

[illegible]

Department Name	Revision	Rationale	Prerequisite	Length	Open To	Associated Cost(s)	Running Total Cost	Notes	Discussion Notes	Changed in 27-28 CG	Flow Chart
	Automotive Technology II	Rationale: This provides a more specific description related to course content than what was previously offered. New Description: Builds on the foundation and skills developed in Automotive Level 1. Students will expand their understanding of automotive systems through more hands-on training in all previous areas plus engine performance/diagnostics and vehicle alignment procedures. Students will develop problem-solving skills and prepare for a potential career in the automotive industry.	Automotive Technology I	1 Year	10-12	Rolled in to Auto 1					
	Course description to change: Automotive technology I	Rationale: This provides a more specific description related to course content than what was previously offered. New Description: Students will be introduced to the fundamentals of automotive maintenance and repair. Students will learn shop safety, proper tool usage, vehicle systems, and proper maintenance procedures. Through hands on activities and classroom instruction, students will develop knowledge in maintenance, tire service, brake systems, suspension systems, electrical fundamentals, axles and drivetrain and steering systems. This course provides students with the knowledge and practical skills needed to advance in automotive technology.									
	Course description to change: Woodworking II	Rationale: GIC provides a very similar preparatory experience and is a sufficient foundation for Woodworking II New Description: WOODWORKING II 1 CREDIT GRADES: 10 - 12 1 SEMESTER Prerequisite: Successful completion of Woods I or Geometry in Construction This course will focus on skills and processes used to create advanced woodworking projects. Emphasis will be placed on applying math skills to woodworking. The majority of class will be spent working in the wood shop, learning advanced woodworking techniques used to make quality projects.	Successful completion of Woods I or Geometry in Construction	1 Semester	10-12						
	Course description to change: Building and Trades	Rationale: Updating credit and Prerequisites. New Description: Students explore various trades that are involved in constructing a home. This includes safety, technical math, lay-out and excavation, concrete and masonry, carpentry, electrical wiring, plumbing, heating and air conditioning, painting and decorating as well as landscaping. As the students come to know what is involved in the different areas of construction, they will be able to make an informed choice as to which area of the building trades they would like to pursue as a vocation	none	1 year	11-12						
							\$17,000.00				
English	Literacy Support	Rationale: A steady decline in standardized reading scores indicates that many incoming students lack the literacy foundation required for rigorous high school coursework. Literacy will provide targeted support for struggling readers, reinforcing what they are learning in their standard English course. The skills taught will ensure that they are able to keep pace with high school curricula and state assessment standards. Course Description: Literacy assists incoming freshmen in transitioning to reading and comprehending highschool-level materials. Across this semester-long course, students will learn strategies to navigate upper-level texts across subject areas. Through a mixture of whole-group instruction, small-group collaboration, and independent study, students will build their academic vocabulary, close reading techniques, and strengthen digital literacy skills using various fiction and nonfiction texts.	8th Grade English	1 Semesters	9th and ELL	\$109 per student (HMH/Read 180 Licenses)	\$8,175.00				
							\$25,175.00				
	New Course - Mathematics for the Trades	Rationale: Students who are not planning to attend college in their post secondary plans do not need the content taught in a traditional Algebra 2 course. The advanced topics covered are typically not covered as in-depth on the ACT either and students should still be successful in doing well on the ACT as a result of taking this course. This course will be designed to prepare students for the math needed in trades programs and to help them be successful upon graduation in whatever trade path they choose. Course Description: Trades Math is a career-focused mathematics course designed for students interested in skilled trades, apprenticeships, technical programs, and other workforce pathways. Students apply algebra, geometry, measurement, proportional reasoning, statistics, and trigonometry to authentic problems encountered in construction, electrical, plumbing, HVAC, automotive, manufacturing, welding, and other technical fields. Topics include measurement, estimation, blueprint reading, scale drawings, material calculations, technical formulas, financial mathematics, and job-based problem solving. Students will complete hands-on projects and performance tasks that connect mathematical concepts to real-world career applications. Course will not be NCAA Approved.	Successful completion of Algebra I and Geometry with teacher recommendation and a concurrent enrollment in a CTE course for trades or program.	2 semesters	11th or 12th grades	Approximately \$6,000 (50 books at \$90 each and plan on getting class sets, materials to be used such as rulers, tape measures, scales).	\$6,000.00	Good			
Math	Update Course Description - Math 128 Elem	Rationale: This is a more accurate description of what is taught. Proposed Description: This is a first course in statistics focusing on mathematical reasoning and the solving of real life problems. Included are: frequency distributions, measures of position and variation, basic probability theory, probability distributions and the normal curve, statistical inference, correlation and Regression, and hypothesis testing. Both a TI-83 Plus or 84 Plus graphing calculator and statistical software will be used. ALEKS test results must be brought to your counselor no later than February 3, 2026. Students will be provided the opportunity to receive College Credit through Joliet Junior College, in addition to high school credit. Students will be responsible for paying a credit fee directly to JJC. Students who qualify for free/reduced lunch will not be required to pay the student fee. Disclaimer - Dual Credit is subject to change based upon revisions made from Joliet Junior College. Minooka Community High School has no control over this entity. Each student is advised to check with the individual college/university they are interested in attending to verify if this JJC course will be accepted as a required or elective credit.									
