



**MINOOKA COMMUNITY HIGH SCHOOL DISTRICT #111
CURRICULUM COMMITTEE MEETING
WEDNESDAY, OCTOBER 7, 2020, 5:30 PM**

The Curriculum Committee Meeting will be held at the Academic Resource Center
301 South Wabena Avenue
Minooka, Illinois 60447.

Attendance - As required by Governor Pritzker's Executive Order 2020-18, public meetings must be limited to no more than 50 people. Therefore, members of the public are welcome to attend this meeting in person or by remote means. To listen via remote means, call 815/521-3991 PIN 5111.

For planning purposes, MCHS #111 would appreciate advance notice of in-person attendance. Please contact the district office at 815/521-4311 or cward@mchs.net by 3:00 p.m. on October 7, to RSVP, or for additional information regarding attendance or public comments.

Public Comments - Members of the public that wish to make a public comment can do so in person or by email. To submit by email, the subject line must read "For Public Comment". Send to Colleen Ward (cward@mchs.net) with public comment by 3:00 PM on October 7, 2020. Public comments submitted via email will be included with the next regular board meeting packet.

AGENDA

1. **Call to Order**
2. **Roll Call**
3. **Public Comments**
4. **Discussion**
 - A. Curriculum (Heap, Arlis, Crye) - FY21 Curriculum Proposal 2
 - B. Other
5. **Adjourn**

Curriculum Proposal At-A-Glance

<u>Department Name</u>	<u>Revision</u>	<u>Rationale</u>	<u>Associated Cost (s)</u>	<u>Running Total Cost</u>	<u>See Page(s) in 2021-2022 Proposal</u>
CTE	Change Graphic Arts Design to Graphic Design	To avoid confusion between Graphic Arts (in the Art Department) and the CTE course	None	\$0	1
	Expand PLTW Principles of Engineering credit to include optional science credit	To offer students the option to take the course for science credit since it is taught by a certified science teacher and addresses overlapping concepts from science courses	None		1
<u>Department Name</u>	<u>Revision</u>	<u>Rationale</u>	<u>Associated Cost (s)</u>	<u>Running Total Cost</u>	<u>See Page(s) in 2021-2022 Proposal</u>
English	Revise course description for English IV	To align the course description with the competencies outlined by ISBE and the Illinois Board of Higher Education in preparation for future Transition English	None	\$0	2
	Revise prerequisites for Honors English II, AP English, and Debate	To remove barriers to student access to honors and AP courses and streamline the process	None		3
<u>Department Name</u>	<u>Revision</u>	<u>Rationale</u>	<u>Associated Cost (s)</u>	<u>Running Total Cost</u>	<u>See Page(s) in 2021-2022 Proposal</u>
Math	Revise prerequisites for honors and AP courses	To remove barriers to student access to honors and AP courses and streamline the process	None	\$0	3
	Update suggested course sequence for seniors	To better depict the recommended courses and options for senior students	None		3
<u>Department Name</u>	<u>Revision</u>	<u>Rationale</u>	<u>Associated Cost (s)</u>	<u>Running Total Cost</u>	<u>See Page(s) in 2021-2022 Proposal</u>
Physical Education	Offer male- and female-only sections of Athletic Fitness	To increase numbers in this course and provide female students with a requested choice to enroll in female-only sections	None	\$0	4
	Remove Personal Focus and Freshmen Focus	To remove courses that have not run in more than 3 years	None		4

<u>Department Name</u>	<u>New Course</u>	<u>Rationale</u>	<u>Associated Cost (s)</u>	<u>Running Total Cost</u>	<u>See Page(s) in 2021-2022 Proposal</u>
Science	Biology 146	To add a dual credit science option for students who desire college credit but do not want to take an AP science course	4275.42 (48 textbooks)	\$4,275.42	6
	<u>Revision</u>	<u>Rationale</u>	<u>Associated Cost (s)</u>		
	Revise prerequisites for honors and AP courses	To remove barriers to student access to honors and AP courses and streamline the process	None		5
	Update course description for AP Chemistry	To align with the course description from College Board	None		5
	Change AP Biology from grade 12 only to grades 11-12	To allow more students the opportunity to take the course and receive potential college credit	None		5
	Expand PLTW Principles of Engineering credit to include optional science credit	To offer students the option to take the course for science credit since it is taught by a certified science teacher and addresses overlapping concepts from science courses	None		7
<u>Department Name</u>	<u>New Course</u>	<u>Rationale</u>	<u>Associated Cost (s)</u>	<u>Running Total Cost</u>	<u>See Page(s) in 2021-2022 Proposal</u>
Social Studies	AP US Government and Politics	To replace Government Honors and provide students with an AP option during their senior year.	\$9,000 (online textbooks, yearly renewal) or \$15,000 (class sets) plus \$500 for AP teacher training	\$19,775	8
	<u>Revision</u>	<u>Rationale</u>	<u>Associated Cost (s)</u>		
	Revise prerequisites for honors and AP courses	To remove barriers to student access to honors and AP courses and streamline the process	None		7
	Revise US History course description	To include the study of Native American origins in description of the course	None		8

