

ORANGE COUNTY  
BOARD OF EDUCATION

AGENDA ITEM ABSTRACT

Meeting Date: January 3, 2012

AGENDA  
ITEM No. 12-01-11

ACTION: (Y/N) Y

SUBJECT: Student Course Additions/Deletions 2012-2013

INFO. CONTACT: Dr. Denise Morton/Steven Weber/Patricia Harris PHONE: 919-732-8126

- ATTACHMENTS:
1. Addition/Elimination of Course Offerings Policy and Procedures #3105
  2. Course Review Committee and Course Addition/Elimination Proposals
  3. Course Addition/Elimination Request Descriptions
  4. Triangle High Five Math Collaborative Proposal for Middle and High School Mathematics Course Names and Typical Sequencing
  5. News and Observer article describes new math sequence

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**PURPOSE:** To provide the Board of Education with staff recommendations for the addition and elimination of high school courses for the 2012-2013 school year.

**BACKGROUND:** Board Policy #3105 Addition/Elimination of Course Offerings requires district staff to conduct a review process prior to considering the addition or elimination of courses for the following school year. Nine new course offerings are being recommended for addition to the curriculum guide, along with two course eliminations.

On December 12, 2011, a district committee reviewed high school course additions and elimination proposals. The list of committee approved and eliminated courses was forwarded to the Superintendent and Chief Academic Officer for Curriculum and Instruction for their review. At the Superintendent's request, the attached courses are being presented to the School Board in compliance with Board Policy #3105.

Staff will also provide additional information regarding the new secondary math sequence.

**FINANCIAL IMPACT:** None

**RECOMMENDATION:** The Superintendent recommends the Board of Education approve the proposed course additions and eliminations for the 2012-2013 school year.

# ADDITION/ELIMINATION OF COURSE OFFERINGS

Date Reviewed/Approved: 12/06/2004

Policy Number: 3105

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Rescinds Policy Number: ICE

Issued: 2/28/79

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The Orange County Board of Education supports a wide array of course offerings. To support the changing needs and interests of our students, new courses may be added and existing courses eliminated.

New courses that are in the North Carolina Standard Course of Study and new courses not in the North Carolina Standard Course of Study require a review process. This process includes completion of a Course Addition Report, input from the School Governance Council/parents, and approval of the superintendent preferably prior to student registration. The resources needed to support the course should be included in the school and/or system budget for the following school year. Support for the course does not guarantee school and/or system funding.

Existing courses to be considered for elimination also require a review process. This process includes completion of a Course Elimination Report, input from the School Governance Council/parents, and approval of the superintendent or designee prior to omitting the course from student registration for the following year. The redirection of resources that support the course should be reflected in the school and/or system budget for the next school year.

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*Issued: 12/09*

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**PROCEDURE TO ADD OR ELIMINATE A COURSE**

1. An individual or group in a school who wishes to add or eliminate a course must obtain and complete a *Course Addition Request* or a *Course Elimination Request* and submit it to the principal.
2. The principal will request written feedback from the School Improvement Team.
3. If the principal supports the recommendation, the principal will submit the *Course Addition/Course Elimination Request* and written feedback to the Director of Secondary Instruction prior to October 1.
4. The Director of Secondary Instruction will review the information and consider many factors including the impact of adding this course across the district. The plan must include the financial impact of adding or eliminating a course and which funds will be used to support the addition or elimination of a course.
5. Following a review of the school's *Course Addition/Course Elimination Request(s)*, the Director of Secondary Instruction will provide recommendations directly to the principal.
6. The principal will be given two weeks to review the district's recommendations in order to make revisions to the *Course Addition/Course Elimination Request(s)*.
7. The principal will provide a revised *Course Addition/Course Elimination Request* form to the Director of Secondary Instruction.
8. The Director of Secondary Instruction will convene a Course Review Committee, per Board Policy, to review each course. The district committee will consist of teachers, school administrators, and parents and will reflect the demographics of the school.
9. The Superintendent's senior staff will review and approve recommendations and then forward to the Board of Education.
10. The Board of Education will provide the vote to approve or deny each course addition and/or course elimination.
11. This process should be completed prior to January 1<sup>st</sup> of each school year.

### Course Review Committee

1. Beth Boyce, Orange High School Parent
2. Armond Hankins, Orange High School Principal
3. Dr. Denise Morton, Chief Academic Officer
4. Steven Weber, Director of Secondary Instruction
5. John Wheeler, Cedar Ridge High School Principal
6. Zevalda McPherson, Cedar Ridge High School Parent

### Course Addition Proposals Orange County Schools December 12, 2011

The following courses were submitted by classroom teachers, with approval from the building principal, or by district staff.

Course Name	Submitted By
Applied Math I	CRHS, OHS, and PA
Botany and Zoology	CRHS and OHS Science Departments
Common Core Math I * Adopted by State Board of Education	District Staff
Conceptual Physics	CRHS
Marketing Management	District Staff
Microsoft IT Academy	District Staff
Nursing Fundamentals	District Staff
SAS Programming II	District Staff
Virtual Enterprise	District Staff

New courses that are in the North Carolina Standard Course of Study and new courses not in the North Carolina Standard Course of Study require a review process. This process includes completion of a Course Addition Report and review by a district course review committee.

