



COLORADO SPRINGS SCHOOL DISTRICT 11
Achievement, Learning, & Leadership

NEW COURSE
REQUEST FOR APPROVAL
SPRING 2023



COLORADO SPRINGS SCHOOL DISTRICT 11
Achievement, Learning & Leadership

NEW SECONDARY COURSE
REQUEST FOR APPROVAL
SPRING 2023

HIGH SCHOOL LEVEL

Course Name: IB Spanish Language A: Language & Literature 5SL;
IB Spanish Language A: Language & Literature 6SL;
IB Spanish Language A: Language & Literature 7SL;
IB Spanish Language A: Language & Literature 8SL

Course Code: FL.IBSA5SL; FL.IBSA6SL
FL.IBSA7SL, FL.IBSA8SL

State Course Code: 24067

Subject/Department: World Languages

Course Length: One (1) Semester

Grade: 9-12

Prerequisite: Spanish for Proficiency and/or Spanish Language Arts
Teacher recommendation

Credits per Semester: One (1) Humanities, Elective

Course Description: IB A Language & Literature 5/6/7/8/SL is a 2-year college-level Spanish course. Every attempt will be made to replicate an authentic college course experience while providing support that allows you to access the content. Instruction, assignments, and student work should and will be expected to reflect this opportunity. Students will learn how to interpret text, elements of literary as well as text craft, and the contexts in which they are created through deep analysis and evaluation. Independent thought is expected and encouraged in all oral and written analyses. Students must be Heritage Spanish learners or have successfully completed at least 240 hours of seatwork in Spanish before enrollment.

NEW COURSE OR COURSE CHANGE REQUEST

Content Facilitator Name/Role: Claudette Murtha / Global Education Facilitator	Content Area: World Language	Date: February 8, 2023
If request originated by a staff member at a school, list name(s) below. Clara Hoellerbauer & Ana Maria Pedrie – Palmer High School		

Course Title (if this is a deletion request, provide the current details):

IB Spanish Language A: Language & Literature 5SL
IB Spanish Language A: Language & Literature 6SL
IB Spanish Language A: Language & Literature 7SL
IB Spanish Language A: Language & Literature 8SL

Course Length:

1 year

Course Code:

FL.IBSA5SL
FL.IBSA6SL
FL.IBSA7SL
FL.IBSA8SL

State Course Code/SCED:

24067

Subject/Department:

World Language

Prerequisite:

Spanish for Proficiency and/or Spanish Language Arts
Teacher recommendation

Credits per Semester:

1

Graduation credit priority cascade:

Humanities

Elective

Course Description:

IB A Language & Literature 5/6/7/8/SL is a 2-year college-level Spanish course. Every attempt will be made to replicate an authentic college course experience while providing support that allows you to access the content. Instruction, assignments, and student work should and will be expected to reflect this opportunity. Students will learn how to interpret text, elements of literary as well as text craft, and the contexts in which they are created through deep analysis and evaluation. Independent thought is expected and encouraged in all oral and written analysis. Students must be Heritage Spanish learners with strong language skills or have successfully completed at least 240 hours of seatwork in Spanish prior to enrollment.

The aims of this course are to enable students to:

- engage with a range of texts, in a variety of media forms, from different periods, styles and cultures.
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing.

NEW COURSE OR COURSE CHANGE REQUEST

- develop skills in interpretation, analysis and evaluation.
- develop sensitivity to the formal and aesthetic qualities of texts and a variety of perspectives, cultural contexts, local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings.
- develop an understanding of the relationship between studies in language and literature and other disciplines.
- foster a lifelong interest in and enjoyment of language and literature.

If this is a change, what is the new Course Description?

N/A

If this is a change please share the Reason for the Change/Deletion:

N/A

Remember to include a copy of a course outline (not a link) with this approval form when submitting for signature. No requests will be processed without this documentation.

Is this a new course?	YES: <input checked="" type="checkbox"/> NO: <input type="checkbox"/>
Is this a course change?	YES: <input type="checkbox"/> If yes, Please specify the change: NO: <input checked="" type="checkbox"/>
Is this a course deletion?	YES: <input type="checkbox"/> NO: <input checked="" type="checkbox"/>
Will this course require submission to NCAA Clearinghouse? (all Math, ELA, Science, SS, WL courses are required)	YES: <input checked="" type="checkbox"/> NO: <input type="checkbox"/>

Please share any additional context if needed:

SL (Standard Level) and HL (High Level) are essentially the same course content, the differentiation is the quantity of texts studies/analyzed by the student, the assessment format and the rubrics. Please see attached documentation to see this differentiation.



