

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

Monday, October 28, 2024

3:00 PM

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 THE AGENDA**

**IV. PUBLIC COMMENTS**

Individuals may use this time to comment on any items listed as part of the meeting agenda. A copy of Board Policy 187 —Public Participation at Board Meetings is enclosed for your reference. Past practice has allowed 30 minutes for this section of the agenda.

**V. UPDATE ON NEW SIX PERIOD MIDDLE SCHOOL SCHEDULE**

Jeff Kenas, Mike Zibell, and Lynn Stenroos

Jeff Kenas, Mike Zibell, and Lynn Stenroos will provide an update on the new six period master schedule at our Middle School.

**VI. SPRING 2024 STATE ASSESSMENT UPDATES**

Tim Schell

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Tim Schell will provide a high level overview of our Spring 2024 assessment results. Topics will include proficiency level shifts on the state assessments, Forward results, ACT and Pre-ACT results, and AP results.

**VII. NEW COURSE PROPOSALS: CULTURAL STUDIES: AFRICAN AMERICAN STUDIES AND CULTURAL STUDIES: AMERICAN INDIAN STUDIES** 7

Colin Anderson, Lauren Michiels, and Tim Schell

Colin Anderson, Lauren Michiels, and Tim Schell will introduce the course proposals for these two new Social Studies electives. The administrative recommendation is that be an action item with an endorsement to the next regular Board of Education meeting.

**VIII. FUTURE AGENDAS AND MEETINGS**

We will be looking to schedule committee meetings through April. Based on preliminary conversations, 3rd and 4th Mondays and Wednesdays are the preferred starting points.

**IX. 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.”

# Spring 2024 Assessment Data

# Changes to State Achievement Data for Spring 2024

- Change to more asset based level names.
  - Old: Below Basic, Basic, Proficient, Advanced
  - New: Developing, Approaching, Meeting, Advanced
- New level setting for meets level in ELA and Mathematics
  - Closer to 50th percentile
  - Lower than previous NAEP-aligned levels
  - Similar to existing levels for Science and Social Studies
  - Meets+% therefore increases over Proficient+% simply because of this adjustment
- Not possible to compare 2024 achievement levels in general to earlier data.
  - In ELA and Mathematics. Science and Social Studies are comparable.
  - ACT scale scores are comparable, but not state ,meets/proficient on the ACT
  - Dane and benchmark peer rankings offer information.
    - Stable to improved relative to county and benchmark peers.
  - Report growth data will be a valid, continuous, measure.

