



MINOOKA

COMMUNITY HIGH SCHOOL

District #111 mchs.net

High Expectations and Continuous Improvement for All

Curriculum Committee Meeting

October 8th, 2025 at 5:30pm

Minooka Community High School District Office

Attendees:

Mr. Grzetch, Board Member & Chair

Ms. Soliman, Principal

Mr. Calder, CTE Dept Chair

Mrs. Adams, Math Dept. Chair

Mr. Erickson, Science Dept. Chair

Mr. Shanahan, Special Ed. Dept. Chair

Dr. Schiffbauer, Superintendent

Dr. Pakowski, Asst. Sup. Curriculum & Instruction

Dr. Steward, English Dept. Chair

Mr. Smith, PE Dept. Chair

Mr. Pendergast, Social Studies Dept. Chair

Mr. Easton, World Lang & Fine Arts Dept. Chair

Agenda

1. Welcome - Introductions
2. Review Curriculum Approval Process
3. Department Reviews of Curriculum Proposals
 - a. CTE
 - b. English
 - c. Math
 - d. Physical Education
 - e. Science
 - f. Social Studies
 - g. Special Education
 - h. World Language & Fine Arts
 - i. GAVC
4. Question and Answer Session
5. Adjournment of Curriculum Committee Meeting

Department Name	Revision	Rationale	Prerequisite	Length	Open To	Associated Cost(s)	Running Total Cost	Notes	Discussion Notes
	New Course - Welding III	RATIONALE: Welding III allows students to learn structural and pipe welding while working in our metal fabrication shop. DESCRIPTION: Students will spend the first half of the semester completing skills related to flat, structural, pipe welding, CnC use in the design process, english wheel, steel bend and brake. The second half of the semester will involve students planning, designing, and building a custom project.	Welding I & II	2 Semesters	11-12	\$82,100.00	\$82,100.00	New course for CTE Expansion. Currently run Welding I & II. Will require additional supplies, equipment, and staff. Welding IV in 27/28	
	New Course - Techology for Teaching & Learning	RATIONALE: This course allows MCHS to continue to prepare our future teachers with a focus on technology in the class. This also follows what GAVC has offered for students interested in education. DESCRIPTION: This course focuses on the use of technology in the classroom and digital citizenship. This is a dual credit course with USF EDUC 225 Technology for Teaching and Learning (2 credit hours) Provides a strong foundation for the role of technology in the teaching and learning process. Candidates are introduced to digital citizenship and technology-based tools that support instruction, extend communication beyond the classroom, and increase productivity in daily tasks.	Exploring the Teaching Profession	1 Semester	11-12	Student fee \$50	\$82,100.00	Second dual credit course in teaching sequence through USF. Will allow students to leave with 6 credit hours in education and possible pathway endorsement.	
	New Course - Automotive Technology I	RATIONALE: Absorbing programing from GAVC DESCRIPTION: This course is an introduction to auto maintenances as well as, students will begin to build service level credentialing . Potential topics to be covered ESE certifications, Snap- on Certifications, hunter tire mounting, balancing and alignment.	Small Engines	2 Semesters	11-12	\$342,100.00	\$424,200.00	New course for CTE Expansion. Currently run small engines class. New supplies, equipment, and staff will be required. Auto Tech II 27/28	
	New Course - Building & Trades I	RATIONALE: Absorbing programing from GAVC 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	Woods I & II	2 Semesters	11-12	\$70,600.00	\$494,800.00	Course addition for CTE expansion. Cost associated with supplies, equipment, and staffing. Building Trades II in 27/28	
	New Course - Intro to Fire Science	RATIONALE: In order to allow students an exploratory option into fire science or EMT, students can take this class as an introduction to the fire science world. DESCRIPTION: This class is to serve as an exploratory option for students that may potentially be interested in the fire science program. Activities and lessons will focus around the basics of fire science and the EMT world.	N/A	1 Semester	10	\$0.00	\$494,800.00	Introductory course for Fire Science Pathway. Will archive PreEMT course in PE as the content will be covered in this course.	
	New Course - Fire Science I	RATIONALE: Absorbing the program from GAVC. DESCRIPTION: This course will be taught in conjunction with the state requirements in order to become a certified firefighter partnering with the Minooka fire training center. Coursework will be a combination of classwork, blended classwork, training exercises and scenarios. Students enrolling in the course must register with the Minooka or Channahon Fire Cadet program.	N/A	2 Semesters	11 & 12	\$100,000.00	\$594,800.00	Course will run offsite at Minooka Fire training facility. Equipment cost may change based on equipment available/donated by Minooka Fire Dept. There will need to be a staff member hired for this course.	
	New Course - Fire Science II	RATIONALE: Absorbing program from GAVC DESCRIPTION: This course will be taught in conjunction with the state requirements in order to become a certified firefighter in partnership with the Minooka fire training center. Coursework will be a combination of classwork, blended classwork, training exercises and scenarios. Students enrolling in the course must register with the Minooka or Channahon Fire Cadet program. - Graduates of the program will be certified to sit for the state fire test.	Fire Science I	2 Semesters	12	\$0.00	\$594,800.00	Costs for course are included in Fire Science I	
	Course Name Change - Contemporary Animal Science to Animal Science	RATIONALE: Contemporary Animal Science is more modern than Animal Science. Students also will be more likely to sign up for animal science rather than contemporary animal science. The other thing is that contemporary animal science focuses on the present and future while animal science also discusses what used to be done historically. This is important to talk about because of how things have changed over the years.				\$0.00	\$594,800.00		