NEW COURSE OR COURSE CHANGE REQUEST

Content Facilitator Name/Role: Claudette Murtha / Global Education Facilitator	Content Area: World Language	Date: February 8, 2023
If request originated by a staff member at a school, list name(s) below. Clara Hoellerbauer & Ana Maria Pedrie – Palmer High School		

Course Title (if this is a deletion request, provide the current details):

IB Spanish Language A: Language & Literature 5HL

IB Spanish Language A: Language & Literature 6HL

IB Spanish Language A: Language & Literature 7HL

IB Spanish Language A: Language & Literature 8HL

Course Length:

1 year

Course Code:

FL.IBSA5HL

FL.IBSA6HL

FL.IBSA7HL

FL.IBSA8HL

State Course Code/SCED:

24067

Subject/Department:

World Language

Prerequisite:

Spanish for Proficiency and/or Spanish Language Arts

Teacher recommendation

Credits per Semester:

1

Graduation credit priority cascade:

Humanities

Elective

Course Description:

IB A Language & Literature 5/6/7/8/HL is a 2-year college-level Spanish course. Every attempt will be made to replicate an authentic college course experience while providing support that allows you to access the content. Instruction, assignments, and student work should and will be expected to reflect this opportunity. Students will learn how to interpret text, elements of literary as well as text craft, and the contexts in which they are created through deep analysis and evaluation. Independent thought is expected and encouraged in all oral and written analysis. Students must be Heritage Spanish learners with strong language skills or have successfully completed at least 240 hours of seatwork in Spanish prior to enrollment.

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NEW COURSE OR COURSE CHANGE REQUEST

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Is this a new course?	YES: <input checked="" type="checkbox"/> NO: <input type="checkbox"/>
Is this a course change?	YES: <input type="checkbox"/> If yes, Please specify the change: NO: <input checked="" type="checkbox"/>
Is this a course deletion?	YES: <input type="checkbox"/> NO: <input checked="" type="checkbox"/>
Will this course require submission to NCAA Clearinghouse? (all Math, ELA, Science, SS, WL courses are required)	YES: <input checked="" type="checkbox"/> NO: <input type="checkbox"/>

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SIGNATURES

v. 07.27.2020

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NEW COURSE OR COURSE CHANGE REQUEST

SIGNATURES

Content Facilitator:	
Name: Claudette Murtha	Date: February 13, 2023
Signature: <i>Claudette Murtha</i>	
RECOMMEND <input checked="" type="checkbox"/>	DO NOT RECOMMEND <input type="checkbox"/> Why?

Area Superintendent:	
Name: Bryan Relich	Date: February 13, 2023
Signature: <i>Bryan Relich</i>	
RECOMMEND <input checked="" type="checkbox"/>	DO NOT RECOMMEND <input type="checkbox"/> Why?

Director of Curriculum and Instruction:	
Name: Karol Gates	Date: February 13, 2023 <i>3-1-2023</i>
Signature: <i>Karol Gates</i>	
RECOMMEND <input checked="" type="checkbox"/>	DO NOT RECOMMEND <input type="checkbox"/> Why?



PALMER HIGH SCHOOL

A tradition of excellence
IB Spanish Language A

Course Title(s) for 2 year program

IB Spanish Language A: Language & Literature 5 SL

IB Spanish Language A: Language & Literature 6 SL

IB Spanish Language A: Language & Literature 7 SL

IB Spanish Language A: Language & Literature 8 SL

Course Codes:

FL.IBSA5SL

FL.IBSA6SL

FL.IBSA7SL

FL.IBSA8SL

Course Description

IB A Language & Literature 5/6/7/8/SL is a 2 year college-level Spanish course. Every attempt will be made to replicate an authentic college course experience while providing support that allows you to access the content. Instruction, assignments, and student work should and will be expected to reflect this opportunity. Students will learn how to interpret text, elements of literary as well as text craft, and the contexts in which they are created through deep analysis and evaluation. Independent thought is expected and encouraged in all oral and written analysis. Students must be Heritage Spanish learners with strong language skills or have successfully completed at least 240 hours of seat-work in Spanish prior to enrollment.

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- develop skills in listening, speaking, reading, writing, viewing, presenting and performing.
- develop skills in interpretation, analysis and evaluation

- develop sensitivity to the formal and aesthetic qualities of texts and a variety of perspectives, cultural contexts, local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings.
- develop an understanding of the relationship between studies in language and literature and other disciplines.
- foster a lifelong interest in and enjoyment of language and literature.

