

# Minooka Community High School

2019-2020

## Curriculum Proposal



## ART

### **Proposal to revise course name within the Art Curriculum**

COURSE TITLE: Art Exploration

OLD COURSE TITLE: Art Foundations 2D

PREREQUISITE: None

LENGTH: One semester

DESCRIPTION: Art Exploration is an introductory course with emphasis on creative problem solving and art production. This course welcomes students of all abilities and levels of experience with Art. Students will utilize the elements of art as they work through projects with a variety of media and techniques. The processes of drawing, painting, printmaking, photography, and sculpture will be explored throughout the semester.

SEQUENCE: First tier course (no prerequisite)

COST: None

RATIONALE: This course is a NAME CHANGE to “Art Foundations 2D” and \*will now incorporate units of instruction on Photography and Sculpture in addition to the processes which we already study. Through introducing a variety of art processes in this course, we hope to encourage students to enroll in our process-specific courses in the MCHS Art Department.

IMPLEMENTATION: Fall 2019

STAFFING IMPACT: None

**Art Exploration**

**1 CREDIT**

**GRADE: 9-12**

**1 semester**

### **Drawing Course: Determining Honors Placement**

It is important to maintain the Honors course offerings we have in the Art Department. Offering Honors courses in Art does three things: 1) it keeps our department on par with other content areas that have Honors level courses, 2) it provides challenge for students to work at their peak potential and be rewarded for their effort with a weighted grade, and 3) it allows for differentiation to meet the needs of a greater variety of students.

#### **Proposal for Change:**

All students interested in Drawing will be enrolled in Drawing I. Before the first major project, the teacher will make a recommendation for a group of students to have the course changed to Drawing I Honors. Students will be offered the opportunity to take the course for the weighted credit, which will require more project requirements and a more rigorous rubric for

assessment. Students who are not part of that group, but feel they want to accept the challenge may make the switch as well. Students and parents will have to sign a letter to show that they understand that the level change is more rigorous and that the change is permanent.

**Rationale:** We currently make recommendations for Drawing I Honors based on student performance in Art Foundations 2D. Once we drop Art Foundations 2D as a prerequisite for Drawing I, we will no longer have a chance to assess student performance through that course. Following our proposed restructured curriculum flowchart, students enrolling in Drawing I may be from any grade level, may have no prior coursework in Art or may have a good deal of experience in Art. In order to manage the assessment of skills, experience and effort needed to be successful at honors level, we will have to make the determination about honors after the student is already enrolled in Drawing I. As the course begins, we will be collecting information on all students from formative assessments and observation. We will assess skill level for specific drawing techniques, as well as, time on task, effort and attitude.

### **Proposal to add Painting to the Art Curriculum**

NEW COURSE TITLE: Painting

PREREQUISITE: Drawing I or Honors Drawing I

LENGTH: One semester

DESCRIPTION: The curriculum will remain as it was for painting students in the old Painting & Printmaking course.

SEQUENCE: Second tier course

COST: None

RATIONALE: We are distinguishing Painting and Printmaking as separate courses again. The two, very different, processes each require unique curriculum and instruction. Since the Fall of 2010, we have tried to teach the two processes together. We have found that to be distracting and disrupting to the momentum of students' learning of both processes.

IMPLEMENTATION: Fall 2019

STAFFING IMPACT: None

**Painting                      1 CREDIT                      GRADE: 9-12                      1 semester**

### **Proposal to add Printmaking to the Art Curriculum**

NEW COURSE TITLE: Printmaking

PREREQUISITE: Drawing I or Honors Drawing I

LENGTH: One semester

DESCRIPTION: The curriculum will remain as it was for printmaking students in the old Painting & Printmaking course.

SEQUENCE: Second tier course

COST: None

RATIONALE: We are distinguishing Painting and Printmaking as separate courses again. The two, very different, processes each require unique curriculum and instruction. Since the Fall of 2010, we have tried to teach the two processes together. We have found that to be distracting and disrupting to the momentum of students' learning of both processes.

IMPLEMENTATION: Fall 2019

STAFFING IMPACT: None

**Printmaking            1 CREDIT            GRADE: 9-12            1 semester**

### **Proposal to revise course name within the Art Curriculum**

NEW COURSE TITLE: Sculpture I

OLD COURSE TITLE: Art Foundations 3D

PREREQUISITE: None

LENGTH: One semester

DESCRIPTION: Sculpture I is a semester-long course with emphasis on creative problem solving and art production. This course welcomes students of all abilities and levels of experience with Art. Students explore the elements of art as they work through projects using a variety of media and techniques to create 3-dimensional forms. Clay modeling, carving and cardboard sculpture are a few of the processes covered.

SEQUENCE: First tier course

COST: None

RATIONALE: Clarification of the course's content

IMPLEMENTATION: Fall 2019

STAFFING IMPACT: None

**Sculpture I                    1 CREDIT                    GRADE: 9-12                    1 semester**

**Proposal to revise course name within the Art Curriculum**

NEW COURSE TITLE: Sculpture II

OLD COURSE TITLE: 3D Design

PREREQUISITE: Sculpture I or 3D Design (until Fall of 2022)

LENGTH: One semester

DESCRIPTION: In this semester studio course, we will reinforce the foundation knowledge from Sculpture I and explore new media skills and techniques. Students will apply their problem solving skills to 3-dimensional projects. A number of sculpture processes such as fabrication, subtractive, and additive techniques will be used. Projects may include cardboard sculpture, paper casting, metal casting, and ceramics.

