



**MINOOKA COMMUNITY HIGH SCHOOL DISTRICT #111
COMMITTEE MEETING - CURRICULAR
WEDNESDAY, OCTOBER 6, 2021, 5:00 PM**

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

Per the Governor's Mask Mandate, all attendees will be required to wear a properly fitted mask.
In order to make a public comment, please sign up 5 minutes prior to Roll Call.

AGENDA

1. **Call to Order**
2. **Roll Call**
3. **Public Comments**
4. **Discussion**
 - A. Curriculum (Board Member - Grzetich) - FY22 Curriculum Proposal 2
 - B. Other
5. **Adjourn**

Curriculum Guide at a Glance Proposal 2022-2023

Department Name	Revision	Rationale	Associated Cost(s)	Running Total Cost	See Page(s) in 2022-2023 Proposal
Art	New Course - Digital Art II	Students have shown great interest in an additional level of Digital Art, so they can expand on the skills they have learned. In the 2021-2022 school year, we have 7 sections of Digital Art I. This is a growing artistic process that has become more accessible to students outside of school. This adds to students' engagement and their interest in learning more about these skills.	None	\$0	2
	New Course - Painting II	Offering Painting II provides students with the opportunity to advance their artistic skills. Other districts that currently offer Painting II are Naperville Dist. 203, Oswego, Oswego East, Aurora West and Yorkville.	\$1,000	\$1,000	2
Career & Technical Ed	New Course - PLTW Aerospace Engineering	This course is an additional step in the PLTW course line that allows students to begin to explore some specialization in their engineering pursuit. This is a second or third step course that will lead to an eventual capstone opportunity class to be launched.	\$6,900	\$7,900	3
	New Course - PLTW Civil Engineering and Architecture	This course is an additional step in the PLTW course line that allows students to begin to explore some specialization in their engineering pursuit. This is a second or third step course that will lead to an eventual capstone opportunity class to be launched.	\$11,900	\$19,800	4
	New Course - Welding II	The intro to welding class at MCHS has continued to maintain high enrollment. The addition of this course allows students to continue learning more advanced concepts in welding while earning dual credit with JJC.	None	\$19,800	5
	New Course - Geometry in Construction	Geometry in construction is a foundational course that offers students the opportunity to progress in math, construction and engineering courses. The rigor of the course is equal to or greater than that of traditional geometry yet offers a mix of modalities in order for students to learn and apply the concepts that are taught. This class can serve both traditional students as well as students that thrive in a hands-on approach.	\$3,400	\$23,200	5
English	Update Course Description - Young Adult Lit	The course description has not been changed in years. It was updated to reflect a more accurate representation of the topics covered	None	\$23,200	6
Math	Update Flow Chart - AP Calc BC	Add AP Calculus BC to the flow chart for the list of possible Junior level courses. After a sophomore takes Precalculus Honors they can take AP Calculus BC.	None	\$23,200	7
	New Course - Geometry in Construction	Geometry in construction is a foundational course that offers students the opportunity to progress in math, construction and engineering courses. The rigor of the course is equal to or greater than that of traditional geometry yet offers a mix of modalities in order for students to learn and apply the concepts that are taught. This class can serve both traditional students as well as students that thrive in a hands-on approach.	(Cost listed in CTE)	\$23,200	7
Music	Eliminate a Course - Solo and Small Ensemble Musicianship	The class has not run since it was proposed three years ago.	None	\$23,200	8
	Update Course Description - Guitar I	We are eliminating the ensemble nature of the class and individualizing instruction towards each student's interest.	None	\$23,200	8
	Update Course Description - Guitar II	We are eliminating the ensemble nature of the class and individualizing instruction towards each student's interest.	None	\$23,200	9
	Update Course Description and Course Name - Guitar Ensemble	We are eliminating the ensemble nature of the class and individualizing instruction towards each student's interest.	None	\$23,200	9