# Dane and Peer District Tables

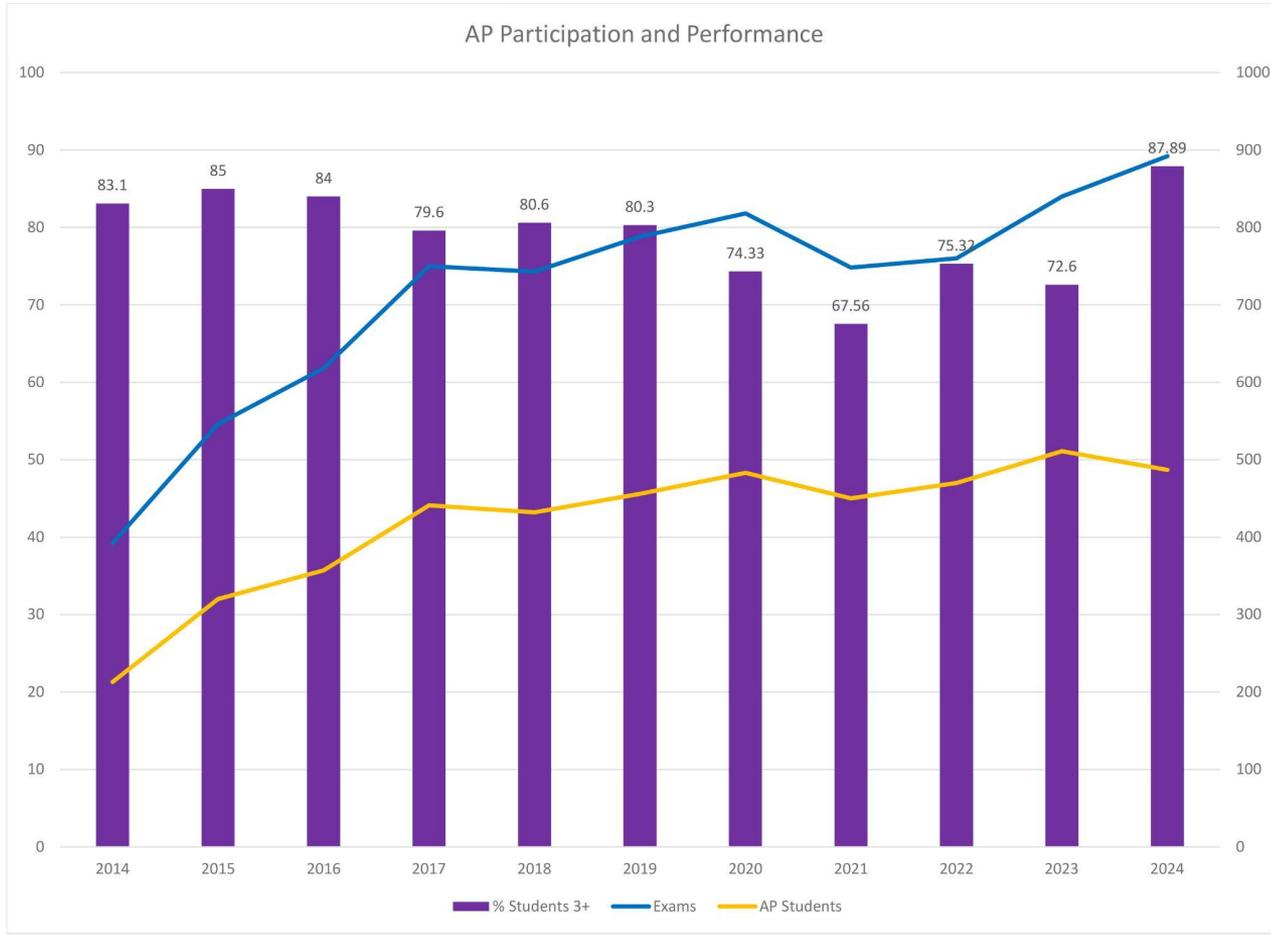
[2024 Dane Forward Data](#)

[2024 Dane ACT Data](#)

[2024 Peer Benchmarks Forward Data](#)

[2024 Peer Benchmarks ACT Data](#)

# Advanced Placement Data



## NEW COURSE APPROVAL FORM

Date: **07/15/2024**

Department Chairperson/Building Coordinator: **Jason LaFlash and Shad Fanta (Chairpeople)**

**Bryan Barfknecht and Catrina Specht (Coordinators)**

Department: **Social Studies**

Building: **High School**

Proposed Course Title: **Cultural Studies: African American Studies** Grade Level: **11–12**

Course Length: **Semester**

Credits: **0.5**

Requirement/Elective: **Elective**

Meeting Frequency: **Standard block schedule**

Anticipated Enrollment: **1–2 sections**

Prerequisites: **US History or APUSH**

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Principal's Approval: \_\_\_\_\_ 9/30/2024 \_\_\_\_\_

Comments:

Review & Discuss Within the Building Between Departments –

Date: \_\_\_\_\_ 10/1/2024 \_\_\_\_\_ Comments:

Systemwide Curriculum Committee Review Date: \_\_\_\_\_ 10/9/2024 \_\_\_\_\_

Comments:

Director of Instruction/District Administrator's Approval: \_\_\_\_\_ 10/23/2024 \_\_\_\_\_

Board of Education Curriculum Sub-committee Review

## I. COURSE INFORMATION

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

**To look at American history through different lenses and perspectives and diversify the narratives that students are exposed to in high school. There have been calls to action for more diverse curricula both among high school students and the wider community. We expect students to exit the course with increased awareness of the complexity of American history and society (both national and local). Students will practice examining primary sources from a multitude of perspectives, practice respectful academic discourse involving sensitive topics, and practice historical scholarship by compiling historic and contemporary sources (along with their original thoughts) about a**

**The vision as of now, is to create a rotating schedule of cultural studies semester-long electives:**

- Fall of odd years American Indian Studies (F25)
- Spring of even years African American Studies (S26)
- Fall of even years Latin American Studies (F26)
- Spring of odd years Asian American Studies (S27)