SEQUENCE: Second tier course

COST: None

RATIONALE: Clarification of the course's content

IMPLEMENTATION: Fall 2019

STAFFING IMPACT: None

**Sculpture II                    1 CREDIT                    GRADE: 9-12                    1 semester**

**CTE**

**Proposal to add Dual Credit Exploring the Teaching Profession to the CTE Curriculum**

COURSE TITLE: Exploring the Teaching Profession

PREREQUISITE: Open to students in grades 11-12

LENGTH: Semester

DESCRIPTION: This dual credit course will be offered in conjunction with the University of St. Francis' College of Education. Students interested in the teaching profession will examine

eight modules related to teaching and learning. Their coursework will include classroom discussion and assessment, as well as online content. The course syllabus, provided by the University of St. Francis, is aligned to Educators Rising Standards. Students will also have the unique opportunity to be paired with certified, mentor teachers who will guide their practice. These field experiences will occur every other week. Students in the course will also be expected to attend meetings of the Future Educators Club. Upon successful completion of the course, students will earn three college credit hours.

SEQUENCE: N/a

COST: \$826.64 (\$106.64/ 1 teacher textbook + \$720/ class set of 30 workbooks),

TEACHING, 2<sup>nd</sup> Edition By: Sharleen L. Kato

ISBN: 978-1-63126-009-4

RATIONALE: In order to prepare future educators for teacher certification college course work, this dual credit course offers students the chance to learn about the teaching profession in a unique manner. Field experiences will be conducted with certified, mentor teachers. Course content will address practical application of instructional strategies, classroom management, lesson preparation, assessment, and educational theory. St. Francis will also provide students with access to Collaboration Activities for Future Educators (CAFÉ).

IMPLEMENTATION: Fall 2019

STAFFING IMPACT: None

**EXPLORING THE TEACHING PROFESSION 3 CREDITS GRADE: 12 1 SEMESTER**

**Proposal to add Project Lead the Way Introduction to Engineering Design to the CTE Curriculum**

COURSE TITLE: Introduction to Engineering Design

PREREQUISITE: Open to students in grades 9-12

LENGTH: Year-long

DESCRIPTION: From PLTW Course Outline: "Introduction to Engineering Design (IED) is a high school level foundation course in the PLTW Engineering Program. In IED students are introduced to the engineering profession and a common approach to the solution of engineering problems, an engineering design process. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Through both individual and collaborative team activities, projects, and problems, students will solve

problems as they practice common engineering design and development protocols such as project management and peer review. Students will develop skill in technical representation and documentation of design solutions according to accepted technical standards, and they will use current 3D design and modeling software to represent and communicate solutions. In addition the development of computational methods that are commonly used in engineering problem solving, including statistical analysis and mathematical modeling, are emphasized. Ethical issues related to professional practice and product development are also presented.”

SEQUENCE: N/a

COST: Year 1 – approximately \$17,150

\$4,412.85 (Equipment and supplies)

\$2,400 (Professional development registration)

\$0 (We currently have desktop computers with solid state drives installed that are required for PLTW IED. These would cost \$30,000 if we needed to purchase.)

\$5,000 (2 3D Printers, Ta2 6 Lul2tot, self-cleaning, self-leveling)

\$2,150 (general purpose storage cabinet with 24 trays)

\$1,150 (25 Video Cards, MSI GT 710 2GD3 LP - Graphics card - GF GT 710 - 2 GB DDR3 - PCIe 2.0 x16 low profile - DVI, D-Sub, HDMI)

\$3,000 (Annual participation fee)

Year 2 and beyond

\$3,000 (Annual participation fee)

Grant information

Janel Grzetich is in the process of completing grant applications in the hopes of offsetting PLTW initial, and future, costs. Grant applications are made available via [www.pltw.org](http://www.pltw.org).

IMPLEMENTATION: Fall 2019

STAFFING IMPACT: None anticipated (Michael Groark is certified to teach this course)

**PLTW INTRODUCTION TO ENGINEERING DESIGN 2 CREDITS GRADE: 9-12 1 YEAR**

### **Proposal to change course descriptions for CTE courses**

**INTRO TO COMPUTER APPLICATIONS 1 CREDIT GRADE: 9-12 1 SEMESTER**

DESCRIPTION: This course provides an introduction to a wide variety of computer applications and is intended to prepare students for technologies that will be used throughout their years at

Minooka Community High School and beyond. Topics include basics of Word Processing, Presentation, Spreadsheet, Image Editing, Video Editing, and Audio Editing programs. Additionally, students will learn basic computer terminology, keyboard mastery, and learn to efficiently utilize research tools available to MCHS. This course fulfills one semester of the “computer application” graduation requirement.

**WEB PAGE DESIGN      1 CREDIT      GRADE: 9-12      1 SEMESTER**

DESCRIPTION: In this course, students will learn how to design professional looking websites. Students will learn the language behind the internet by using HTML and CSS code to develop basic web page layouts. Additionally, students will learn the basics of effective web page layout theory, as well as web page graphic design techniques in Adobe Photoshop. Adobe Dreamweaver will be utilized to create dynamic web pages. This course fulfills one semester of the “computer application” graduation requirement.

**Proposal to expand CTE course offerings to 9<sup>th</sup> and 10<sup>th</sup> grade students**

<b>GRAPHIC ARTS DESIGN</b>	<b>1 CREDIT</b>	<b>GRADE: 9-12</b>	<b>1 SEMESTER</b>
<b>CHILD DEVELOPMENT I</b>	<b>1 CREDIT</b>	<b>GRADE: 9-12</b>	<b>1 SEMESTER</b>
<b>CHILD DEVELOPMENT II</b>	<b>1 CREDIT</b>	<b>GRADE: 9-12</b>	<b>1 SEMESTER</b>
<b>TV PRODUCTIONS (MCTV) I</b>	<b>1 CREDIT</b>	<b>GRADE: 10-12</b>	<b>1 SEMESTER</b>
<b>TV PRODUCTIONS (MCTV) II</b>	<b>1 CREDIT</b>	<b>GRADE: 10-12</b>	<b>1 SEMESTER</b>

**Proposal to eliminate CTE courses**

**ENGINEERING & ARCHITECTURE I**

RATIONALE: This course will be replaced by Introduction to Engineering (PLTW).