**Course Review Committee  
Course Elimination Proposals  
Orange County Schools  
December 12, 2011**

The following course eliminations were submitted by district staff.

<b>Course Name</b>	<b>Submitted By</b>
Digital Communications	District Staff
Small Business Entrepreneurship	District Staff

Course Eliminations require a review process. This process includes completion of a Course Elimination Report and review by a district course review committee.

Course Addition Request



for

School Year 2012-2013

Procedure Number 3105-P

School: Cedar Ridge, Orange & Partnership

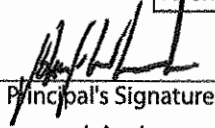
Person Making the Request/Title: Angela Wimberly, Shelley Faucette

Title of Proposed Course: Applied Math 1

Department/Subject Area: Math

Units of Credit: 1

Course Prerequisites: To enroll in the course students must pass Course 1 and Course 2 (Algebra 1 & Geometry or Algebra 2)

  
Principal's Signature

12-7-11  
Date

1. In four-five sentences, explain the course as you wish for it to appear in the district's course guide.  
Course Description:

This course is designed to develop and refine practical mathematical skills that may be used in the workplace. Emphasis is placed on problem-solving techniques in real world situations. Topics will include solving equations, manipulate formulas, trigonometry, ratios and proportions, polynomials, and graphing.

2. What is the major justification for addition of this course?

State has eliminated Technical Math 1 & 2 and is requiring LEAs to create new opt-out courses.

3. Is this course in the *North Carolina Standard Course of Study*?  YES  NO

4. What is the anticipated/total enrollment for the course over a two-year period?  
Include number of periods offered and students enrolled in each period.

1-2 sections of approximately 25 students per school.

5. How will the new class impact the current schedule and student/teacher ratio by period and department?

No change.

6. What is the staffing plan? Estimate costs.

No change.

7. Specify the textbooks, instructional supplies, technology needs and materials needed to teach this course. Estimate costs.

We will use current materials until new textbooks are adopted.

8. What are the classroom needs?

Classroom Space

No change.

Furniture

No change.

Estimated Costs

If teacher/school grants are not approved, each school will need approximately \$500 to be used for application based modeling.

Are outside resources available to support this course? (i.e. grants, partnerships, college/university partner, etc.)  
If so, please explain.

Piedmont Electric Grant  
PTSO Grant

9. Provide a course outline of content and sequence of the proposed course.

\*If your course request includes honors level credit, please review the state guidelines for requesting an honors level course at: [www.ncpublicschools.org/curriculum/honorsguide](http://www.ncpublicschools.org/curriculum/honorsguide)

Unit 1 Solving Equations  
Unit 2 Formulas  
Unit 3 Polynomials  
Unit 4 Graphing  
Unit 5 Trig  
Unit 6 Ratios & Proportions  
Unit 7 Application Based Modeling

10. Submit the *Course Addition Request* to the Director of Secondary Instruction.

Course Addition Request

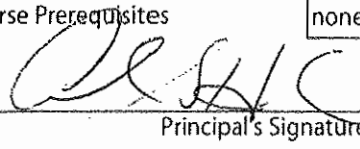


for

School Year 2012-2013

Procedure Number 3105-P

School	Orange and Cedar Ridge High Schools
Person Making the Request/Title	Biology PLC at both schools (Dept. chairs B. Smith and P. Kavanaugh)
Title of Proposed Course	Botany and Zoology
Department/Subject Area	Science/Biology elective
Units of Credit	Honors level; one credit
Course Prerequisites	none

 Principal's Signature

12/12/11  
Date

1. In four-five sentences, explain the course as you wish for it to appear in the district's course guide.  
Course Description:

This course is an introductory honors course that will interest students aiming for future careers in life or health sciences. Students will study animals and plants, learning about how they compare in their structures and functions. This course will provide a strong honors level foundation for future high school life sciences. Students will explore this content through laboratory activities including dissections, models, research, projects and field work.

2. What is the major justification for addition of this course?

This course covers key skills and concepts from biology and provides students with background knowledge that will help prepare them for AP and IB biology courses. This course will support the Common Core State Standards and College and Career skills. It will appeal to students interested in pre-vet, pre-med and pre-nursing careers among others. Both high schools are seeking to increase the number of students enrolled in advanced high school science courses, and this course is designed to support that goal.

3. Is this course in the *North Carolina Standard Course of Study*?  YES  NO

4. What is the anticipated/total enrollment for the course over a two-year period?  
Include number of periods offered and students enrolled in each period.

Initially, we would anticipate 20-30 students per year per school. In the course's second year, it is possible to expect 2 sections per year per school.

5. How will the new class impact the current schedule and student/teacher ratio by period and department?

The new class would affect the enrollment of other science electives slightly.

6. What is the staffing plan? Estimate costs.

The staffing plan requires changes to implement this course at both schools. At Orange High, to run a section next year (2012-13), would require an additional 1/2 time position in science. (cost \$27,000.00). At Cedar Ridge, running sections would depend on the ability to shift existing science staff currently teaching non-science courses back to science sections.



7. Specify the textbooks, instructional supplies, technology needs and materials needed to teach this course.  
Estimate costs.