Department Name	Revision	Rationale	Prerequisite	Length	Open To	Associated Cost(s)	Running Total Cost	Notes	Discussion Notes
CTE		CURRENT DESCRIPTION: This course is a study of the fundamentals of electricity and electronic principles through the use of hands-on projects. Students learn the different components of an electronic circuit, utilization of breadboards, and soldering techniques. Proper use of testing equipment to analyze circuits is incorporated into the course, including the use of digital multimeters to measure electrical quantities. The course covers digital and analog electronics along with basic residential wiring. NEW DESCRIPTION: This course is a study of the fundamentals of electricity and electronic principles through the use of hands-on projects. Students learn the different components of an electronic circuit, utilization of breadboards, and safe use of various hand tools to complete projects. Proper use of testing equipment to analyze circuits is incorporated into the course, including the use of digital multimeters to measure electrical quantities. The course covers building various circuit board projects using soldering irons and also covers creating various combinations of residential wiring circuits.							
	Update Course Description - Electricity	RATIONALE: Update to match class content.				\$0.00	\$594,800.00		
	Update Course Description - Robotics I & II	CURRENT DESCRIPTION: This course is designed for students who are interested in the practical applications of robotics in the real world. Students will learn to build, program, and code various types of robots including LEGO EV3 and Sphero Spark+ to complete specific tasks and solve problems. This is a hands-on course with students working in teams to create solutions and build robots to the problems presented in class. NEW DESCRIPTION: This course is designed for students who are interested in the practical applications of robotics in the real world. Students will learn to build, program, and code various types of robots including Sphero Bolt and VEX EXP to complete specific tasks and solve problems. This is a hands-on course with students working in teams to create solutions and build robots to the problems presented in class. RATIONALE: Updated to match the robotics systems we use				\$0.00	\$594,800.00		
	Course Name Change & Update Course Description - Tech Exploration I to STEM I - Technology	COURSE NAME & DESCRIPTION CHANGE - RATIONALE: Update the course name and description to match the new scope of the course. NEW NAME: STEM I - Technology NEW DESCRIPTION: This introductory course is designed for students with an interest in careers in the field of technology and engineering. The course is project-based with many hands-on learning activities that emphasize problem-solving skills. Units of study include: drafting, simple machines, fluid mechanics, electricity, 3d printing, coding, robotics and game design. This course fulfills one semester of the "computer application" graduation requirement.				\$0.00	\$594,800.00	STEM II ready for 27/28	
	Update Course Description - PLTW Introduction to Engineering Design	RATIONALE: The method in which colleges apply credit for PLTW varies tremendously, and is not always guaranteed. The end of course assessment for PLTW is also not used in our curriculum and may include material not covered in our course. CURRENT DESCRIPTION: interdisciplinary STEM class with an emphasis placed on learning the design development process. In this course, students develop the essential skills that engineers rely on every day, such as patent research, working with team members, hand sketching, and proper engineering documentation with team members. State-of-the-art technology includes Autodesk Inventor, Universal Laser systems, and Lulzbot 3D printers, which allow students an opportunity to create prototypes of their individual and team solutions. With successful completion of end of course assessment, students may obtain college credit. This course fulfills one semester of the "computer application" graduation requirement. NEW DESCRIPTION: Interdisciplinary STEM class with an emphasis placed on learning the design development process. In this course, students develop the essential skills that engineers rely on every day, such as patent research, working with team members, hand sketching, and proper engineering documentation with team members. State-of-the-art technology includes Autodesk Inventor, Universal Laser systems, and Lulzbot 3D printers, which allow students an opportunity to create prototypes of their individual and team solutions. This course fulfills one semester of the "computer application" graduation requirement.				\$0.00	\$594,800.00		
	Archive Course - Intro to Computer Applications	RATIONALE: Intro to computer Apps has become a redundant offering. We have both Microsoft and Google available to our students.				\$0.00	\$594,800.00		

Department Name	Revision	Rationale	Prerequisite	Length	Open To	Associated Cost(s)	Running Total Cost	Notes	Discussion Notes
	Archive Course - Tech Exploration II	This entire course is being replaced with an update in curriculum and focus. This course is not relevant in that sequence.				\$0.00	\$594,800.00		
	Archive Course - Supervised Agricultural Experience	This course has not run for several years.				\$0.00	\$594,800.00		
	Purchase New Resource - Fire Science	Introduction to Fire Protection and Emergency Services				\$3,000.00	\$597,800.00		
	Purchase New Resource - Fire Science	Fundamentals of FireFighter Skills and Hazmat Response, 5th edition				\$2,060.00	\$599,860.00		
English	No Course Proposals					\$0.00	\$599,860.00		
Math	Update Course Description - Math 127 Math for General Education	RATIONALE: Juniors can take this course as long as they have completed Algebra 2 or Algebra 2 honors and have a score of 22 or better on the ACT or 530 on the SAT. Will also need to add this to the box on the flow chart as an option for junior year in addition to Precalculus, Honors Precalculus. CURRENT OPEN TO: Grade 12 PROPOSED OPEN TO: Grades 11 & 12				\$0.00	\$599,860.00		
	Archive Course(s) - Math Resources (Algebra 1 Resource & Geometry Resource)	RATIONALE: We will not have the same need for this course with switching to having math class every day. The students who would take this course should utilize the math lab during their resource period for additional support. Also, this was considered a prep for our teachers and with the schedule change they will be limited to teaching five sections in a day and we do not need this to be one of those five.				\$0.00	\$599,860.00		
	Update Course Prerequisite - Math 128	RATIONALE: Juniors can take this course as long as they have completed Algebra 2 or Algebra 2 honors and have a score of 22 or better on the ACT or 530 on the SAT. Will also need to add this to the box on the flow chart as an option for junior year in addition to Precalculus, Honors Precalculus. CURRENT: Prerequisite: Completed JJC application online through www.jjc.edu. Completed ALEKS math test at JJC with a score of 40-100. If a student receives a 530 math score on the SAT, he or she will not require the ALEKS test. A student must have a "c" or better in high school geometry. PROPOSED Prerequisite: Completed JJC application online through www.jjc.edu. Completed ALEKS math test at JJC with a score of 40-100. If a student receives a 530 math score on the SAT or a 22 or better on the Mathematics section of the ACT, he or she will not require the ALEKS test. A student must have a "C" or better in Algebra 2.				\$0.00	\$599,860.00		
	Purchase New Resource - Algebra I Textbook - Big Ideas Math	RATIONALE: Our current material is outdated and no longer meeting the needs of our students. We need a resource that aligns to the ACT, integrates previous information throughout, and is aligned to the common core standards. This material meets all criteria on Ed Reports, as well as meets the needs pre-determined by our teachers, students, and parents from a survey we conducted last year in our curriculum review process. It is available in Spanish as well. We need textbooks in the classrooms and online resources for teachers. Big Ideas Math is the name of the textbook by Cengage Learning and National Geographic Learning.				\$71,000.00	\$670,860.00	Total for 6-years with all online materials and student copies of textbooks.	
		RATIONALE: This will allow Freshman that will turn age 15 during their second semester at MCHS to take Driver's Education during their freshman year. This would not be a separate section, only open seats in current courses would be filled. Students will need to complete an application to enroll and space will be filled based on birthdate and date the application was submitted. CURRENT DESCRIPTION: This course consists of two phases: 30 hours of classroom instruction and 6 hours of behind-the-wheel. The successful completion of both phases qualifies the student to take the driver's test if 16 years of age. Students will be scheduled into the class based on age, with the oldest students being placed first. It is recommended to register for a resource class to meet the behind-the-wheel component. The current fee for driver education is \$175.00. Students electing to take Driver Education with a state-certified commercial driving school must still complete 7 credits of Physical Education. Students must pass 8 high school credit hours in their previous two semesters and be at least 15 years of age to be eligible for the Driver Education course.					\$670,860.00		

