

# AUGUSTA SCHOOL DEPARTMENT

## COURSE APPROVAL FORM

\*Please attach curriculum outline if available.

School: Cony

Department Head: Jennifer Tripp

Department: Social Studies

### A. PROPOSED COURSE:

1. Name of proposed course: Eyewitness to History
2. For what student population is this course intended? Grade level: 9-12
3. Proposed programs: (Essentials, Tech Prep, College Prep, Honors/AP) Any level (Differentiated)

Are there any prerequisites for the course? Please list None

Brief description of course goals Goal is to provide another area of help for SAT practice. Reading is an essential component of the SAT's and learning to read and interpret that reading is our goal. Historical Fiction allows students to connect in a deeper more meaningful way. Students will learn to recognize and express opposing viewpoints in writing, orally through classroom interactions, and they will build crucial analytical thinking and presentation skills. The course will reinforce material in other courses, encourage creativity, activate different learning styles, and strengthen cognitive skills.

4. What assignments will demonstrate writing across the curriculum? Short Answer, Discussion Questions, DBQ work, Essential Questions, Essays and thoughtful and constructive dialogue

5. What alternative assessments will be used? (performance, portfolio, et.)

Pending approval we will work on constructive and meaningful assessments

6. How does this course align with:

A Cony High School Mission Statement:

In taking this class all students will have the opportunity to utilize their skills to foster academic growth through reading that will ultimately help them with their careers and goal plans for the future.

B Student expectations of the Augusta School Department

***A CLEAR AND EFFECTIVE COMMUNICATOR***

Class assignments can be tailored to this as they will have opportunities to communicate and articulate their ideas about each of the books/novels we will read

***A SELF-DIRECTED AND LIFE-LONG LEARNER***

Some assignments will be individualized and require them to be independent and think outside the box

To develop a new found like at least for reading

***A CREATIVE AND PRACTICAL PROBLEM SOLVER***

Students will be encouraged to consider alternative paths to the problems and solutions read in their readings.

***A RESPONSIBLE AND INVOLVED CITIZEN***

Students will connect current issues with the reoccurring themes of the readings through reflective writing and discussion.

***A COLLABORATIVE AND QUALITY WORKER***

Students will collaboratively work together on a student designed project reflecting what they have learned.

***AN INTEGRATIVE AND INFORMED THINKER***

Students will be encouraged to metacognize about their thinking and learning through reflective writing and discussion

C The Maine Learning Results

7. Why is this course beneficial to the offerings at your school?

After our Department analyzed the SAT data for the last couple of years we brain stormed ideas that would help our students be more successful in taking that test as well as others. Reading we came up with is the source that we as a Department could help with the most. Set it with our curriculum and we have 2 benefits, one for SAT's and one for our courses as a deeper understanding of historical materials should also come out of this process. Historical Fiction allows students to connect in a deeper more meaningful way.  
Students will learn to express opposing viewpoints in writing, through classroom interactions, They will build crucial analytical thinking and presentation skills.

8. Proposed course start date: 9/19

11. Total anticipated costs: \_\_\_\_\_  
Texts ~5000.00  
New Teacher NO  
Other(Specify) \_\_\_\_\_

9. Anticipated name(s) of all faculty who will teach the course:  
Jon Millett, Katherine Slein

10. What percentage of the course will be taught by each faculty member? 100%

100% for teacher that teaches course

12. How many times per week will the course be held? 1 Semester (Everyday)

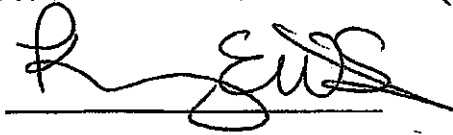
13. For how long? (quarter, semester, year) Semester

14. How much credit will students receive? 1 Credit

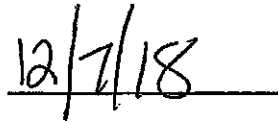
15. Anticipated course enrollment: No more than 20

16. Proposed teacher/student ratio: 1:20

17. Other information or comments: (on back)



Principal's Signature



Date

Approved by the Cony Curriculum Committee as well at Meeting on 12/6/18 unanimously