Textbooks- We would utilize extra biology textbooks from our old adoption that are also used for Biology sections.  
Instructional materials- There would not be additional supplies from those provided for now in biology, the use of some of these would be shifted from Biology to this course. (ie dissection specimens)

8. What are the classroom needs?

Classroom Space

Science classroom (electricity, sinks, safety equipment)

Furniture

Science lab tables and chairs

Estimated Costs

Nothing additional except for possible future staffing needs. (see #6)

Are outside resources available to support this course? (i.e. grants, partnerships, college/university partner, etc.)  
If so, please explain.

Yes, for example, the botanical gardens and the Duke primate center are a source of materials and expertise that we would investigate.

9. Provide a course outline of content and sequence of the proposed course.

\*If your course request includes honors level credit, please review the state guidelines for requesting an honors level course at:  
[www.ncpublicschools.org/curriculum/honorsguide](http://www.ncpublicschools.org/curriculum/honorsguide)

Please see attached outline.

If approved, this outlined curriculum would be expanded in the summer of 2012.

10. Submit the *Course Addition Request* to the Director of Secondary Instruction.

Course Addition Request

Print Form

for  
 School Year 2012-2013  
 Procedure Number 3105-P

School	Cedar Ridge High School, Orange High School, Partnership Academy and Middle Schools
Person Making the Request/Title	Steven Weber, Director of Secondary Instruction
Title of Proposed Course	Common Core Math I
Department/Subject Area	Mathematics
Units of Credit	1
Course Prerequisites	None

*Denise C. Mott* 12-12-11  
 Principal's Signature Date

1. In four-five sentences, explain the course as you wish for it to appear in the district's course guide.

Course Description:

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The concepts for Common Core Math I will expand upon number and quantity, algebraic reasoning, functions, and statistics/probability. For example, during the middle grades students have learned to solve linear equations in two variables. In Common Core Math I students will analyze and explain the process of solving an equation showing fluency in writing, interpreting and translating between a linear equation's various forms. The linear equations and inequalities will be used to solve problems.

2. What is the major justification for addition of this course?

The Common Core State Standards were released in 2010, by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. With the adoption of these state-led education standards, North Carolina became the first group of states to embrace clear and consistent goals for learning to prepare children for success in college and work. Since that time, 48 states have adopted the Common Core State Standards. The Common Core State Standards are available online at [www.corestandards.org](http://www.corestandards.org). North Carolina will implement the Common Core State Standards in 2012-2013.

3. Is this course in the *North Carolina Standard Course of Study*?  YES  NO

4. What is the anticipated/total enrollment for the course over a two-year period?

Include number of periods offered and students enrolled in each period.

Common Core Math I will replace all Algebra I courses.  
 2011-2012 District Enrollment #s for Algebra I:  
 CRHS: 165 students  
 OHS: 204 students  
 Middle Schools (Combined Total): 400 students

5. How will the new class impact the current schedule and student/teacher ratio by period and department?

There will be no impact on scheduling. Traditionally, students have enrolled in Algebra I in middle school or in high school. Common Core Math I will replace Algebra I. The North Carolina Department of Public Instruction will develop new assessments aligned to Common Core Math I.

6. What is the staffing plan? Estimate costs.

Current staff will teach Common Core Math I.

7. Specify the textbooks, instructional supplies, technology needs and materials needed to teach this course. Estimate costs.

[Empty box for specifying textbooks, instructional supplies, technology needs and materials needed to teach this course, and estimating costs.]

8. What are the classroom needs?

Classroom Space

Classroom space will not be an issue since Common Core Math I is replacing Algebra I.

Furniture

No additional furniture will need to be purchased.

Estimated Costs

[Empty box for estimated costs.]

Are outside resources available to support this course? (i.e. grants, partnerships, college/university partner, etc.) If so, please explain.

Teachers and administrators from Orange County Schools are working with educators from Chapel Hill-Carrboro City Schools, Durham Public Schools, Johnston County Schools, and Wake County Public Schools (Triangle High Five) to develop the curriculum for Common Core Math I. This partnership will save the five districts time and money. It will also support alignment across this region of the state and will support students who move between school systems. No additional funds have been identified for purchasing textbooks, eBooks, or materials aligned to the Common Core State Standards for Mathematics at this time.

9. Provide a course outline of content and sequence of the proposed course.

\*If your course request includes honors level credit, please review the state guidelines for requesting an honors level course at: [www.ncpublicschools.org/curriculum/honorsguide](http://www.ncpublicschools.org/curriculum/honorsguide)

The Course outline is being developed in collaboration with Chapel Hill-Carrboro City Schools, Durham Public Schools, Johnston County Schools, and Wake County Public Schools (Triangle High Five). It is not available at this time. The next meeting for the five school districts is scheduled for February 3. Orange County Schools will have one representative from each middle school and high school. The new standards for Common Core Math are available online at <http://www.corestandards.org/the-standards/mathematics>.