	Archive Course - Algebra 2 Resource	Rationale: No longer having a resource period as a class in their schedule and would reduce the number of courses they could take in other departments. Planning to replace this with an intervention class during their advisory period.							GOod		
	Update Prerequisite - AP Statistics	Rationale: Students who have not completed through Algebra 2 should not be able to enroll in this course. Proposed Course Prerequisite: Successful completion of Algebra 2 or higher and teacher recommendation.	Successful completion of Algebra 2 or higher and teacher recommendation.						Good		
	Proposal to purchase a new resource - Algebra 2	Rationale: Curriculum review process concluded that this is the book that will best align with Algebra 1 and our goals for improvement. Proposed Text(s) - Big Ideas Math (Cengage). This is also our current Algebra I Text. Envision (Saavas) is our current text. Possible to go with the most updated version of Envision if we do not go with Big Ideas Math. Team is still working through the adoption process.				\$67,462.50	\$67,462.00				
							\$98,637.00				

Department Name	Revision	Rationale	Prerequisite	Length	Open To	Associated Cost(s)	Running Total Cost	Notes	Discussion Notes	Changed in 27-28 CG	Flow Chart
PE/Health/Driver Ed	Proposal to Change Name of Course - Freshman/Sophomore PE to Fall Physical Education and Spring Physical Education	Rationale: Offering Fall Physical Education to both freshmen and sophomores will provide students with greater flexibility in course selection and scheduling. Rather than separating Physical Education courses by grade level, opening enrollment to both grades will allow students to select the course based on their interests and availability. This change will simplify the scheduling process, provide more flexibility when building student schedules, and maintain a focus on team sports, cardiovascular fitness, and overall wellness. Offering distinct team sport and individual sport focuses across the fall and spring semesters will provide variety for students who enroll in Physical Education both semesters. This structure will allow students to experience different activities, develop a wider range of physical skills, and benefit from a more varied Physical Education experience while maintaining flexibility in course selection and scheduling. Course Description: Fall Physical Education will focus on developing students' skills, teamwork, communication, and sportsmanship through participation in a variety of team sports. Students will engage in activities that promote collaboration, strategy, and active participation. The course will also incorporate the use of the Wellness Room for cardio days, allowing students to improve cardiovascular endurance, build fitness, and develop healthy exercise habits.Fall Physical Education will emphasize team sports, while Spring Physical Education will focus on individual sports and personal skill development. Offering different areas of emphasis each semester will provide students with varied physical education experiences and opportunities to develop a broader range of skills, whether they take PE for one semester or both semesters.	None	One semester (Fall semester)	9 - 10	No additional cost beyond standard Physical Education course fees.					
