

**WAUNAKEE COMMUNITY SCHOOL DISTRICT  
BOARD OF EDUCATION CURRICULUM COMMITTEE MEETING**

Wednesday, November 2, 2022

10:30 AM

Waunakee Community School District  
905 Bethel Circle  
Waunakee, WI 53597

Members of the public may attend Board of Education meetings in-person, and will be asked to check in with District personnel when you arrive.

Public comments will be limited to 3 minutes. The Board will allow 30 Minutes for public comments.

Public comments may be sent to Rebecca McDonough at [district\\_administrator@waunakee.k12.wi.us](mailto:district_administrator@waunakee.k12.wi.us) up to one hour before the start of the Board meeting. All comments will be reviewed by the Board members. Emailed comments will be reviewed by the board but not read out loud. Emailed comments sent during any part of the board meeting (Board Development, Closed session, Open session) will be forwarded to the board but may or may not be reviewed by the board until after the board adjourns. Comments must include the commentator's name, address, and must identify their connection to the District (if any) and any group they are representing in order to be considered by the Board.

If you would like to address the Board in-person during the public comments section of the meeting, you will be greeted in the lobby of the building, asked to check in with District personnel when you arrive so that you can be recognized and address the Board when your name is called.

A recording of the meeting will be posted on the District webpage within 24 hours of the meeting time.

**AGENDA**

**I. CALL TO ORDER**

**II. ROLL CALL**

**III. APPROVE AGENDA**

**IV. PUBLIC COMMENTS**

**V. NEW COURSE PROPOSAL MANDARIN CHINESE 5**

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The course proposal extends our Mandarin Chinese sequence through level 5. It would be very challenging at this time to add fractional staffing in this content area, so operating the course will mean balancing everything within our existing staff and we believe we can do that currently.

**VI. DEI AUDIT RECOMMENDATIONS**

**8**

**VII. ITEMS FOR FUTURE MEETINGS**

For the next meeting before the December Board of Education meeting, state accountability

report cards will be on the agenda. Test participation is a topic that will appear on the agenda at a later meeting to update the committee.

VIII. **ADJOURN**

“Any person who has a qualifying disability as defined by the Americans with Disabilities Act who requires assistance with access or materials should contact the Waunakee Community School District Office at 849-2000, 905 Bethel Circle Drive Waunakee, WI 53597, at least twenty-four hours prior to the commencement of the meeting so that necessary arrangements can be made to accommodate the request.”

# NEW COURSE APPROVAL FORM

Date: 9/11/2022

Department Chairperson/Building Coordinator: Elaine Simmons/Catie Anderson

Department: World Language Building: High School

Proposed Course Title: Mandarin Chinese 5 Grade Level: 12

Course Length: 1 year (2 semesters) Credits: 1

Requirement/Elective: Elective Meeting Frequency: EOD 85 minutes

Anticipated Enrollment: 8 Prerequisites: Mandarin Chinese 4

Principal's Approval: 10-6-2022

Comments:

*I am good as long as we do not need to add staffing or create conflicts with middle school.*

Review & Discuss Within the Building Between Departments -- Date: 10-6-22

Comments:

*Leadership supports this course.*

Systemwide Curriculum Committee Review Date: 10/12/22

Comments: Systemwide supports this course.

Director of Instruction/District Administrator's Approval: \_\_\_\_\_

Board of Education Curriculum Sub-committee Review Date: \_\_\_\_\_

Board of Education Approval Date: \_\_\_\_\_

## I. COURSE INFORMATION

- A. Rationale for Course: *(Provide a brief description of student/school needs/purpose of course, benefits, and anticipated student outcomes.)*

Due to the existing middle school Mandarin Chinese program, freshmen who entered WHS will be able to take Chinese 5 during their senior year to gain a capstone experience in Chinese learning

- B. Course Description: *(Short descriptive paragraph highlighting the major focus of course. To be used for course offering catalog.)*

This year long course is designed for students who have completed Chinese 4. It aims to further develop students' Chinese proficiency through: 1) consolidating the foundation built in students' beginning modern Chinese courses; 2) Introducing them to more complex grammatical structures, varieties of language styles, and background cultural information. Upon the satisfactory completion of the course, students are expected to be able to handle various types of complex daily conversational situations and short passages on familiar topics

- C. Course Outline: *(Attach course outline which includes the major topics and concepts.)*

The course will reinforce the 5 C's of World Language Education: Communication, understanding the varied practices, products, and perspectives of different cultures of languages and cultures, and connection to Chinese-speaking communities.