10. Submit the *Course Addition Request* to the Director of Secondary Instruction.

Course Addition Request

Print Form

for  
 School Year   
 Procedure Number 3105-P

School

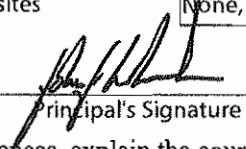
Person Making the Request/Title

Title of Proposed Course

Department/Subject Area

Units of Credit

Course Prerequisites

  
 Principal's Signature

12-7-11  
 Date

1. In four-five sentences, explain the course as you wish for it to appear in the district's course guide.

Course Description:

This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. The course will be taught as a laboratory-based inquiry course using modeling of the physical world. The course is designed as an introductory course covering basic physical concepts that will be used extensively in Biology and Earth and Environmental Science and Chemistry courses. This course satisfies the NC physical science credit graduation requirement.

2. What is the major justification for addition of this course?

Students need a course that provides a conceptual framework for basic physical concepts prior to their application in subsequent science courses. The course is designed as a complement to the mathematical skills that are taught in the Algebra 1/CC Math 1 curriculum allowing for application of those concepts as well as providing the basis for more advanced concepts covered in later science courses. It is anticipated that this course will be the primary introductory science course for standard level students.

3. Is this course in the *North Carolina Standard Course of Study*?  YES  NO

4. What is the anticipated/total enrollment for the course over a two-year period?

Include number of periods offered and students enrolled in each period.

It is anticipated that this course will be the primary introductory science course for standard level students. It is also intended to supplant the current Physical Science course as a base course to satisfy the physical science graduation requirement. We anticipate having at least two sections/semester.

5. How will the new class impact the current schedule and student/teacher ratio by period and department?

The course should not impact the student teacher ratio as the course is designed to replace the current Physical Science course.

6. What is the staffing plan? Estimate costs.

No changes in staff are planned.

7. Specify the textbooks, instructional supplies, technology needs and materials needed to teach this course.

Estimate costs.

No additional textbooks are required since the existing textbooks for Physical Science will be used. Materials currently used for Physical Science and Honors Physics can also be used for this course.

8. What are the classroom needs?

Classroom Space

No additional space required

Furniture

No additional furniture required

Estimated Costs

N/A

Are outside resources available to support this course? (i.e. grants, partnerships, college/university partner, etc.)

If so, please explain.

The Science House organization at NC State University provides support for conceptual based physics. It is anticipated that teachers teaching this course will participate in workshops such as these to help guide and improve the curriculum.

9. Provide a course outline of content and sequence of the proposed course.

\*If your course request includes honors level credit, please review the state guidelines for requesting an honors level course at: [www.ncpublicschools.org/curriculum/honorsguide](http://www.ncpublicschools.org/curriculum/honorsguide)

1. Scientific Inquiry, Measurements and Modeling.
2. Concepts of objects in motion
3. Forces and changes in motion
4. Mechanical Energy and the ability to do work
5. Heat and thermal energy
6. Sound and waves
7. Light and the electromagnetic spectrum
8. Electricity and magnetism

10. Submit the *Course Addition Request* to the Director of Secondary Instruction.

Course Addition Request

Print Form

for  
School Year 2012-2013  
Procedure Number 3105-P

School	Cedar Ridge High School
Person Making the Request/Title	Patricia Harris (CTE Director) and Melinda Fornes (Business Teacher)
Title of Proposed Course	Marketing Management - Course Number 6622
Department/Subject Area	CTE Department - Marketing Program Area
Units of Credit	1
Course Prerequisites	Marketing - Course Number 6621

*Dennis C. Morrow*

Principal's Signature

12-12-11

Date

1. In four-five sentences, explain the course as you wish for it to appear in the district's course guide.

Course Description:

In this course students acquire an understanding of management environments of marketing concepts and functions. Topics include human resources, marketing information, products/services, distribution, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business decisions.

2. What is the major justification for addition of this course?

Enrollment in the first level of Marketing has increased and students have indicated an interest in the second level which is Marketing Management.

3. Is this course in the *North Carolina Standard Course of Study*?  YES  NO

4. What is the anticipated/total enrollment for the course over a two-year period?

Include number of periods offered and students enrolled in each period.

One class section of at least 25 each year.

5. How will the new class impact the current schedule and student/teacher ratio by period and department?

No impact.

6. What is the staffing plan? Estimate costs.

No need for staffing. Teacher is already in place and teaches other business courses at Cedar Ridge High.

7. Specify the textbooks, instructional supplies, technology needs and materials needed to teach this course. Estimate costs.

The marketing textbook that is being used as a resource for this class.

8. What are the classroom needs?

Classroom Space

No impact.

Furniture

No extra furniture is needed.

Estimated Costs

Are outside resources available to support this course? (i.e. grants, partnerships, college/university partner, etc.) If so, please explain.

Career and Technical Education will be the main resource for this class.

9. Provide a course outline of content and sequence of the proposed course.

\*If your course request includes honors level credit, please review the state guidelines for requesting an honors level course at: [www.ncpublicschools.org/curriculum/honorsguide](http://www.ncpublicschools.org/curriculum/honorsguide)

Attached.