Department Name	Revision	Rationale	Prerequisite	Length	Open To	Associated Cost(s)	Running Total Cost	Notes	Discussion Notes
PE/Health/Driver Ed	Update Course Description - Drivers Education	PROPOSED DESCRIPTION: This course consists of two phases: 30 hours of classroom instruction and 6 hours of behind-the-wheel. The successful completion of both phases qualifies the student to take the driver's test if 16 years of age. Students will be scheduled into the class based on age, with the oldest students being placed first. It is recommended to register for a resource class to meet the behind-the-wheel component. The current fee for driver education is \$175.00. Students electing to take Driver Education with a state-certified commercial driving school must still complete 7 credits of Physical Education. Students must pass 8 courses in their previous two semesters and be at least 15 years of age to be eligible for the Driver Education course. Freshmen who wish to take Driver Education during their second semester of Freshmen year will be eligible based on birthdate. A Freshmen that turns age fifteen before December 31st of the current school year may be eligible for the class based on enrollment numbers and available classroom space. Students will be selected based on birthdate and meeting all eligibility requirements to be able to enroll in the course. Parents and students must opt-in for potential placement during registration for freshmen students to be eligible.				\$0.00	\$670,860.00		
	Update Course Description - Officiating	RATIONALE: This updated course description adds the exploration other IHSA sports that were not be originally listed. This gives the class opportunities to explore additional areas of interest students may have in hopes of propelling them toward becoming an IHSA official within that subject area. CURRENT DESCRIPTION: This course is designed for students interested in officiating high school sports. Students will be introduced to the rules and techniques of officiating team sports including football, soccer, basketball, volleyball, baseball, and softball. Students will also learn important characteristics of becoming an official. In addition to learning the rules and mechanics of officiating, students will have the opportunity to demonstrate these learned skills. Students enrolled in this course will be required to officiate a variety of team sports within other physical education classes offered at Minooka Community High School. Students will also be given contact information to assist them in finding officiating jobs within the area. Limited one time enrollment. PROPOSED DESCRIPTION: This course is designed for students interested in officiating high school sports. Students will be introduced to the rules and techniques of officiating team sports including all IHSA sports. All sports that our students show interest in will be covered. Students will also learn important characteristics of becoming an official. In addition to learning the rules and mechanics of officiating, students will have the opportunity to demonstrate these learned skills. Students enrolled in this course will be required to officiate a variety of team sports within other physical education classes offered at Minooka Community High School. Students will learn from IHSA officials and also be given contact information to assist them in finding officiating jobs within the area. Limited one time enrollment.				\$0.00	\$670,860.00		
	Update Course Description - Fall Individual Sport	RATIONALE: This is an updated course guide listing that removes the fee for bowling for the unit as the request of the board. Additionally we have updated the units in which are taught throughout the course to include all aspects of the course offering with additional recreational games. CURRENT DESCRIPTION: Recommendation: Students enroll only once in each course during their high school career. These courses will introduce/reintroduce students to lifelong activities. These activities are designed to develop hand/eye coordination, skill development, and lifetime fitness. There is a fee for the bowling unit that must be paid at the beginning of the semester. The current fee for this course is \$30. This covers our bowling costs. Instructional units include: Fall Individual Sports: Archery, Frisbee Golf, Badminton, Bowling Spring Individual Sports: Bowling, Pickleball, Bags/Bocci, Golf, Tennis PROPOSED DESCRIPTION: Recommendation: Students enroll only once in each course during their high school career. These courses will introduce/reintroduce students to lifelong activities. These activities are designed to develop hand/eye coordination, skill development, and lifetime fitness. Instructional units include: Fall Individual Sports: Frisbee Golf, Golf, Cornhole, Bocce Ball, Ladder Ball, Badminton, Bowling Spring Individual Sports: Bowling, Pickleball, Cornhold, Bocce Ball, Ladder Ball, Archery, Tennis				\$0.00	\$670,860.00		

Department Name	Revision	Rationale	Prerequisite	Length	Open To	Associated Cost(s)	Running Total Cost	Notes	Discussion Notes
	Update Course Name - Jr. Leadership to PE Leadership	RATIONALE: Changing the title of the course opens the course to seniors that would want to take peer and senior leadership 2nd semester their senior year. This opens the door to students that did not have the opportunity to take JR leadership as a Junior and can still get the prerequisite to advance to other PE leadership courses.				\$0.00	\$670,860.00		
Science	No Course Proposal Changes					\$0.00	#REF!		
Social Studies	Course Name & Description Change - AP Economics to AP Microeconomics and AP Macroeconomics	RATIONALE: Provide students the opportunity to take a one semester economics course that applies to their postsecondary goals. Allows students to choose which course and which AP Exam they would prefer to take as opposed to taking both courses and both tests. All other AP courses only require a student to take one test. CURRENT DESCRIPTION: This course combines the curriculum of both AP Microeconomics and AP Macroeconomics. Microeconomics gives students a thorough understanding of the principles of economics that apply to the functions of decision-makers within our system. It emphasizes the nature and functions of markets. It also covers the role of government in promoting efficiency and equity within the economy. Students in the Macroeconomics portion of the course will build on the knowledge gained in the earlier part of the course and cultivate their understanding of the principles that apply to the economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with charts, graphs, and data. Students will be able to choose whether they take one or both AP Exams in May. There is a fee associated with the AP Exam. PROPOSED DESCRIPTION: AP Macroeconomics is a college level course that focuses on the entire economic system. Students in Macroeconomics will explore principles and models to describe economic situations and then predict and explain outcomes with charts, graphs, and data. There is a fee associated with the AP Exam. And AP Microeconomics is a college level course that focuses on economics impact on individuals and businesses. Microeconomics gives students a thorough understanding of the principles of economics that apply to the functions of decision-makers. It emphasizes the nature and functions of markets. It also covers the role of government in promoting efficiency and equity within the economy There is a fee associated with the AP Exam.				\$0.00	#REF!		
	Purchase New Resource - AP US History	RATIONALE: The AP Exam has been updated and modified in the last year. Our current editions are outdated and do not reflect the current AP testing standards. Book Title-Fabric of a Nation A History with Skills and Sources, For the AP U.S. History Course Second Edition 2024 Jason Stacy; Matthew J. Ellington.				\$24,000.00	#REF!		
Special Education	No Course Proposal Changes					\$0.00	#REF!		
		RATIONALE: We will be grouping students based on their proficiency in English instead of how many years they have spent learning English. The lowest proficiency students will take Newcomer I and those who meet the expectations or standards will proceed to Newcomer II. A student may take Newcomer level I multiple years until they meet the proficiency level required for the second level. There will be two rotating curricula for each level so that a student will not have the same units in consecutive years. Having teacher discretion will allow us flexibility if an ACCESS score does not meet our observation of a student's proficiency, however their ACCESS score will remain our number one criteria for placement. This will also allow us to place new-to-the-USA students in Newcomer English I after screening. CURRENT DESCRIPTION: This is an English language course designed to prepare students for reading, writing, speaking, listening, and critical thinking skills necessary for academic coursework and lifelong success. This course prepares students to use English with increasing accuracy in classroom and social situations and to participate in society as informed students.							