Topics covered:

- Chinese traditional festivals: Students will learn the following about Chinese traditional festivals-name, time, food, celebration activities
- Traveling: Students will be able to describe things like ticket, costs, scenic spots including natural objects like mountains, rivers, trees and rocks.
- Seeing a doctor: Students will be able to describe how they feel as a patient, what medicine to take, rest, recover.
- Interviewing for a job: Students will be able to describe things like hopes and fears, their boss, employees, and employers, as well as how to navigate a job offer.
- Social media: Students will be able to use social media to interact with others and relate to other cultures
- Life and wellness: Students will be able to describe exercise routines and healthy eating habits

- D. Materials & Resources: *(Include text, computer/technology tools, and supplementary information.)*

Curriculum will be as connected to real life applications of the language as possible

-Using realia, current music and other media from the target language, online articles and websites, and interactions with Chinese speakers.

E. Instructional Methods: (*Check applicable ones and explain wherever necessary.*)  
Which of these are used: Check with "X"

- |                         |                  |                             |
|-------------------------|------------------|-----------------------------|
| X Lectures              | X Demonstrations | X Field Trips               |
| X Discussions           | X Term Papers    | X Check Quizzes             |
| Special Reports         | X Extra Reading  | Individual Study Contracts  |
| Laboratory              | X AV Materials   | X Other ( <i>Hands-On</i> ) |
| Online/Virtual Learning |                  |                             |

F. Student Evaluation Procedures:

Students will demonstrate their performance level with Integrated Performance Assessments. Specific learning targets will vary according to the individual student learner needs.

- Spoken and written interpersonal communication
- Audio, visual, and audiovisual interpretive communication
- Written and print interpretive communication
- Spoken presentational communication
- Written presentational communication

G. Financial Impact: (*Provide an explanation of projected costs for personnel, materials, and equipment for subsequent years when the proposal is fully implemented.*)

This class will create one additional section of classes.

H. Financial Impact: (First Year)

<u>Added Personnel</u>	How Many		Approx. Cost		Total Cost
Professional	_____		\$ _____		\$ _____
Non-Professional (Assistants, secretarial, etc.)	_____		\$ _____		\$ _____
<u>Added Materials</u>					
Textbooks	_____	@	\$ _____	=	\$ _____
Supplies					\$ _____
<u>Added Equipment Needed:</u>					
List/Cost:	_____	@	\$ _____	=	\$ _____
	_____	@	\$ _____	=	\$ _____
	_____	@	\$ _____	=	\$ _____

- I. Explain how this new course will correlate with Wisconsin State Academic Standards and/or district remediation plans.

The World Language Department uses the ACTFL Proficiency Standards as well as the 5 C's as outlined by the Wisconsin Academic Standards for World Language.

- American Council on the Teaching of Foreign Languages (ACTFL)
  - Core Practices
  - World Readiness Standards
  - Wisconsin Standards for World Language

**OTHER PERTINENT INFORMATION**

- A. This course will be: *(please check one)*  
 an addition to the department's offering  
a replacement for \_\_\_\_\_  
a pilot study
- B. This course will require *(please check the appropriate spaces):*  
the adoption of a new textbook  
 the use of a text previously adopted and in use
- C. This course will require *(please check appropriate spaces)*  
 specialized organization of teacher time (Ms. Zhu is shared between MS and HS)  
specialized room arrangement or equipment *(explain below)*  
specialized student grouping or sectioning  
 curriculum planning time  
specialized technology
- D. To what extent will this curriculum change affect the number of teacher preparation each semester? *(Explain)*  
This will add another course to Ms. Zhu's schedule and will therefore increase the amount of planning that she is doing.
- E. To what extent does this course conflict with the content and/or student availability of other courses in your department?  
There are few students who take both Mandarin and Spanish or French and therefore will not conflict with courses currently offered in the department.
- F. To what extent does this course conflict with courses offered in other departments?  
There should not be conflict with other courses offered in other departments other than the fact that it is a stand alone course. We anticipate the impact to be minimal as the current enrollment is under 10.
- G. What course(s) could be deleted if this curriculum change is adopted?  
None

- H. This proposed course must be discussed with other members of your department prior to submitting this form. *(Describe briefly the outcome of these discussions.)*  
The Departments Chairs (Elaine Simmons and Catie Anderson) and Ms. Zhu have discussed the continuation of the Mandarin program to establish a Level 5 Course. We have discussed the possibility of offering the course through UW-Oshkosh CAP Program, like Spanish 5 and 6 as well as French 5 do, but we are unsure at this time if Ms. Zhu is credentialed to teach the course through UWO.
- I. To what effect does this curriculum change affect the K-12 Skills Continuum?  
*(duplication, deletion, reinforcement, etc.)*  
This is a continuation of the established Mandarin Chinese course sequence
- J. If approved, this course will begin: Fall semester 2023-2024 school year  
*(semester/year)*

