



# Culpeper County Public Schools

**TO:** Dr. Bobbi Johnson and the Culpeper County School Board

**FROM:** Robert T. Hauman, Executive Director of Curriculum, Instruction and Technology *RTH*

**SUBJECT:** High School Course Changes/Requests

**DATE:** March 3, 2015

We are at the point in the school year where the high schools are ready to publish their Program of Studies (PoS) documents and will soon have students register for next year's classes. Each year we consider changes to the sequence in which courses will be offered, changes to the names of courses and any additional courses we'd like to offer in the coming year. I've also included some courses that had been retired that we're recommending bringing back to the PoS. I've included them so you are aware of all new offerings for the coming year.

This year we have several changes/additions that don't have significant staffing or budget impacts.

1) AP Computer Science- (3185) Students design, implement and interpret computer-based solutions to problems in several application areas, becoming knowledgeable about programming concepts, algorithm designs, and documentation of the computer solution. The course material emphasizes those concepts outlined by the College Board and prepares students to take the Advanced Placement Computer Science test. *\* This is not a new course for us, just bringing back a course that hasn't been taught since 2004-2005.*

Rationale- We have students that would like to enhance their experiences in computer science. Currently our programming kids are getting a good foundation in the principles of computer science. As a school system also interested in enhancing our STEM opportunities we have to provide more options for our advanced computer students. This course would be a second or third level year course. The pre requisite would be Programming. Students could then opt to take AP Computer Science following Programming or could do Advanced Programming next and then AP Computer Science in the 3<sup>rd</sup> year. Prerequisites- Algebra II and Programming.

Staffing Impact- No additional teachers needed. The qualified staff person would drop Business Management to pick up AP Computer Science and Business Management would go to another teacher.

2) Child Development- (8232) *This is not a new course, only a change in title.* The official VDOE name for the course is Child Development and Parenting which was shortened to "Parenting."

Rationale- Teachers and counselors were hearing from students that they believed the class was for students who were already parents or who were about to become parents. Expectant mothers, for example. The schools believe with the adjusted title and a better course description, enrollment in this course will improve.

Staffing Impact- No staffing impact.

3) Mathematics Assistant- (9805) Students who have successfully completed Algebra II and have an approved application, which includes a recommendation, will be able to earn a credit for providing mentoring and academic support in math classrooms.

Rationale- We have created this course to seek better solutions for our struggling students in full year Algebra and Geometry classes. This course will align with our current lab assistant program and hopefully expand to offer help in each subject area in the future. Students would undergo a formalized training component in order to learn how to effectively assist in our classrooms. This is considered a new course so to speak but will have no impact on staffing or textbook issues. Not only is this a dynamic experience to keep math skills sharp but the mentoring and leadership skills serve as good experiences for a college or job application.

Staffing Impact- No staffing impact.

4) Technical Theater- (143510) Technical Theater is a course designed to provide learners with a basic understanding of the aesthetics and practical application of all phases of technical production. This would include the study of all visual aesthetics, the physical theater, scenic design, scenery construction and painting, property construction and design, costuming, lighting, sound engineering, and back stage organization. Production work required. Enrollment in the course constitutes agreement to fulfill all curricular, co-curricular, and extra-curricular requirements.

Rationale- The purpose for adding this course is two-fold. The first is to incorporate other students in our school community that have an interest in the design side of theatre but are not actors or actresses. We have a variety of students that would love to be involved and enjoy the behind the scenes side of theatre. The second reason is to give students another elective option.

*\*This is not a new course for us, just bringing back a course that was last offered in 2005-2006.*

Staffing Impact- No additional staff required. We would collapse one section of Drama I from 4 sections down to 3, opening a section for Technical Theater.

5) Small Ensemble- (9250) In this course, students have the opportunity to prepare and perform music. This repertoire often involved unusual combinations of instruments (potentially including strings, woodwinds, brass, percussion, plucked instruments, keyboards, vocals, and electronics), providing an opportunity for students to work in less familiar ensembles. Students may also participate in the course by conducting or composing. The musicians in this class will also be used to accompany our choirs. This is a performance class; therefore, students are expected to attend all rehearsals, sectionals and performances.

Rationale- The purpose of offering these courses is to allow our students who love to play their instruments an opportunity to do just that as well as allow some of our choirs to have instrumental backing them up. This also opens another elective option to our students who just love to play music. These kids already need to know how to play. *\*This is not a new course. It was last taught in 2006-2007.*

Staffing Impact- This class will not require additional staff. We can combine the 2 sections of guitar into one section and move Music Appreciation/theory to another staff member and combine two sections of Intro to Choir into one.

6) Marketing Management- (813210) High school students with an interest in marketing, business, or management and/or who have tentative plans to manage or own a business will benefit from this course. Students develop critical-thinking and decision-making skills through the application of marketing principles to (a) small and large businesses, (b) nonprofit organizations, (c) the professions, (d) service industries, and (e) other institutions or associations that market products, services, ideas, or people. Student leadership skills may be

enhanced by participation in school-based or virtual enterprises, job shadowing, internships, cooperative education, and/or DECA.

Rationale- Participation in the course Business Management (connected to the E-Squared program at CCHS) has gone down in recent years while participation in Marketing courses has gone up. Bringing back Marketing Management is anticipated to increase interest in the program.

Staffing Impact- Transferring the class from Business to Marketing allows an additional staff member to pick up the course.

7) AP World History- (238040) The AP World History course content is structured around the investigation of five course themes and 19 key concepts in six different chronological periods, from approximately 8000 B.C.E. to the present. The AP World History course develops students' capacity and ability to think and reason in a deeper, more systematic way, better preparing them for subsequent college courses.

Rationale- The high school social studies teachers have proposed dropping AP European History in favor of AP World History as a tenth grade course. As ninth graders, students would take World History I (General or as Pre-AP/Honors). This would give them a solid foundation in the first half of the content covered in AP World History in tenth grade. This would allow the instructor to focus on building the skills required for AP coursework (e.g., essay writing, higher level thinking skills, formulating an argument...) and help students achieve a higher level of comfort with the rigor of AP coursework for the new content covered in the second half of the course. With a semester's worth of prior knowledge from World History I students will have a greater likelihood of scoring higher on the AP Exam upon completing AP World History.

The addition of this course does eliminate general sections of World History II leaving only World History II Honors. Rationale- Students taking World History II are typically pursuing an Advanced Studies Diploma and the Honors level course would be more appropriate for students with post-secondary plans. General students would take World History I, VA/U.S. History, and Government to complete the 3 required courses for a standard diploma.

Staffing Impact- While the course syllabus would have to be approved by the College Board and some Pre-AP training and curriculum development must take place, the course will not impact staffing. Existing staff will be used.