

Superintendent File: IGA-E

DISTRICT COURSE PROPOSAL FORM

The course proposal must be submitted to the Curriculum, Instruction and Assessment (CIA) department. If the course proposal is received after the due date (second week in September), the course will be considered for the next course proposal cycle.

NOTE: Confirm the proposal for a new course with your Building Administrator prior to completing this form.

- ❑ Check with your school Registrar to review the DCSD course master and determine that this proposed course does not already exist. If it does not, proceed as follows:

Course Proposals are due by the third week in September in order for it to become active for the following school year.

- Timeline: [Link to timeline](#).
- Open this document and save a copy titled “Course Proposal [Course title].” Share this with a designee in the Curriculum, Instruction, and Assessment (CIA Department.
- Complete all sections. If you have any questions, contact the CIPG Department at 303-387-9504.
- Upon completion, a digital copy of the proposal needs to be shared with CIA and will be sent out to get the required signatures.
- This form will be processed by the CIA Department and then forwarded to the Board of Education for approval.
- If approved, the course will be available to all applicable schools within the district.
- Course proposal forms are presented to the Board of Education in October.

Date:	To check a box in a google doc, right-click and choose the ✓
Group(s) initiating this proposal (<i>check all that apply</i>):	<input checked="" type="checkbox"/> Teachers <input checked="" type="checkbox"/> Administrators <input type="checkbox"/> Students <input type="checkbox"/> Citizens
Name of school and individual completing this form:	Cris Nuzman Cristian.Nuzman@dcsdk12.org
Name of the building administrator assigned to support the completion of this course proposal:	Ryan Hollingshead rshollingshead@dcsdk12.org
Contact Information (phone number, e-mail address):	Ponderosa High School 303-387-4033
Course Title:	*AP Precalculus
Department in which this course is assigned. (<i>the department designation is used for state coding and influences the highly qualified teacher status</i>)	MA
Credit (<i>checkbox</i>):	<input checked="" type="checkbox"/> 0.5 (one semester) <input type="checkbox"/> 0.25 (quarter) <input type="checkbox"/> 1.0 (two semesters) <input type="checkbox"/> N/A
The proposed course is (<i>checkbox</i>):	<input checked="" type="checkbox"/> Core (Science, English, Math, Social Studies) <input type="checkbox"/> Elective <input type="checkbox"/> Other _____
Is this a CTE or dual credit course? <i>If yes, CTE Coordinator approval required. Please contact the CTE coordinator for guidance and requirements.</i>	<input type="checkbox"/> Yes - Check all that apply <input type="checkbox"/> CE <input type="checkbox"/> CTE <i>Contact the CE/CTE Coordinator before proceeding further</i> <input checked="" type="checkbox"/> No
Grade level(s): HS, MS, ELEM	High School

DESCRIPTION:

Provide a brief course description as it would appear in the District's course master. A course description should provide the reader (parents, students, public, administrators, etc.) with an overview of the main concepts/topics taught and what skills students will be acquiring in the course. Refer to the *School Courses for the Exchange of Data* ([SCED Code Lookup](#)) for commonly used course descriptions.

➤ SCED Code Number: **02 110**

➤ Course Description:

The Advanced Placement® Program convened college faculty to build a precalculus course that invites a diverse group of students to prepare for college mathematics, encourages more students to complete four years of mathematics in high school, and improves student readiness to succeed in STEM courses and majors in college. In AP Precalculus, students explore everyday situations and phenomena using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. AP Precalculus prepares students for other college-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

ALIGNMENT WITH DOUGLAS COUNTY'S CURRICULUM

Please write a detailed description of how the course **aligns and assesses the DCSD Curriculum (Knowledge and Skills from the Colorado Academic Standards):**

- Is this course AP or IB? **YES** - [AP Precalculus Brochure](#)
If yes, provide the course overview from AP or IB.
- Detailed description: Taken From AP Precalculus Brochure description
“The Advanced Placement® Program convened college faculty to build a precalculus course that invites a diverse group of students to prepare for college mathematics, encourages more students to complete four years of mathematics in high school, and improves student readiness to succeed in STEM courses and majors in college. In AP Precalculus, students explore everyday situations and phenomena using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important

practice for thriving in an everchanging world. AP Precalculus prepares students for other college-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. “

- In the space provided below list the CAS (Colorado Academic Standards) that is aligned to the course
 - AP Precalculus Course Framework

IMPLEMENTATION NEEDS:

How does this course fit into the overall educational program?