	Proposal to Change Name of Course - Freshman/Sophomore PE to Fall Physical Education and Spring Physical Education	Rationale: Offering Spring Physical Education to both freshmen and sophomores will provide students with greater flexibility in course selection and scheduling. Rather than separating Physical Education courses by grade level, opening enrollment to both grades will allow students to select the course based on their interests and availability. This change will simplify the scheduling process, provide more flexibility when building student schedules, and maintain a focus on individual sports, personal fitness, goal setting, and overall wellness. Offering distinct team sport and individual sport focuses across the fall and spring semesters will provide variety for students who enroll in Physical Education both semesters. This structure will allow students to experience different activities, develop a wider range of physical skills, and benefit from a more varied Physical Education experience while maintaining flexibility in course selection and scheduling. Course Description: Spring Physical Education will focus on developing students' individual sport skills, personal fitness, and self-improvement through participation in a variety of individual sports and activities. Students will work to improve their skills, build confidence, set personal goals, and take responsibility for their own progress. The course will also incorporate the use of the Wellness Room for cardio days, allowing students to improve cardiovascular endurance, build fitness, and develop healthy exercise habits.Fall Physical Education will emphasize team sports, while Spring Physical Education will focus on individual sports and personal skill development. Offering different areas of emphasis each semester will provide students with varied physical education experiences and opportunities to develop a broader range of skills, whether they take PE for one semester or both semesters.	None	One semester (Spring semester)	9 - 10	No additional cost beyond standard Physical Education course fees.	\$98,637.00				
Science	AP Physics C (Mechanics / Electricity & Magnetism)	Rationale: Currently, AP Physics 1 & 2 are algebra-based physics courses. This means that students who are in science- or engineering-related majors in post-secondary institutions still need to take the Mechanics and Electricity & Magnetism courses due to their calculus-based requirements. The recommendation for this course to be a "senior-only" with AP Physics 1 as a prerequisite is based on two main factors. The pacing of the course, in order to cover the material for TWO exams, will be rapid. Having prior knowledge from AP Physics 1 will allow students to refresh their understanding of the concepts along with their usage of their calculus skills. Secondly, the majority (if not all) of the students who will enroll in this course will have completed either AP Calculus AB or BC, which will provide the prior knowledge to accommodate the level of calculus required in the course. One option is to offer the Mechanics portion as a year-long course. The preference is to offer the Electricity & Magnetism course as well so the students could potentially earn credit for the first TWO required physics courses.	AP Physics 1, Calculus AB/BC (or concurrent?)	Year	12th Grade	\$198 - Two AP Exams per student	Resources - ~\$4800 textbook only to ~\$6000 textbook + 6 years online	Current Physics Staff can teach course. Possible textbook needed.			
	Archive- AP Physics 2	Rationale: The clientele of the course with the current (25-26) course offerings in the science department are students who are planning to pursue science- or engineering-related degrees. Those majors require calculus-based physics courses and AP Physics 2 is an algebra-based course.									
Social Studies							\$103,437.00				
	Name Change/Course Description Change - Street Law I - Introduction to Criminal Law	Rationale: As both courses have moved away from the curriculum developed by Street Law, Inc, I would like to propose that the Street Law branding be removed, and both courses are now referred to as Introduction to Criminal Law and Introduction to Civil and Constitutional Law . Along with these changes, I would also ask that the prerequisite attached to the previously named Street Law II be removed as these courses are no longer directly sequenced. Along with the change in name and no longer having a prerequisite, I would also ask that both courses be offered from 9-12 as these courses offer career education opportunities to students relating to law related fields of employment. DESCRIPTION: Introduction to Criminal Law: In this course, students will explore the foundations of the American criminal justice system, including the history of law enforcement, the structure and function of the courts, the correctional system, and juvenile justice. Through case studies, class discussions, and interactive activities, students will gain a deeper understanding of how these components work together to uphold the law and protect society. Students will also examine current issues and challenges facing the justice system, encouraging critical thinking about fairness, equity, and reform.	None	Semester	9 to 12th grade			Good			

Department Name	Revision	Rationale	Prerequisite	Length	Open To	Associated Cost(s)	Running Total Cost	Notes	Discussion Notes	Changed in 27-28 CG	Flow Chart