Curriculum Guide at a Glance Proposal 2022-2023

Department Name	Revision	Rationale	Associated Cost(s)	Running Total Cost	See Page(s) in 2022-2023 Proposal
MUSIC	Update Course Description and Course Name - Advanced Guitar Ensemble	We are eliminating the ensemble nature of the class and individualizing instruction towards each student's interest.	None	\$23,200	10
	Update Course Description and Prerequisite - Creating and Recording Music	Students need basic skills in music to take that class. The words we are striking out imply that you can take the class with no pre-requisite skills.	None	\$23,200	11
	Update Course Sequence - Music	As needed due to the above course name changes.	None	\$23,200	11
PE/Health/Driver Ed	New Resource - Health	The current health textbook is from 2006-2007. The current health textbook does not provide information/resources on current mandates that have been put in place that we are required to cover in Health Education.	\$11,745	\$34,945	12
Science	New Course - Advanced Placement Environmental Science	Once we finished the NGSS transition, expanding the offerings of AP classes in the science department has become a priority. Currently students have the elective option of Environmental Science but not the AP option. AP Environmental Science is an interdisciplinary course and links to the Social Science course AP Human Geography, which is currently offered at MCHS. It is also a course that prepares students for rigorous college writing. Students may earn credit in either a science or social science course depending on their undergraduate program.	\$12,000	\$46,945	3 12
	Update Course Description - Eliminate Summer Work	The summer homework assignments were eliminated during the pandemic and the elimination had no effect on the skills of the students or the sequencing of the curriculum. It became apparent that this was an unnecessary assignment to fulfill an outdated practice for these courses. AP Biology, AP Chemistry, and AP Physics II will continue to offer a summer homework assignment in preparation for skill level and sequence of those respective curriculums.	None	\$46,945	13
	Update Course Description - AP Physics I	This is an updated description of the course so it aligns with the course description on the college board website. The college board has rearranged some of the topics in AP Physics I and moved these topics to AP Physics II. The change is for the first two sentences	None	\$46,945	13
	Update Prerequisites - All 10th-12th courses	With the addition of AP Biology as an 11/12 grade course last year and the possible addition of AP Environmental Science as a 10th-12th grade course this year and with an increasing number of transfer students, students may not take the same sequence of courses. Currently the course description guide lists the traditional course that most students take as well as approval by department as the prerequisite for the upper level courses. This creates an additional step for student services that is not necessary. As long as students are successful in their previous science course then they should be able to proceed to the next level of rigor.	None	\$46,945	14
	Update Course Description - Forensics Science	Remove the line, "This class does not fulfill the graduation requirement in science." This line is redundant as the course was moved to a 12th grade science course which means the graduation requirement of three years has been fulfilled by the time the student has reached the senior year.	None	\$46,945	14

Curriculum Guide at a Glance Proposal 2022-2023

Department Name	Revision	Rationale	Associated Cost(s)	Running Total Cost	See Page(s) in 2022-2023 Proposal
Social Studies	Eliminate Course - Honors Pre-AP World History and Geography	After review of our period implementing Pre-AP World History and Geography, I believe that the needs of our students would be better served by offering AP Human Geography to our Freshmen as the honors option. Pre-AP World History and Geography was not fully implemented according to the AP standards and AP Human Geography better correlates with our other freshmen option, World Cultures. Students will still have the opportunity to take AP World History sophomore, junior, or senior year. I researched multiple schools to see the prevalence of this course in other schools. I discovered that this course is offered in no other schools in our area and in only one other district I researched outside of this area. Schools were selected based on proximity, similar size, and/or innovation.	None	\$46,945	15
	Update Prerequisites and Open To - AP Human Geography	AP Human Geography would be our freshmen honors course replacing Pre-AP World History and Geography. Students who do not take AP Human Geography freshman year and would like to try an honors course are eligible to take this course sophomore, junior, or senior year. This offering will allow for our students to potentially earn college credit as freshmen (AP Human Geography is the most commonly taken AP course for freshmen) and build a base for all of their social science courses throughout their MCHS careers. AP Human Geography features units on history, government, economics, agriculture, population studies, and geography.	\$36,000	\$82,945	15
	New Course - Indigenous People's History of the United States	In alignment with our district's goals of equity and diversity, the social studies department would like to offer a course on the history of the Indigenous people in the United States. This course would be native voice focused that explore in depth the histories of Native Americans in various regions across the Americas. The course will be supplemented with various primary and secondary source documents and students will have the opportunity to explore the rich history of these peoples that they would be able to achieve in the standard survey based US History course.	\$1,290	\$84,235	16
	Update Open To - Consumer Education	This would allow for greater student choice in selecting when they would like to fulfill the consumer education required course for graduation. Topics covered in consumer education are relevant to students at the Sophomore level who are eligible to begin driver's education, obtain their first job, and take part in our country's business and financial markets/systems.	None	\$84,235	17
	Eliminate Course - Local History	Local history has not run in multiple years due to low student enrollment. Topics from this course could be included in Illinois History.	None	\$84,235	17
	Update Course Description - Consumer Education	Students will learn skills to help them be prepared for life after high school including job skills, house/car buying, budgeting, taxes, shopping for food and clothing, and transportation are concepts that all students will need to learn in order to be independent upon high school graduation. This was added to the course description as independent living skills can be directly related to IEPs. The teaching of these skills is necessary when helping students with IEPs transition into life after high school.	None	\$84,235	17
	Update Course Description - Government	Students will be given required tests on The Declaration of Independence, Constitution, Flag, and the Illinois Constitution" was added to this course description to help with alignment to the General Education Curriculum, as it is a graduation requirement. This new description provides a more detailed version of the content covered in this class throughout the semester.	None	\$84,235	18
	Update Course Description - Reading I and II	Stage C is geared towards the equivalency of the high school level curriculum. This change was needed to increase the rigor within this class. Direct instruction in vocabulary skills is added to the course description as this is a skill that the class will focus on throughout the school year within both SC Reading 1 and SC Reading 2. These skills can also be directly related to student IEP goals.	None	\$84,235	19
	Update Course Description - Math I	The addition of fraction rules to this course description provides a more detailed version of the content covered within this class. Fraction rules are a prerequisite skill for SC Math II. These skills can also be directly related to student IEP goals.	None	\$84,235	19