<u>Department Name</u>	<u>New Course</u>	<u>Rationale</u>	<u>Associated Cost (s)</u>	<u>Running Total Cost</u>	<u>See Page(s) in 2021-2022 Proposal</u>
World Language	American Sign Language III	To add the next level of ASL, in accordance with students' interest	\$4,726.65	\$24,502	9
	<u>Revision</u>	<u>Rationale</u>	<u>Associated Cost (s)</u>		
	Change Computer Art to Digital Art	To avoid confusion between the CTE course, Graphic Arts Design (changed to Graphic Design), and the art course	None		10
<u>Department Name</u>	<u>Revision</u>	<u>Rationale</u>	<u>Associated Cost (s)</u>	<u>Running Total Cost</u>	<u>See Page(s) in 2021-2022 Proposal</u>
GAVC	Course title change	To change Early Childhood Education courses to ECE 1 Foundations of Teaching and ECE 2 Advanced Teaching Methods	None	\$24,502	10
	Various current course descriptions changes (forthcoming)	To update current course descriptions	None		10
<u>Section Name</u>	<u>Revision</u>	<u>Rationale</u>	<u>Associated Cost (s)</u>	<u>Running Total Cost</u>	<u>See Page(s) in 2021-2022 Proposal</u>
Honors Courses	Remove waiver requirement from description of honors courses	To remove barriers to access honors and AP courses, while maintaining integrity of coursework and communication between all stakeholders	None	\$24,502	10
Remote Course Offerings	Add description of courses that can be taken remotely	To provide students and families with information related to remote course offerings	None		11

Minooka Community High School

2021-2022

Curriculum Proposal



Throughout this proposal, additions and revisions are highlighted in orange to correspond with the “Curriculum At-A-Glance” document.

CTE

Proposal to change course name for Graphic Arts Design

RATIONALE: In order to avoid confusion between graphic arts and graphic design (A course offering in the art department) we are removing the word, “Art,” from the course name.

Proposal to expand Project Lead the Way Principles of Engineering credit

COURSE TITLE: Principles of Engineering

PREREQUISITE: Open to students in grades 10-12

LENGTH: Year-long

DESCRIPTION: From PLTW Course Outline: Principles of Engineering incorporates problems that engage and challenge students to explore a broad range of engineering topics including energy source mechanisms, strength of structures and materials, automation, and kinematics. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

SEQUENCE: Follows Introduction to Engineering Design From PLTW:

Student Readiness Consideration: Principles of Engineering assumes the successful completion of Algebra I. We strongly recommend a student successfully complete Introduction to Engineering before beginning this course. We also recommend students are concurrently enrolled in Geometry and are ready to learn basic trigonometric concepts.

Credit to be offered: Students will be able to decide if they want credit for an elective or if they would like for this course to satisfy one year of science credit, provided the course is taught by a certified science teacher.

English

Proposal to revise course description of English IV

BACKGROUND: The Postsecondary and Workforce Readiness (PWR) Act outlines goals to ease the transition of students from high school to postsecondary education, workforce training, and career. According to the course parameters and competencies document authored by the Illinois State Board of Education, Illinois Community College Board, and Illinois Board of Higher Education, partnering with our local community college, we would develop a transitional English curriculum that builds on students' experiential and academic knowledge to develop skills in reading, critical thinking and analysis, and writing that will enhance their success in college-level courses across majors and career pathways while aligning with the Illinois Learning Standards.

Transitional English courses are offered to students during their senior year of high school, with the goal of providing students the requisite skills for "day one" success in college-level courses. The course can be used as a 4th year Language Arts class to meet State and local high school graduation requirements, either as a new course offering or through the transformation of an existing English 4 course. The use of Transitional English courses will reduce remediation rates to prepare and bridge the gap for high school seniors who need more instruction and practice to strengthen their reading, writing, critical thinking, metacognitive, and essential skills for college success.

RECOMMENDATION: Revise the current English IV course description to align with the parameters and competencies of Transitional English (to be proposed for 22-23).

IMPACT COST: None.