**ENGINEERING & ARCHITECTURE II**

RATIONALE: This course will be replaced by Introduction to Engineering (PLTW).

**WEB PAGE DESIGN II**

RATIONALE: This course has not seen high enrollment.



## **INTRODUCTION TO TEACHING**

RATIONALE: This course will be replaced by Exploring the Teaching Profession (dual credit).

### **ENGLISH**

#### **Proposal for English Course Restructuring – Elimination of Applied level courses**

ELIMINATE COURSE TITLES: English I Applied, English II Applied, English III Applied, and English IV Applied

BACKGROUND: English I, English II, English III, and English IV are designed to reflect the Illinois state standards. Each course has a common curriculum based on these standards. NCAA does not accept the applied courses in the English department based on the name of the course. Students and families are also concerned with the stigma of having an “applied” class on transcripts. The one benefit of having the “applied” level is the structure with a co-teacher from special education in the room. This can be done without the name “applied.” This will allow these students to receive the support needed from co-teaching by following the model implemented by the social studies and science departments of offering sections with co-teachers but without a specialized name of the class. Co-teaching would allow for necessary modifications of tests or assignments and/or pacing to reflect students’ individual needs. The course numbers would reflect the need for a co-teacher but the names would reflect the content being studied.

RECOMMENDATION: Use of course numbers to signify co-teaching sections. The Curriculum Guide would only show course descriptions for the content strand.

IMPACT: None

#### **Proposal for English Course Restructuring – Elimination of Speech Communication/Honors Speech Communication as a graduation requirement**

BACKGROUND: Currently, Minooka Community High School requires 7 credits of English and 1 credit of Speech Communication for graduation. Enrollment for this year and enrollment over the past three years show that approximately 70% of seniors elect to take a full year of English their senior year, effectively graduating with 9 credits (or 4.5 years) of English. This is equivalent to a semester elective that could be used elsewhere in a student’s schedule.

RECOMMENDATION: Eliminate Speech Communication as a course. Move Honors Speech Communication to elective status for 9th and 10th graders.

IMPACT: Decrease of approximately 25 sections of Speech Communication.

### **Proposal for English Course Restructuring – Creation of a refocused English II course**

BACKGROUND: In order for students to prepare for the demands of college and career, the SAT, and junior and senior year, we need a course that focuses on speech communication and rhetoric.

RECOMMENDATION: Eliminate Speech Communication as a course. Move Honors Speech Communication to elective status for 9th and 10th graders.

IMPACT: Addition of approximately 5 English II sections.

DESCRIPTION: English 2 seeks to give students an introduction to the theory and practice of public speaking and the crucial role that rhetoric plays in the effective reading and writing of texts for a variety of purposes, audiences, and contexts. Students will deliver formal speeches that may include speeches to inform and persuade. In addition, students will be asked to deliver extemporaneous speeches. Students will be able to deliver engaging, multimodal presentations using slide creation tools like PowerPoint to develop their understanding of the impact that technology has on language and information. Serving as a foundation to the reading and writing necessary for students to create dynamic presentations, students will demonstrate their understanding of the role the rhetorical situation (Purpose, Audience, Genre, Stance, Media/Design) plays in creating presentations. To enhance this understanding, students will read and write a variety of texts with a focus on interpreting, analyzing, synthesizing, and using evidence to build arguments. Students will determine how an author/speaker builds an effective argument using evidence, reasoning, and/or stylistic and persuasive devices with a mindfulness to audience and situation.

**English II                      2 Credits                      Grade: 10                      1 Year**  
***Meets NCAA eligibility requirements***

### **Proposal for English Course Restructuring – Required 4 years of English**

BACKGROUND: With a requirement that students enroll in 4 years of English (the ISBE requirement) they will graduate with the required 8 credits of English. With the elimination of the Speech Communication requirement (not an ISBE requirement), students will have a semester freed up in their schedule for another course.

RECOMMENDATION: Add the requirement that seniors are to enroll in four years of English. Students are encouraged to enroll in English IV, AP Literature and Composition, or English 101 and English 102, but, as seniors, students may take NCAA approved English courses toward fulfilling the 4-year English graduation requirement.

IMPACT: Addition of approximately 6 sections of English IV courses

### **Proposal for English Course Restructuring – Required 4 years of English**

BACKGROUND: Although students will be encouraged to enroll in English IV, AP Literature and Composition, or English 101 and English 102, as seniors, students may take NCAA approved English courses toward fulfilling the 4-year English graduation requirement. All the following English electives offered to students have been NCAA approved: College Prep Writing, Communication 101: Principles of Communication, Creative Writing I and II, Debate, Greek Mythology and Folklore, Myth and the Mind, Poetry, and Young Adult Literature. The only elective not NCAA approved is Sports Literature.

RECOMMENDATION: Students are encouraged to enroll in English IV, AP Literature and Composition, or English 101 and English 102, but, as seniors, students may take NCAA approved English courses toward fulfilling the 4-year English graduation requirement. Change years of enrollment for Sports Literature to grades 9-10 or 11.

IMPACT: None

### **Proposal for English Course Restructuring – Update to course descriptions**

BACKGROUND: Each year we review course descriptions to make sure that they are indicative of the course being taught.

RECOMMENDATION: Update course descriptions for English 3, English 4, and College Prep Writing.