Department Name	Revision	Rationale	Prerequisite	Length	Open To	Associated Cost(s)	Running Total Cost	Notes	Discussion Notes
World Language	Update Course Description - ESL Newcomer English I	PROPOSED DESCRIPTION: This is an English language course designed to prepare English Learner (EL) students for reading, writing, speaking, listening, and critical thinking skills necessary for academic coursework and lifelong success. This course prepares students to use English with increasing accuracy in classroom and social situations and to participate in society as informed students. This course is repeatable for credit.	Update: WIDA ACCESS or WIDA Screener Level 2.0 and below or teacher recommenda tion			\$0.00	#REF!		
	Update Course Description - ESL Newcomer English II	RATIONALE: We will be grouping students based on their proficiency in English instead of how many years they have spent learning English. The lowest proficiency students will take Newcomer I and those who meet the expectations or standards will proceed to Newcomer II. A student may take Newcomer level I multiple years until they meet the proficiency level required for the second level. There will be two rotating curricula for each level so that a student will not have the same units in consecutive years. Having teacher discretion will allow us flexibility if an ACCESS score does not meet our observation of a student's proficiency, however their ACCESS score will remain our number one criteria for placement. This will also allow us to place new-to-the-USA students in Newcomer English I after screening. CURRENT DESCRIPTION: This is an English language course designed to prepare students for reading, writing, speaking, listening, and critical thinking skills necessary for academic coursework and lifelong success. This course prepares students to use English with increasing accuracy in classroom and social situations and to participate in society as informed students. This course builds off of what students new to the English language learned in ESL Newcomer. PROPOSED DESCRIPTION: This is an English language course designed to prepare English Learner (EL) students for reading, writing, speaking, listening, and critical thinking skills necessary for academic coursework and lifelong success. This course prepares students to use English with increasing accuracy in classroom and social situations and to participate in society as informed students. This course builds off of what students new to the English language learned in ESL Newcomer English I. This course is repeatable for credit.	Update: WIDA ACCESS or WIDA Screener below 3.0 or teacher recommenda tion			\$0.00	\$694,860.00		
	Update Prerequisite - Painting I	RATIONALE: This will allow more students to take Painting I after their introductory level art class.	Update: Drawing I or Art Exploration			\$0.00	\$694,860.00		
	Aviation	Waiting on course description				\$0.00	\$694,860.00		
GAVC	Dual Enrollment - Business	Will include Accounting I & II, and Economics I & II				\$0.00	\$694,860.00		

Career & Technical Education

Proposal to add a new course:

COURSE TITLE: Welding III - Metal Fabrication

PREREQUISITE: Welding I and II

LENGTH: 2 Semesters

OPEN TO: 11-12

DESCRIPTION:

Welding III begins to explore structural welding, pipe welding, and metal fabrication. Students will complete the first half of the semester mastering those welding skills, then use the second half of the semester to design and build a capstone project that encompasses all the welding skills that they have learned to date.

SEQUENCE: Welding I, Welding II, Welding III

COST: \$82,100

RATIONALE: Welding three allows students to learn structural and pipe welding while working in our metal fabrication shop. Students will spend the first half of the semester completing skills related to flat, structural, pipe welding, CnC use in the design process, english wheel, steel bend and brake. The second half of the semester will involve students planning, designing, and building a custom project.

IMPLEMENTATION: 26/27 School year

STAFFING IMPACT: In conjunction with all new Industrial Tech classes we will most likely need at least 1 additional teacher.

Proposal to add a new course:

COURSE TITLE: Technology for Teaching and Learning

PREREQUISITE: Exploring the Teaching Profession

LENGTH: 1 semester

OPEN TO: 11-12

DESCRIPTION: This course focuses on the use of technology in the classroom and digital citizenship. This is a dual credit course with USF **EDUC 225 Technology for Teaching and Learning** (2 credit hours) [Provides a strong foundation for the role of technology in the teaching and learning process. Candidates are introduced to digital citizenship and technology-based tools that support instruction, extend communication beyond the classroom, and increase productivity in daily tasks.

SEQUENCE: Exploring the teaching profession, Technology for teaching and learning

Career & Technical Education

COST: Dual Credit fee \$50

RATIONALE: This course allows MCHS to continue to prepare our future teachers with a focus on technology in the class.

IMPLEMENTATION: 26/27 school year

STAFFING IMPACT: None

Proposal to add a new course:

COURSE TITLE: Automotive Technology I

PREREQUISITE: Small Engines

LENGTH: 1 year

OPEN TO: 10-12

DESCRIPTION: Students will begin to build service level credentialing . Potential topics to be covered are ESE certifications, Snap- on Certifications, hunter tire mounting, balancing and alignment.

SEQUENCE: Auto I, Auto II

COST: \$342,100.

RATIONALE: Build upon student learning in auto 1

IMPLEMENTATION: Fall 2026

STAFFING IMPACT: We will need to hire an Auto teacher

Proposal to add a new course:

COURSE TITLE: Automotive Technology II

PREREQUISITE: Automotive Technology I

LENGTH: 1 year

OPEN TO: 10-12

DESCRIPTION: Students will build upon knowledge gained in Automotive Technology I. Potential topics to be covered ESE certifications, Snap- on Certifications, hunter tire mounting, balancing and alignment.

SEQUENCE: Auto I, Auto II

COST: Rolled in to Auto 1

Career & Technical Education

RATIONALE: Build upon student learning in auto 1

IMPLEMENTATION: Fall 2026

STAFFING IMPACT: We will need to hire an Auto teacher

Proposal to add a new course:

COURSE TITLE: Building and Trades I

PREREQUISITE: Woods 1 and II

LENGTH: 1 Semester

OPEN TO: 10/12

DESCRIPTION: We are unarchiving our building trades program

SEQUENCE: Intro to tech - woods I - woods II - BT 1

COST: \$70582.15

RATIONALE: Absorbing programing from GAVC

IMPLEMENTATION: Fall 2026

STAFFING IMPACT: In conjunction with other industrial offerings we will most likely need to hire another teacher.

