

**NEVADA JOINT UNION HIGH SCHOOL DISTRICT  
COURSE OF STUDY**

<b>I. GENERAL COURSE DATA:</b>	<b>New</b> <input checked="" type="checkbox"/> <b>Revision</b> <input type="checkbox"/>
	<b>Proposed Year for New/Revised Course</b> <u>2015-16</u> <b>CBEDS #:</b>
	<b>Title of course:</b> <u>Principles of Engineering</u> <b>NJU Course #:</b>

**Replaces existing course?**  **No**  **Yes** *(if yes, please complete next line)*  
**Course # of existing course:** \_\_\_\_\_  
**Name of course being replaced:** \_\_\_\_\_

**What is the rationale for new course or change?**

*Principles of Engineering is the second course in a fledgling four course Design and Engineering Pathway at NUHS. This Pathway has been established initially as a result of a NextEd i3 grant (in kind) of around \$120k...it will be further supported by additional funds from CA Career Pathways Trust CRANE consortium grant, which is already en route to the district...the total CTE funding for this grant was written as approximately 250k, but is shared with the district Agriculture programs, and was assumed to be around \$83k for the D&E Pathway.*

*The rationale for this course is manifold.*

- 1. STEM (and STEAM) programs are some of the fastest growing, well-funded, relevant cross curricular project based learning programs out there. This results in active engaging learning that connects with the most pertinent parts of the higher order thinking elements of the CCSS.*
- 2. The funding for this program is largely covered.*
- 3. There are two willing and ready teachers behind this effort, and we would argue that the community interest is very high. The Pathway already has an established CTE Advisory Committee with 20 local professionals and educators.*
- 4. This course, along with the whole pathway, aligns with two of NUHS's WASC objectives. First, it's a focus on building linked learning pathways and relevant career connections, and second it is about building technology curriculum and offerings on our campus.*

**Curricular area:**  **Department** SCIENCE/CTE  **Non-Departmental**

**Grade level:**  **9th**  **10th**  **11th**  **12th**

**Length of course:**  **Semester**  **Year-Long**

**Credits:**  **Variable**  **5 credits**  **10 credits**  \_\_\_\_\_

**Required for graduation:**  **No**  **Yes**

**If 'yes', identify graduation requirement:** \_\_\_\_\_

**Repetitions for credit:**  **No**  **Yes** **Maximum number of credits:** 10

**Prerequisite(s):**  **No**  **Yes** **Course(s):** **Initially, the prerequisite for this course shall be Introduction to Design, the first course in the Pathway. This is open to change next year, as well as the 10<sup>th</sup> grade limitation.**

Fulfills UC Requirement :  No  Yes: a:  b:  c:  d:  e:  f:  g:

UC Approved:  No  Yes Date of approval: 2006

Pending approval for: a:  b:  c:  d:  e:  f:  g:

CST Exam taken with course: \_\_\_\_\_ NO \_\_\_\_\_

CTE SECTOR & PATHWAY: \_\_\_\_\_ Engineering \_\_\_\_\_

**II. COURSE OVERVIEW :** *(a general narrative description)*

*Please see attached Course Outline.*

**III. COURSE DESCRIPTION FOR eSCHOOL (140 characters max):**

*TBW  
-John McDaniel*

**IV. COURSE DESCRIPTION FOR COURSE BULLETIN:**

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

**V. COURSE OUTLINE:**

UNIT	MAJOR ASSIGNMENTS/ PROJECTS	CALIFORNIA CONTENT STANDARDS ADDRESSED <i>(identify by number)</i>
See Attached Detailed Outline		


**VI. ASSESSMENT PRACTICES:**

*See Attached Outline*

**VII. TEXTBOOK(S) USED/COST:**

**1. List the textbook(s) that will be used for the course:**

*A PLTW online text is used for this course...this is a recurring cost...but I am unsure of the maintenance fee.*

**2. Estimated cost of textbook(s).**

**\$**

**VIII. APPROVAL PROCESS:**

	<i>Signature</i>	<i>Date</i>
<b>Originator</b>	<u>Scott Mikal-Heine</u>	<u>12/11/14</u>
<b>Department Head</b>	_____	_____
<b>Department Admin.</b>	_____	_____
<b>Principal</b>	_____	_____

**Indicate School Site**

**Site Curriculum**

**District Curriculum**

**COMMENTS/FOLLOW-UP**

*Note: block will expand as you enter description*

Revised: 11/28/2011

*We are considering new changes to the N.U. dance program for the 2015-2016. Intermediate and advanced dance would no longer require any after school rehearsals or performance participation, so students could take dance during the school day without the extra requirements after-school or on weekends. Any students who want to participate in rehearsals/performances could do so on a more flexible, voluntary basis.*