English III: Previous course description: In English III, the literature selections aid understanding and appreciation of the development of American literature through the study of American writings from the 1600s to the present. In addition to the literature covered, mechanical and rhetorical skills will be reviewed. Students will also be introduced to the steps in the writing of a research paper. Completion of a research-based, literary-analysis paper is a requirement for the course. In addition to selections from *Elements of Literature (Fifth Course)*, students may read: *The Crucible*, *Grapes of Wrath*, *The Great Gatsby*, and *The Catcher in the Rye*. State test preparation will be a component of the course throughout the year. *This course fulfills one year of the State of Illinois' "writing intensive" requirement.*

PROPOSED DESCRIPTION: In English III, the literature selections aid understanding and appreciation of the development of American literature through the study of American writings, spanning several centuries. In addition to the fictional and nonfictional literature covered, mechanical, rhetorical, and MLA formatting skills will also be reviewed. Completion of an analysis and argument paper is a requirement for the course. In addition to selections from Elements of Literature (Fifth Course) and Uncharted Territory, students may read *The Crucible*, *Grapes of Wrath*, *The Great Gatsby*, and *The Catcher in the Rye*. State test preparation will be a component of the course throughout the year. This course fulfills one year of the State of Illinois' "writing intensive" requirement.

English IV: Previous course description: Students study the history of English literature and language, from the beginning to the present, with emphasis on the important authors of the language. Works are selected from the following: *Beowulf*, *Canterbury Tales*, *Hamlet*, *Macbeth*, *Gulliver's Travels*, Romantic poetry, *Brave New World*, and selections from *Elements of Literature (Sixth Course)*. Special vocabulary and theme writing are addressed through teacher-directed assignments. The course also involves a detailed study of the elements of the research paper and techniques of research. The course will culminate in the required writing of a research paper (argumentation). The paper must meet the specifications as prescribed by the instructor before credit will be given.

PROPOSED DESCRIPTION: Students study the history of English literature and language, from the beginning to the present, with emphasis on the important authors of the language. Works are selected from the following: *Beowulf*, *Canterbury Tales*, *Hamlet*, *Macbeth*, Romantic poetry, *Brave New World*, and selections from *Elements of Literature (Sixth Course)*. Special vocabulary and theme writing are addressed through teacher-directed assignments. The course also involves a detailed study of the elements of the research paper and techniques of research. The course will culminate in the required writing of a research paper (argumentation). The paper must meet the specifications as prescribed by the instructor before credit will be given.

College Prep Writing: Previous course description: This one-semester, elective course primarily addresses the late high school benchmarks of the Illinois Learning Writing Standards through the study and extensive practice of a variety of writing structures, including, but not limited to, definition, cause/effect, comparison/contrast, character analysis, and writing for exams. Works of literature and other prompts may be used for paper topics. The focus of the course is on improving, expanding, and understanding writing as a process in preparation for college. *This course fulfills one semester of the State of Illinois' "writing intensive" requirement.*

PROPOSED DESCRIPTION: This one-semester, elective course primarily addresses the late high school benchmarks of the Illinois Learning Writing Standards through the study and extensive practice of a variety of writing structures, including, but not limited to, definition, cause/effect, comparison/contrast, character analysis, and writing for exams. Works of literature and other prompts may be used for paper topics. The focus of the course is on improving, expanding, and understanding writing as a process in preparation for college.

Students must be willing to engage in discussions regarding course content. *This course fulfills one semester of the State of Illinois' "writing intensive" requirement.*

IMPACT: None

Overall Staffing Impact from English Department Proposal: Unless enrollment numbers increase in English electives from the three year trend, with a retirement in the department happening at the end of the 2018-19 school year, proposed elimination of Speech Communication as a graduation requirement, proposed elimination of Applied level courses, proposed change of focus for English II, and a proposed four year (8 credit) graduation requirement for English, there would not be a need to hire to replace the retiring English teacher.

## **HEALTH, PHYSICAL EDUCATION, DRIVER'S EDUCATION**

### **Proposal to add Advanced Dance to the HPEDE Curriculum**

NEW COURSE TITLE: Advanced Dance

PREREQUISITE: Available to junior and senior dance students

- Successful completion of Dance I or Dance II
- Teacher Recommendation (google doc completed by Lyons/Wallace)
- Completed application and performance video submitted to [mwallace@mchs.net](mailto:mwallace@mchs.net) prior to registration

BACKGROUND: Currently the MCHS physical education department offers Dance I and Dance II. The requirement for Dance II is successful completion of Dance I. The skill level within these classes is extensive. We strongly believe our Advanced Dance course would create a challenging curriculum for our highly skilled students while providing a safe non-threatening experience for our Dance II students. The Advanced Dance curriculum would encourage personal development through rigorous training while challenging students to develop elaborate choreography, as well as participate in high-level student-lead activities. Currently we have 6 sections of Dance I at south campus and 2 sections at our central campus. At central campus we also currently support 7 sections of Dance II.

IMPACT: This new course is an addition to the current course offerings within the HPEDE Department. There will not be an increased cost to the district. This course offering will not affect the number of requirements for graduation - it will simply provide other physical education opportunities. Students enrolled in this course will still be required to meet the Physical Education Department's expectations of fitness assessments, the development of a

fitness plan, and a minimum of 20 minutes of cardiovascular activity per class period. We recognize that the addition of Advanced Dance may impact our enrollment numbers in Dance II, but we do not believe it will negatively impact the total number students enrolling in one of our three dance courses. We expect this addition to increase the total number of students enrolling in one of our dance courses. We also believe the addition of this class will improve the performance quality of our students involved in extracurricular Orchestras and Dance Team.

DESCRIPTION: The purpose of this course is to expose students to a variety of highly skilled dance styles and advanced dance techniques. Students will experience all genres of dance and choreography. Guest speakers, and a field trip options will also be integral parts of the curriculum. Students will be expected to complete district expectations it all fitness assessments and fitness plan development.

