

**Proposed Curriculum Changes for 22/23 SY
Dec. 8th Meeting**

English

- Myths & Legends: dual credit course taught by Mrs. Patton. See attachment for proposal (need approval from LLC as well)

Math

- Algebra 1A/1B Combine to Algebra 1
- Keep 1B for the current freshmen (1year)
- Eliminate Real World Math
- Eliminate Applied Geometry for general ed. Students
- Reintegrate Algebra 3 for junior students

Science

- Earth Science: change to Integrated Science See attachment

Special Education

- N/A

Agriculture

- Introduction to Agriculture Industry: change the prerequisite to 9th grade only-sophomores with teacher approval
- Animal Science: New class proposal see attachment

Business

- Digital Literacy: Prepare for class integration. 1yr, 9th grade class. Will have to remove media, photoshop, keyboarding, computer applications, and recordkeeping to fit in teacher schedules. This will meet the 1.0 credit state graduation requirement for Digital Literacy that begins for the 22/23 incoming freshmen class.
- Consumer Education: Change description to: This course is an introduction to practical economics and an overview of basic aspects of business. Emphasis is on the student's role as consumer, producer, and citizen. Topics include career planning, money management, budgets, banking services, credit, insurance, business and government services, taxes, the American business system, and basic economics. Being an informed consumer can allow you to purchase the

things you want and need as well as save for your future. Successful completion of this course will enable the student to make wise consumer decisions.

Social Science

- Introduction to Criminology: New class see attached proposal
- Economics: New class see attached proposal

Online LLC Courses

- N/A

Okaw

- N/A

Other

- Yearbook: Approval to include in the schedule as a class as opposed to during study hall
- Driver Education: add a seat attendance requirement to the course description - students must not miss more than 13 days in a semester or they will be dropped from the course.

New Class Proposal

If you are requesting permission to add a new class to the course catalog please type in the following information.

Criteria	Response
Teacher	Patton
Department	English
Class Name	Myths and Legends (DUAL CREDIT)
Length (1 semester or full year)	1 semester
Credits	3 college; .5 high school
Grade Level(s)	Senior
Prerequisite(s)	May need Comp 1--need to check with Lake Land
Applicable fees (if any)	Dual Credit Fees
IL State Course Code & State Course Name (Follow the link to look through the catalog-choose the course that best applies) IL Course Catalog	01058A000 World Literature
Course Description <i>Include class description, units covered, how it will assessed, and any special projects students should know about</i>	<p>In Humanities 120, we will be introduced to major myths and legends spanning from Ancient Greece to Modern America with an emphasis on how the motifs, archetypes, and themes are consistently revived in popular culture. This semester we will be focusing on Heroes, Tricksters, and Folktales. Myths are stories, and in every culture and in every country, during every period of time, people have told stories.</p> <p>Students will complete various reading and writing assignments.</p>

Rationality

How will this class benefit our students?

What will it add to our course selections?

Offers additional dual credit in humanities; offers another elective credit (potential English credit).

New Class Proposal

If you are requesting permission to add a new class to the course catalog please type in the following information.

Criteria	Response
Teacher	David Myers
Department	Science
Class Name	Integrated Science
Length (1 semester or full year)	Full Year
Credits	1 Science Credit 2 semesters
Grade Level(s)	Freshmen
Prerequisite(s)	None
Applicable fees (if any)	None
IL State Course Code & State Course Name (Follow the link to look through the catalog-choose the course that best applies) <u>IL Course Catalog</u>	03201A000 Integrated Science
Course Description <i>Include class description, units covered, how it will assessed, and any special projects students should know about</i>	The specific content of Integrated Science courses varies, but they draw upon the principles of several scientific specialties-earth science, physical science, biology, chemistry, and physics-and organize the material around thematic units. These courses use appropriate aspects from each specialty to investigate applications of the theme.
Rationality <i>How will this class benefit our students? What will it add to our course selections?</i>	See below for the rationale

General Science Proposal (Integrated Sciences)

This proposal will talk about the need for a different curriculum and stepping back from the Earth Science curriculum that is being taught. This proposal will not get rid of what is being taught in earth science totally, but from the feedback I have received from students I believe that it should be taken into consideration.

The new curriculum that I am suggesting is more of a general or interdisciplinary science curriculum that would be taught to mainly freshmen. The sciences that would fall under this and have chapters or even full units on this would cover from earth science, physical science, biology, chemistry, physics, anatomy, ecology, botany, and the Agricultural sciences as well. It would cover broad topics and introduce the freshmen into the variety of sciences that are offered at Pana High School and give them a better idea of what they would be interested in taking.

From my students in Earth science I have been told by multiple students that they have learned a majority of what is being taught in the previous year. I understand that sciences build, but I feel that we could be exposing the students to more of a variety of sciences and further their understanding as well as their success in those later courses by showing them general concepts of what they are about. I would also be able to throw in more basic math concepts which all students could use some more of. The math would not be up to the physical science level of math, but just below that. I was also told by Annette McClintock from the ROE that I should try adding in more graphs and mathematics to the Earth science because of the test scores showing that the students struggle with applying real world math with this new curriculum it would be able to do just that for the students.

The advantages that would come from this course would be being able to keep students more engaged, because they may not like or be interested in one chapter or section of the course, but could find more interest in another portion of the course. Also, being able to move around from discipline to discipline allows for more exposure to different kinds of knowledge that could be beneficial to the students with different types of questions from just memorization like learning the taxonomy of species to applying real world physics portions of calculating velocity of a moving object.