The WHY

Theme & Focus: Cultural Insight & Analytical Thinking

Big Questions to Consider:

- How does culture and context shape our understanding of the world around us?
- How can I read texts to find deeper meaning and intention behind the author's decisions?
- What makes thoughtful, organized, high level writing that is acceptable in a college-level setting?

The objectives of the course are designed to provide students with ample opportunity to notice and compare similarities and differences between literary texts from different time periods and cultures, while demonstrating a command of speaking and writing conventions in order to independently analyze various types of literature and apply knowledge of literary terms, styles, and genres to discussions and interpretations. Students will be challenged to understand literary works both in the contexts in which they were written as well as their universal relevance.

Proposed sequence using a model based on inquiry and central concepts for the two year program.

THEMES	SUBTHEMES	INQUIRY
<p>Literature and Identity: literature as an expression and creator of individual and cultural identities. Literature and Identity will allow students to explore additional IB topics inherent to the concept of identity. Students will be introduced to different approaches to analyze literary, non-literary, visual, and audiovisual, and performance texts.</p>	<p>values and beliefs equality/inequality communication Creativity and Aesthetics Connection between language and identity</p> <p>Assessments:</p> <p>Students create a narrative about their individual and cultural identity. They choose the mode or type of text.</p> <p>Students write a paper 1 demonstrating their knowledge and understanding drawn from the text read during the semester.</p>	<p>How do we create meaning? How does academic discourse vary by genre and cultural context? What can we learn about culture through literature? How do people use language to define themselves? How does language vary depending on the race, class, and gender of the speaker? What differences do we find in the creation of fiction and non-fiction texts? How factors like popular entertainment affect the way artists use language? How to apply what you have learned in writing your own narrative?</p>
<p>The power of the word. Students will explore non literary works.</p>	<p>Communication-persuasive texts. Influential Hispanic Essayist: Ortega y Gasset and the power of the Mass. • Bias, purpose, audience, stylistic choices, form, function • Personal and cultural expression.</p> <p>Assessment: Oral exam: students are presented with an image of an Art piece, and they need to respond by connecting the art with the concepts discussed, the target culture, and giving their own personal interpretations of the work of art.</p>	<p>How do we know that what we hear on the news is real? What are the strategies used in marketing to reach diverse cultures? Is every decision made in creating a film a conscious choice, or do we read too much into our analysis? Is political propaganda an artistic expression? When do advertisements become unethical? How can we avoid being manipulated by what we see, hear and read?</p>

THEMES	SUBTHEMES	INQUIRY
<p>El siglo XXI a través de la intertextualidad. Literatura y otras artes en el siglo xxi.</p> <p>Studying multimodal texts that reflect the state of 21st century Hispanoamerica.</p>	<p>Connecting the past with the present: magical realism and technology.</p> <p>Artistic expressions and Intertextuality: literary works taken to the big screen.</p> <p>Soap Operas in Hispanic culture.</p> <p>Eurovision and Globalization</p> <p>Culture through the arts</p> <p>Literature and performance</p> <p>Assessment:</p> <p>Listening to an audiovisual text and writing a critical analysis of the text making conceptual and thematic connections.</p>	<p>Is art a reflection of reality?</p> <p>Can we change the culture through art?</p> <p>How do we know if what we learn in social media is the truth?</p> <p>Film and music: how does music help convey the message of a film?</p> <p>How Directors use strategies to create films to influence audiences to respond in a particular way?</p> <p>What can we learn about the evolution of a culture through its music?</p>
<p>Semester 2: making authentic connections between literature, language, and the IB exams</p>	<p>Students choose the literary and non-literary works they want to focus on for the exam and analyze them thoroughly from a specific theoretical perspective.</p> <p>Students consistently write in their reading journals reflecting on what they read.</p> <p>Students write an essay presenting the analysis of the works used and their connections.</p>	<p>Can a writer write effectively about a culture that is not his own?</p> <p>After comparing two works, have you changed the way you understand them?</p> <p>From your own reading, think of a work that has influenced your writing. How did it change it?</p> <p>In what ways does the use of language in the works you have read or listened to represent in themselves a view of the world?</p>

Teacher text for short literary fragments and activities:

Edward H. Friedman, *Aproximaciones al estudio de la literatura hispánica*, New York, McGraw Hill, 2004