## **MATH**

### **Proposal to purchase a new Geometry textbook**

RECOMMENDATION: The Math Department is recommending a new text for Geometry. After reviewing a number of texts, we have decided on Pearson Geometry. Our current text lacks the Algebra concepts necessary to bridge Algebra I and Algebra II and to prepare students for the SAT. This text will bring cohesiveness to our Algebra I, Geometry, and Algebra II courses.

#### **COST:**

- Approximately \$30,000 for textbooks (\$100/book and 9-10 class sets)
- Approximately \$15,000 for online tutor/homework (\$30/student x 500 students)

## **SCIENCE**

### **Proposal to add Advanced Placement Biology to current senior elective offerings**

NEW COURSE TITLE: AP Biology

PREREQUISITE: Successful completion of Honors Chemistry (C or better average) and successful completion of Honors Biology (C or better average) or application and approval by the science department chair.

LENGTH: One year

DESCRIPTION: AP Biology is designed to meet the objectives of a first-year college general biology course. College level materials are used and the curriculum is established by the

National College Board. The core topics covered in AP Biology include the following: evolution, cellular processes—energy and communication, genetics, information transfer, ecology, and interactions. Per teacher discretion, preparatory work for this course may be assigned to students to complete during the summer. Laboratory work is an integral and required part of the course and is highly analytical in nature. AP Biology prepares the student for the National Advanced Placement Biology exam. Success on this exam may entitle the student to college credit, advanced college placement, or both.

**RATIONALE:** Once we finished the NGSS transition, expanding the offerings of AP classes in the science department has become a priority. Upon surveying the current junior class, students indicated a strong interest in AP Biology as an elective during their senior year. Upon surveying both private and public universities, it was discovered that more students receive college credit for AP biology than any other AP science course.

**COST:** Textbooks (Campbell Biology or Campbell Biology in Focus, approximate cost per book is \$220) and Lab Materials (approximate cost \$1500)

**STAFFING:** Mr. Rob Swanson attended the AP Summer Institute last June in preparation for creating and implementing this class.

### **Proposal to change course description for Environmental Science**

**COURSE TITLE:** Environmental Science

**PREREQUISITE:** Successful completion of a Physics strand course or approval of the Department.

A major component of this class is fieldwork, including significant classroom time spent outdoors in a natural setting during both Fall and late Spring. This time will include stewardship activities, such as maintaining and creating native prairie habitats. Major areas of study include resource utilization, land-use issues, resource management, alternative energy sources, human interactions with the environment, and water and soil testing.

**RATIONALE:** Adding these two sentences to the beginning of the course description for Environmental Science course allows for more transparency. Previously the course description only stated that fieldwork was a major component of the course. These sentences provide a definition for the term “fieldwork” which increases student understanding of the course content.

**ENVIRONMENTAL SCIENCE 2 CREDITS GRADE: 12 1 YEAR**

**Meets NCAA eligibility requirements**

## SOCIAL STUDIES

### **Proposal to Change Honors World History Course Title**

NEW COURSE TITLE: Pre-AP World History and Geography

BACKGROUND: The College Board announced in the Spring of 2018 that they were restructuring the AP World History course and creating a new freshman level course with a College Board curriculum to introduce and support skills crucial for success in AP World History and AP Human Geography. In order to better align our Freshman honors course, we will need to make these changes to Honors World History.

RECOMMENDATION: Change the course title of Honors World History to Pre-AP World History and Geography.

IMPACT: None—the course will use the existing textbook supplemented by the Pre-AP Skills unit that will be supplied electronically by the College Board.

DESCRIPTION: Pre-AP World History and Geography is a freshman Honors course that focuses deeply on the concepts and skills that have maximum value for high school, college, careers and civic life. The course builds students' essential skills and confidence and helps to prepare them for a range of AP history and social science coursework during high school, especially AP Human Geography and AP World History. The learning model is that of a disciplinary apprenticeship, with students using the tools of the historian and geographer, as sources, data, and analytical reading and writing take center stage in the classroom. In this course, students learn that historians and geographers are investigators intent on using the tools of their disciplines to uncover new evidence about the world and its inhabitants. The course will also focus on the Ancient World History content that students entering AP World History as sophomores will be expected to have learned. The course will also offer an intensive pre-AP writing workshop to prepare students for their first AP Social Science class. *This course fulfills one year of the State of Illinois' "writing intensive" requirement.*

**Pre-AP World History and Geography weighted course 2 CREDITS GRADE: 9 1Year Meets NCAA eligibility requirements**

PREREQUISITE: PSAT scores of 410 ERW and 21 in Reading and 8<sup>th</sup> grade Social Studies Teacher Recommendation or application and acceptance into the course by the Social Studies Department.

(Please note: It is anticipated that the College Board will be changing AP World History once again in the near future by splitting it into 2 AP classes: Ancient AP World History and Modern AP World History. They are currently surveying high schools to determine interest in this change. When this change occurs, the department will be recommending offering AP



Ancient World History at the freshman level and AP Modern World History at the sophomore level.)

### **Proposal to Drop Controversial History of Latin America**

**BACKGROUND:** Two years ago, the department revised the Latin American History course in order to make it more appealing to students. The revisions have not led to the anticipated enrollment growth with a maximum of 5 students registering for this course in the last two years.

**RECOMMENDATION:** Drop Controversial History of Latin America from the Social Studies curriculum

### **Proposal to purchase *I Am Malala: How One Girl Stood Up For Education and Changed the World* for the World Cultures Curriculum**

**BACKGROUND:** For the past year, the team has engaged in serious discussions in PLC meetings about the feasibility of adding a nonfiction book to our study of World Cultures. After looking at several different options, the book that we are interested in adding to the curriculum is *I Am Malala: How One Girl Stood Up For Education and Changed the World* by Malala Yousafzai with Patricia McCormick.

