

Greater Albany SD 8J Administrative Regulation

Code: **IF-AR(1)**
Adopted: 8/01/79
Revised: 3/12/01; 8/13/07; 11/22/10
Orig. Code(s): AR 6104

Planned Course Statement

The following procedure will be used when new courses are proposed in the secondary schools of the district:

1. Determining the goals of the proposed course:
 - a. If it is a course within a current program (English, Social Studies, Math, etc.) where goals exist, the major goals are to be selected from those adopted by the district. Please list appropriate benchmark standards;
 - b. If it is a course where program goals are not complete, then you must construct your own goals including appropriate benchmark standards.
2. Write a brief course description that can be read by fellow teachers, parents or guardians¹ and students. Do not use “jargon”;
3. List any unusual or extra materials and supplies which would be required in order to offer this course;
4. Fill in the top of the form with the required data. (Name and length of course, grade level, etc.);
5. Submit the course to the building administrator responsible for the curriculum;
6. The administrator will take your proposed course to the appropriate building-level committee (department, Curriculum Council, administrative team, etc.) for consideration. The group may accept or reject the proposal or may ask for modifications;
7. Upon approval from the building committee, the new course proposal is forwarded to the assistant superintendent for review and final approval.

Calendar for Adding New Courses

New courses should be proposed, approved by the building committee and receive final approval from the assistant superintendent in time to be included in the curriculum guides printed and distributed by each high school.

¹As used in this document, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005(4) and 125.300 - 125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of those factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581.015-0005(18).

**Greater Albany Public School District
Middle School or High School Planned Course Statement**

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| School | | School Year | |
| Content Area(s): | | Course Title: | |
| Credit will be awarded in the following content area(s): (High School only) | | NCES Six Digit Code: (District Catalog Number + School Letter) | |
| Length of Course (check 1) <input type="checkbox"/> 1 sem. (.5) <input type="checkbox"/> 1 year (1.0) <input type="checkbox"/> 1 trimester (.5) <input type="checkbox"/> 2 trimester (1.0) <input type="checkbox"/> 3 trimester (1.5) <input type="checkbox"/> Proficiency-based credit | Grade level for students: | Prerequisites: (Include teacher approval and fee if required.) <ul style="list-style-type: none"> • • • • | |
| Course Type: <input type="checkbox"/> Required <input type="checkbox"/> Selective <input type="checkbox"/> Elective | | Check any available: <input type="checkbox"/> College Now <input type="checkbox"/> AP Exam <input type="checkbox"/> High School Credit for Middle School Math Course | |
| Standards: List content area and grade level standards to be addressed in the course. Ex: LA/ 9th grade <ul style="list-style-type: none"> • • | | | |
| Work Samples: (Check all that apply.) Math (Middle School references new math standards.) 6th grade: <input type="checkbox"/> Number/Operations <input type="checkbox"/> Number/Operations & Probability <input type="checkbox"/> Algebra 7th grade: <input type="checkbox"/> Number/Operations, Algebra & Geometry <input type="checkbox"/> Measurement & Geometry 8th grade: <input type="checkbox"/> Algebra <input type="checkbox"/> Data Analysis & Algebra <input type="checkbox"/> Geometry & Measurement | | High School Math: <input type="checkbox"/> Algebraic Relationships <input type="checkbox"/> Geometry <input type="checkbox"/> Statistics & Probability Speaking <input type="checkbox"/> Inform <input type="checkbox"/> Persuasive <input type="checkbox"/> Unrehearsed Writing <input type="checkbox"/> Expository <input type="checkbox"/> Imaginative <input type="checkbox"/> Narrative <input type="checkbox"/> Persuasive <input type="checkbox"/> Research Tech Paper Science <input type="checkbox"/> Scientific Inquiry | |

Course Overview: (Description of the course, what content it covers, and how student will be engaged)

Student Curriculum Guide Description: (Description will appear in student course catalog.)

Course Goals: As a result of taking this class, student will be able to: (Start goal statements with verbs.)

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Course Scope and Sequence Outline: List topics to be covered, dividing them by grading period. Content listed should be as complete as a course syllabus.

Assessments: What assessments will you administer to decide if the student has learned the standards? These might include formative AND summative assessments. Examples could include teacher-created exams, text-book assessments, projects, work samples, etc.

Building Administrator Approval

Date

Director of Curriculum and Instruction Approval

Date