*There will be a new performance ensemble class (8th period, for one hour each day after school) that will offer credits to students enrolled in either intermediate/advanced dance who want to participate in our productions and be more involved. The benefit to this new system is that students receive additional school credit for their participation in after-school classes, rehearsals, and performances, and they will not have to stay as late in the evening for rehearsals.*

## **Theatrical Dance Performance Ensemble 2015-2016**

### **Description of Course Objectives and Goals**

The students in Theatrical Dance Performance Ensemble perform in multiple dance genres, including ballet, modern, contemporary jazz, hip hop, and character, integrating an intermediate to advanced level of technical skill and clear intent. Students will learn to critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities. By the end of this course, students will be able to connect and apply what is learned in dance to learning in other art forms, subject areas, and careers. A variety of concert dance styles will be used in choreography. The goal of this class is to prepare the dancer for choreography and performance skills at the high school level and to prepare the dancer for further dance study, training, and performing at the college, university, conservatory, or pre-professional level. A second goal of this course is to introduce the high school dancer to the various dance expressions of the "dance-as-art" world, and to engender in the student an understanding and appreciation of dance in our culture and in world cultures. This class combines dance performance experience, audition skills, composition, and historical as well as cultural appreciation of dance.

### **Daily Class and Rehearsal Requirements**

Theatrical Dance Performance Ensemble builds upon the coursework and technique of Intermediate and Advanced Dance. Therefore, students enrolled in Performance Ensemble must be concurrently enrolled in either 6<sup>th</sup> period (Intermediate) or 7<sup>th</sup> period (Advanced) dance. Admittance in this class is by audition only.

Performance Ensemble will include rehearsal, choreography projects, and performance preparation for multiple productions and field trips throughout the school year. Part of your work will be to prepare for the 2015-2016 productions: *Dance on Film* (October), *Fall for Dance* (November), *Dance Tour* (December), *A Student Choreography Showcase* (February), and *Spring for Dance* (April/May). There may also be a Fall Festival performance or a Musical in collaboration with drama, choir, band, and visual arts at N.U. More information will be announced prior to the start of the school year. Participation in these performances and the rehearsals that prepare for them are mandatory and constitute part of your passing grade. In addition to the daily Performance Ensemble class, some additional after-school and weekend rehearsals will be mandatory to prepare for these performances. One weekend per month is required for *Student Choreography Showcase* (September-February), and at least one weekend per month is reserved for guest choreographers. Additional performance opportunities, including the Ohlone Festival (March), and the community productions of *Winter Dance* (December/January) and *STARZ* (March/April) will be voluntary for students who are available and interested in participating. All extra rehearsal times and voluntary performance opportunities will be announced in advance so you will have time to adjust your schedule.

"Countdown" is the term we use for the critical weeks of classes and major rehearsals leading up to the production. It is very important to attend classes and rehearsals during the countdown period. Your body needs consistent training, and performance notes are reviewed daily in classes and rehearsals. If you become ill, it may not be safe for you to perform in the show. We don't want students to dance if they are too sick. If you have a valid excuse for being absent during countdown, then you will still be eligible to perform in the show, but you must contact me as soon as possible.

### **Grading**

#### ***Class Participation and Citizenship: 45%***

Since dance is a physical participation class, attendance and active participation are essential to improving your skills. Your body is your instrument. It must be tuned, trained, and refined. This training occurs only by practice, repetition, and guidance from your teacher. Therefore, attendance and participation weigh heavily in the grading process. Each day that you participate fully in class, you will earn up to ten participation points. Written make-ups or note taking are worth a maximum of seven points per class. Points will be deducted from your daily participation score if you are tardy, unprepared, or disruptive. To

earn full participation credit, you are expected to demonstrate readiness to dance (the dancer's discipline), self-motivation and perseverance in dance training, and a positive, team-player attitude. If you are absent, you may make up the absence by attending an after-school workshop, an extra rehearsal, or by writing a one page handwritten or typed report on a researched dance-related subject. Since this is a physical participation class, you can only make up five days per quarter with written work. If you have a serious illness with a projected long-term recovery period (broken bone, chicken pox, pneumonia, etc.), see me for an accommodated participation plan.

#### ***Rehearsal and Performance Participation: 30%***

As stated above, additional after-school and weekend rehearsals are mandatory. These include the staging, tech, and dress rehearsals for all performances. If you do not attend rehearsals, even with a valid excuse, you are in danger of being dropped from the dance or you may not be included in whatever section of the dance is being worked on at the rehearsal(s). If you are not feeling well, but are not contagious, standing in or sitting and taking notes so that you know your steps and staging will count as attendance at a rehearsal. Unexcused absence from class or a major rehearsal during countdown will result in a ten percent reduction of your performance project grade, and unexcused absence from a performance will result in a failing grade for this performance project.