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

### Unit 1: West African Roots

#### Unit Topics—

**Geography of Pre-Colonial Africa  
Africa and the World—Trade and Exchange  
Cultural Foundations (Yoruba, Dahomey, Congo, Igbo)  
Colonialism and Forced Migration**

#### Formative Assessment:

**Crating Questions Activity  
Group Project on regions of Africa**

#### Summative Assessment:

**Questioning: Develop 1–2 guiding questions for your artform**

**Sourcing Evidence and Perspectives: Collect 3–4 primary sources describing a meeting between colonizers and colonized (at least one source from the colonizing perspective and one from the colonized perspective) and write up a small analysis of each source, the nature of contact, and understandings and misunderstandings between groups**

**Revision: Synthesis of Group Projects**

## **Unit 2: Art of the Free and Enslaved**

**Unit Topics—**

**Cultural Syncretism**

**The Art of Resistance**

**The Art of Abolition**

**Formative Assessment:**

**SAC: Syncretism as a form of resistance vs. assimilation**

**Socratic Seminar: Is all art political?**

**Summative Assessment:**

**Time, Space, Continuity, and Change: Establish a foundation of continuation/invention during this time period for your artform and analyze to what degree it is an example of either syncretism, resistance, or both**

**Sourcing Evidence: Find at least 2 primary sources of your artform that are representative of key figures, locations, and trends of the period**

## **Unit 3: Minstrelsy, Vaudeville, and the Art of Free People**

**Unit Topics**

**The Promise of the Reconstruction Amendments**

**Minstrelsy and Vaudeville**

**The Birth of Jim Crow**

**The Art of Resilience**

**Formative Assessment:**

**Fishbowl discussion: Stereotypes as displayed and perpetuated in vaudeville and minstrelsy**

**SAC: W.E.B. DuBois vs. Booker T. Washington**

**Discussion: The role of Black people in vaudeville and minstrelsy**

**Summative Assessment:**

**Time, Space, Continuity, and Change: Establish a foundation of continuation/invention during this time period for your artform and analyze to what degree it is an example of either syncretism, resistance, or both**

**Sourcing Evidence: Find at least 2 primary sources of your artform that are representative of key figures, locations, and trends of the period**

**Perspective: Compare and contrast the messaging/perspective of at least 2 primary sources (one from vaudeville and/or minstrelsy and one from your artform)**

## **Unit 4: The Harlem Renaissance**

**Unit Topics**

**WWI and the Great Migration**

**Black Harlem**

**Black Cultural Renaissance**

**Formative Assessment: Analysis of primary sources**

**Summative Assessment:**

**Time, Space, Continuity, and Change: Establish a foundation of continuation/invention during this time period for your artform and analyze to what degree it is an example of either syncretism, resistance, or both**

**Sourcing Evidence: Find at least 2 primary sources of your artform that are**

representative of key figures, locations, and trends of the period

**Questioning:** Develop an inquiry question that involves the Harlem Renaissance (must get teacher approval). Answer it.

## **Unit 5: Protest Art and Civil Rights**

### **Unit Topics**

**Continued Resistance to Segregation and Second Class Citizenship**

**Organizing Protest**

**Reconnection with and Revitalization of Black Identity and Pride**

**The Art of Protest**

**Cultural Appropriation**

### **Formative Assessment:**

**Unequal Cultural Exchange Socratic Seminar**

**SAC: Which was more influential: the Harlem Renaissance or the Civil Rights**

**Movement?**

### **Summative Assessment:**

**Time, Space, Continuity, and Change:** Establish a foundation of continuation/invention during this time period for your artform and analyze to what degree it is an example of either syncretism, resistance, or both

**Sourcing Evidence:** Find at least 2 primary sources of your artform that are representative of key figures, locations, and trends of the period

**Argumentation:** Write an essay answering the question, “Which was more influential: the Harlem Renaissance or the Civil Rights Movement?” (at least one source must involve your artform)

## **Unit 6: Continued Protest**

### **Unit Topics**

**The Cities and the Suburbs**

**Mass Incarceration**

**#BlackLivesMatter**

**Contemporary Black Cultures**

### **Formative Assessment:**

**Discussion:** How do you anticipate your artform evolving into the future?

**Last Word Protocol:** Contemporary Black Artist Statements—group must come to a conclusion

### **Summative Assessment:**

**Time, Space, Continuity, and Change:** Establish a foundation of continuation/invention during this time period for your artform and analyze to what degree it is an example of either syncretism, resistance, or both

**Sourcing Evidence:** Find at least 2 primary sources of your artform that are representative of key figures, locations, and trends of the period ?