Proposal to add a new course:

COURSE TITLE: Building and Trades II

PREREQUISITE: Building and Trades I

LENGTH: 1 Semester

OPEN TO: 11/12

DESCRIPTION: Students will continue to build upon skills learned in Building and Trades I. Topics like framing, rise/ run, roof pitch and types, egress and window framing, specialty framing and sheeting, finish carpentry and other specialized skills.

SEQUENCE: Intro to tech - woods I - woods II - BT 1 - BT II

COST: Rolled into Building I unarchiving cost

RATIONALE: Provides a year long experience for students.

Career & Technical Education

IMPLEMENTATION: Fall 2026

STAFFING IMPACT: In conjunction with other industrial offerings we will most likely need to hire another teacher.

Proposal to add a new course:

COURSE TITLE: Fire Science 1

PREREQUISITE: NONE

LENGTH: 1 YEAR

OPEN TO: 11/12

DESCRIPTION: This course will be taught in conjunction with the state requirements in order to become a certified firefighter partnering with the Minooka fire training center. Coursework will be a combination of classwork, blended classwork, training exercises and scenarios. Students enrolling in the course must register with the Minooka or Channahon Fire Cadet program.

SEQUENCE: Fire Science I → Fire Science II

COST: \$104,000 (Salary?)

RATIONALE: Absorbing the program from GAVC.

IMPLEMENTATION: Fall 2026

Proposal to add a new course:

COURSE TITLE: Fire Science II

PREREQUISITE: Fire Science I

LENGTH: 1 year

OPEN TO: 12

DESCRIPTION: This course will be taught in conjunction with the state requirements in order to become a certified firefighter in partnership with the Minooka fire training center. Coursework will be a combination of classwork, blended classwork, training exercises and scenarios. Students enrolling in the course must register with the Minooka or Channahon Fire Cadet program. - Graduates of the program will be certified to sit for the state fire test.

SEQUENCE: Fire Science I → Fire Science II

COST: Rolled in with Fire Science I

RATIONALE: Absorbing program from GAVC

IMPLEMENTATION: Fall 2026

Career & Technical Education

Proposal to add a new course:

COURSE TITLE: Introduction to Agriculture, Food, and Natural Resources

PREREQUISITE: None

LENGTH: 1 Semester

OPEN TO: 9th grade OR 1st year agriculture students

DESCRIPTION: This course provides an opportunity for students to learn the fundamentals of the agriculture industry. Students will learn how agriculture is more than farming; and can expect to learn industry facts, parliamentary procedure, speech skills, animal, plant and business and recordkeeping skills, and FFA.

SEQUENCE: Introduction to all sequences

COST: \$0, There is no startup cost for this course

RATIONALE: It helps students to become aware of agriculture, understand what agriculture is and everything that is involved within the agricultural fields. This course allows students to gain insight into agriculture and the courses that they could take following this class.

IMPLEMENTATION:

Begin the start of the 2026 school year. It should be offered in the fall and the spring semesters.

Course name changes:

Current Name: Contemporary Animal Science

Changed Name: Animal Science

Rationale: Contemporary Animal Science is more modern than Animal Science. Students also will be more likely to sign up for animal science rather than contemporary animal science. The other thing is that contemporary animal science focuses on the present and future while animal science also discusses what used to be done historically. This is important to talk about because of how things have changed over the years.

Current name: Tech Explore I

Changed name: STEM I - Technology

Rationale: The tech explore course line has been one that does not align with any other programming we offer. In an effort to change that, we are redeveloping the curriculum for this course to be more relevant to our; industrial tech, computer science, and engineering programs.

Career & Technical Education

Course description to change:

STEM I - Technology

Current description:

This introductory course is designed for students with an interest in careers in the field of technology and engineering. The course is project-based with many hands-on learning activities that emphasize problem-solving skills. Units of study include: introduction to technology, CAD, electronics, engineering, animation, video game design, and robotics. Students will learn how to design houses using SketchUp in the CAD unit, discover the world of electronics as they complete a soldering project, create their own video game, understand the principles behind structural engineering as they build bridges using online technology and actual wooden bridges, and learn basic programming skills with the LEGO NXT robots. ***This course fulfills one semester of the "computer application" graduation requirement.***

New Description:

This introductory course is designed for students with an interest in careers in the field of technology and engineering. The course is project-based with many hands-on learning activities that emphasize problem-solving skills. Units of study include: drafting, simple machines, fluid mechanics, electricity, 3d printing, coding, robotics and game design. ***This course fulfills one semester of the "computer application" graduation requirement.***

Rationale: Update the description to match the new scope of the course.

PLTW Introduction to Engineering Design

Current Description:

Interdisciplinary STEM class with an emphasis placed on learning the design development process. In this course, students develop the essential skills that engineers rely on every day, such as patent research, working with team members, hand sketching, and proper engineering documentation with team members. State-of-the-art technology includes Autodesk Inventor, Universal Laser systems, and Lulzbot 3D printers, which allow students an opportunity to create prototypes of their individual and team solutions. ***With successful completion of end of course assessment, students may obtain college credit. This course fulfills one semester of the "computer application" graduation requirement.***

New description:

Interdisciplinary STEM class with an emphasis placed on learning the design development process. In this course, students develop the essential skills that engineers rely on every day, such as patent research, working with team members, hand sketching, and proper engineering documentation with team members. State-of-the-art technology includes Autodesk Inventor, Universal Laser systems, and Lulzbot 3D printers, which allow students an opportunity to create prototypes of their individual and team solutions. ***This course fulfills one semester of the "computer application" graduation requirement.***

Rationale:

The method in which colleges apply credit for PLTW varies tremendously, and is not always guaranteed. The end of course assessment for PLTW is also not used in our curriculum and may include material not covered in our course.

Career & Technical Education

Electricity

Current Description:

ELECTRICITY/ELECTRONIC TECHNOLOGY 2 CREDITS GRADES: 10 or 11 - 12

1 YEAR

[Regional # I 123]

This course is a study of the fundamentals of electricity and electronic principles through the use of hands-on projects. Students learn the different components of an electronic circuit, utilization of breadboards, and soldering techniques. Proper use of testing equipment to analyze circuits is incorporated into the course, including the use of digital multimeters to measure electrical quantities. The course covers digital and analog electronics along with basic residential wiring.