CURRENT COURSE DESCRIPTION: English IV

Students study the history of British literature and English language. Works may include: Beowulf, Canterbury Tales, Macbeth, Hamlet, Romantic poetry, Brave New World, The Hobbit, and selections from Elements of Literature (Sixth Course). The course will also involve a continued study of rhetorical analysis, an introduction to research techniques, and will culminate in a required writing of an argumentative paper.

PROPOSED COURSE DESCRIPTION: English IV

The purpose of English IV is to utilize the foundation built by English I-III in order to foster scholarly application of critical thinking, rhetoric, and research by way of comprehension, composition, communication, and collaboration. The course will involve a continued study of rhetorical analysis, research techniques, and will culminate in writing an argumentative paper.

Proposal to update prerequisite information for Honors English II, AP English Language and Composition, AP English Literature and Composition, and Debate

RECOMMENDATION: Update the course prerequisite language for Honors English II, AP English Language and Composition, AP English Literature and Composition, and Debate.

CURRENT COURSE PREREQUISITE FOR HONORS ENGLISH II, AP ENGLISH LANGUAGE AND COMPOSITION, AND AP ENGLISH LITERATURE AND COMPOSITION: Successful completion of the previous year's level and a minimum of "C" in the previous semester.

CURRENT COURSE PREREQUISITE FOR DEBATE: Successful completion of level I English, level II English and Speech Communication, Honors Speech Communication, or JJC Comm 101: Principles of Speech Communication

PROPOSED COURSE PREREQUISITE FOR HONORS ENGLISH II, AP ENGLISH LANGUAGE AND COMPOSITION, AND AP ENGLISH LITERATURE AND COMPOSITION:

Honors English II: Successful completion of level I English.

AP English Language and Composition: Successful completion of level II English.

AP English Literature and Composition: Successful completion of level III English.

PROPOSED COURSE PREREQUISITE FOR DEBATE: Successful completion of level I English and level II English.

Math

Proposal to revise prerequisites for honors and Advanced Placement courses

NEW PREREQUISITE: Successful completion of the previous math course and teacher recommendation.

Proposal to revise suggested mathematics course sequence

DESCRIPTION: The addition of Trigonometry, Introduction to Statistics, and AP Statistics to the second column of the "Senior" course options better depicts the sequence of recommended courses. The deletion of Transition Math from this same box also follows the recommended course sequence.

Physical Education, Health, & Driver Education

Proposal to add male-only and female-only sections to Athletic Fitness

PREREQUISITE: Participation in an IHSA-sponsored sport

LENGTH: One semester

DESCRIPTION: The central focus of this course will be the development of proper safety, technique, and the application of current principles of free weight training. Specific lifts that will be focused on include: bench press, squats, and hang cleans. Enrollment is limited to MCHS student athletes with some sections including only males and some sections including only females in the class.

RATIONALE: Our female athletes' participation numbers have dropped in Athletic Fitness. After surveying many of our female student athletes, there is an overwhelming interest in providing that class with sections that only include females and only include males.

COST: No additional cost

STAFFING: No additional staffing

Proposal to eliminate Personal Focus

RATIONALE: The interest in taking this course is not there. The course has not run in more than 3 years.

Proposal to eliminate Freshman Focus

RATIONALE: The interest in taking this course is not there. The course has not run in more than 3 years.

Science

Proposal to revise prerequisites for Honors/AP science courses

RATIONALE: The Science Department recommends changing the course prerequisites for the following honors or AP science courses: Honors Chemistry, Honors Biology, AP Physics I and II, AP Biology, AP Chemistry, and Anatomy. The rationale is to eliminate barriers to taking an honors level or AP Level course. All honors and AP Science Classes would include the

same language. Example: Biology Honors Prerequisite: Successful completion of Honors Chemistry or recommendation of current science teacher or signed waiver.

Modification: Successful completion of previous science course.

Proposal to change course description for Advanced Placement Chemistry

RATIONALE: The Science Department recommends updating the course description for AP Chemistry to align with the college board course description.

CURRENT DESCRIPTION: The purpose of the AP Chemistry course is to develop advanced inquiry and reasoning skills. It is equivalent to a general chemistry course taken during the first year of college. The course is designed around “six big ideas” in chemistry while incorporating scientific practices and building essential understandings of the composition of matter, chemical reactions, and energy. The student will be required to complete the Advanced Placement Examination in May. The current fee for the Advanced Placement Exam is \$94.00. Successful completion of an individual summer project is a requirement of the course.