- Provide the following information:
 - AP Pre-Calculus Framework

Describe the process and timeline for the development of necessary teacher resources, including instructional ideas, trainings, methods, materials, and technology.

- AP Training

Describe any textbooks, required curriculum material and/or supplemental materials necessary to support the proposed course. (See the Textbook Novel Adoption Website).

- In order to offer this course, we must utilize resources on the College Board’s approved list

What physical arrangement (buildings, equipment, technology, room, land) is necessary in order to support the proposed learning activities?

- None

Is there an impact regarding the building schedule?

- Yes, explain the impact
- No

BUDGET: What is the estimated three-year budget (in detail) for the course? Include items such as books, FTE, training, and other resources. It is critical that the budget detail provided is current and comprehensive.

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FEE: If a fee is associated with this course please include the suggested fee and the rationale for the fee. Please work with the appropriate Executive Director of Schools and CIA Department

designee to ensure the suggested fee is approved in accordance with Board Policy JQ: Student Fees. [Please complete the fee proposal form.](#)

SYSTEMS CHECK and NEEDS ASSESSMENT:

At the building level, content-specific team members review needs for this proposed course.

Participants:

Participant Name	Comment(s), Concern(s), or Question(s)
Cristian Nuzman	Approve AP Precalculus course
John “Mike” Lynch	Approve AP Precalculus course

Yes Forward with approval

Forward with following comment(s), concern(s), or question(s):
(Indicate consensus or % approval.)

Do not forward because:

A group of 5 content-specific peers have reviewed the course. Please note no more than one representative can be included from the same building.

Participants:

Participant Name	School/Content	Comment(s), Concern(s), or Question(s)
Mandi Zimmerman	RCCHS/Math	Support this course being offered in our district high schools.
Audry Hunt	RCCHS/Math	Support this course being offered in our district high schools.

YES Forwards with approval

Forwards with following comment(s), concern(s), or question(s):
(Indicate consensus or % approval.)

Do not forward because:

Level administrators (principals) have met and provided a district-wide review of the course.

Participants:

YES Forwards with approval **High School Level Meeting, October 13, 2022**

Forwards with following comment(s), concern(s), or question(s):
(Indicate consensus or % approval.)

Do not forward because:

Course competencies aligned with CCHE Publication: College Entry Level Expectations, which can be found on the web at <http://www.state.co.us/cche/pubs/readyable.pdf>

Yes

No

SIGNATURES/APPROVALS

Does the Building Administrator approve adoption of this course?
****Your signature below indicates your approval of the adoption of this course****

Date _____

Building Administrator Signature _____

DocuSigned by:
Ryan Hollingshead
 19CEA65ED8A54F7...

Does the Director of Curriculum, Instruction and Assessment approve adoption of this course? ****Your signature below indicates your approval of the adoption of this course****

Date _____

Director of Curriculum, Instruction and Professional Growth Signature _____

DocuSigned by:
Erica Mason
 DA0217B90AF4480...

If course is CTE this signature box must be completed. Does the CTE Coordinator approve adoption of this course? ****Your signature below indicates your approval of the adoption of this course****

Date _____

CTE Coordinator Signature _____

Does the Executive Director of Schools approve adoption of this course?
****Your signature below indicates your approval of the adoption of this course****

Date _____

Executive Director of Schools Signature _____

DocuSigned by:
Kristin Drury
 0147601E36E74EC...

Does the System Performance Officer approve adoption of this course?
****Your signature below indicates your approval of the adoption of this course****

Date _____

System Performance Officer Signature _____

DocuSigned by:
Matt Reynolds
 9C1FC6F4C6204B0...

Does the Assistant Superintendent approve adoption of this course?
****Your signature below indicates your approval of the adoption of this course****

Date _____

Assistant Superintendent Signature _____

DocuSigned by:
Danny Winsor
 CFEF47428EF14C9...

Does the Board of Education approve adoption of this course? **Your signature below indicates your approval of the adoption of this course**
Date of BOE Meeting _____
Signature _____

Office use		Entered by:
Credit Type(s): (<i>Fine Art, Science, Practical Arts, etc.</i>)	MAT	
Department Code:	MA	
Course Number:	60612	
Date entered in Infinite Campus database:		
Course Mapping SCED Code:		
Course entered in NCAA database (if applicable):		
Lock Program ID VIP code:		
Lock VE CIP code:		
Add to HEAR list Yes or No		