Rev. 8/12

**DEI Ad Hoc Recommendations  
Curriculum Committee**

Item	Committee	Administrative Status Summary and Potential Next Steps
Offer ongoing professional learning opportunities that afford space/time to process, reflect, and apply new learning	Curriculum	Providing time to process and apply new learning is a valuable component of professional development that has been increased in recent years and is expected to continue.
Extend learning opportunities regarding culture and implicit bias to all staff;	Curriculum	There have been isolated learning opportunities in this area, but not consistently and district wide.
Work with building coaches to develop comfort/capacity in leading professional learning for staff around equity in education.	Curriculum	Our instructional coaches include equity topics in coaching cycles and in workshops as appropriate.
Evaluate and monitor progress of students (response rates within Rtl framework) of different abilities and from different backgrounds and report progress to the WCSD Board of Education	Curriculum	Reviewing our data to monitor whether our multi-tier systems of support <sup>8</sup> serve all learners who need support well is important. Due to the relatively small numbers of students in disaggregated data at individual grades and schools, this may need to be a district level study.
Evaluate the level of awareness of and accessibility to WCSD 4K programs and wrap-around care that is available to all families in the district;	Curriculum	A high percentage of our families participate in 4K programming in our district or in other districts. There is also a high level of participation in busing and wrap around care.
Provide outreach to network with child care programs beyond 4K sites, including pre-K programs such as Head Start;	Curriculum	The district partners with sites for 4K with consultation available for any site. Head Start is not currently offered by non-profit groups in our community.
Provide professional learning opportunities and coaching to all staff/teachers in the areas of family and community including communication and relationship building. Such opportunities should be made available to all district staff who	Curriculum	We have offered trauma sensitive schools training to all our licensed staff in the past and may revisit it and extend it to all employee groups as this is an area of ongoing need. We will review other training approaches to strengthening home-school communication and relationship development.

Item	Committee	Administrative Status Summary and Potential Next Steps
interact with students and families in and outside of the classroom;		
Improve communication practices to remove barriers to information access. This may include communicating with families who move into the school district in the middle of the school-year and providing interpretation and translation services.	Curriculum	We have added staffing and improved our overall service level for translation and interpretation in recent years. This is an area where significant improvement has occurred. Supporting families who are new to the district is an area we can review for greater consistency.
Revisit adding the “Educators Rising” Program for students who may pursue education in the future and actively recruit BIPOC students to join;	Curriculum	We have an Educators Rising program and the opportunity is communicated broadly, including outreach to our affinity groups.
Provide outreach to families and to determine barriers that may exist for students who are preparing for college and/or careers beyond high school;	Curriculum	We will review our data to determine what gaps may exist. We currently do not offer much in the way of differentiated approaches to Academic and Career Planning and will engage our counselors in developing outreach strategies for provide additional support.
Increase accessibility and opportunities for students to participate in ACT preparation classes by eliminating fees and offering classes during school hours;	Curriculum	We will introduce Naviance earlier (Sophomore year instead of Junior year). We will increase awareness of free online options and the fee waiver process for the in person workshop.
Create opportunities to ensure equal representation of students of different abilities and backgrounds in Advanced Placement (AP) classes.	Curriculum	We will review our prerequisites to shift from a gatekeeping philosophy to a welcoming any student mindset.
Discontinue tracking systems that may exist based on perceived student abilities	Curriculum	We will review requirements to reduce gatekeeping barriers and reach out to all students, including underrepresented groups, to encourage them to take advanced coursework.
Provide consistent and repeated staff training, coaching, and feedback on inclusion practices;	Curriculum	We have been working to embed professional learning for staff that promotes co-teaching and understanding of universal practices for all students. This work needs to continue.

Item	Committee	Administrative Status Summary and Potential Next Steps
Explicit staff training (inviting paraeducators), in Universal Design for Learning (UDL), tied to coaching and feedback	Curriculum	See previous item.
Review and update curriculum and curricular resources/materials through a diverse lens (e.g. history and sociology)	Curriculum	We have begun to review district curriculum for an accurate and inclusive representation of all backgrounds. This work needs to continue.
Include BIPOC (Black, Indigenous, People of Color) stories/books from BIPOC authors, both fiction and nonfiction;	Curriculum	Our reading lists have broadened in the last decade and the new Multicultural Literature elective begins this year. Work on providing opportunities for student choice and reading lists that are inclusive and facilitate high levels of learning needs to continue and be refined.