**Perspective and Argumentation:** What are the different perspectives displayed in Black produced media/current events? Why do you agree/disagree with your group conclusion during Last Word?

### **Revision and Reflection Week:**

**Reflection Essay:** How has your perspective on African American art, history, and culture changed throughout the semester? How has learning about African American art, history, and culture changed your perspective on American history?

**Reflection Essay:** Reflect on the cultural experience you attended during the semester.

**Revision of Portfolio:** Any unit summatives that you would like to improve your grade on.

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

**In Cultural Studies** electives (African American Studies, American Indian Studies, Asian American Studies, and Latin American Studies), we will critically examine the American experience through the lens of different groups of Americans.

**African American Studies** focuses on grounding students in the art, music, and culture that African Americans have created in response to their historical circumstances throughout American history. Students will act as historians throughout the semester by utilizing primary and secondary sources, as well as their own original writing, to develop a portfolio connecting an art form to African American experiences, themes of the course, and American history at large.

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

**Chromebooks**

E. Instructional Methods: (Check applicable ones and explain wherever necessary.)

Which of these are used: Check with "X"

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

F. Student Evaluation Procedures:

**Each student will be completing a portfolio of connected unit projects throughout the semester (unit projects described above). The portfolio will ask students to contextualize course concepts and focus their individual research on tracing the evolution of one artform/aspect of culture within African America. Students will connect their individual learning with the overarching themes of expression, personhood, and resilience throughout US history. Students will be assessed on the following standards-based criteria:**

Questioning

Extending	Sustaining	Developing	Beginning
Students can develop questions that are relevant to the essential question of the unit, specific enough to answer thoroughly, open to real-world complexity, and promote new contributions of knowledge and perspective.	Students can develop questions that are relevant to the essential question of the unit, specific enough to answer thoroughly, and open to real-world complexity.	Students can develop a question that promotes interpretation of sources, events, and ideas relevant to the essential question of the unit.	Students can develop a question that is on-topic and open-ended.

Sourcing Evidence

Extending	Sustaining	Developing	Beginning
Students deliberately seek out sources and evidence that complicate their developing conclusions about their research.	Students can determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.	Students can determine the kinds of sources that will be helpful in answering compelling and supporting questions.	Students can determine if a source will be helpful in answering compelling and supporting questions.

Extending	Sustaining	Developing	Beginning
Students can integrate evidence from a range of relevant written, oral, physical, and/or visual historical sources and interpretations into a reasoned argument about the past.	Students can integrate evidence from multiple relevant historical sources and multiple relevant interpretations into a reasoned argument about the past.	Students can use a comparison of historical sources and/or interpretations to support a well-reasoned argument.	Students can support a well-reasoned argument with evidence from one historical source or interpretation.

#### Revision

Extending	Sustaining	Developing	Beginning
Students can refine claims and counterclaims to enhance precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.	Students can refine claims and counterclaims to enhance precision, significance, and knowledge conveyed through the claim.	Students can refine claims to enhance precision, significance, and knowledge conveyed through the claim.	Students can refine claims to enhance accuracy and clarity.

#### Time, Space, Continuity, and Change

Extending	Sustaining	Developing	Beginning
Students can analyze change and continuity across multiple historical eras—including the present day—as influenced by the spread of ideas, technologies, and cultures.	Students can analyze change and continuity between historical eras as influenced by the spread of ideas, technologies, and cultures.	Students can analyze change and continuity between historical eras as influenced by the spread of ideas, technologies, or cultures.	Students can describe the change and continuity of a specific topic between historical eras.

#### Perspectives

Extending	Sustaining	Developing	Beginning
Students can analyze the change over time in complex and	Students can analyze complex and interacting factors that influenced the	Students can analyze multiple perspectives of people during	Students can describe multiple perspectives of people during

interacting factors that influenced the perspectives of people—historical and contemporary—during different historical eras and cultural contexts.	perspectives of people during different historical eras and cultural contexts.	different historical eras and cultural contexts.	different historical eras and cultural contexts.
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G. Financial Impact: (Provide an explanation of projected costs for personnel, materials, and equipment for subsequent years when the proposal is fully implemented.)