List of works to choose from: students will be able to choose from texts according to their interests, focal concepts, and language proficiency (once approved by the BOE)

Narrative:

"*Martín Fierro*", José Hernández- Argentina

"*Me llamo Rigoberta Menchú y así me nació la conciencia*", Rigoberta Menchu-Guatemala

"*Los de abajo*", Azuela- México

"*Pedro Páramo*" Juan Rulfo-México

"*Balún Canán*", Rosario Castellanos-México

"*La noche de Tlatelolco*:", Elena Poniatowska- México

"*La muerte de Artemio Cruz*", Octavio Paz

"*El coronel no tiene quien le escriba*", Gabriel Garcia Marquez- Colombia

"*En el tiempo de las mariposas*"-Julia Alvarez

"*La casa de los espíritus*" Isabel Allende

"*El amor en los tiempos del colera*" Garcia Marquez

Poetry:

"*Tala*" Poemas- Gabriela Mistral- Chile

"*A Roosevelt*" Ruben Dario- Nicaragua

"*Los dos abuelos*", Nicolas Guillen- Cuba

Drama:

"*La casa de Bernarda de Alba*", Garcia Lorca- Spain

"*El delantal blanco*", Sergio Vodanovic- Chile

Essays and other nonfiction texts:

"*El tema de nuestro tiempo*"- Jose Ortega y Gasset- Spain

"*El laberinto de la soledad*" Octavio Paz- México

"*Vocabulario congo, el bantu que se habla en Cuba*", Rosario Castellanos- Cuba

Art:

"Los muralistas de la Revolución Mexicana"

"El arte México-americano"

"Guernica" de Picasso y otras expresiones artísticas de la Guerra Civil Española

Music:

"*Granada*: Canción de Agustín Lara- México

Eurovisión: la identidad española a través de su música. "*Terra*" de Teixugueiras

****In addition, IB Provides an extensive prescribed reading list to choose literary and non-literary works. IB Recommended Reading List**

Inquiry & Approached to Teaching:

This course is organized into three areas of exploration and seven central concepts, and focuses on the study of literary works. Together, the three areas of exploration of the course add up to a comprehensive exploration of literacy from a variety of cultures, literary forms and periods. Students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication.

- Available at standard level (SL) and high level (HL)
- HL requires 240 class hours, while SL requires a minimum of 150 class hours.
- Students study 9 works at the SL from a representation selection of literary forms, periods and places.
- Students develop the ability to engage in close, detailed analysis of literary works, building understanding of the techniques involved in literary criticism.
- Students are assessed through a combination of formal examination and oral and written coursework.
- The formal examination comprises two essay papers, one requiring the analysis of a passage of unseen literary text, and the other a comparative response to a question based on the two works studied.
- Students also perform an oral activity presenting their analysis of the two works studied.

1. Students will develop skills that have relevance across all areas that help them "learn how to learn" - Approaches to teaching and learning in studies in language and literature.

- Inquiry / Conceptual Understanding /

Assessment Objectives:

Know, understand and interpret:

- a range of texts, works and/or performances, and their meanings and implications
- contexts in which texts are written and/or received
- elements of literary, stylistic, rhetorical, visual and/or performance craft
- features of particular text types and literary forms.

Analyse and evaluate:

- ways in which the use of language creates meaning
- uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
- relationships among different texts
- ways in which texts may offer perspectives on human concerns.

Communicate

- ideas in clear, logical and persuasive ways
- in a range of styles, registers and for a variety of purposes and situations
- (for literature and performance only) ideas, emotion, character and atmosphere through performance.

Selection of literary works:

WL students must study at least four works within the following parameters:

- Works included are approved in District 11
- At least one work is written originally in the language studied, by an author on the approved D11 and IB lists.
- At least one work has been translated into the language of the course in a language different from the one being studied.
- Two can be chosen freely from the approved list or elsewhere and maybe in translation.

There must be a minimum of one work for each area of exploration. Works must be selected to cover two literary forms, two periods and two places as defined on the IB prescribed reading list, covering at least two continents.

Students must complete a "Works Studied" form and be included as part of the learner portfolio in Language A: Literature & Language. This form is signed by both student and teacher. (See attached form)

Assessments/Grading:

All grading will use the Criterion A-D rubrics for both Paper 1 & Paper 1 as well as the Individual Oral. Please see IB Language A Guide for detailed rubrics.