10. Submit the *Course Addition Request* to the Director of Secondary Instruction.

Course Addition Request

Print Form

for  
School Year 2012-2013  
Procedure Number 3105-P

School: Cedar Ridge High School and Orange High School

Person Making the Request/Title: Patricia Harris (CTE Director)

Title of Proposed Course: Microsoft IT Academy Excel and Access - Course Number 6419

Department/Subject Area: CTE Department - Business Program Area

Units of Credit: 1

Course Prerequisites: Microsoft IT Academy Word, Powerpoint and Publisher - Course Number 6417

*Dennis C. Morde*

Principal's Signature

12-12-11

Date

1. In four-five sentences, explain the course as you wish for it to appear in the district's course guide.

Course Description:

This course is the second level for the Microsoft IT Academy. The first part of the class is designed to help the student use the newest version of Microsoft Excel interface, commands, and features to present, analyze and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. In the second part of the class, students will learn how to create and work with a database and its objects by using the new and improved features in the newest version of Microsoft Access. Students will learn how to create, modify and locate information as well as how to create programmable elements for sharing and distribution via database information. Students will have the opportunity to take the Microsoft recognized certification test for Excel and/or Access at no cost.

2. What is the major justification for addition of this course?

Both high schools began the Microsoft IT Academy in 2011-2012 with Word, Powerpoint, and Publisher. Students have been taking the certification tests and interest in the next level is evident.

3. Is this course in the *North Carolina Standard Course of Study*?  YES  NO

4. What is the anticipated/total enrollment for the course over a two-year period?

Include number of periods offered and students enrolled in each period.

One class section of at least 25 in 2012-2013 with the expectation of two sections in 2013-2014.

5. How will the new class impact the current schedule and student/teacher ratio by period and department?

No impact.

6. What is the staffing plan? Estimate costs.

No need for new teacher positions. Business teacher in place.



7. Specify the textbooks, instructional supplies, technology needs and materials needed to teach this course. Estimate costs.

Curriculum is provided by Microsoft for free.

8. What are the classroom needs?

Classroom Space

Current classrooms will be used.

Furniture

No extra furniture is needed.

Estimated Costs

Are outside resources available to support this course? (i.e. grants, partnerships, college/university partner, etc.) If so, please explain.

Career and Technical Education will be the main resource for this class.

9. Provide a course outline of content and sequence of the proposed course.

\*If your course request includes honors level credit, please review the state guidelines for requesting an honors level course at: [www.nepublicschools.org/curriculum/honorsguide](http://www.nepublicschools.org/curriculum/honorsguide)

Attached.

10. Submit the *Course Addition Request* to the Director of Secondary Instruction.

Course Addition Request

Print Form

for  
 School Year 2012-2013  
 Procedure Number 3105-P

School	Cedar Ridge High School
Person Making the Request/Title	Patricia Harris (CTE Director)
Title of Proposed Course	Nursing Fundamentals -7243
Department/Subject Area	CTE Department -Health Science
Units of Credit	2 - double block for one semester
Course Prerequisites	Marketing - Course Number 6621

*Dennis E Morden*

Principal's Signature

12-12-11

Date

1. In four-five sentences, explain the course as you wish for it to appear in the district's course guide.

Course Description:

After taking Health Sciences I and II, students can further their interest in health sciences. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation (DHSR) Nurse Aide I curriculum. Students will do a clinical part which will take place outside of class. Because of the clinical portion, the course will meet for a double block each day for one semester. Students will need to pay for his/her appropriate attire. Financial assistance is available for those students who support.

2. What is the major justification for addition of this course?

The state department is changing the course sequence. Students will now take two health sciences courses before taking the clinical course called Nursing Fundamentals.

Health Sciences I (7240)

Health Sciences II (7242)

Nursing Fundamentals (7243)

3. Is this course in the *North Carolina Standard Course of Study*?  YES  NO

4. What is the anticipated/total enrollment for the course over a two-year period?

Include number of periods offered and students enrolled in each period.

This course has a restricted enrollment of 10 per instructor.

5. How will the new class impact the current schedule and student/teacher ratio by period and department?

We will have to shift the offerings to alternate from year to year. For example, offer Nursing Fundamentals opposite Health Sciences II. Only one teacher is available. We are hoping that the state will allow a retired nurse to teach the Nursing Fundamentals course.

6. What is the staffing plan? Estimate costs.

Alternating the courses will allow us to keep just one teacher and not have to hire another teacher. The other option is to hire a retired nurse for the Nursing Fundamentals Course which would cost approximately \$35,000.



Course Addition Request

Print Form

for

School Year 2012-2013

Procedure Number 3105-P

School	Orange High School
Person Making the Request/Title	Patricia Harris (CTE Director) and Greg Thoyre (CTE teacher)
Title of Proposed Course	SAS Programming II - Course number 6429
Department/Subject Area	CTE - Business
Units of Credit	1 unit
Course Prerequisites	SAS Programming I - Course number 6429

Dennis C. Mordk  
Principal's Signature

12-12-11  
Date

1. In four-five sentences, explain the course as you wish for it to appear in the district's course guide.

Course Description:

This course is for experienced SAS student programmers who will learn how to prepare data for analysis. The comparisons of manipulation techniques and resource cost benefits are designed to help student programmers choose the most appropriate technique for their data situation. Students will also learn how to process SAS data using Structured Query Language (SQL) and how to use the components of the SAS macro facility to design, write, and debug macro systems that are reusable and dynamic. This course can help prepare students for the Advanced Programming Exam for SAA (<http://support.sas.com/certify/>).