I would plan on having the more math based portions of the course be taught in the spring semester so that they can be taught more math throughout the year and this would also benefit the students who are going into those more math based sciences for the following semester and would give them less time to forget what they were taught. The course could also add in interdisciplinary like with soil judging in ag sciences one thing they look at is pH which could be linked to the chemistry portion of the course.

New Class Proposal

If you are requesting permission to add a new class to the course catalog please type in the following information.

Criteria	Response
Teacher	Casey Ruppert
Department	Agriculture Education
Class Name	Animal Science
Length (1 semester or full year)	Full Year
Credits	1
Grade Level(s)	11th - 12th
Prerequisite(s)	Basic Ag Science
Applicable fees (if any)	TBD
IL State Course Code & State Course Name (Follow the link to look through the catalog-choose the course that best applies) IL Course Catalog	ISBE Code: 18101A002 Animal Science CTE Course
Course Description <i>Include class description, units covered, how it will assessed, and any special projects students should know about</i>	<p><u>Course Description:</u> This course will develop students' understanding of the livestock (beef, dairy, sheep, goats, and swine), poultry, and large (equine) animal industry. Topics of instruction include scientific investigations, genetics, animal anatomy and physiology, animal nutrition, animal reproduction, animal health, and meat science. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.</p> <ul style="list-style-type: none"> - Students will gain experience through hands-on activities, projects and problems.

Rationality

How will this class benefit our students?

What will it add to our course selections?

This course will provide students with the opportunity to further develop their knowledge gained in Ag Industry and/or Ag Science. It provides Group 3 - Skills Course requirements to achieve pathway requirements for the Animal Systems pathway. With this course students will be able to further investigate their career interests and develop skills they can use in future pursuits in post-secondary and career paths. It will add more options to learn hands-on, real-world applications that will help students achieve career success.

New Class Proposal

If you are requesting permission to add a new class to the course catalog please type in the following information.

Criteria	Response
Teacher	Amling
Department	Social Science
Class Name	Intro to Criminology Text: Intro to Criminology: Theories, Methods, & Criminal Behavior 10th Edition By: Hagan and Daigle https://www.amazon.com/Introduction-Criminology-Theories-Criminal-Behavior/dp/154433902X
Length (1 semester or full year)	Full Year
Credits	1 credit
Grade Level(s)	11/12
Prerequisite(s)	n/a
Applicable fees (if any)	n/a
IL State Course Code & State Course Name (Follow the link to look through the catalog-choose the course that best applies) <u>IL Course Catalog</u>	15051A000 Criminal Justice "Criminal Justice courses train students to understand and apply the principles and procedures essential to the overall U.S. criminal justice system. Course topics vary and may include, but are not limited to, structure, history and philosophy of the federal, state, county, and municipal court systems; judicial appointment processes; arrest-to-sentencing sequences; laboratory, forensic, and trial procedure; probation and parole; state and federal correctional facilities; and system interrelationships with law enforcement agencies."

<p>Course Description</p> <p><i>Include class description, units covered, how it will assessed, and any special projects students should know about</i></p>	<p>Intro to Criminology is a year long elective course offered to juniors and seniors. This course is intended to give the students a comprehensive introduction to the study of criminology, focusing on the vital core areas of the field—theory, method, and criminal behavior. Students will investigate all forms of criminal activity, such as organized crime, white collar crime, political crime, and environmental crime. The methods of operation, the effects on society and policy decisions, and the connection between theory and criminal behavior.</p>
<p>Rationality</p> <p><i>How will this class benefit our students? What will it add to our course selections?</i></p>	<p>Several PHS students have asked for a criminology class. The Psychology and Sociology curriculums do not allow for an in-depth learning experience due to time restraints. Currently, any student wishing to take Intro to Psychology and/or Intro to Sociology through Lake Land are required to take the introductory courses offered with our in-house instructors. This same sequence would apply for students wishing to take Criminal Law, or Criminal Justice through Lake Land. Students wanting to be in these courses would have a larger background and more understanding having taken an Introduction to Criminology course at PHS. This course will also expose students to more career paths available with a criminal justice degree such as forensics, corrections, police work, investigations, law, and other public services.</p>

New Class Proposal

If you are requesting permission to add a new class to the course catalog please type in the following information.

Criteria	Response
Teacher	Pumphery
Department	Social Science
Class Name	Economics
Length (1 semester or full year)	1 Semester
Credits	1/2
Grade Level(s)	10-12
Prerequisite(s)	None
Applicable fees (if any)	None
IL State Course Code & State Course Name (Follow the link to look through the catalog-choose the course that best applies) IL Course Catalog	04201A000
Course Description <i>Include class description, units covered, how it will assessed, and any special projects students should know about</i>	Economics courses provide students with an overview of economics with primary emphasis on the principles of microeconomics and the U.S. economic system. This courses may also cover topics such as principles of macroeconomics, and comparative economics. Units covered will be 1) Fundamental Economic Concepts, 2) Microeconomics, 3) Macroeconomic Institutions, 4) Macroeconomic Policies 5) Global Economics. Assessment will be through the use of daily assignments and outside projects, to include the stock market game in which students will follow daily stocks. Tests will be given based on information and content disseminated through various sources.

<p>Rationality</p> <p><i>How will this class benefit our students?</i></p> <p><i>What will it add to our course selections?</i></p>	<p>Students will learn basic elements of supply and demand, how price equilibrium is reached. What factors come into play when formulating economic policy, as well as gain an understanding of the basic global economic systems, such as Market, Mixed, Traditional, and Command Economies. All of this will contribute to a better understanding of the role each of us play in the economy of the United States. From basic consumerism to entrepreneurship. This course will add to our social science electives and help provide students with additional choices.</p>
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