**RATIONALE:** This particular book would provide the following benefits for our students enrolled in World Cultures:

- Continued improvement of literacy skills, as needed for the ACT and SAT
- Reinforcement of the modern Middle East and South Asia curriculum units, where teachers cover the rise of the Taliban in countries such as Pakistan and examine its effects upon the people living in those areas
- Further enrichment of the cultural concepts covered in our curriculum by reading about the daily life and struggles of a young girl about the same age as our freshmen students in World Cultures
- Additional opportunities for class discussion, activities, and projects related to the main themes of this book
- Cross-curricular benefits as incorporating more non-fiction reading is an English department priority
- This particular book is available in a Young Readers Edition (YRE) and audio book format

**RECOMMENDATION:** The World Cultures Team is proposing that supplemental reading material, *I Am Malala*, be approved to be added to the preexisting second semester curriculum.

ADDITIONAL INFORMATION: Book Summary From The Publisher: When the Taliban took control of the Swat Valley in Pakistan, one girl spoke out. Malala Yousafzai refused to be silenced and fought for her right to an education. On Tuesday, October 9, 2012, when she was fifteen, she almost paid the ultimate price. She was shot in the head at point-blank range while riding the bus home from school, and few expected her to survive. Instead, Malala's miraculous recovery has taken her on an extraordinary journey from a remote valley in northern Pakistan to the halls of the United Nations in New York. At sixteen, she became a global symbol of peaceful protest and the youngest recipient of the Nobel Peace Prize.

*I Am Malala* is the remarkable tale of a family uprooted by global terrorism, of the fight for girls' education, of a father who, himself a school owner, championed and encouraged his daughter to write and attend school, and of brave parents who have a fierce love for their daughter in a society that prizes sons. *I Am Malala* will make you believe in the power of one person's voice to inspire change in the world. -*Little, Brown and Company*

IMPLEMENTATION: Pending Board approval, the team would like to have a couple of teachers pilot this book with their World Cultures classes during the second semester of the 2018-2019 school year, with the remainder of teachers implementing the book during the 2019-2020 school year.

COST: The current costs associated with this particular book are as follows:  
Hardcover (2014 Young Readers Edition)- \$8.99 each (Amazon)  
Paperback (2016 Young Readers Edition)- \$9.50 each (Amazon)

### **Proposal to make modifications in several course descriptions within the Social Studies Curriculum**

Course: AP European History

Modification:

Pre-requisite: Minimum "C" average in AP US History, AP World History, or AP Human Geography; or **SAT scores of 520 ERW and 30 in Reading in addition to teacher recommendations from current Social Studies and English teachers**; or completion of an honors application for this course and acceptance into this AP course as verified by the department chair. Concurrent enrollment in **AP English III**/AP English IV is strongly encouraged.

Course: AP Human Geography

Modification:

Grades: **10-12** (Opening this currently 10<sup>th</sup> grade only course to juniors and seniors has been requested by numerous students.)

Pre-requisite: Two semesters of an A in World Cultures, World Cultures teacher recommendation and an honors applications for this course and acceptance into this course as verified by the department chair, a C or better in Honors World History/**Pre-AP World History and Geography**, or **PSAT scores of 460 ERW and 29 in Reading and a teacher recommendation from current social studies and English teachers.**

Course: AP Microeconomics

Modification:

Pre-requisite: Successful completion (C or better) of AP US History, **AP World History, AP Human Geography**; or concurrent enrollment in AP US History; **or PSAT/SAT Scores of 520 ERW and 30 in Reading and a teacher recommendation from current social studies and English teachers**; or application and approval of the department chair.

Course: AP Psychology

Modification:

Pre-requisite: Successful completion (C or better) of at least one full-year Social Studies AP course: AP World History, **AP Human Geography**, AP US History, AP European History; **or PSAT/SAT Scores of 520 ERW and 30 in Reading and a teacher recommendation from current social studies and English teachers**; or application and approval of the department chair.

Course: AP US History

Modification:

Pre-requisite: Successful completion of AP World History or **AP Human Geography** as well as successful completion of English I Honors and English II Honors; **or PSAT/SAT scores of 520 ERW and 30 in Reading and a teacher recommendation from current social studies and English teachers**; or completion of an honors application and approval of the department chair. Concurrent enrollment in AP English III is strongly encouraged.

Course: AP World History

Modifications:

Pre-requisite: Successful completion (C or better) of Honors World History/**Pre-AP World History and Geography**. Successful completion of English I Honors. Concurrent enrollment in English II Honors is strongly recommended.

Course description changes: This course will have as its chronological frame the period from approximately 8000 B.C.E. to the present with the period from 8000 B.C.E. to 1450 covered in Honors World History/**Pre-AP World History and Geography** and providing a foundation for this course's coverage of **1200** to the present.

Course: Government Honors

Modifications:

Pre-requisite: Successful completion of AP US History **with a C or better; or SAT scores of 580 ERW and 31 in Reading and a teacher recommendation from current Social Studies and English teachers**; or an honors application and acceptance by the department chair

## **WORLD LANGUAGES**

### **Proposal to add American Sign Language I to the World Languages Curriculum**

COURSE TITLE: American Sign Language I

PREREQUISITE: None

LENGTH: Year-long

DESCRIPTION: This two-semester course will teach students the basics of American Sign Language (ASL) through dialogues, role-playing, and presentations. Students will develop both receptive and expressive communication skills, while learning about Deaf culture, the Deaf community, the ear, and how we hear.

SEQUENCE: This course will be an elective choice for freshmen through seniors.

COST: We would need approximately 100 copies of *Signing Naturally*, the nation's most widely used ASL textbook, at \$84.99/book. The total would be \$8499.00.

