

**H. APPLICATION FOR APPROVAL OF SPECIAL COURSES**

  X   **Academic**             **Vocational**             **Special Education**

**Section A - SYSTEM INFORMATION - This section is to be completed for all requests.**

Date of Application            05/28/2010      

School System            Obion            State System Number            660      

Contact Person            Mr. Adam Stephens      

E-mail            stephensa@k12tn.net      

Phone Number            731-479-1441            Fax Number:       731-479-0586      

Date of Approval by Local Board of Education      \_\_\_\_\_ (Must be approved annually)

The information on this application is complete and accurate. Assigning the proposed instructor to this special course will not preclude having all State Board approved courses taught by appropriately endorsed teachers.

Director of Schools Signature      \_\_\_\_\_

1. Total units of credit required by system for graduation: 24
2. Anticipated enrollment in course.            45
3. Grade level(s) eligible to enroll: 11-12
4. Can course be counted as one of the elective credits in the total number of units required by the State Board of Education for graduation?    Yes   x      No      \_\_\_\_\_



**Section B - COURSE INFORMATION** - This section is to be completed for all

**NOTE: Standards, Learning Expectations, and Performance Indicators must be attached to this application. These should follow the same format as those for current State-Board approved courses. If vocational-technical education credit is requested, correctly formatted competency profiles must also be attached.**

1. Name of Proposed Course ACT Preparation

2. Total units of credit available through proposed course: 1

3. Pre-requisite(s): English I, II, Algebra I, Geometry, Biology I, Physical Science

4. Justification for course/program (reason for including this course in the school program)

The ACT Preparation Course is designed to prepare juniors to take the ACT Test and perform at the highest possible level, to increase scores on all standardized tests, to realize different test-taking strategies, and to identify and remediate possible areas of concern before the testing process.

This course will address part of our school improvement plan which includes a goal to have all students perform at or above the national average on all standardized tests (ACT is a specific school goal).

5. Describe briefly the nature of this course:

This course will be a comprehensive review and practice of positive test taking strategies, as well as a general review of math and science skills and reading comprehension strategies.

**Section B - COURSE INFORMATION** - This section is to be completed for all requests.

**NOTE: Standards, Learning Expectations, and Performance Indicators must be attached to this application. These should follow the same format as those for current State-Board approved courses. If vocational-technical education credit is requested, correctly formatted competency profiles must also be attached.**

1. Name of Proposed Course ACT Test Preparation

2. Total units of credit available through proposed course: 1

3. Pre-requisite(s):

**English I and II, Algebra I, Geometry, Biology, and Physical Science.**

4. Justification for course/program (reason for including this course in the school program)

**For the last several years, Obion County's ACT scores have lagged behind both the State's and the nation's average scores at all levels of ACT Testing. Some intervention needs to occur to ameliorate this situation. A dedicated class would improve the testing skills of our students, not only on the ACT, but on all standardized tests.**

5. Describe briefly the nature of this course:

**This course proposes to give potential students:**

- **A comprehensive review of Standard English grammar, punctuation, and rhetoric.**
- **A comprehensive review of reading strategies.**
- **A comprehensive review of gaining information from statistical elements and graphical information sources**
- **A comprehensive review of skills taught in Algebra I and Geometry.**
- **A comprehensive review of test taking strategies for improved student success.**

**Students who elect to take this class will receive classroom instruction for one period per day, Monday through Friday, according to the requisite school schedule and calendar. Periodic evaluations will document their skill-level improvement.**

6. Total number of hours of instruction: 135

7. Check one area of the curriculum in which credit is awarded. Credit must be awarded in a specific area, and cannot be requested simply as "elective credit".

|                     |  |   |
|---------------------|--|---|
| Arts                |  | Science   |
|                     |  |   |
|                     |  | Social Studies  |
|                     |  | _____   |
| Computer Technology |  | Special Education                                       |
|                     |  |   |
| Foreign Language    |  | Vocational-Technical Education<br>Specify program area: |
| Language Arts       |  | Wellness & P.E.   |
| <b>X Math</b>       |  | Other (please specify) _____                            |

8. Names/titles of individuals who developed the course:

- Mr. Adam Stephens, Principal, South Fulton High School
- Mrs. Pam Burrow, Guidance Counselor, South Fulton High School
- Mrs. Brandi Cantrell, Media Specialist, South Fulton High School

- Mr. Chuck Seratt, Teacher, South Fulton High School

9. Resources used to develop the course:

- Hammond, Wallie. **The Real ACT Prep Guide: The Only Official Prep Guide From The Makers Of The ACT**
- The Princeton Review. **Cracking the ACT, 2008 Edition (College Test Prep)**
- Kaplan. **Kaplan ACT 2008 Comprehensive Program**
- Randall McCutcheon and James Schaffer. **Increase Your Score In 3 Minutes A Day: ACT Reading**
- Steven Dulan .**McGraw-Hill's 10 ACT Practice Tests**
- Steven Dulan. **McGraw-Hill's Conquering ACT English, Reading, and Writing**
- Charles O. Brass, Suzanne Coffield, Joseph T. Conklin, and Anita Price Davis. **ACT Assessment (REA) - The Very Best Coaching and Study Course for the ACT (Test Preps)**

