



Howard Lake-Waverly-Winsted ISD #2687

"Excellence through Education"



NEW COURSE PROPOSAL

- Step 1: Communicate with the Principal about the new course.
- Step 2: Complete this form fully.
- Step 3: Obtain required signatures.
- Step 4: Submit to Counseling Department.
- Step 5: Counseling Department adds items in RED to SYNERGY.

Course Background

Name of proposed course name: MN Wildlife: Fish, Small Game, and Waterfowl

Date of proposed new course (school year it would begin): 2025-2026

Department submitting proposal: AFNR

Staff member name submitting proposal: Seena Glessing

Is the proposed course replacing an existing course? YES NO

If so, what course is being replaced? n/a

Rationale (include reasons why this proposal needs to be considered outside the curriculum cycle):

Strong student interest, Splitting current course into 2 - 1 semester classes.

Type of course: Required Elective

Prerequisite(s): n/a

Course Duration: Semester Full Year

Grade Levels: 9th Grade 10th Grade 11th Grade 12th Grade

MN Academic Standards: see syllabus

Course Description:

Students will study wildlife management to gain an understanding of the ecological, physical and environmental concepts pertaining to wildlife management. Wildlife studied in the class will include fish, small game animals, and waterfowl. Students may have the op

Scheduling Considerations (# of semesters, alternating years, grade levels allowed, etc.):

1 semester 10-12 grades

Estimated Costs

Resources/Textbook (list title, copyright date, publisher, and cost):

n/a

Curriculum Writing Needs (# of hours needed for curriculum mapping and writing essential standards):

n/a

Staff Development Needs (additional training staff needs to teach the course): n/a

Staff Impact (who will teach the course, effect on dept. staffing, effect on other depts. +/-, student/staff

ratio, etc.): align with current staff

Facility Impact (any special consideration for space, equipment, etc.): _____
n/a

Required Signatures:

Department Chair: Seena Glessing Date: 11/1/24
Curriculum Director: [Signature] Date: 11/13/24
Principal: [Signature] Date: 11/13/24

After obtaining the required signatures, submit to Counseling Department. Counseling Department will add to Synergy.

Final Approval Signature:

Principal/Superintendent/Board: _____ Date: _____

Additional Notes:

Curriculum/Counseling Department Use Only:

Synergy District Course:

Course ID Assignment: _____
Academic Type: _____
Course Subject Area: _____
STAR Assignment: _____
STAR Grade Level: _____
(If not 9-12, mark with the lowest grade offered.)

National Course Classification:

Subject Area: _____
Course Level: _____
Course Code: _____

State Course Classification:

Course Record Type: _____
Subject Area: _____
Course Level: _____
Standard Addressed: _____
AP Indicator: (Remember to fill in - AP Test Group Name)

Civil Rights Data Collection:

CRDC Subject Area: _____
CRDC Course Code: _____
Federal AP Code: _____

College In Schools Courses:

College Prep:
College Approved:
Dual Credit:
Course Level: Dual/Concurrent Enrollment
(Check the Dual/Concurrent Box in State Course)
College Code: _____
College Course Code: _____
College Course Title: _____
College Course Credits: 2 3 4
College Name: _____

MN Wildlife: Fish, Small Game, and Waterfowl

Howard Lake-Waverly-Winsted High School

Grade Level: 10-12

1 Semester = .5 credit elective

Teacher:	Mr. James Weninger
Contact Information:	winnie5@hlww.k12.mn.us 320-543-4614
Course Information:	Students will study wildlife management to gain an understanding of the ecological, physical and environmental concepts pertaining to wildlife management. Wildlife studied in the class will include fish, small game animals, and waterfowl. Students may have the opportunity to build ice fishing rods, experience outdoor opportunities, and maybe taxidermy of a small game animal. Working with local wildlife organizations students may build wood duck houses and secure nesting locations.
Course Goals:	Identify game birds/non-game birds and waterfowl. Learn the characteristics of diving and puddle ducks, seasons, and limits of waterfowl Define the habitat and recognize its importance for birds. Construct Wood Duck houses for resale. This unit covers MN Waterfowl and upland bird characteristics, identification, habitat, migration and management. <ol style="list-style-type: none">1. NRES.01.01.03.b. Apply identification techniques to determine the species of wildlife or insect. This unit covers MN freshwater fish characteristics, identification, habitat, population and management. <ol style="list-style-type: none">1. NRES.01.01.04.b. Apply identification techniques to determine the species of an aquatic organism.2. NRES.01.05.02.a. Research and summarize examples of invasive species. This optional unit allows students the opportunity to learn how to construct an ice fishing rod. <ol style="list-style-type: none">1. NRES.03.01.02.c. Develop a method for the sustainable harvest of wildlife species. This optional unit allows students the opportunity to learn how to taxidermy a small game animal. <ol style="list-style-type: none">1. NRES.02.03.03.a. Research how technology has affected the use and views of natural resources. Instructor is available before or after school to assist with any student. Available by email at any time.
Extra Help / Questions	
Course Materials:	<ol style="list-style-type: none">1. Notebooks - Paper or Electronic is fine.2. Textbook assigned or student chooses electronic version posted on google classroom.3. A Pencil will be necessary at times.4. Chromebook