2. What is the major justification for addition of this course?

Orange High began SAS Programming I in 2011-2012. We have a small number of students who will be taking the course during the spring semester and we would like to offer the second level for these students. We are hoping to have some students take the certification exam.

3. Is this course in the *North Carolina Standard Course of Study*?  YES  NO

4. What is the anticipated/total enrollment for the course over a two-year period?

Include number of periods offered and students enrolled in each period.

To begin in 2012-2013 we expect 10 - 12 students. We hope to increase this enrollment for 2013-2014 depending upon the enrollment in SAS Programming I in 2012-2013.

5. How will the new class impact the current schedule and student/teacher ratio by period and department?

Depending upon enrollment of other courses, there should not be an impact. Greg Thoyre teaches multiple courses within a class period and is willing to work with students on a need basis.

6. What is the staffing plan? Estimate costs.

Staff is in place.

7. Specify the textbooks, instructional supplies, technology needs and materials needed to teach this course.

Estimate costs.

SAS provides the curriculum for free and it is on-line. No textbooks needed.

8. What are the classroom needs?

Classroom Space

Computer Lab which is already in place. The class will take place in Greg Thoyre's room.

Furniture

None needed.

Estimated Costs

None

Are outside resources available to support this course? (i.e. grants, partnerships, college/university partner, etc.)  
If so, please explain.

SAS is the resource for the curriculum at no cost.

9. Provide a course outline of content and sequence of the proposed course.

\*If your course request includes honors level credit, please review the state guidelines for requesting an honors level course at:  
[www.nepublicschools.org/curriculum/honorsguide](http://www.nepublicschools.org/curriculum/honorsguide)

The State CTE Department and SAS course content is available on-line.

10. Submit the *Course Addition Request* to the Director of Secondary Instruction.

Course Addition Request

Print Form

for

School Year 2012-2013

Procedure Number 3105-P

School	Orange High School and Cedar Ridge High School
Person Making the Request/Title	Patricia Harris (CTE Director), John Wheeler (Principal), Armond Hankins (Principal)
Title of Proposed Course	Virtual Enterprise (VE)
Department/Subject Area	Career and Technical Education - Business Program Area
Units of Credit	2 credits - the course will be a block for the year
Course Prerequisites	A business or marketing course plus a teacher recommendation.

*Dennis C. Morden*  
Principal's Signature

12-12-11  
Date

1. In four-five sentences, explain the course as you wish for it to appear in the district's course guide.

Course Description:

Students are involved in every aspect of running a business, including human resources, accounting, product development, production, distribution, marketing and sales, and they engage in trade with other practice firms (VEs) around the world. This simulation enables students to understand how employees, workgroup teams, and departments interact with each other and work together for the goal of the company. The typical VE company is comprised of five departments: Administration, Accounting/Finance, Marketing, Sales/Purchasing, and Human Resources. The company has a Chief Executive Officer (CEO), a president, and vice-presidents that head each department. Students actively participate in the proceedings of their respective departments and directly contact other practice firms to do business.

2. What is the major justification for addition of this course?

The Orange County Business and School Communities have come together for many discussions about entrepreneurship which now is a major topic of discussion nationwide. In this day and time, economically, students will need to understand the business world in any of their job opportunities. Students actively participate in the proceedings of their respective departments and directly contact other practice firms to do business. In this process, students learn in a way that allows them to improve their ability to handle information, to make decisions, to work in groups and independently, to set up objectives, and to evaluate—in other words—to be life-long learners.

3. Is this course in the *North Carolina Standard Course of Study*?  YES  NO

4. What is the anticipated/total enrollment for the course over a two-year period?

Include number of periods offered and students enrolled in each period.

Sixteen to twenty students in one section each year.

5. How will the new class impact the current schedule and student/teacher ratio by period and department?

This course will be part of the business offerings and will fill a hole in a schedule when available which each year it has been needed.

6. What is the staffing plan? Estimate costs.

Teachers are already in place and will be trained. Two teachers from each school will be trained. The training is held at Murfreesboro, TN. Transportation costs are estimated to be \$600.00. Hotel costs estimated to be \$480. Meals will cost approximately \$600. Training costs approximately \$100 per teacher for a total of \$400.  
Total costs for training staff: \$2080

7. Specify the textbooks, instructional supplies, technology needs and materials needed to teach this course. Estimate costs.

Curriculum is provided for National Virtual Enterprise Organization at \$1000 per year. Other resources will be used from existing courses. Wireless Mobile lab will be needed for the course or a computer lab. A wireless computer lab will cost approximately .... Access to a color printer, scanner/fax machine, digital video camera and telephones are needed during class time.

Costs for curriculum: \$2000 per year  
Color printer: \$350  
Wireless Lab: still waiting for quote

8. What are the classroom needs?

Classroom Space

Classroom Space is being looked into and no decision at this time has been made.

Furniture

For both high schools the classroom will need office type furniture:

Tables: \$3800 (cost for one setup)  
Chairs: \$2500 (cost for one setup)  
Time Zone clocks: \$700 (both schools)  
Total cost: \$7038

Estimated Costs

Furniture Costs: \$7000

Are outside resources available to support this course? (i.e. grants, partnerships, college/university partner, etc.)  
If so, please explain.

Not at this time.