Curriculum Guide at a Glance Proposal 2022-2023

Department Name	Revision	Rationale	Associated Cost(s)	Running Total Cost	See Page(s) in 2022-2023 Proposal
Special Education	Update Course Description - Math III	This course description provides an updated description of the concepts taught throughout the school year. This updated description helps with alignment with the skills taught in the General Education Geometry class. Foundational Geometry skills were added to the description as this course consists of a modified Geometry curriculum to meet the individual needs of the students in the class. These skills can also be directly related to student IEP goals.	None	\$84,235	20
	Update Course Description - Math IV	This course description provides an updated description of the concepts taught throughout the school year. The foundations of factoring and quadratics were added to this description to help with alignment with the skills taught in the General Education Algebra 2 class. These skills can also be directly related to student IEP goals.	None	\$84,235	21
	New Course - Biology	The goal for our students with IEPs at MCHS is that they are placed in the Least Restrictive Environment with the supports listed in their IEP. The increasing rigor in the General Education Biology curriculum is presenting a significant challenge to our students with IEPs, specifically, those students who have profound deficits in the areas of Reading Comprehension. Critical thinking and analysis of multiple datasets at a time are required to complete open-ended Claim Evidence Reasoning lab reports. Students that have a deficit in Reading or Math have difficulty comprehending longer readings, completing calculations, analyzing results, and coming to a conclusion about a question given the available information. These components, in addition to the faster pace of the general education class, results in a wide range of student abilities within a Biology class. which may not always be available. This Self Contained Biology class would allow these students to learn at a more individualized pace that is suitable for their learning needs, allowing them to work towards the goals listed in their IEP.	None	\$84,235	21
	New Course - Chemistry	The goal for our students with IEPs at MCHS is that they are placed in the Least Restrictive Environment with the supports listed in their IEP. The increasing rigor in the General Education Chemistry curriculum is presenting a significant challenge to our students with IEPs. Specifically, those students who have profound deficits in the areas of Math and Reading Comprehension. The increasing rigor in the curriculum is also creating a wide range of student abilities in the general education classroom, making it difficult to provide appropriate instructional levels for all students. This Self Contained Chemistry class would allow these students to learn at a more individualized pace that is suitable for their learning needs, allowing them to work towards the goals listed in their IEP.	None	\$84,235	22
World Language	New Course - American Sign Language IV	To continue offering 3 languages to 2700 students. Other districts that currently offer ASL are Indian Prairie 204, PHSD 202, Joliet Township HSD 204. Offering ASL IV gives students the opportunity to pursue a language required to interact with diverse members of their everyday communities and exposure to a variety of career options requiring the use of, or benefitting from the use of ASL.	\$3,154	\$87,389	23
	New Course - Heritage Spanish I	Previously, students identified as heritage speakers of Spanish would not be challenged enough in our regular Spanish classes, because their vocabulary skills are already intact. These students have completely different needs than the Spanish classes we currently offer. A Heritage Spanish class would challenge these students to hone and refine their critical thinking and analytical skills, much like our English classes do. In fact, we intend to collaborate with Minooka's English department in order to align our goals and standards with the skills being taught in English classes. Decades-long statistics of SAT scores demonstrate that when a student has a strong foundation in their native language, any successive languages they learn will be stronger. This class also offers a place for our Spanish-speaking ELL students (at "access point 2.0" and above) to demonstrate excellence rather than focusing on trying to assimilate socially and academically. A Heritage class will advance our district goal of Equity and Diversity by celebrating and challenging the skills of our heritage Spanish speakers and giving them an opportunity to excel alongside their peers. Students could also take an exam that could qualify them to earn the Seal of Biliteracy, which will provide more opportunities in searching for the best colleges or jobs after graduation.	\$4,025	\$91,414	24