**Potential for field trips in subsequent years**

H. Financial Impact: (First Year)

Added Personnel How Many Approx. Cost Total Cost Professional **None anticipated** \$ \_\_\_\_\_ \$ \_\_\_\_\_

Non-Professional **None anticipated** \$ \_\_\_\_\_ \$ \_\_\_\_\_ (Assistants, secretarial, etc.)

Added Materials

Textbooks **None anticipated** @ \$ \_\_\_\_\_ = \$ \_\_\_\_\_

Supplies \$ \_\_\_\_\_

Added Equipment Needed: **None anticipated**

List/Cost: \_\_\_\_\_ @ \$ \_\_\_\_\_ = \$ \_\_\_\_\_ @

\$ \_\_\_\_\_ = \$ \_\_\_\_\_

\_\_\_\_\_ @ \$ \_\_\_\_\_ = \$ \_\_\_\_\_

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

**Wisconsin State Social Studies Standards were adapted from the [C3 NCSS](#) standards. As the C3 standards are more rigorous, these are what we used when designing the course.**

D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points

of view represented in the sources, the types of sources available, and the potential uses of the sources.

D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

D2.His.2.9-12. Analyze change and continuity in historical eras.

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

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## II. 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

**Will mostly use public domain primary sources along with a few scholarly articles that we can access through the LMTC's catalog of databases**

C. This course will require *(please check appropriate spaces)*

- specialized organization of teacher time
- specialized room arrangement or equipment *(explain below)*
- specialized student grouping or sectioning
- curriculum planning time—**At least for the first 2-3 years and potentially if there is a new teacher taking on the elective**
- specialized technology

D. To what extent will this curriculum change affect the number of teacher preparation each semester? *(Explain)*

**It would be incredibly helpful for Colin (English) and Lauren (Social Studies) to have common prep at least for the first year of these new electives to enable collaboration.**

**We are not anticipating more than 2 sections of these electives at the moment, so it would not have an appreciable impact on other social studies teachers' preps.**

E. To what extent does this course conflict with the content and/or student availability of other courses in your department?

**There are no electives that overlap with the focus of this course; it builds upon and deepens foundational knowledge from US History/AP US History. While there is no content conflict, the opening of a new elective will result in a small decrease spread across other social studies electives.**

F. To what extent does this course conflict with courses offered in other departments?

**There are no other electives offered that focus on American history, especially not history that centers non-Eurocentric perspectives. Although there is a small overlap with Multicultural Literature, the focus, perspective, and class materials are fundamentally different.**

G. What course(s) could be deleted if this curriculum change is adopted?

**None, this is increasing opportunities for student choice and allowing students to experience diversity within the curriculum. This course is also responding to a frequently expressed desire among students, faculty, and community members for diversity, equity, and inclusion in Waunakee High School's course offerings.**

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.*)

I. To what effect does this curriculum change affect the K-12 Skills Continuum?

*(duplication, deletion, reinforcement, etc.)*

**As most, if not all, social studies electives focus on other humanities (i.e. psychology, economics, sociology, geography, civics), this course would offer students the opportunity to reinforce and deepen their skills and knowledge as historians.**

J. If approved, this course will begin: **Spring 2026 (to be offered in the spring during alternating years)** *(semester/year)*



## NEW COURSE APPROVAL FORM

Date: **07/15/2024**

Department Chairperson/Building Coordinator: **Jason LaFlash and Shad Fanta (Chairpeople)**

**Bryan Barfknecht and Catrina Specht (Coordinators)**

Department: **Social Studies**

Building: **High School**

Proposed Course Title: **Cultural Studies: American Indian Studies** Grade Level: **11–12**

Course Length: **Semester**

Credits: **0.5**

Requirement/Elective: **Elective**

Meeting Frequency: **Standard block schedule**

Anticipated Enrollment: **1–2 sections**

Prerequisites: **US History or APUSH**

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Principal's Approval: 9/30/2024

Comments:

Review & Discuss Within the Building Between Departments –

Date: 10/1/2024 Comments:

Systemwide Curriculum Committee Review Date: 10/9/2024

Comments:

Director of Instruction/District Administrator's Approval: 10/23/2024

Board of Education Curriculum Sub-committee Review

## I. COURSE INFORMATION

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

**To look at American history through different lenses and perspectives and diversify the narratives that students are exposed to in high school. There have been calls to action for more diverse curricula both among high school students and the wider community. We expect students to exit the course with increased awareness of the complexity of American history and society (both national and local). Students will practice examining primary sources from a multitude of perspectives, practice respectful academic discourse involving sensitive topics, and practice historical scholarship by compiling historic and contemporary sources (along with their original thoughts) about a specific American Indian nation.**

**The vision as of now, is to create a rotating schedule of cultural studies semester-long electives:**

- Fall of odd years American Indian Studies (F25)
- Spring of even years African American Studies (S26)
- Fall of even years Latin American Studies (F26)
- Spring of odd years Asian American Studies (S27)

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

**In Cultural Studies electives (African American Studies, American Indian Studies, Asian American Studies, and Latin American Studies), we will critically examine the American experience through the lens of different groups of Americans.**

**American Indian Studies focuses on grounding students in the unique relationships between American Indian nations and the United States government from the past to the present. Students will act as historians throughout the semester by utilizing primary and secondary sources, as well as their own original writing, to develop a portfolio connecting the experiences of one of the 574 federally recognized American Indian nations to the themes of the course and American History at large.**

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

**Unit 1: Populating the Americas**

**Topics of the Unit—**

**Human migration**

**Regions of Native America**

**Trade Networks of Native America**

**Formative Assessment:**

**Crafting Questions Activity**

**Group project on regions of Native America**

**Summative Assessment: 1st Portfolio Project**

**Questioning: Develop 1–2 guiding questions for your nation**

**Time, Space, Continuity and Change: Describe change over time in the region your nation originated from (prehistory to contact)**

**Sourcing Evidence: Bibliography**

**Revision: Update from group project to individual portfolio**

**Unit 2: Contact**

**Topics of Unit—**

**Contrasting Worldviews (economic, social, spiritual)**

**Spanish Contact**

**French Contact**

**British Contact**

**Disease and Reorganization**

**Formative Assessment: Structured Academic Controversy (SAC) about contrasting worldviews**

**Summative Assessment:**

**Perspective: Short Essay—What was it like for your nation to meet colonizers? What was it like for colonizers to meet your nation?**

**Time, Space, Continuity, and Change: Map where your nation is and land they control at contact**

**Unit 3: Indigenous Nations and Colonial Europe**

**Topics of Unit—**

**Exchange**

**Treaties and Alliances**

**Guns, Germs, Steel, and Depopulation**

**Formative Assessment: Examine Arguments (Guns, Germs, and Steel vs. critiques)**

**Summative Assessment:**

**Perspective: What are the main exchanges between your nation and colonial powers? Images (pictures of items, image representations of ideas) on map**

**Sourcing Evidence: Find first known treaty between your nation and other Native nation and/or colonizing nation—write brief summary and interpretation**