9. Provide a course outline of content and sequence of the proposed course.

\*If your course request includes honors level credit, please review the state guidelines for requesting an honors level course at: [www.ncpublicschools.org/curriculum/honorsguide](http://www.ncpublicschools.org/curriculum/honorsguide)

Not available. We do not have access to actual curriculum until we are trained and become a member of Virtual Enterprise. Attached is a course description from Granville County giving more of a description. Granville is in their third year offering a successful Virtual Enterprise Program.

10. Submit the *Course Addition Request* to the Director of Secondary Instruction.

Course Elimination Request

Print Form

for

School Year 2012-2013

Procedure Number 3105-P

School	OHS
Person Making the Request/Title	Patricia Harris
Title of Proposed Course	Digital Communications
Department/Subject Area	Career Technical Education - Business
Units of Credit	1.0
Course Prerequisites	None

*Patricia Harris*

Principal's Signature

12-12-11

Date

1. What is the major justification for elimination of this course?

The State CTE department has shifted and will not be offering this course anymore.

2. Is this course mandated by law?  YES  NO

3. Is this course in the *North Carolina Standard Course of Study*?  YES  NO

4. What is the anticipated/total enrollment for the course over a two-year period?

Include number of periods offered and students enrolled in each period.

We have been phasing out this course over the past two years because we knew that the State was removing from our CTE standard course of study.

5. What is the impact on students who need to meet graduation requirements and qualify for post-secondary opportunities?

none

6. If this course is eliminated, what changes would occur in the staffing plan? Estimate financial gain.

none

7. How will the elimination of this course impact the current schedule and student/teacher ratio by period and department?

none



8. What textbooks and instructional supplies and materials would be redirected?

Materials can be used in other business courses. For example the headphones can be used in many areas.

9. What space, if any, would this make available?

none

10. What furniture would this make available?

none

11. What technology tools (hardware/software) would become available?

Headphones which will be used in other business courses.

12. What is the likelihood that this course would be reinstated at some future date?

none

13. Attach any other relevant information.

Course Elimination Request

Print Form

for

School Year 2012-2013

Procedure Number 3105-P

School: OHS and CRHS

Person Making the Request/Title: Patricia Harris

Title of Proposed Course: Small Business Entrepreneurship

Department/Subject Area: Career Technical Education - Business

Units of Credit: 1.0

Course Prerequisites: None

*Patricia Harris*

Principal's Signature

12-12-11

Date

1. What is the major justification for elimination of this course?

The state has eliminated this course from the state CTE standard course of study.

2. Is this course mandated by law?  YES  NO

3. Is this course in the *North Carolina Standard Course of Study*?  YES  NO

4. What is the anticipated/total enrollment for the course over a two-year period?

Include number of periods offered and students enrolled in each period.

No impact. This course has not been able to be offered over the past two years because of low enrollment.

5. What is the impact on students who need to meet graduation requirements and qualify for post-secondary opportunities?

None

6. If this course is eliminated, what changes would occur in the staffing plan? Estimate financial gain.

None

7. How will the elimination of this course impact the current schedule and student/teacher ratio by period and department?

No impact.

8. What textbooks and instructional supplies and materials would be redirected?

Textbooks and other supplies would become the resources for Virtual Enterprise Course.

9. What space, if any, would this make available?

None

10. What furniture would this make available?

None

11. What technology tools (hardware/software) would become available?

None

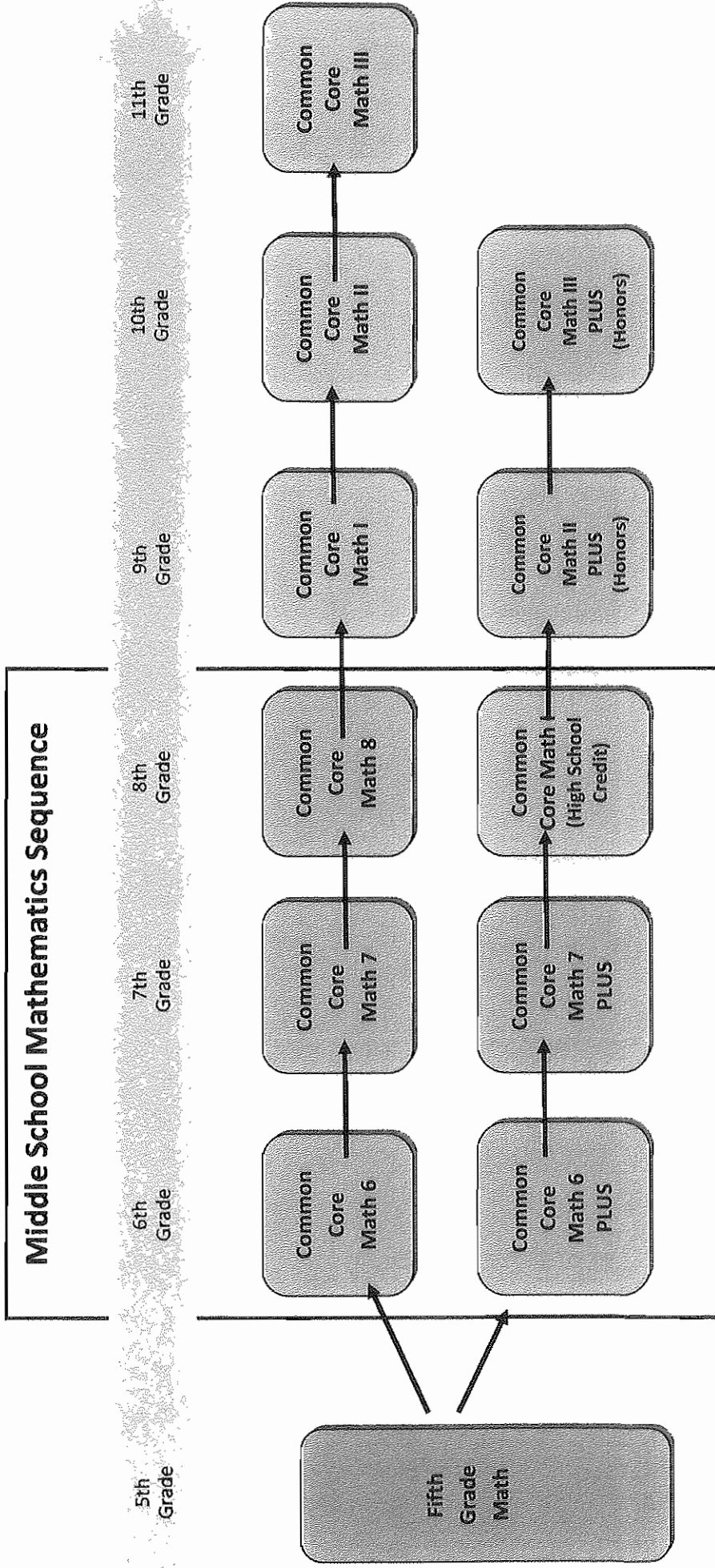
12. What is the likelihood that this course would be reinstated at some future date?