Curriculum Guide at a Glance Proposal 2022-2023

Department Name	Revision	Rationale	Associated Cost(s)	Running Total Cost	See Page(s) in 2022-2023 Proposal
	New Resource - French	Our current textbooks are over 20 years old. There are no online resources. Our French teacher has always been a team of one and building a curriculum without a textbook for 7 different preps is very difficult. The D' Accord textbook will allow our French students to access a great deal of modern resources that equal our Honors Spanish resources.	\$9,747	\$101,161	26
GAVC		GAVC course changes will be presented next week			

Minooka Community High School

2022-2023

Curriculum Guide Proposal



Art

Proposal to add a new course: Digital Art II

COURSE TITLE: Digital Art II

PREREQUISITE: Digital Art I

LENGTH: One Semester

OPEN TO: 9, 10, 11, 12

DESCRIPTION: Digital Art II is a second-tier course that allows students to build on the preliminary skills they learned in Digital Art I. Students use the computer as the primary tool to create artwork. Students will make more use of the drawing tablets that were introduced in Digital Art I. Students will learn advanced Photoshop techniques to create more complex and personal artwork.

SEQUENCE: This course will be an elective choice for freshmen, sophomore, junior and senior students who have already taken and passed Digital Art I.

COST: No textbook or additional subscriptions needed.

RATIONALE: Students have shown great interest in an additional level of Digital Art, so they can expand on the skills they have learned. In the 2021-2022 school year, we have 7 sections of Digital Art I. This is a growing artistic process that has become more accessible to students outside of school. This adds to students' engagement and their interest in learning more about these skills.

IMPLEMENTATION: Fall 2022

STAFFING IMPACT: We may need to extend our current part-time staff member to full-time.

Proposal to add a new course: Painting II

COURSE TITLE: Painting II

PREREQUISITE: Painting

LENGTH: One Semester

OPEN TO: 10, 11, 12

DESCRIPTION: This course is designed for students who have successfully completed Painting, and have an interest in advanced painting techniques and concepts. In Painting II, students will work with watercolor and/or acrylic paint, and mixed-media. Students will explore various painting styles and techniques. They will develop their artist voice through study of visual culture and concept formulation. A variety of media will be used to stimulate creative thought.

SEQUENCE: This course will be an elective choice for sophomores, juniors, and seniors who have successfully completed Drawing I and Painting.

COST: Paint, Brushes, Pallets, Paper, Canvas, up to approximately \$1,000.

RATIONALE: Offering Painting II provides students with the opportunity to advance their artistic skills. Other districts that currently offer Painting II are Naperville Dist. 203, Oswego, Oswego East, Aurora West and Yorkville.

IMPLEMENTATION: Fall 2022

STAFFING IMPACT: Possibility of additional sections for art teachers. We currently employ a 9/12 art teacher.

Career and Technical Education

Proposal to add a new course: PLTW Aerospace Engineering

COURSE TITLE: PLTW Aerospace Engineering

PREREQUISITE: PLTW Introduction to Engineering Design or Principles of Engineering

LENGTH: Year Long

OPEN TO: 10, 11, 12

DESCRIPTION: This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles.

SEQUENCE: This course is part of the PLTW engineering sequence. This course would be a level two or three requiring at least one previous PLTW course.

COST: Year 1 – Equipment and Supplies Subtotal \$4,500, Professional Development Subtotal \$2,400

RATIONALE: This course is an additional step in the PLTW course line that allows students to begin to explore some specialization in their engineering pursuit. This is a second or third step course that will lead to an eventual capstone opportunity class to be launched.

IMPLEMENTATION: Fall 2022

STAFFING IMPACT: We will have to send a teacher for certification for this course. The teacher will be compensated for training in the form of 6 professional development hours which will count towards lane advancement.