RATIONALE: We currently offer 2 languages to 2700 students. As a department, we would like to offer our students more choices. American Sign Language is growing very quickly in our area.

IMPLEMENTATION: Fall 2019

STAFFING IMPACT: We will need to hire a part-time or full-time ASL teacher.

**American Sign Language                      2 CREDITS                      GRADE: 9-12                      1 YEAR**

## **GAVC**

### **Proposal to add Agricultural Science II and Engineering Technology II**

NEW COURSE TITILE: Agricultural Science II                      Grades 11-12                      1 Year

PREREQUISITE: None

COURSE DESCRIPTION: In the Ag Science II class, students will continue to develop their focused projects they began in Ag Science I. Students will be required to keep a record book

on their project. They will also be responsible for furthering their research and creating a more challenging project during this class. Students must provide their own transportation to and from class.

NEW COURSE TITLE: Engineering Technology II      Grade 12                      1 Year

PREEREQUISITE: Engineering Technology I

COURSE DESCRIPTION: The second year of this STEM class will foster student's abilities to dive deep into the discipline they chose to pursue. We creating real world projects based around their area of study to prepare for college/ entering right into the workforce after graduation. Having an understanding of what employers are looking for, and advancing student's experiences, provides students to have a step up on the competition. Putting students in leadership opportunities to oversee projects to gain the knowledge it takes to get a jump start on their career, allows them to see what a day in the life of a professional looks like. Engineering Technology 1 has made students well rounded in all areas of STEM, and guided students to research their options and find what their perfect fit is. Now, in their second year, they will hyper-focus on the decision they have made, and specialize in their area of study. Employers and colleges are looking for students making the most of what they have, as well as experience and leadership. We gear ourselves to operate accordingly with those guidelines. We dedicate time towards college admission/ career application processes, so students will know what their next steps will be prior to graduating. Everyday students will be doing college level work, as well as taking on tasks and projects as though they are showing up to work. Preparation for a career out of high school is our goal, so we strive to arm our students will all the experience and knowledge they need to be successful.

**Proposal to make modifications in several course descriptions within the GAVC course offerings**

**AGRICULTURE SCIENCE I  
YEAR**

**GRADES 11 - 12    1**

**Prerequisite: None**

Students in the Agriculture I class will dive into the purpose, management, health and physiology of animals such as fish/marine life, chickens, cattle, pigs, goats, sheep, cats and dogs. Students will have opportunities to handle each animal, learn how to train them and keep some in the classroom/at the school farm as projects for the year. These projects will be treated as businesses, where students will make managerial decisions on the production and marketing of their products. Along with learning how to train and care for animals, students will learn about the scientific and technological side of modern agriculture as it pertains to crops and animals. Students will also become more informed on the meat production, processing and marketing by studying food law during the semester. In the spring, students will maintain their animal projects as well as explore plant science concepts. Agriculture is incorporating more science and technology; therefore, students will gain insight on these new concepts while applying them to traditional production methods. Students will be involved with the planting and harvesting of the plot. **Students must provide their own transportation to and from the Early Bird class.**

## **ACE: ARCHITECTURE, CONSTRUCTION MANAGEMENT, ENGINEERING      GRADE: 12 1 YEAR**

### **Prerequisite: None**

The ACE program is designed to provide the student with a broad overview of the skills and knowledge necessary to pursue an exciting career in the architecture/construction/engineering field. Through relevant and challenging college courses, the student will receive a solid foundation in the introductory and fundamental coursework in the professional tracks of the building industry. The ACE program has been designed for those students interested in the built environment and are considering career pathways in the field of architecture, engineering or construction management. With 12 hours of college credit to be earned, the student will explore each discipline and can apply those credits to the track best suited to their interest for further study.

Each discipline, Architecture, Construction Management and Engineering, has an introductory course intended to provide the student an insight into the different career alternatives and the educational and professional path available in that discipline. Beyond career exploration, each introductory class also covers the terminology, processes, skills, and industry specific content to give the student a full snapshot of not just that discipline, but how all disciplines in the building industry work together to build our communities. In addition, the ACE program includes a course in Blueprint reading designed to provide the proper knowledge and skills to be able to read a set of blueprints; a fundamental, required skill for all disciplines and individuals in the building industry. The students will also receive their OSHA 10 Construction Safety card, an industry credential, by successfully completing a 1 ½ day weekend training course in the program.

Also included is an introductory course in Sustainability. While the content covers sustainability in the AEC industry, it also introduces the basic fundamentals in sustainability as a societal, global, multi-discipline approach. The course serves as a general education credit in the pursuit of many associate and advanced degrees.

Students will be dual enrolled earning high school and college credit for ARCH 100, CM 100, EGR 105/AEC 299, AEC 106, OPS 111 and SET 100, a total of 12 credits (see page 2 for course descriptions). **Students must provide their own transportation to and from class.**

Guidance Notes: Solid math skills needed with record of good attendance and behavior.

### Highlights of the Program:

- Students will attend courses at JJC Main campus, M-F, 12:30p – 2:30p (exact times TBD)
- Schedule to follow JJC calendar including holidays, spring break, etc.
- Attendance requirements to follow JJC course policies: Due to the progression of topical content and hands-on labs, attendance is mandatory in all course sessions unless excused by the instructor.
- Class size limited to 15 students
- Textbooks and supplies provided by JJC
- JJC Program advising available for academic and career planning

**AIM: ADVANCED INTEGRATED MAINTENANCE  
1 YEAR**

**GRADE: 12**

**Prerequisite: None**

This senior only program is offered in partnership with Joliet Junior College and will be held at Main Campus on Houbolt Rd, Joliet, IL. Students will participate in four separate college courses building skills and awareness in industrial maintenance, industrial fluid power, basic wiring/circuit design and electrical controls for heating, ventilation, and air conditioning systems. The AIM program will provide students with the core education and technical hands-on skills to further pursue careers in the advanced manufacturing sector. The demand for highly skilled technicians continues to grow everyday right here in our district.