None

13. Attach any other relevant information.

10. Submit the *Course Addition Request* to the Director of Secondary Instruction.

Triangle High Five Math Collaborative Proposal for Middle and High School  
 Mathematics Course Names and Typical Sequencing



**Note:** Students may move from one sequence to another based on their learning needs.

**Note:** The word PLUS indicates an advanced level course. An honors credit is only given to those high school courses taken IN high school.

**News and Observer article describes new math sequence**  
**Published December 15, 2011**

## **Hybrid math is on the way to Triangle schools**

BY T. KEUNG HUI - [khui@newsobserver.com](mailto:khui@newsobserver.com)

*PUBLISHED IN: EDUCATION*

### **NORTH CAROLINA'S NEW MATH CURRICULUM**

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Go to [www.ncpublicschools.org/acre/standards/common-core-tools/#crosswalks](http://www.ncpublicschools.org/acre/standards/common-core-tools/#crosswalks) to view a comparison of the current and new math curriculums.

The days of Algebra I, Algebra II and Geometry could be numbered in Triangle schools, but they would be replaced by a new trio of what's supposed to be tougher and more in-depth math courses.

Triangle High Five, a group led by the superintendents in Wake, Durham, Orange and Johnston counties and Chapel Hill-Carrboro, is recommending that their school boards stop naming courses Algebra I, Algebra II and Geometry.

Triangle High Five says those names no longer accurately reflect what students will begin learning next school year as part of a new statewide math curriculum. With students set to enroll in fall courses in the next few months, the Chapel Hill-Carrboro school board will be the first Triangle district to discuss the High Five proposal tonight.

"It wouldn't be your mother's, or father's or grandparents' Algebra I," said Rodney Trice, executive director for curriculum and instruction for Chapel Hill-Carrboro schools. "It's changing because of the additional content."

North Carolina is one of 45 states that adopted the "common core," a set of education standards in math and language arts. The goal is to have consistent, rigorous standards across the nation.

The state is letting school districts continue to call the high school courses Algebra I, Geometry and Algebra II. But what would be taught in each course would be significantly different. For instance, Algebra I would now include some geometry material.

Triangle High Five is proposing that the three new hybrid courses be called Common Core Math I, II and III.

Triangle High Five officials say using the same course names will promote consistency should students move between the five districts. Triangle High Five was originally formed in 2003 with funding from The News & Observer and four other area businesses to help improve the graduation rate and to promote collaboration among the Triangle school districts.

Rebecca Garland, chief academic officer at the state Department of Public Instruction, said state officials expect most districts will keep the old course names because that's what parents are familiar with.

In addition to coming up with course names, another question facing school districts is the order for students to take the classes.

Chapel Hill administrators are recommending using an accelerated curriculum proposal from Triangle High Five that would let most students take three years of middle school math in two years. This would allow eighth-graders to take a high school math course, paving the way for honors courses in high school.

Whether Wake County will follow Chapel Hill's example is uncertain. The decision could impact whether Wake continues the push it has made over the last two years to get more eighth-graders to take Algebra I, historically a high school course.

Ruth Steidinger, Wake's senior director for middle school programs, said through a district spokesman that she will meet Monday with Superintendent Tony Tata to talk about what math sequence to recommend.

School administrators in Durham and Wake say they expect to present the Triangle High Five proposal to their school boards in January.

Based on the complexity of the new material, Garland said it's expected that the majority of North Carolina public school students will wait until high school before taking Algebra I or its new equivalent course.