#### ***Student Choreography Projects, Oral Presentations, and Group Work: 15%***

Students will have group choreography projects including dance films, dance history, cultural dance studies, and "poetry in motion." Students who wish to choreograph for *Student Showcase* will be required to complete a choreography proposal and interview. Each choreography project will include oral presentations. All dancers are required to work collaboratively in small groups for these projects.

#### ***Performance Ensemble Portfolio: 10%***

Students will work on a year-long portfolio project that includes written reflections, performance critiques, research related to dance history and cultural studies, and career skills. This portfolio is designed to prepare the student for college and careers in dance-related fields.

#### **Class Rules**

1. Be dressed in appropriate dance attire in order to participate. Leotards and tights were developed for dance for practical as well as aesthetic reasons. They show the shapes and lines of the body. They allow technical errors to be seen so that they can be corrected. A limited supply of dancewear is available for check-out to students who are unable to purchase their own dance clothes. Students are expected to strictly respect and follow the class dress code policy.
2. Be on time and prepared for class. You must be in the locker room before the tardy bell rings. In dance, it is neither professional nor safe to be late. Dancers must develop the habit of being ready to dance when class begins:
  - Class starts 5 minutes after the tardy bell and ends 5 minutes before the passing bell. You will be counted tardy if you are not in your place on the dance floor as I start class.
  - If you arrive before class starts, then please go directly to your place on the dance floor to begin warming up, and practice material to be performed in class. You can always improve by rehearsal.
  - If you are late to class, then you need to begin with a proper warm-up before joining the class in subsequent exercises.
3. Have a medical excuse if you are unable to fully participate in class and/or rehearsal:
  - If you are ill or unable to physically participate in dance class, you need to bring a note from home or the doctor/school nurse on the day of your non-participation in order to be excused from physical participation.
  - When you have an excused note to sit out a class, you still must actively participate by taking notes on the entire lesson given that day. These notes are to be handed in to me immediately after class; they make up that day's absence from physical participation for up to seven participation points, and these notes are a guide for you to use so that on the next day you will be prepared to participate fully and without a loss of knowledge.
  - If you have any type of injury that may affect your full participation in dance, it is important to report the injury to Mrs. Wadman as soon as possible. Please fill out the injury report form available in the dance room.
4. Follow class etiquette rules. These are general habits to develop in the world of dance and dance classes:
  - Please keep street shoes off the studio dance floor. Shoes can carry in glass, pebbles, and dirt from outside. For the health and safety of all dancers, please leave your street shoes in the cubbies by the door.
  - Dispose of gum/food before starting class.
  - Please be attentive during class and listen carefully. If you have a question, please raise your hand. Limit conversation to course or rehearsal material and save personal conversations for after class.

**Vision:** *Nevada Union is defined by our excellence, our vibrant community, and the achievements of our graduates.*



**Mission:**

**Nevada Union High School is defined by excellence in...**

- challenging and engaging programs and pathways
- exceptional performance in all aspects of education
- the community's pride in our school
- work ethic and quality of craftsmanship

**In our Vibrant Community, we...**

- promote safety, belonging, and the health of the whole community
- demonstrate empathy, compassion and integrity
- value the contributions and importance of every individual
- celebrate our diverse culture

**Our Graduates...**

- have the skills and the drive to accomplish 21st century goals
- attend educational institutions of choice
- enter training and apprentice opportunities prepared for success
- emerge as leaders in the workforce with the tools needed to succeed
- are top performers, exceptional in their field
- continue to pursue their dreams with confidence despite adversity
- are compassionate, responsible and productive members of the global, local and school community

# Nevada Union High School



Nevada Union is defined by our excellence, our vibrant community,  
and the achievements of our graduates.





Nevada Union High School Site Council Sign-in Sheet

December 11, 2014

Representation	Name	Sign-in Present	E-mail
Student	Junet Bedayn		junetmbedayn@gmail.com
Parent	Carolyn Bronson	—	cpbronson@aol.com
Certificated Staff	Joy Davis	—	rdavis@njuhsd.com
Principal	Dan Frisella		dfrisella@njuhsd.com
Certificated Staff	Mitch Giles	—	<u>mgiles@njuhsd.com</u>
Parent	Michael Hill-Weld		hillweld@gv.net
Certificated Staff	Jordan Horowitz		jhorowitz@njuhsd.com
Classified Staff	Carol Lee		clee@njuhsd.com
Certificated Staff	Scott Mikal-Heine		smikal-heine@njuhsd.com
Student	Tori Newman		torinewman97@gmail.com
Parent	Risa Roseman		rrzenrose@gmail.com
Certificated Staff	Megan Ross		mross@njuhsd.com
Parent	Cynthia Slayton	—	slaytonccgs@aol.com
Student	Skyler Trent		skylertrent@gmail.com
Student	Kyler Vaughn		kylersinclair@gmail.com
Certificated Staff	Courtney Wadman	 (Sub.) Janine Wallister	cwadman@njuhsd.com

Guest Gorda Bishop  gbishop@njuhsd.com