Rubrics as mandated by IB - Please see attached IB Language A Guide



COLORADO SPRINGS SCHOOL DISTRICT 11
Achievement, Learning & Leadership

NEW SECONDARY COURSE
REQUEST FOR APPROVAL
SPRING 2023

HIGH SCHOOL LEVEL

Course Name:	Introduction to Science Research
Course Code:	SC.INTRORES
State Course Code:	03212
Subject/Department:	Science
Course Length:	One (1) Semester
Grade:	9-12
Prerequisite:	Completion of or concurrent enrollment in Biology
Credits per Semester:	(1) Science, (1) Elective
Course Description:	<p>In this first year of a three-course sequence, students will experience the planning, performing, and communicating of original science and engineering research in any field that interests them. They will have opportunities to present their research in various settings, including but not limited to in-class, the Palmer Science Lecture Series, and a variety of science research competitions. Additionally, students learn technology, time management, communication, and research skills that can be utilized in many facets of their lives. After acquiring a sufficient amount of background knowledge and successfully completing an introductory science investigation (all done as part of this course), students are then encouraged to work as a summer research assistant or intern at a local university or other lab facilities. This summer experience will be the springboard into the more advanced stages of the student's research which is completed the following school year. An Honors option will be available for students who wish to dig deeper into their research area.</p>



Content Facilitator Name/Role: Darian Founds	Content Area: Science	Date: 02/13/2023
If request originated by a staff member at a school, list name(s) below. Nathaniel Lohmann		

Course Title (if this is a deletion request, provide the current details):

Introduction to Science Research

Course Length:

1 Semester

Course Code:

SC.INTRRES

SC.HINTORE

State Course Code/SCED:

03 212

Subject/Department:

Science

Prerequisite:

Completion of or concurrent enrollment in Biology

Credits per Semester:

1.0

Graduation credit priority cascade:

Science elective, general elective

Course Description:

In this first year of a three-course sequence, students will experience the planning, performing, and communicating of original science and engineering research in any field that interests them. They will have opportunities to present their research in a variety of settings, including but not limited to in-class, the Palmer Science Lecture Series, and a variety of science research competitions.

Additionally, students learn technology, time management, communication, and research skills that can be utilized in many facets of their lives. After acquiring a sufficient amount of background knowledge and successfully completing an introductory science investigation (all done as part of this course), students are then encouraged to work as a summer research assistant or intern at a local university or other lab facility. This summer experience will be the springboard into the more advanced stages of the student's research which is completed the following school year.

An Honors option will be available for students who wish to dig deeper into their research area.

NEW COURSE OR COURSE CHANGE REQUEST


If this is a change, what is the new Course Description? This is not a change in course


If this is a change please share the Reason for the Change/Deletion:

Is this a new course?	YES: X <input type="checkbox"/> NO: <input type="checkbox"/>
Is this a course change?	YES: <input type="checkbox"/> If yes, Please specify the change: NO: X <input type="checkbox"/>
Is this a course deletion?	YES: <input type="checkbox"/> NO: X <input type="checkbox"/>
Will this course require submission to NCAA Clearinghouse? (all Math, ELA, Science, SS, WL courses are required)	YES: <input type="checkbox"/> NO: X <input type="checkbox"/>

Please share any additional context if needed

SIGNATURES

Content Facilitator: Name: _____ Date: 02/13/2023 Darian Founds Signature: 	
RECOMMEND <input checked="" type="checkbox"/>	DO NOT RECOMMEND <input type="checkbox"/> Why?

Area Superintendent: Name: _____ Date: 2/14/23 Bryan Relich Signature: 	
RECOMMEND <input checked="" type="checkbox"/>	DO NOT RECOMMEND <input type="checkbox"/> Why?

NEW COURSE OR COURSE CHANGE REQUEST

Director of Curriculum and Instruction:

Name: KAROL GATES

Date: 3-1-2023

Signature: 

RECOMMEND ☒

DO NOT RECOMMEND ☐ Why?

Course Outline - Standards/Benchmarks/Performance Indicators:

Colorado Science and Engineering Practices: 1 (Asking questions (for science) and defining problems (for engineering)), 3 (Planning and carrying out investigations), 4 (Analyzing and interpreting data), 5 (Using mathematics and computational thinking), 5 (Constructing explanations (for science) and designing solutions (for engineering)), 7 (Engaging in argument from evidence), and 8 (Obtaining, evaluating, and communicating information). Note: science content standards will differ from student to student based upon their chosen topic.