10. Goals of course/program (student learning goals):

**The Students will:**

- **Review English sentence structure.**
- **Review standard English punctuation, with emphasis on the comma, semi-colon, and colon, their uses and applications.**
- **Review the formation and use of contractions, verbals, participles, and rhetorical devices.**
- **Review proofreading skills.**
- **Review literary and logical sequencing.**
- **Review reading strategies and note-taking skills.**
- **Read for information.**
- **Review vocabulary appropriate to age level and reading level.**
- **Learn to retrieve information from graphical representations of data.**
- **Review skills and concepts from high school math courses, i.e., Algebra I and, Geometry.**
- **Review high school science skills.**
- **Review high school social studies skills.**

11. Major units of instruction of course/program:

- **Reviewing the English you already know**
- **Proofreading**
- **How to Read/ Vocabulary Review**
- **Reviewing Tables, Graphs and Charts**
- **Math Review for Standardized Tests**
- **Practicing the ACT Test**

12. Texts and/or supplementary materials to be used:

- Hammond, Wallie. **The Real ACT Prep Guide: The Only Official Prep Guide From The Makers Of The ACT**
- Kaplan. **Kaplan ACT 2008 Comprehensive Program**
- <http://www.actprepinfo.com>

- <http://www.actstudent.org/sampletest/index.html>
- <http://www.studyguidezone.com/acttest.htm>
- <http://www.princetonreview.com/college/testprep/testprep.asp?TPRPAGE=311&TYPE=ACT-TOOLS>
- [http://www.testprepreview.com/act\\_practice.htm](http://www.testprepreview.com/act_practice.htm)
- Other texts and media as appropriate.

13. Proposed instructional methods and activities:

- **Direct instruction where appropriate**
- **Directed review/remediation of skills as needed**
- **Practice in standardized test-taking**
- **Review of materials and strategies proposed by the creators of the tests**
- **Create success strategies for improving test scores**

14. Procedure for evaluating student progress:

- **Student progress during the course will be evaluated by periodic teacher-generated evaluation instruments, by the use of standardized tests, and through individual personal evaluation. Final evaluation will be done by taking the ACT Test and seeing if there is any score gain.**

15. Procedure for evaluating success of course:

- **The success of this course will be gauged by the ratio of improving student composite scores to those declining.**

**SECTION C-VOCATIONAL-TECHNICAL EDUCATION COURSE**-Complete this section only if you are seeking to award credit in vocational-technical education.

1. Outline how this course fits into a vocational program sequence.
  
2. Interpret and summarize and attach labor market data to support the proposed course in the local area. Cite the source of the data.

**SECTION D - TECHNOLOGY-BASED COURSE** - Complete this section of the form only if you are seeking approval for a technology-based course.

1. This course is:

\_\_\_\_\_ A) Technology-based Intervention  
Tech Based Intervention 3645

\_\_\_\_\_ B) Online Courses 8000 Series

\_\_\_\_\_ C) Video Distance Learning

2. For Technology-based Intervention, check appropriate area(s):

\_\_\_ Algebra    \_\_\_ Biology    \_\_\_ English

3. For online and video distance learning courses ONLY, who will evaluate coursework submitted by students enrolled?

4. Origination of course:

Type:

\_\_\_ Satellite    \_\_\_ On-line    \_\_\_ CD-ROM-based

Provider/Vendor: \_\_\_\_\_

**Note: For technology-based intervention courses a correlation of the performance indicators of the gateway standards with the provided program must be attached.**



**SECTION E - COURSE SITE INFORMATION** - This section is to be completed for all requests.

| <i>School Name</i>              | <i>State School #</i> | <i>Years Course Offered at this School<br/>(1, 2, 3, or 4+)</i> | <i>School Year Course to be Offered</i> | <i>Semester Offered<br/>Fall or Spring<br/>- Both<br/>Full Year<br/>Summer</i> | <i>School Format:<br/>_Distance<br/>_Traditional<br/>- Modified Block</i> | <i>For Video Learning:<br/>Block<br/>-Receiving</i> | <i>Facilities available for course/program<br/>(Required for Vocational Base Site courses)</i> |
|---------------------------------|-----------------------|---|---|--|---|---|--|
| <i>South Fulton High School</i> | 660-050               | 1   | 2010-11                                 | Fall   | Block   |   |  |
|                                 |                       |   |   |  |   |   |  |
|                                 |                       |   |   |  |   |   |  |
|                                 |                       |   |   |  |   |   |  |
|                                 |                       |   |   |  |   |   |  |
|                                 |                       |   |   |  |   |   |  |
|                                 |                       |   |   |  |   |   |  |
|                                 |                       |   |   |  |   |   |  |





**SECTION F - INSTRUCTOR INFORMATION** - This section is to be completed for all requests.

| <i>School Name</i><br><i>Code(s)/Certifications</i> | <i>Teacher Name</i> | <i>Teacher#</i> | <i>Teacher Role</i> | <i>Endorsement</i> | <i>Industry Technology Qualification</i> | <b>Main/ Base</b> |
|---|---------------------|-----------------|---------------------|--------------------|--|-------------------|
| South Fulton High School                            | Wes Miller          | 000202440       | Main/ Base          | 22, 413            |  |                   |