	Name Change/Course Description Change - Street Law II- Introduction to Civil & Constitutional Law	Rationale: As both courses have moved away from the curriculum developed by Street Law, Inc, I would like to propose that the Street Law branding be removed, and both courses are now referred to as Introduction to Criminal Law and Introduction to Civil and Constitutional Law . Along with these changes, I would also ask that the prerequisite attached to the previously named Street Law II be removed as these courses are no longer directly sequenced. Along with the change in name and no longer having a prerequisite, I would also ask that both courses be offered from 9-12 as these courses offer career education opportunities to students relating to law related fields of employment. DESCRIPTION: Introduction to Civil and Constitutional Law: In this course, students will explore the foundations of civil and constitutional law, including negligence, intentional torts, liability, individual rights, and the limits of government power. Through landmark court cases, case studies, class discussions, and interactive activities, students will gain a deeper understanding of how the legal system resolves disputes and protects individual rights. Students will also examine current legal issues and challenges involving civil liability and constitutional protections, encouraging critical thinking about justice, individual rights, and the role of law in American society.	None	Semester	9 to 12th grade		\$103,437.00	Good			
Special Education											
							\$103,437.00				
World Language	English Language Development (ELD) - <i>Newcomer transition</i>	Rationale: Currently, there is a large gap between what is taught in Newcomer English and the general education English curriculum. Several students would benefit from this type of course either in place of or in addition to a Newcomer English or general education English course. Emphasis would be placed on strategies to help these students be successful on the ACT and in their future careers. Course Description: This course would help bridge the gap between our current offerings of Newcomer English I/II and the general education English courses. While our Newcomer English courses primarily focus on conversational English and basic vocabulary and grammar structures, this course would focus on more complex vocabulary, grammar, and writing. The goal is to help our students who already have a high beginner-low intermediate level of English proficiency increase their proficiency even further with targeted support tailored to their needs.	Teacher recommendation	2 semesters	9-12	Textbooks, supersite, workbooks (ENGAGE, 10 copies) \$2000 in year 1, supplement as needed	\$2,000.00				
							\$105,437.00				
GAVC	AVIATION II	Aviation 2 builds on the foundational knowledge developed in Aviation 1 and introduces students to advanced concepts in pilot operations, aircraft systems, safety, and instrument flight. Students explore cross-country flight planning, fuel requirements, alternates, weight and balance calculations, and aircraft performance for takeoffs and landings. The course also covers aircraft systems, emergency procedures, aeronautical decision-making, Crew Resource Management, and risk assessment. Students are introduced to instrument flight fundamentals, IFR charts, approaches, and airspace, along with introductory commercial pilot knowledge. The course includes comprehensive preparation for the FAA Private Pilot written exam through review, practice exams, and timed test simulations while exploring aviation degree programs and career pathways.	None?	1 Year	12						
	JJC PATHWAY TO PUBLIC ADMINISTRATION	The students participating in the Joliet Junior College (JJC) Public Administration Dual Enrollment Program will explore the foundations of government, public policy, civic engagement, and advocacy while earning college credit. This program provides students with an introduction to political science and the structure and functions of government at the national, state, and local levels. Through a combination of classroom instruction, discussion, analysis, and real-world applications, students will develop an understanding of how government operates and how individuals and organizations can participate in and influence public decision-making. The program is an excellent opportunity for students interested in careers in government, public service, public administration, law, political science, nonprofit organizations, community advocacy, and civic leadership. COURSE SEQUENCE PSCI 100 – Introduction to Political Science Students are introduced to the basic concepts, institutions, processes, and ideas that shape political systems. Topics include political behavior, governmental institutions, public policy, citizenship, and the role of individuals in the political process. PSCI 101 – American National Government This course examines the structure and operation of the United States national government. Students explore the Constitution, the legislative, executive, and judicial branches, federalism, political parties, elections, public policy, and the relationship between citizens and government. PSCI 102 – American State/Local Government Students examine the organization and functions of state and local governments in the United States. Emphasis is placed on state and local government institutions, leadership, public services, policymaking, elections, taxation, and the ways government decisions affect communities and residents. HUS 13 – Role of the Advocate Students explore the role of advocacy in helping individuals, families, and communities access resources, services, and opportunities. Topics include communication, empowerment, community resources, ethical advocacy, problem-solving, and strategies for effectively representing and supporting the needs of others.	None	1 Year	11- 12						
	Course Name Change - Digital Media Design - (formally Computer Graphic and Multimedia Design)										
							\$105,437.00	Total Proposed Cost			