**DEI Ad Hoc Recommendations  
Curriculum Committee**

Being addressed; no need for further update unless requested by committee

Progress will be updated to the curriculum committee in future

Further exploration by curriculum committee

Item	Committee	Administrative Status Summary and Potential Next Steps	Outcome
Offer ongoing professional learning opportunities that afford space/time to process, reflect, and apply new learning	Curriculum	Providing time to process and apply new learning is a valuable component of professional development that has been increased in recent years and is expected to continue.	Continue to provide processing time, and revisit professional learning to facilitate application
Extend learning opportunities regarding culture and implicit bias to all staff;	Curriculum	There have been isolated learning opportunities in this area, but not consistently and district wide.	Update to Curriculum Committee in 2023-2024 <span style="float: right;">12</span>
Work with building coaches to develop comfort/capacity in leading professional learning for staff around equity in education.	Curriculum	Our instructional coaches include equity topics in coaching cycles and in workshops as appropriate.	Continue to provide professional development to instructional coaches so that they may support staff learning.
Evaluate and monitor progress of students (response rates within Rtl framework) of different abilities and from different backgrounds and report progress to the WCSD Board of Education	Curriculum	Reviewing our data to monitor whether our multi-tier systems of support serve all learners who need support well is important. Due to the relatively small numbers of students in disaggregated data at individual grades and schools, this may need to be a district level study.	Update to Curriculum Committee 2nd Semester 2022-2023 over two meetings. One for K-8 and one for High School.
Evaluate the level of awareness of and accessibility to WCSD 4K programs and wrap-around care that is available to all families in the	Curriculum	A high percentage of our families participate in 4K programming in our district or in other districts. There is also a high level of participation in busing and wrap around care.	Continue to provide information to families in a variety of ways; monitor participation rates



Item	Committee	Administrative Status Summary and Potential Next Steps	Outcome
Provide outreach to families and to determine barriers that may exist for students who are preparing for college and/or careers beyond high school;	Curriculum	We will review our data to determine what gaps may exist. We currently do not offer much in the way of differentiated approaches to Academic and Career Planning and will engage our counselors in developing outreach strategies for provide additional support.	Update to Curriculum Committee 2nd Semester 2022-2023
Increase accessibility and opportunities for students to participate in ACT preparation classes by eliminating fees and offering classes during school hours;	Curriculum	We will introduce Naviance earlier (Sophomore year instead of Junior year). We will increase awareness of free online options and the fee waiver process for the in person workshop.	Naviance will be introduced to sophomores 2nd semester of 2022-23; free options are advertised and fee waiver is included in community education offerings
Create opportunities to ensure equal representation of students of different abilities and backgrounds in Advanced Placement (AP) classes.	Curriculum	We will review our prerequisites to shift from a gatekeeping philosophy to a welcoming any student mindset.	Update to Curriculum Committee 2nd Semester 2022-2023 14
Discontinue tracking systems that may exist based on perceived student abilities	Curriculum	We will review requirements to reduce gatekeeping barriers and reach out to all students, including underrepresented groups, to encourage them to take advanced coursework.	Access to advanced coursework is a topic the committee could explore more fully
Provide consistent and repeated staff training, coaching, and feedback on inclusion practices;	Curriculum	We have been working to embed professional learning for staff that promotes co-teaching and understanding of universal practices for all students. This work needs to continue.	Continue to provide professional learning on inclusion and universal practices.
Explicit staff training (inviting paraeducators), in Universal Design for Learning (UDL), tied to coaching and feedback	Curriculum	See previous item.	See previous item.

Item	Committee	Administrative Status Summary and Potential Next Steps	Outcome
Review and update curriculum and curricular resources/materials through a diverse lens (e.g. history and sociology)	Curriculum	We have begun to review district curriculum for an accurate and inclusive representation of all backgrounds. This work needs to continue.	This work will continue in departments as part of the curriculum renewal cycle.
Include BIPOC (Black, Indigenous, People of Color) stories/books from BIPOC authors, both fiction and nonfiction;	Curriculum	Our reading lists have broadened in the last decade and the new Multicultural Literature elective begins this year. Work on providing opportunities for student choice and reading lists that are inclusive and facilitate high levels of learning needs to continue and be refined.	Multicultural Literature elective began in fall 2022 with one course of 30 students. Work on providing opportunities for student choice and reading lists that are inclusive and facilitate high levels of learning needs to continue and be refined.