IB MYP Sciences Assessment Criteria: Knowing and understanding (Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments), Inquiring and designing (Students develop intellectual and practical skills through designing, analysing and performing scientific investigations), Processing and evaluating (Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached), and Reflecting on the impacts of science (Students evaluate the implications of scientific developments and their applications to a specific problem or issue. Varied scientific language is applied to demonstrate understanding. Students should become aware of the importance of documenting the work of others when communicating in science).

IB MYP Personal Project Assessment Criteria: Planning (Students state a learning goal for the project and explain how a personal interest led to that goal. They state an intended product/outcome and develop appropriate success criteria for it. They present a clear, detailed plan for achieving the product/outcome and its associated success criteria) and Reflecting (Students explain the impact of the project on themselves or their learning and evaluate the product/ outcome based on the success criteria).

IB DP Extended Essay Assessment Criteria: Focus and method (The topic, the research question and the methodology are clearly stated), Knowledge and understanding (The research relates to the subject area/discipline used to explore the research question, and knowledge and understanding is demonstrated through the use of appropriate terminology and concepts), Critical thinking (Critical-thinking skills have been used to analyse and evaluate the research undertaken), Presentation (The presentation follows the standard format expected for academic writing), and Engagement (The student's engagement with their research focus and the research process).

Colorado Reading Writing, and Communicating Standards 9th/10th grade: Std. 1, GLE 1 (Respond to others' ideas, and evaluate perspective and rhetoric), Std. 1, GLE 2 (Organize and develop credible presentations tailored to purpose and audience), Std. 2, GLE 2 (Understand the logical progression of ideas in increasingly complex texts), Std. 3, GLE 1 (Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence), Std. 3, GLE 2 (Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension), Std. 4, GLE 1 (Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject).

Colorado Reading Writing, and Communicating Standards 11th/12th grade: Std. 1, GLE 2 (Integrate credible, accurate information into appropriate media and formats to meet an audience's needs), Std. 2, GLE 2 (Interpret and evaluate complex informational texts using various critical reading strategies), Std. 3, GLE 1 (Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases), Std. 3, GLE 2 (Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content), Std. 3, GLE 3 (Write engaging and significant real or imagined narratives that build toward a particular tone or outcome), Std. 3, GLE 4 (Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback), Std. 4, GLE 1 (Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions).

CDE Essential Skills: Entrepreneurial Skills (A Colorado graduate demonstrates entrepreneurial skills through critical thinking and problem solving, creativity and innovation, inquiry and analysis, and risk taking), Personal Skills (A Colorado graduate demonstrates personal skills through self-awareness, initiative and self-direction, personal responsibility and self-management, adaptability and flexibility, and perseverance and resilience), Civic/Interpersonal Skills (A Colorado graduate demonstrates civic/interpersonal skills through collaboration and teamwork, strong communication skills, global and cultural awareness, civic engagement and strong character), and Professional Skills (A Colorado graduate demonstrates professional skills through task and time management, career awareness, information literacy, perseverance and resilience, productivity and accountability, self-advocacy, and leadership).

ICAP Indicators: Self-Awareness Element 1 (Students will demonstrate knowledge, understanding, and personal awareness of their individual talents, interests, hopes, dreams, and passions) and 3 (Students will demonstrate personal awareness and social maturity through the development of positive relationships with peers, teachers, and other adults). Career Awareness Element 1 (Students will demonstrate knowledge, understanding, and personal awareness about career pathways available in local, regional, national and global arenas). Postsecondary Aspirations Element 1 (Students could participate in activities that allow them to explore occupations based on dreams, passions, and individual interests), 2 (Students could develop mentoring relationships with at least one member of their community that represents a job within their identified career pathway), and 3 (Students could demonstrate knowledge and understanding of how their dreams and interests translate into career fulfillment). Postsecondary Options Element 1 (Students could develop self-awareness of their personal motivations, abilities, limitations, interests, and skills and apply these to career options and selections) and 3 (Students could understand and apply the self-management, academic, social skills, and behaviors necessary to reach their optimal postsecondary potential). Academic Planning Element 1 (Students could demonstrate the academic discipline mindsets and behaviors for successful course completion (academic discipline includes organization, planning, and effort)). Employability Skills Element 1 (Students will demonstrate their knowledge of skills, aptitude, and educational requirements related to a particular career field) and 2 (Students will

actively develop personal and professional employability traits by engaging in classroom and community opportunities).