New Description:

This course is a study of the fundamentals of electricity and electronic principles through the use of hands-on projects. Students learn the different components of an electronic circuit, utilization of breadboards, and safe use of various hand tools to complete projects. Proper use of testing equipment to analyze circuits is incorporated into the course, including the use of digital multimeters to measure electrical quantities. The course covers building various circuit board projects using soldering irons and also covers creating various combinations of residential wiring circuits.

Rationale: Update to match class content.

Robotics I

Current description:

ROBOTICS ENGINEERING I 1 CREDIT GRADES: 10 or 11 - 12 1 SEMESTER

This course is designed for students who are interested in the practical applications of robotics in the real world. Students will learn to build, program, and code various types of robots including LEGO EV3 and Sphero Spark+ to complete specific tasks and solve problems. This is a hands-on course with students working in teams to create solutions and build robots to the problems presented in class.

New Description:

ROBOTICS ENGINEERING I 1 CREDIT GRADES: 10 or 11 - 12 1 SEMESTER

This course is designed for students who are interested in the practical applications of robotics in the real world. Students will learn to build, program, and code various types of robots including Sphero Bolt and VEX EXP to complete specific tasks and solve problems. This is a hands-on course with students working in teams to create solutions and build robots to the problems presented in class.

Rationale: Update to the robots we use now

Robotics Engineering II:

Current Description:

ROBOTICS ENGINEERING II

1 CREDIT

GRADES: 10 or 11 - 12 1 SEMESTER

Prerequisite: Successful completion of Robotics Engineering I.

Career & Technical Education

This course is a continuation of Robotics Engineering I. Students will continue to learn to build and program both the NXT and EV3 robots to complete specific tasks and solve problems. VEX Robotics will also be introduced during this course. VEX Robotics is based on the VEX Robotics Claw Kit. Students will work in teams to build robots to solve various engineering and manufacturing systems in a competition style and compete with other teams in the classroom. This is a hands-on course with students working in teams to create and develop solutions to the problems presented in class.

New Description:

ROBOTICS ENGINEERING II
11 - 12 1 SEMESTER

1 CREDIT

GRADES: 10 or

Prerequisite: Successful completion of Robotics Engineering I.

This course is a continuation of Robotics Engineering I. Students will continue to learn to build and program both VEX EXP and VEX V5 robots to complete specific tasks and solve problems. Students will work in teams to build robots to solve various engineering and manufacturing systems in a competition style and compete with other teams in the classroom. This is a hands-on course with students working in teams to create and develop solutions to the problems presented in class.

Rationale: Updated to the robotics systems we use.

Tentative Textbooks to adopt:	Cost	Qty	Totals
Fundamentals of FireFighter Skills and Hazmat Response, 5 th edition Premier ISBN# 9781284283051	\$89.96	30	\$2698.80
Introduction to Fire Protection and Emergency Services ISBN# 9781284180152	102.95	20	\$2059

Courses to eliminate/archive:

Intro to computer Apps
Tech Explore II
Supervised Ag experience 1 and 2
Greenhouse management

Rationale:

Intro to computer Apps has become a redundant offering. We have both Microsoft and Google available to our students. ICA was a hybrid of the two.

Tech Explore II: This entire courseline is being replaced with an update in curriculum and focus. This course is not relevant in that sequence.

Supervised Ag has not run in years.

Career & Technical Education

Proposal to remove courses from MCHS Curriculum guide:

GAVC COURSES:

Automotive I and II

Welding I and II

Culinary

Building Trades

Graphic Arts

Entrepreneurship

Math

Proposal to eliminate a course:

COURSE TITLE: Algebra 1 Resource

RATIONALE: We will not have the same need for this course with switching to having math class every day. The students who would take this course should utilize the math lab during their resource period for additional support. Also, this was considered a prep for our teachers and with the schedule change they will be limited to teaching five sections in a day and we do not need this to be one of those five.

Proposal to eliminate a course:

COURSE TITLE: Geometry Resource

RATIONALE: We will not have the same need for this course with switching to having math class every day. The students who would take this course should utilize the math lab during their resource period for additional support. Also, this was considered a prep for our teachers and with the schedule change they will be limited to teaching five sections in a day and we do not need this to be one of those five.

Proposal to purchase a new resource:

COURSE TITLE: Algebra 1 Big Ideas Math

RATIONALE: Our current material is outdated and no longer meeting the needs of our students. We need a resource that aligns to the ACT, integrates previous information throughout, and is aligned to the common core standards. This material meets all criteria on Ed Reports, as well as meets the needs pre-determined by our teachers, students, and parents from a survey we conducted last year in our curriculum review process. It is available in Spanish as well. We need textbooks in the classrooms and online resources for teachers.

COST: \$71,700 (total for 6-years with all online materials and student copies of textbooks)

Math

Proposal to change grade level course is open to:

COURSE TITLE: Math 127 Math for General Education DC

CURRENT OPEN TO: Grade 12

PROPOSED OPEN TO: Grades 11 or 12

RATIONALE: Juniors can take this course as long as they have completed Algebra 2 or Algebra 2 honors and have a score of 22 or better on the ACT or 530 on the SAT. Will also need to add this to the box on the flow chart as an option for junior year in addition to Precalculus, Honors Precalculus.

Proposal to change prerequisite:

COURSE TITLE: Math 128

CURRENT Prerequisite: Completed JJC application online through www.jjc.edu. Completed ALEKS math test at JJC with a score of 40-100. If a student receives a 530 math score on the SAT, he or she will not require the ALEKS test. A student must have a "c" or better in high school geometry.

PROPOSED Prerequisite: Completed JJC application online through www.jjc.edu. Completed ALEKS math test at JJC with a score of 40-100. If a student receives a 530 math score on the SAT or a 22 or better on the Mathematics section of the ACT, he or she will not require the ALEKS test. A student must have a "C" or better in Algebra 2.

RATIONALE: Juniors can take this course as long as they have completed Algebra 2 or Algebra 2 honors and have a score of 22 or better on the ACT or 530 on the SAT. Will also need to add this to the box on the flow chart as an option for junior year in addition to Precalculus, Honors Precalculus.

Physical Education

Proposal to update a course description:

COURSE TITLE: FALL AND INDIVIDUAL SPORTS

CURRENT DESCRIPTION:

Recommendation: *Students enroll only once in each course during their high school career.*

These courses will introduce/reintroduce students to lifelong activities. These activities are designed to develop hand/eye coordination, skill development, and lifetime fitness. There is a fee for the bowling unit that must be paid at the beginning of the semester. **The current fee for this course is \$30. This covers our bowling costs.**

Instructional units include:

Fall Individual Sports: Archery, Frisbee Golf, Badminton, Bowling

Spring Individual Sports: Bowling, Pickleball, Bags/Bocci, Golf, Tennis

PROPOSED DESCRIPTION:

Recommendation: *Students enroll only once in each course during their high school career.*

These courses will introduce/reintroduce students to lifelong activities. These activities are designed to develop hand/eye coordination, skill development, and lifetime fitness.