REVISED DESCRIPTION: The purpose of the AP Chemistry course is to develop advanced inquiry and reasoning skills. The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The student will be required to complete the Advanced Placement Examination in May. The current fee for the Advanced Placement Exam is \$95.00. Successful completion of an individual summer project is a requirement of the course.

Proposal to change grade level of Advanced Placement Biology

RATIONALE: The Science Department recommends changing the course prerequisites for Advanced Placement Biology from Grade 12 only to Grade 11 and 12. This will allow more students the opportunity to take AP Biology and earn possible college credits. This will also allow students wishing to major in biology to be able to take AP Biology, Anatomy, and AP Chemistry prior to graduation. Most biology majors will need both general chemistry and organic chemistry to fulfill their major as well as experience in dissection which is the anatomy course. By allowing students to take this course during their junior year, it will allow them room in their schedule for the other two courses during the senior year.

Proposal to add dual-credit Biology 146 Environmental Biology

RATIONALE: Biology 146 is a 3-hr college non-lab based college course for non-science majors seeking to fulfill a general education requirement. This course will be one semester in length. This will be the first partnership between the JJC Science Department and the MCHS Science Department. JJC would like us to limit offering this class to 2 sections per semester so maximum of 96 students would be able to take the class.

DESCRIPTION: Course emphasizing scientific inquiry through a breadth of selected concepts focusing on environmental issues. Concepts include ecology, biodiversity, evolution, physiology and health, and human populations. The concept of Sustainability will be an underlying theme of the Ecological Conservation course. Biological issues with personal and social implications will be clearly integrated throughout the course emphasizing current environmental issues and possible solutions or courses of action. Development of scientific literacy will be a foundation of the course to enable students to make informed decisions.

PREREQUISITE: Placement into ENG 101 (Accuplacer Reading 246-300 and Accuplacer Writing 5-8) and placement into MATH 094 or higher (ALEKS score of 14-26)

Grade: 12 Credit: 1 1 semester

STAFFING: Currently two Teachers with Masters Degrees in Biology on staff.

COST: Textbook only as the class is not lab-based. Cost of forty-eight books is \$4275.42. The cost of etext for ninety-eight books is over \$8000 and the rental is only good for six months which would be a yearly cost to the district.

Proposal to expand Project Lead the Way Principles of Engineering credit

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applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

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Student Readiness Consideration: Principles of Engineering assumes the successful completion of Algebra I. We strongly recommend a student successfully complete Introduction to Engineering before beginning this course. We also recommend students are concurrently enrolled in Geometry and are ready to learn basic trigonometric concepts.

Credit to be offered: Students will be able to decide if they want credit for an elective or if they would like for this course to satisfy one year of science credit, provided the course is taught by a certified science teacher.

Social Studies

Proposal to revise prerequisites for Social Studies honors and AP courses

Previous Requirement Example: Successful completion (C or better) of one full year Social Studies AP course; or PSAT/SAT scores of 520 ERW and 30 in Reading and a teacher recommendation from current social studies teacher; or application and approval by the department chair.

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

RATIONALE: These new requirements will reduce barriers to entry for students into these Advanced Placement courses and will also properly align all social studies courses with other subject's entrance requirements.

Proposal to change US History course description

DESCRIPTION: This course covers the scope of American history from exploration to current world events, giving historical perspective to the unique development of the United States and a thorough understanding of our democratic heritage. The course will stress the processing and utilizing of information in a variety of skills involving cognitive and analytical ability, as well as critical thinking skills. Skills necessary for success in college will be stressed in the course. Students' ability to express themselves logically and in a structurally sound manner in both verbal and written form will also be stressed. Active student involvement in the learning process will be encouraged.

NEW DESCRIPTION: This course covers the scope of American history from Native American origins to current world events, giving historical and diverse perspectives to the unique development of the United States and a thorough understanding of our democratic heritage. The course will stress the processing and utilizing of information in a variety of skills involving cognitive and analytical ability, as well as critical thinking skills. Skills necessary for success in college will be stressed in the course. Students' ability to express themselves logically and in a structurally sound manner in both verbal and written form will also be stressed. Active student involvement in the learning process will be encouraged.

RATIONALE: This course change emphasizes the importance of covering the history of Native American people for our students. While our US History course already covers Native American history in multiple units, this change set a more definite time frame to be taught. Our department also awaits the outcomes and recommendations of the diversity committee in order to ensure all student needs are met by our subject matter. Finally, our department would like to begin surveying students and key stakeholders to explore specialized American History courses that expand upon our survey-style U.S. History course.