**Time, Space, Continuity, and Change: Map where your nation is and the land they control**

#### **Unit 4: US Independence and Indigenous Removal**

##### **Topics of Unit—**

**Pontiac's War and the Proclamation of 1763**

**Declaration of Independence, US Revolution, and US Constitution**

**Tenskwatawa, Tecumseh, and the War of 1812**

**Indian Removal Act of 1830 and Indian Territory**

**Formative Assessment: Close reading of primary sources**

**Summative Assessment:**

**Questioning: How will US independence change/shape your nation?**

**Reassess and add guiding question(s)**

**Argumentation: Which primary source that we covered in this unit most affected your nation?**

**Time, Space, Continuity, and Change: Map where your nation is and the land they control**

#### **Unit 5: The Indian Wars**

##### **Topics of Unit—**

**Land Cessions and Treaty Rights**

**Reservation System**

**Military Conquest**

**Trains, Cattle, Gold, and Allotment**

**Genocide**

**Formative Assessment:**

**Speeches and Letters - perspectives on military conquest and occupation**

**SAC on Genocide**

**Summative Assessment:**

**Argumentation: Short essay - Why did the reservation system fail?**

**Sourcing Evidence: Bibliography**

**Time, Space, Continuity, and Change: Map land loss through allotment**

#### **Unit 6: Termination and American Indian Civil Rights**

##### **Topics of Unit—**

**Termination**

**US Citizenship, Boarding Schools and Adoption, and Assimilation**

**Pan-Indian Movements and Activism**

**Formative Assessment:**

**SAC on Termination**

**Socratic Seminar: Intent vs. Practice**

**Summative Assessment:**

**Revision: How do the topics we learned about this unit influence your opinion on why the reservation system failed?**

**Sourcing Evidence: What do people/activists want for their nation? How is your nation fighting to revise American history and their nation's history? Find speeches, letters, interviews, videos, opinion pieces, newspaper articles from your nation. (Bibliography)**

**Time, Space, Continuity, and Change: Map if possible, brief write up if not**

#### **Unit 7: Modern Native America**

##### **Topics of Unit—**

**Acts of Congress**

**Supreme Court Cases**

**Language Preservation and Revival**

**Ongoing Activism**

**Formative Assessment: Analysis of laws and Supreme Court Cases**

**Summative Assessment:**

**Sourcing Evidence: What is happening right now with your nation?**

**Current events analysis and bibliography**

**Perspective: What are the different perspectives displayed in your nation's current events? What questions are your nation grappling with now and into the future?**

**Revision and Reflection Week:**

**Reflection Essay: How has your perspective on the Indigenous nations of the US changed throughout the semester? How has learning about Indigenous history influenced your perspective on American history?**

**Reflection Essay: Reflect on the cultural experience you attended during the semester.**

**Revision of Portfolio: Any unit summatives that you would like to improve your grade on.**

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

**Chromebook**

E. Instructional Methods: (Check applicable ones and explain wherever necessary.)

Which of these are used: Check with "X"

**X** Lectures  Demonstrations  Field Trips

**X** Discussions  **X** Term Papers  Check Quizzes

Special Reports  Extra Reading  Individual Study Contracts

Laboratory  **X** AV Materials  Other  
(Hands-On)

Online/Virtual Learning

F. Student Evaluation Procedures:

**Each student will be completing a portfolio of connected unit projects throughout the semester (unit projects described above). The portfolio will ask students to contextualize course concepts and focus their individual research on one of the 574 federally-recognized American Indian nations in the US. Students will connect their individual learning with the overarching themes of citizenship and sovereignty within relations between Native nations and the US government. Students will be assessed on the following standards-based criteria:**

Questioning

Extending	Sustaining	Developing	Beginning
Students can develop questions that are relevant to the essential question of the unit, specific enough to answer thoroughly, open to real-world complexity, and promote new contributions of knowledge and perspective.	Students can develop questions that are relevant to the essential question of the unit, specific enough to answer thoroughly, and open to real-world complexity.	Students can develop a question that promotes interpretation of sources, events, and ideas relevant to the essential question of the unit.	Students can develop a question that is on-topic and open-ended.

Sourcing Evidence

Extending	Sustaining	Developing	Beginning
Students deliberately seek out sources and evidence that complicate their developing conclusions about their research.	Students can determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.	Students can determine the kinds of sources that will be helpful in answering compelling and supporting questions.	Students can determine if a source will be helpful in answering compelling and supporting questions.

Extending	Sustaining	Developing	Beginning
Students can integrate evidence from a range of relevant written, oral, physical, and/or visual historical sources and interpretations into a reasoned argument about the past.	Students can integrate evidence from multiple relevant historical sources and multiple relevant interpretations into a reasoned argument about the past.	Students can use a comparison of historical sources and/or interpretations to support a well-reasoned argument.	Students can support a well-reasoned argument with evidence from one historical source or interpretation.

#### Revision

Extending	Sustaining	Developing	Beginning
Students can refine claims and counterclaims to enhance precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.	Students can refine claims and counterclaims to enhance precision, significance, and knowledge conveyed through the claim.	Students can refine claims to enhance precision, significance, and knowledge conveyed through the claim.	Students can refine claims to enhance accuracy and clarity.

