models for the avoidance of substance abuse, have higher self-esteem, develop positive life skills, graduate at a higher rate, and are an excellent source of service accessions.

#### **Disadvantages of Implementing the Course (Support with Data):**

Students at KFHS would not have the same opportunity for participation in a JROTC program as their peers at the other two high schools. This would also limit access to JROTC scholarships and opportunities for promotion into the military immediately after graduation.

#### **Anticipated Enrollment:**

Sixty (60) students

**Cost:** Approximately \$80,000.00

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

Retired Navy, Marine Corps, or Coast Guard commissioned officers, warrant officers, and enlisted personnel, E-6 through O-6, who have served a minimum of 20 years of active duty.



**Materials and Supplies (include estimated cost):**

Some uniforms have been provided by other NJROTC units. Cost for additional uniforms -\$ \$2,000.00

**Textbooks (include estimated cost):**

None

**Submitted by (Name & School): KING'S FORK HIGH SCHOOL**

**Principal: DERRICK BRYANT, KFHS**

**Date: OCTOBER 13, 2023**

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**Science-Katelyn Leitner  
Math-Kelly Greening**

**Social Studies-Katrina Cary  
World Languages - Keisha Melvin**

**English-Jonita Shabazz  
CTE-Andre Skinner**

## 2023-2024 New Course Proposal and Rationale

**Course Name:** Navy JROTC III

**Course Number:** 09103G1011

**Course Description:** Includes instruction in Sea Power and National Security, Naval Operations and Support Functions, Military Law, and International Law and the Sea. Provides introduction to Ship Construction and Damage Control, Shipboard Organization and Watch Standing, Basic Seamanship, Marine Navigation, and Naval Weapons and Aircraft. Ongoing instruction in leadership, citizenship and discipline.

**Grade Levels:** 11

**Credit:** One (1)

**Prerequisites:** Successful completion of Naval Science 1 and 2 or its equivalent from another JROTC program.

### **Standard of Learning Assessment:**

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

Broaden the understanding of students in the operative principles of military leadership, the concept and significance of teamwork, the intrinsic value of good order and discipline in the accomplishment of objectives, and the importance of sea power and national security. Students gain a more in-depth knowledge of Naval ships and aircraft and an introduction to marine navigation and seamanship.

#### **Advantages of Implementing the Course (Support with Data):**

NJROTC provides the opportunity for secondary school students to learn the basic elements and need for national security and their personal obligations as Americans. Approximately 60 percent of the NJROTC cadets graduating seniors continue to higher education. NJROTC cadets are better behaved, have higher attendance, are role models for the avoidance of substance abuse, have higher self-esteem, develop positive life skills, graduate at a higher rate, and are an excellent source of service accessions.

#### **Disadvantages of Implementing the Course (Support with Data):**

Students at KFHS would not have the same opportunity for participation in a JROTC program as their peers at the other two high schools. This would also limit access to JROTC scholarships and opportunities for promotion into the military immediately after graduation.

**Anticipated Enrollment:** Sixty (60) students

#### **Cost:**

Approximately \$80,000.00

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

Retired Navy, Marine Corps, or Coast Guard commissioned officers, warrant officers, and enlisted personnel, E-6 through O-6, who have served a minimum of 20 years of active duty.

**Materials and Supplies (include estimated cost):**

Some uniforms have been provided by other NJROTC units. Cost for additional uniforms \$2,000.00

**Textbooks (include estimated cost):**

None

**Submitted by (Name & School): KING'S FORK HIGH SCHOOL**

**Principal: DERRICK BRYANT, KFHS**

**Date: OCTOBER 13, 2023**

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**Science-Katelyn Leitner  
Math-Kelly Greening**

**Social Studies-Katrina Cary  
World Languages - Keisha Melvin**

**English-Jonita Shabazz  
CTE-Andre Skinner**



**Materials and Supplies (include estimated cost):**  
units. Cost for additional uniforms \$2,000.00

Some uniforms have been provided by other NJROTC

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

**Submitted by (Name & School): KING'S FORK HIGH SCHOOL**

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