Proposal to Replace Government Honors with AP United States Government and Politics

RATIONALE: Social studies offers no other honors course beyond Pre-AP World History and Geography at the Freshmen level. This will help streamline course options for students and follow similar pathways for other subjects' advanced courses. Upon review of all of our conference schools and schools with similar size to ours, no schools required a honors-AP track for AP U.S. government and no schools had honors courses beyond freshmen year (West Aurora labels their AP courses as honors in the same way we "G.P.A. weight" our courses).

Students entering their senior year will have their choice of taking Government, AP US Government and Politics, or PSCI 101.

COST: With the growing number of students due to this change, we would need to order additional textbooks for AP US Government. Current textbooks are from 2006 and the AP test changed two years ago. Costs range \$150-\$250 per individual physical copy of textbooks. Online versions of books range from \$50 to \$77 per semester. Honors Government currently has 59 students. 60 textbooks would be needed at a minimum. Estimated cost would range from approximately \$9,000 to \$15,000 with every effort made to minimize cost and seek the best possible solution for students and school.

We would need to send at least one instructor for APSI certification at a cost of approximately \$475.

World Languages

Proposal to add a new course: American Sign Language III

COURSE TITLE: American Sign Language III

PREREQUISITE: American Sign Language I and II

LENGTH: 1 Year

DESCRIPTION: This course is designed for students who have successfully completed American Sign Language I and American Sign Language II and for students who have an interest in continuing to learn ASL and about Deaf Culture. Students will continue building upon the grammatical, linguistic, communicative, and cultural concepts learned in ASL II, as well as their cultural understanding. Students will continue language use through the interpretive, interpersonal, and presentational modes of communication with a special emphasis on lexical (vocabulary) and syntactical (grammar) skill development. Through dialogues, role-playing, and presentations students will be expected to produce language at the intermediate low-intermediate high level of proficiency according to the Illinois State Standards for World Language and the ACTFL proficiency guidelines.

SEQUENCE: This course will be an elective choice for juniors and seniors who have previously taken and passed ASL I and II.

COST: We would need approximately 65 copies of Signing Naturally Level 2, the nation's most widely used ASL textbook, at \$69.95/book and 2 teacher editions at 89.95/book. The total would be: \$4,726.65

RATIONALE: To continue offering 3 languages to 2700 students. Other districts that currently offer ASL are Indian Prairie 204, PHSD 202, and Joliet Township 204. Offering ASL III gives students the opportunity to pursue a language required to interact with diverse members of their communities and exposure to a variety of career options requiring, or benefitting from, the use of ASL.

IMPLEMENTATION: Fall 2021

STAFFING IMPACT: We may need to add a half teacher or pay overloads to current teachers.

ASL III

2 CREDITS

GRADES: 11, 12

2 SEMESTERS

Proposal to change course title of Computer Art to Digital Art

RATIONALE: There has been some confusion between the Art class Computer Art and the CTE course Graphic Arts Design. In conjunction with our change, CTE is changing the course name of Graphic Arts Design to Graphic Design. The course description will remain the same.

GAVC

Proposal to update course descriptions as needed (descriptions to be provided by GAVC)

Proposal to change Early Childhood Education to Foundations of Teaching and Advanced Teaching Methods

DESCRIPTION: GAVC will split the former course into two courses with new names (Foundations of Teaching and Advanced Teaching Methods).

Honors Classes

Proposal to revise the “Honors Classes” description

RATIONALE: Keeping with the proposed changes to prerequisites for honors and Advanced Placement courses in all departments, MCHS recognizes the need to remove barriers that might prohibit students from challenging themselves. Previously, students who did not meet all prerequisites for specific honors or Advanced Placement courses were asked to obtain and submit a waiver, which was then approved or denied before being approved or denied by the Director of Curriculum and Instruction. This waiver is seen as an unnecessary action that might prevent students from taking certain courses; therefore, it is recommended that the waiver be removed.

Remote Course Offerings

Proposal to include Remote Course Offerings section at the end of the curriculum guide

RATIONALE: As we look to next year with the understanding that traditional education in its previous form must expand, we want to recognize students' learning needs in an ever-changing environment. Such needs include blended and fully-remote course offerings, which are represented in every department. To that end, we will designate a section of the guide as “remote course offerings” and continue to expand our instructional practices to

include remote and future blended options.

LANGUAGE FOR THIS SECTION: While MCHS recognizes the value of in-person instruction, we are also aware of the need to provide quality education in various learning environments, in order to meet the needs of all students. To that end, we have designated courses throughout this guide as ones that can be taken remotely. Within each department's section, courses that can be taken remotely are designated below.

DESCRIPTION: Under the language above, remote course offerings for each department will be listed. These are courses that can be made available as "remote only" offerings.