Course Outline - Assessment (Course, State, District, etc. [CSP, SWA, end of course, DALT, etc.]):

Course assessments include regular presentations in class, weekly meetings with the instructor, subject-related vocabulary checks, and a culminating presentation during an evening Palmer Science Lecture. Additionally, students will enter/present their research at research competitions, including but not limited to Pikes Peak Regional Science and Engineering Fair, Colorado Science and Engineering Fair, International Science and Engineering Fair, Science Talent Search, and the Junior Science and Humanities Symposium. Students may also utilize their research as they complete Personal Projects, Internal Assessments, and Extended Essays assessed by International Baccalaureate.

Course Outline - Content /Skills:

Science content (including math, engineering, and social science) will be decided by the individual student. Working through this lens, students will develop 1) Project-related knowledge, understanding, & critical thinking: students will study a topic that interests them and build a strong foundation of knowledge in this area; find, read, and understand the content and research procedures in professional journal articles; and determine what questions remain unanswered based on their reading. Students will also learn some of the statistical techniques utilized by professional scientists and engineers. 2) Tech skills: students will use PowerPoint/Google Slides, Word/Docs, Excel/Sheets extensively throughout the course. They will learn proper formatting and organization to help them analyze and draw conclusions from their data. Students will also learn how to utilize internet search engines to find reliable and relevant information. 3) Presentations and networking: students will develop an academic resume/C.V. to aid in reaching out to mentors; build verbal and visual presentation skills to communicate information in a professional, enthusiastic fashion to a wide variety of audiences; build strong communication skills in order to be able to explain and defend your research when being challenged by professionals in that field of research. 4) Other life-long skills: students will develop time management skills so that they can effectively undertake a large research project while balancing additional academic and extracurricular responsibilities that occur concurrently. They will work to increase creativity, flexibility, resourcefulness and self-confidence while also building critical thinking and problem-solving skills. Students in this course will help make a difference in the world by adding to the body of science knowledge.

Course Outline - Instructional methods:

This course, by its nature, is highly individualized to the student. As a result, instruction will be largely self-directed by the students.

Course Outline - Materials/Resources:

Materials and resources used will be determined largely by the individual students. Common resources used by all students will include the rules, guidelines, and forms from the International Science and Engineering Fair and any other competition the students may enter. Materials and resources used in class, such as goal sheets, vocabulary organizers, technology

instructions, article analysis guides, and weekly meeting notes, are largely created by the instructor and other science research instructors.

Classroom Assessments:

Students will be assessed in class based upon their article analysis guides, vocab quizzes, class presentations about their progress, and weekly meetings with the instructor.

Interventions:

Students will meet weekly with the instructor to discuss progress they've made on reading journal articles, reaching out to professional scientists and possible summer mentors, and development of their specific content knowledge. During these meetings, the instructor will gain insight into any necessary interventions the student may need to help them reach their individual goals.

Name of Submitter/Teacher: Nathaniel Lohmann

Department Chair Approval and Comments:

Principal Approval and Comments:

Content Facilitator Approval and Comments:



COLORADO SPRINGS SCHOOL DISTRICT 11
Achievement, Learning & Leadership

NEW SECONDARY COURSE
REQUEST FOR APPROVAL
SPRING 2023

HIGH SCHOOL LEVEL

Course Name:	Terror TRCSS
Course Code:	ME.MYPATL1; ME.MYPATL2
State Course Code:	22111
Subject/Department:	Miscellaneous (general)
Course Length:	One (1) Semester
Grade:	9-12
Prerequisite:	None
Credits per Semester:	(1) Elective
Course Description:	Terror TRCSS is an academic elective that prepares students for success as lifelong learners. Through the Approaches to the Learning framework, students will study and reflect on different aspects of their academic, social, and personal lives to create understanding and habits that will establish a structure for a balanced and healthy life. IB Approaches to Learning courses introduce students to life skills to enable them to engage critically with others.



Content Facilitator Name/Role: Darian Founds	Content Area: Miscellaneous (General)	Date: 02/13/2023
If request originated by a staff member at a school, list name(s) below. Clara Hoellerbauer, Assistant Principal, Palmer High School		

Course Title (if this is a deletion request, provide the current details): Terror TRCSS
Course Length: 1 semester
Course Code: ME.MYPATL1 ME.MYPATL2
State Course Code/SCED: 22 003
Subject/Department: Miscellaneous (general)
Prerequisite: None
Credits per Semester: 1
Graduation credit priority cascade: General elective
Course Description: Terror TRCSS is an academic elective that prepares students for success as lifelong learners. Through the Approaches to Learning framework, students will study and reflect on different aspects of their academic, social and personal lives in order to create understanding and habits that will establish a structure for a balanced and healthy life. IB Approaches to Learning courses introduce students to life skills to enable them to engage critically with others. If this is a change, what is the new Course Description? If this is a change please share the Reason for the Change/Deletion:


NEW COURSE OR COURSE CHANGE REQUEST

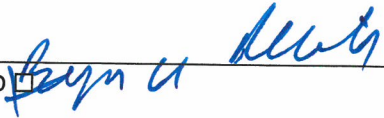
Remember to include a copy of a course outline (not a link) with this approval form when submitting for signature. No requests will be processed without this documentation.