<p>Student Leadership - FFA</p>	<ul style="list-style-type: none"> • Students are encouraged to participate in FFA activities at the district, state and national levels. • FFA provides students with effective leadership and community involvement opportunities. • FFA Chapter is affiliated with their state and national organizations. • Recognized FFA Chapter is an integral part of the CTE program. • All CTE students have the opportunity to participate in a student organization. • FFA assists students to develop leadership skills through a variety of activities and/or competitions at conferences on the local, regional, state and national levels. • FFA has a written program of work that reflects education, service and social activities.
<p>Career Exploration - SAE</p>	<ul style="list-style-type: none"> • CTE program assists students with individual student career plans and promotes self-reflection by students. • CTE program supports the existence of a career resource center at the school that is open to students, families and community. • CTE program assists students in gaining an understanding of the career planning process. • CTE program provides students with an opportunity to develop career portfolios. • CTE program uses a variety of strategies (e.g., mentorships, e-learning), to enhance the student's career development process. • Community partners assist a CTE program by providing direct career development links for students.
<p>Articulation</p>	<p>None</p>
<p>Behavioral Expectations and Consequences:</p>	<ol style="list-style-type: none"> 1. Students are expected to come to class prepared with all necessary supplies and completed assignments every day. 2. Students are expected to participate in class discussions, note-taking, question/answer sessions, online activities, labs, etc. 3. Students are expected to be on their best behavior, put their best effort forward, and follow all guidelines to create a positive educational climate for all. 4. Leaving class will be permitted only on a limited basis. 5. Except for water, NO FOOD or DRINK is allowed in the classroom. Water can be brought in only if it is in a covered container. Food and water are NOT allowed in the lab areas. 6. Cell Phones: Student phones are to be silenced and kept in their lockers from 7:55 until 3:00. Students will not be allowed to possess their phone in the classroom unless directed to do so by the teacher. Students are able to possess their phone during the lunch period. During the 4-minute passing time students may check their phone and respond to parent messages. If a student needs to contact their parent/guardian during the school day they can request a pass from a teacher to use their device or the

office phone. If parents /guardians need to communicate with their child prior to 3:00, they may contact the High School office.

- The first violation of this rule will result in the student being directed to return their phone to their locker and the parent will be emailed. The second violation will result in a parent email and they will be sent to the office. The third violation will result in after school detention. The fourth violation will result in a day of ISP (Individual Student Plan) and the 5th violation will be ATS (Alternative to Suspension) wRight Choice. Violations will reset each semester.
7. Working cooperatively with others is expected.
 8. Students are expected to sign and follow a laboratory safety contract, if applicable to the class.
 9. Students are expected to follow all general school policies as stated in the student handbook.

ABSENCE POLICY:

1. Please check the student handbook for details of the attendance policy.
2. Students are expected to be in class on time and ready to go when the bell rings. Tardies: Consequences for tardiness will be as follows: First three tardies are free. Verbal warning will address consequences of being tardy. Fourth tardy and every tardy thereafter: Students will be assigned 30 minutes of detention by the teacher: the teacher will call the parent, guardian, or adult contact to provide notification of detention and to discuss the problem of tardiness. This detention must be scheduled and served within a week of the violation. Failure to serve this detention, or subsequent detentions, will result in an incremental grade reduction.
3. Assignments will be posted to Google Classroom for completion and submission.
 - a. **Students are responsible for make-up work when absent. If a lab day is missed, a make-up sheet with photos will need to be made demonstrating the skills missed from the lab. Students will have one week to submit missing labs.**
4. Students must bring an admit pass to class after each absence. Admit Slip: Students must bring an admit pass to each class after an absence. Students will need to stop at the office and receive an admit pass from Sandy upon their return to school from an absence.
5. Students will not be allowed makeup daily work or labs for unexcused absences. Students will be expected to know the information and will take the test/quiz on the day of return.
6. Tardies will be handled as per the student handbook.
7. For prearranged absence, students must present an absence slip before leaving.

See student handbook

Information regarding behavior system:

Grading:
A 90-100
B 80-89

	<p>C 70-79 D 60-69 F 59 and below</p>
Homework Policy:	Homework will be graded intermittently. It is the student's responsibility to hand in their homework on time. For more details about homework see the section on late work or absences.
Self-Monitoring Checklist:	<p>Check online weekly. Inquire with Winnie before or after class or afterschool. Be responsible for your own learning. Set high expectations for yourself and monitor your learning/grade. Attend class. Be on time. Bring materials every day. Organize your binder. Be actively engaged. Ask questions and seek help as needed. Do your own work. Complete all assignments. Respect the others in the learning community.</p>

Time Period	Content (Tells what the student will know)	Standard Addressed	Skill (Tells what the student will do)	Assessment	Resources Used
1-4	Bird Management	5.4, 6.5	<p>Identify game birds/non-game birds and waterfowl. Learn the characteristics of diving and puddle ducks, seasons, and limits of waterfowl. Define the habitat and recognize its importance for birds. Construct Wood Duck houses for resale.</p>	<p>Bird Identification Quiz Bird Taxidermy</p>	<p>Video PowerPoints Shop</p>

5-9	Game Animal Management	5.4, 6.5	Understand population dynamics and management Analyze the impact of harvesting regulations and practices. Understand large game (deer, moose, elk, bear) habitat and management Describe biological and cultural carrying capacity	Quiz Population Management Model	Video Internet Minnesota DNR Materials Guest speaker
10-16	Fish/ Aquaculture	5.4, 6.5, 9.4, 11.3	Identify fish found in MN waters. Understand fish habitat and reproduction. Learn the fishing seasons and limits of fish. Construct an ice fishing pole.	Fish Identification Quiz Fish Taxidermy	Video PowerPoints Outdoor Classroom
17-18	Taxidermy	2.3, 5.4	Create taxidermy of small game animal	Taxidermy project	