In the Industrial Maintenance Technology courses, students will learn about OSHA safety programs, maintenance physics, hand and power tools, precision measuring, technical diagrams and assembly prints, fastening devices, lubrication, basic pump operation, and basic pipefitting procedures. Building on that knowledge, study will continue on the principles of hydraulics and pneumatics as applied to the basic theory of fluids and typical industrial circuits. Students will build fluid power circuits as applied to industrial applications.

In addition, students will learn the fundamentals of electrical and electronic circuits, including the calculation and measurement of voltage, current, resistance and power with emphasis placed on safe meter usage, print reading and exposure to a variety of electrical technologies currently used in industry including: introductory residential wiring, operation of AC motors, industrial solid-state devices, variable frequency drives, industrial controls, and single-phase/three-phase power distribution. Also included are the skills necessary to safely use electronic test equipment on low- and high-voltage components, and the details of installation, service, troubleshooting, and repairs on various types of electrical controls, circuits and components in the HVAC industry.

Students will be dual enrolled earning high school and college credit for IMT101, IMT121, HVAC120, and EEAS101, a total of 13 credits. **Students must provide their own transportation to and from class.**

Guidance Notes: Solid math skills needed with record of good attendance and behavior.

**Highlights of the Program:**

- Students will attend courses at JJC Main campus, M-F, 7:30a – 9:30a
- Schedule to follow JJC calendar including holidays, spring break, etc. with any minor adjustments as necessary
- Attendance requirements to follow JJC course policies: Due to the progression of topical content and hands-on labs, attendance is mandatory in all course sessions unless excused by the instructor.
- Class size limited to 9-12 students
- Safety and lab equipment provided by JJC
- Participation and invitation to JJC career events and industry visits highlighting advanced manufacturing companies
- Participation in career skills 'boot camps' including resume, interview skills, etc.
- Potential for summer internships

## **HEAVY EQUIPMENT TECHNOLOGY 1 YEAR**

**GRADE: 12**

### **Prerequisite: Acceptance into program**

This program is designed to train students for careers as heavy equipment mechanics. Heavy equipment includes equipment such as cranes, bulldozers, front-end loaders, rollers, backhoes, and hoists. Emphasis will be on the fundamentals as it relates to diesel engines and fuel systems used in heavy equipment. This program will introduce students to units of measurement, electron theory, wiring diagrams, schematics and symbols, basic principles of hydraulics, basic engine components, intake and exhaust systems, basic principles of hydraulics, basic engine components, intake and exhaust systems, introduction of welding and power train functions. Students must have steel-toed boots and purchase program shirts at an estimated cost of \$43.50. College credits are earned during the program through Joliet Junior College. Disclaimer – Dual credit is subject to change based upon revisions made from Joliet Junior College. GAVC has no control over this entity. **This off-campus class is available through an application process only.** Students will be drug-tested and must meet minimum requirements. The class is located at ASIP-Local 150 in Wilmington. **Students must provide their own transportation to and from class.**

## **COSMETOLOGY 2 YEARS**

**GRADES: 11 - 12**

### **Prerequisite: Basic Math, Science, Reading and Anatomy**

Students will receive training at the Franklin Cosmetology Institute, located in downtown Morris. The goal of the program is to adequately prepare students through training, theory, and practical in order to successfully pass the Illinois state requirements to become a professional, licensed cosmetologist. Students participate in both classroom and practical experiences. Training in this field provides for career opportunities as a hair designer, hair coloring technician, and beauty and skin care advisor. To become a professional cosmetologist, the State of Illinois requires 1500 hours of training and mastery of skills from an accredited cosmetology school and the successful passing of the State Board exam. **Students must provide their own transportation to and from class.**

## **EARLY CHILDHOOD I 1 YEAR**

**GRADES: 11 - 12**

### **Prerequisite: None**

First year Early Childhood students will receive an introduction to child development theories, developmental appropriate practices, childhood health concerns, nutritional standards, safety guidelines, as well as career opportunities in the educational field. In addition, the students are introduced to the field of special education in which the following topics are discussed: autism, attention deficit disorder, RTI, and inclusion. During the first year of Early Childhood, students learn the different components of curriculum planning and start to create their own lesson plans. Following the first 7-9 weeks, the students will be assigned an off campus location in their home community to complete an observational and practical hands-on experience by assisting in a local childcare facility, preschool, or local school. At the completion of the school year, the students will have gain at least 2 different clinical experiences which lead to a Level 1 Certification. In addition to the Level 1 Certification, the



students will have training with SIDS, Shaken Baby Syndrome, and State Mandated Reporting

\*Students must have a current physical and a two-step TB skin test. **Students must provide their own transportation to and from class and clinical locations.**

## **EARLY CHILDHOOD II 1 YEAR**

**GRADE: 12**

**Prerequisite: Successful completion of Early Childhood I, with a C grade or better.**

The Early Childhood II program is available to those returning seniors who wish to continue exploring the components of the educational field. Topics discussed throughout the second year will include the history and philosophy of early childhood, child guidance and observation, diversity in the classroom, as well educational theories dealing with older students. The students will continue writing lesson plans that are more in-depth and with more details in order to bring those plans to their clinical locations. Following the first 4-5 weeks, the students will be assigned an off campus location in their home community to complete an observational and practical hands-on experience by assisting in a local childcare facility, preschool, or local school. The students will be given the option of continuing in the same observational class for entire year to gain insight into the development of children for an entire school year.

\*Students must have a current physical. **Students must provide their own transportation to and from class and clinical locations.**