#### Time, Space, Continuity, and Change

Extending	Sustaining	Developing	Beginning
Students can analyze change and continuity across multiple historical eras—including the present day—as influenced by the spread of ideas, technologies, and cultures.	Students can analyze change and continuity between historical eras as influenced by the spread of ideas, technologies, and cultures.	Students can analyze change and continuity between historical eras as influenced by the spread of ideas, technologies, or cultures.	Students can describe the change and continuity of a specific topic between historical eras.

#### Perspectives

Extending	Sustaining	Developing	Beginning
Students can analyze the change over time in complex and	Students can analyze complex and interacting factors that influenced the	Students can analyze multiple perspectives of people during	Students can describe multiple perspectives of people during

interacting factors that influenced the perspectives of people—historical and contemporary—during different historical eras and cultural contexts.	perspectives of people during different historical eras and cultural contexts.	different historical eras and cultural contexts.	different historical eras and cultural contexts.
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G. Financial Impact: (Provide an explanation of projected costs for personnel, materials, and equipment for subsequent years when the proposal is fully implemented.)

**Potential for field trips in subsequent years**

H. Financial Impact: (First Year)

Added Personnel How Many Approx. Cost Total Cost Professional **None anticipated** \$ \_\_\_\_\_ \$ \_\_\_\_\_

Non-Professional **None anticipated** \$ \_\_\_\_\_ \$ \_\_\_\_\_ (Assistants, secretarial, etc.)

Added Materials

Textbooks **None anticipated** @ \$ \_\_\_\_\_ = \$ \_\_\_\_\_

Supplies \$ \_\_\_\_\_

Added Equipment Needed: **None anticipated**

List/Cost: \_\_\_\_\_ @ \$ \_\_\_\_\_ = \$ \_\_\_\_\_ @

\$ \_\_\_\_\_ = \$ \_\_\_\_\_

\_\_\_\_\_ @ \$ \_\_\_\_\_ = \$ \_\_\_\_\_

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

**Wisconsin State Social Studies Standards were adapted from the [C3 NCSS](#) standards. As the C3 standards are more rigorous, these are what we used when designing the course.**

D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, <sup>25</sup>taking into consideration multiple points

of view represented in the sources, the types of sources available, and the potential uses of the sources.

D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

D2.His.2.9-12. Analyze change and continuity in historical eras.

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

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## II. OTHER PERTINENT INFORMATION

A. This course will be: *(please check one)*

- X** 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

**Will mostly use public domain primary sources along with a few scholarly articles that we can access through the LMTC's catalog of databases**

C. This course will require *(please check appropriate spaces)*

- specialized organization of teacher time
- specialized room arrangement or equipment *(explain below)*
- specialized student grouping or sectioning
- X** curriculum planning time—**At least for the first 2-3 years and potentially if there is a new teacher taking on the elective**
- specialized technology

D. To what extent will this curriculum change affect the number of teacher preparation each semester? *(Explain)*

**It would be incredibly helpful for Colin (English) and Lauren (Social Studies) to have common prep at least for the first year of these new electives to enable collaboration.**

**We are not anticipating more than 2 sections of these electives at the moment, so it would not have an appreciable impact on other social studies teachers' preps.**

E. To what extent does this course conflict with the content and/or student availability of other courses in your department?

**There are no electives that overlap with the focus of this course; it builds upon and deepens foundational knowledge from US History/AP US History. While there is no content conflict, the opening of a new elective will result in a small decrease spread across other social studies electives.**

F. To what extent does this course conflict with courses offered in other departments?

**There are no other electives offered that focus on American history, especially not history that centers non-Eurocentric perspectives. Although there is a small overlap with Multicultural Literature, the focus, perspective, and class materials are fundamentally different.**

G. What course(s) could be deleted if this curriculum change is adopted?

**None, this is increasing opportunities for student choice and allowing students to experience diversity within the curriculum. This course is also responding to a frequently expressed desire among students, faculty, and community members for diversity, equity, and inclusion in Waunakee High School's course offerings.**

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.*)

I. To what effect does this curriculum change affect the K-12 Skills Continuum?

*(duplication, deletion, reinforcement, etc.)*

**As most, if not all, social studies electives focus on other humanities (i.e. psychology, economics, sociology, geography, civics), this course would offer students the opportunity to reinforce and deepen their skills and knowledge as historians.**

J. If approved, this course will begin: **Fall 2025 (to be offered in the fall during alternating years~~2~~)** (*semester/year*)