Is this a new course?	YES: X <input type="checkbox"/> NO: <input type="checkbox"/>
Is this a course change?	YES: <input type="checkbox"/> If yes, Please specify the change: NO: X <input type="checkbox"/>
Is this a course deletion?	YES: <input type="checkbox"/> NO: X <input type="checkbox"/>
Will this course require submission to NCAA Clearinghouse? (all Math, ELA, Science, SS, WL courses are required)	YES: <input type="checkbox"/> NO: X <input type="checkbox"/>

This course was piloted using a short cycle adoption process during the 2022-23 school year. Results show that the course was successful in its initial implementation and that the course is supporting students with a strong start to freshmen year.

SIGNATURES

Content Facilitator:	
Name: Darian Founds	Date: 02/13/2023
Signature: 	
RECOMMEND <input checked="" type="checkbox"/> X	DO NOT RECOMMEND <input type="checkbox"/> Why?

Area Superintendent:	
Name: Bryan A. Delich	Date: 2/14/23
Signature: 	
RECOMMEND <input checked="" type="checkbox"/>	DO NOT RECOMMEND <input type="checkbox"/> Why?

Director of Curriculum and Instruction:	
Name: KAROL GATES	Date: 3.1.2023
Signature: 	

NEW COURSE OR COURSE CHANGE REQUEST

RECOMMEND <input checked="" type="checkbox"/>	DO NOT RECOMMEND <input type="checkbox"/> Why?
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****The course is designed to meet student needs, with an emphasis on Thinking, Research, Communication, Social Skills, and Self-Management (TRCSS). Students will complete a project at the end of each semester while collecting evidence to demonstrate competency in the TRCSS skills, to be presented at the end of the second semester.**

Semester 1 Tentative Topics:

- Growth Mindset
- Resilience and Grit
- Goal Setting, including teaching and utilizing the SMART Goal format
- Reflection
- Self-talk and motivation
- Organization
- Time Management
- Planning
- Note-taking strategies
- Weekly Progress Monitoring/Tutoring/Conferencing
- 'My Future' final project, focused on career/financial planning, some research
- Connecting to and communicating with variety of people
- Connecting students to IB Learner Profile traits

Semester 2 Tentative Topics:

- Time Management and Prioritizing
- Stress Management
- Self-Management
 - Motivation
 - Goal Setting and Planning
 - Looking ahead to credit requirements and what classes meet them
 - Recovering from failure
 - Backwards Planning
- Looking for a Job
 - Where? What do you need? Help apply for worker's permit; build resume and review applications; mock interviews w/panel
 - Reflection
- Weekly Progress Monitoring/Tutoring/Conferencing
- Conflict resolution—Restorative focus
- Connecting students to IB Learner Profile traits

THINKING SKILLS								
Critical			Creative		Transfer		Reflection	
Analysis	Evaluation	Forming Decisions	Generating novel ideas	Considering new perspectives	Application	Application in Multiple Contexts	Reflection	Metacognition

RESEARCH SKILLS								
Information-Literacy				Media Literacy			Ethical Use	
Formulating & Planning	Gathering & Recording	Synthesizing & Interpreting	Evaluating & Communicating	Consuming & Processing	Considering online perspectives	Creating	Ethical Use	Reliability of sources

COMMUNICATION SKILLS						
Exchanging Information			Literacy		ICT	
Listening	Interpreting	Speaking	Reading	Writing	Media Representation	Informed Choices

SOCIAL SKILLS					
Intrapersonal		Interpersonal			
Self Control	Emotional Intelligence	Respecting Others	Supporting Others	Social Intelligence	Resolving Conflict

SELF-MANAGEMENT SKILLS							
Organization			States of mind				
Managing Self	Time Management	Goal Setting	Mindfulness	Perseverance	Emotional Management	Self Motivation	Resilience