Instructional units include:

Fall Individual Sports: Frisbee Golf, Golf, Cornhole, Bocce Ball, Ladder Ball, Badminton, Bowling

Spring Individual Sports: Bowling, Pickleball, Cornhold, Bocce Ball, Ladder Ball, Archery, Tennis

RATIONALE: This is an updated course guide listing that removes the fee for bowling for the unit as the request of the board. Additionally we have updated the units in which are taught throughout the course to include all aspects of the course offering with additional recreational games.

Proposal to update a course description:

COURSE TITLE: Driver Education

CURRENT DESCRIPTION:

Prerequisite: *Students will not be allowed to enroll in the course until they have passed at least 8 courses in the two semesters prior to enrollment.*

This course consists of two phases: 30 hours of classroom instruction and 6 hours of behind-the-wheel. The successful completion of both phases qualifies the student to take the driver's test if 16 years of age. Students will be scheduled into the class based on age, with the oldest students being placed first. It is recommended to register for a resource class to meet the behind-the-wheel component. The current fee for driver education is \$175.00. Students electing to take Driver Education with a state-certified commercial driving school

Physical Education

must still complete 7 credits of Physical Education. Students must pass 8 high school credit hours in their previous two semesters and be at least 15 years of age to be eligible for the Driver Education course.

PROPOSED DESCRIPTION:

Prerequisite: *Students will not be allowed to enroll in the course until they have passed at least 8 courses in the two semesters prior to enrollment.*

This course consists of two phases: 30 hours of classroom instruction and 6 hours of behind-the-wheel. The successful completion of both phases qualifies the student to take the driver's test if 16 years of age. Students will be scheduled into the class based on age, with the oldest students being placed first. It is recommended to register for a resource class to meet the behind-the-wheel component. The current fee for driver education is \$175.00. Students electing to take Driver Education with a state-certified commercial driving school must still complete 7 credits of Physical Education. Students must pass 8 courses in their previous two semesters and be at least 15 years of age to be eligible for the Driver Education course.

Freshmen who wish to take Driver Education during their second semester of Freshmen year will be eligible based on birthdate. Any Freshmen that turns 15 BEFORE 12/31 will be eligible for the class based solely on enrollment numbers and potential classroom space. Students will be selected based specifically on birthdate, eligibility requirements to be able to enroll in the course. Parents and students must opt-in for potential placement during registration for freshmen students to be eligible.

RATIONALE: This will allow Freshman students that will turn 15 years old during semester two an opportunity to take drivers education during their freshman year.

Proposal to update a course title:

CURRENT COURSE TITLE: JR Leadership

PROPOSED COURSE TITLE: PE Leadership

RATIONALE:

Changing the title of the course opens the course to seniors that would potentially want to take peer and senior leadership 2nd semester their senior year. This opens the door to students that did not have the opportunity to take JR leadership as a Junior and can still get the fundamentals of leadership to be able to advance into our other leadership classes and programs.

Proposal to update a course description:

COURSE TITLE: OFFICIATING

CURRENT DESCRIPTION:

This course is designed for students interested in officiating high school sports. Students will be introduced to the rules and techniques of officiating team sports including football, soccer,

Physical Education

basketball, volleyball, baseball, and softball. Students will also learn important characteristics of becoming an official. In addition to learning the rules and mechanics of officiating, students will have the opportunity to demonstrate these learned skills. Students enrolled in this course will be required to officiate a variety of team sports within other physical education classes offered at Minooka Community High School. Students will also be given contact information to assist them in finding officiating jobs within the area. Limited one time enrollment.

PROPOSED DESCRIPTION:

This course is designed for students interested in officiating high school sports. Students will be introduced to the rules and techniques of officiating team sports including all IHSA sports. All sports that our students show interest in will be covered. Students will also learn important characteristics of becoming an official. In addition to learning the rules and mechanics of officiating, students will have the opportunity to demonstrate these learned skills. Students enrolled in this course will be required to officiate a variety of team sports within other physical education classes offered at Minooka Community High School. Students will learn from IHSA officials and also be given contact information to assist them in finding officiating jobs within the area. Limited one time enrollment.

RATIONALE: This is an updated course guide listing adds in the possibility of exploring other IHSA sports that may not be originally listed. This gives the notion that as a class we can explore additional areas of interest students may have in hopes of propelling them toward becoming an IHSA official within that subject area.

INTRODUCTION

The mission of Minooka Community High School's Physical Education, Health, and Driver's Education Department is to educate minds, develop healthy bodies, and promote positive attitudes towards a lifetime of physical activity, fitness, and sports skills. With a quality physical education program in place, each student will be empowered with the knowledge and skills necessary to make responsible lifestyle choices that directly impact his/her health and wellness. Each physical education course includes a daily physical fitness component; pre- and post-cardiovascular, strength, and flexibility assessments; and development of a personal fitness plan. Students are required to dress in a Minooka Physical Education uniform and use a school-issued Master Lock (blue face) combination lock.

New

INTRODUCTION

The mission of Minooka Community High School's Physical Education, Health, and Driver's Education Department is to educate minds, develop healthy bodies, and promote positive attitudes towards a lifetime of physical activity, fitness, and sports skills. With a quality physical education program in place, each student will be empowered with the knowledge and skills necessary to make responsible lifestyle choices that directly impact his/her health and wellness. Each physical education course includes a daily physical fitness component including cardiovascular activities; pre- and post-cardiovascular, strength, and flexibility assessments; and development of a personal fitness plan. Students are required to dress in a Minooka Physical Education uniform and use a school-issued Master Lock (blue face) combination lock.

Social Studies

Proposal to update/rename a course:

COURSE TITLE: AP Macroeconomics

PREREQUISITE: Successful completion (C or better) of previous social studies course and current social studies teacher recommendation

LENGTH: 1 semester

OPEN TO: Juniors and Seniors

DESCRIPTION: AP Macroeconomics is a college level course that focuses on the entire economic system. Students in Macroeconomics will explore principles and models to describe economic situations and then predict and explain outcomes with charts, graphs, and data. There is a fee associated with the AP Exam.

SEQUENCE: AP Human Geo, AP World, Concurrent with AP US

COST: 0-already have textbooks

RATIONALE: Students only need one credit of Economics to graduate and most colleges only accept one AP course for credit in regards to economics. This will give students choice and flexibility in their schedules.

IMPLEMENTATION: Fall 2026

STAFFING IMPACT: None

COURSE TITLE: AP Microeconomics

PREREQUISITE: Successful completion (C or better) of previous social studies course and current social studies teacher recommendation

LENGTH: 1 semester

OPEN TO: Juniors and Seniors

DESCRIPTION: AP Microeconomics is a college level course that focuses on economics impact on individuals and businesses. Microeconomics gives students a thorough understanding of the principles of economics that apply to the functions of decision-makers. It emphasizes the nature and functions of markets. It also covers the role of government in promoting efficiency and equity within the economy. There is a fee associated with the AP Exam.

SEQUENCE: AP Human Geo, AP World, Concurrent with AP US

COST: 0-already have textbooks

Social Studies

RATIONALE: Students only need one credit of Economics to graduate and most colleges only accept one AP course for credit in regards to economics. This will give students choice and flexibility in their schedules.

IMPLEMENTATION: Fall 2026

STAFFING IMPACT: None

Proposal to eliminate a course:

COURSE TITLE: AP Macro and Micro Economics

RATIONALE: Replaced by the two AP courses above

Proposal to purchase a new resource: New Textbooks

COURSE TITLE: AP United States History

RATIONALE: Test has been updated and modified. Our current editions are outdated and do not reflect the current AP testing standards.

Book Title-Fabric of a Nation
A History with Skills and Sources, For the AP U.S. History Course
Second Edition| 2024
Jason Stacy; Matthew J. Ellington.

COST: 120 Textbooks at approximately \$150-\$200 for 24,000

World Language, Music, & Art

Proposal to update a course description:

COURSE TITLE: ESL Newcomer English I

CURRENT DESCRIPTION:

2 CREDITS

GRADES: 9 - 12

1 YEAR

Prerequisite: WIDA ACCESS or WIDA Screener Level 2.5 and below

This is an English language course designed to prepare students for reading, writing, speaking, listening, and critical thinking skills necessary for academic coursework and lifelong success. This course prepares students to use English with increasing accuracy in classroom and social situations and to participate in society as informed students.

PROPOSED DESCRIPTION:

2 CREDITS

GRADES: 9 - 12

1 YEAR

Prerequisite: WIDA ACCESS or WIDA Screener Level 2.0 and below or teacher recommendation

This is an English language course designed to prepare English Learner (EL) students for reading, writing, speaking, listening, and critical thinking skills necessary for academic coursework and lifelong success. This course prepares students to use English with increasing accuracy in classroom and social situations and to participate in society as informed students. This course is repeatable.

Proposal to update a course description:

COURSE TITLE: ESL Newcomer English II

CURRENT DESCRIPTION:

2 CREDITS

GRADES 9-12

1 YEAR

Prerequisite: ~~ESL Newcomer I~~, WIDA ACCESS or WIDA Screener below 2.5

This is an English language course designed to prepare students for reading, writing, speaking, listening, and critical thinking skills necessary for academic coursework and lifelong success. This course prepares students to use English with increasing accuracy in classroom and social situations and to participate in society as informed students. This course builds off of what students new to the English language learned in ESL Newcomer.

PROPOSED DESCRIPTION:

ESL NEWCOMER ENGLISH II

GRADES 9-12

1 YEAR

2 CREDITS

Prerequisite: WIDA ACCESS or WIDA Screener below 3.0 or teacher recommendation

This is an English language course designed to prepare English Learner (EL) students for reading, writing, speaking, listening, and critical thinking skills necessary for academic coursework and lifelong success. This course prepares students to use English with increasing accuracy in classroom and social situations and to participate in society as

World Language, Music, & Art

informed students. This course builds off of what students new to the English language learned in ESL Newcomer English I. This course is repeatable.

RATIONALE:

We will be grouping students based on their proficiency in English instead of how many years they have spent learning English. The lowest proficiency students will take Newcomer I and those who meet the expectations or standards will proceed to Newcomer II. A student may take Newcomer level I multiple years until they meet the proficiency level required for the second level. There will be two rotating curricula for each level so that a student will not have the same units in consecutive years. Having teacher discretion will allow us flexibility if an ACCESS score does not meet our observation of a student's proficiency, however their ACCESS score will remain our number one criteria for placement. This will also allow us to place new-to-the-USA students in Newcomer English I after screening.

Stacking the class: We want to discuss stacking ESL Newcomer I with ESL resource and ESL Newcomer II with ESL resource.

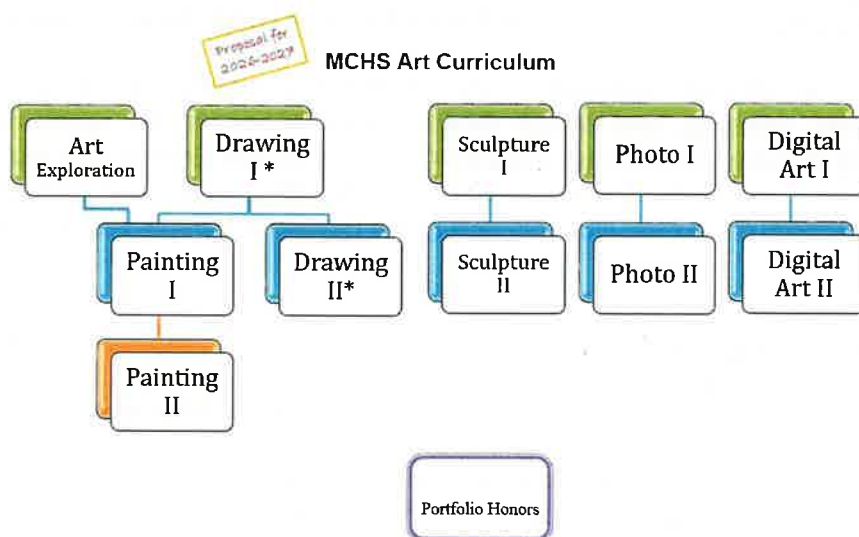
Proposal to update a prerequisite: Painting I

CURRENT COURSE PREREQUISITE: Drawing 1

PROPOSED COURSE PREREQUISITE: **Drawing 1 OR Art Explorations**

RATIONALE:

- Provides another option for students who want to take Painting 1, but who don't want to take a full semester of Drawing.
- Provides a path/course beyond Art Explorations.
- Drawing 1 and Art Explorations both provide a skill-base that will support students in Painting 1.



First tier courses **do not** have prerequisites.

Second tier courses have **one** prerequisite. Third tier course has **two** prerequisites.

Portfolio Honors is our capstone course. It has **multiple** prerequisites. May be taken for AP credit.

* indicates available Honors version of this course