Proposal to add a new course: PLTW Civil Engineering and Architecture

COURSE TITLE: PLTW Civil Engineering and Architecture

PREREQUISITE: PLTW Introduction to Engineering Design or Principles of Engineering

LENGTH: Year Long

OPEN TO: 10, 11, 12

DESCRIPTION: Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3-D architectural design software.

SEQUENCE: This course is part of the PLTW engineering sequence. This course would be a level two or three requiring at least one previous PLTW course.

COST: Year 1 – Equipment and Supplies Subtotal \$9,500, Professional Development Subtotal- \$2,400

RATIONALE: This course is an additional step in the PLTW course line that allows students to begin to explore some specialization in their engineering pursuit. This is a second or third step course that will lead to an eventual capstone opportunity class to be launched.

IMPLEMENTATION: Fall 2022

STAFFING IMPACT: None anticipated - A teacher will have to be trained to teach this class. The teacher will be compensated for training in the form of 6 professional development hours which will count towards lane advancement.

Proposal to add a new course: Welding II

COURSE TITLE: Welding II (Dual Credit)

PREREQUISITE: Introduction to Welding

LENGTH: One Semester

OPEN TO: 11, 12

DESCRIPTION: A course in Shielded Metal Arc Welding and Gas Metal Arc Welding which emphasizes safety, fundamentals of the processes, equipment, and techniques involved with welding mild steel. Going into detail about why and what is happening during the process. The Oxy-Acetylene processes of cutting, welding, and brazing. The use of plasma arc cutting, carbon arc gouging, and other industry based operations. This course is designed to give students a starting path into the welding industry.

SEQUENCE: This course begins to build on the course sequence in welding. Allowing students to explore more challenging concepts in welding while earning dual credit with JJC.

COST: No additional cost is anticipated for this course.

RATIONALE: The intro to welding class at MCHS has continued to maintain high enrollment. The addition of this course allows students to continue learning more advanced concepts in welding while earning dual credit with JJC.

IMPLEMENTATION: Fall 2022

STAFFING IMPACT: There is no staffing impact at this time. Adam Yakush has one of the highest welding credentials available, Certified Welding Inspector. He is able to teach any level of welding instruction at current industry standards.

Proposal to add a new course: Geometry in Construction

COURSE TITLE: Geometry in Construction

PREREQUISITE: Algebra I

LENGTH: Year Long

OPEN TO: 9, 10, 11, 12

DESCRIPTION: The common core aligned geometry curriculum is taught in the context of construction. The course is team taught by a math teacher and a technology teacher. The concepts within the course are organized to complement the skills and the knowledge needed in the building process starting with foundational concepts. The students in this course will have math and build days on each scheduled school day, however times may be flexible depending on the class time that is needed that day, some may be more focused on math concepts other days may be more heavily weighted toward building. On the build days, the students will be working together to build a tiny house, shed, chicken coop or other project. This course will provide students the opportunity to immediately apply what they are learning in the classroom to what they are doing on the project site. Students will receive two credits for this year long, blocked course; one elective credit, one math credit

SEQUENCE: This course is part of the regular math sequence that would allow students to progress on to Algebra II and Pre-Calculus. It also allows students to move on to woods II, Construction, and any PLTW engineering course.

COST: Initial training is \$1700 per instructor (need 2), TREES has agreed to paying for this training with grant monies. Other costs that would be associated would be limited to initial cost of materials for projects. The dollar amount would be TBD based on projects and partners. The hope would be that moving forward student projects would be funded through outside partnerships and revenue generated from class projects.

RATIONALE: Geometry in construction is a foundational course that offers students the opportunity to progress in math, construction and engineering courselines. The rigor of the course is equal to or greater than that of traditional geometry yet offers a mix of modalities in order for students to learn and apply the concepts that are taught. This class can serve both traditional students as well as students that thrive in a hands-on approach.

IMPLEMENTATION: Fall 2022

STAFFING IMPACT: None anticipated

English

Proposal to update a course description: Young Adult Literature

COURSE TITLE: Young Adult Literature

CURRENT DESCRIPTION: Students will read from a selection of theme-based, young adult literature. Themes will deal with contemporary issues facing today's teens. These issues may include alcohol and drug abuse, societal pressures, and personal problems.

PROPOSED DESCRIPTION: Students will participate in reading, writing, and discussions based on contemporary issues found in contemporary young adult literature. Some issues discussed in this course may include but are not limited to mental health issues such as depression and anxiety, racial and ethnic relations, diversity and equity, gender studies, LGBTQ+ issues, drug abuse/addiction, poverty and homelessness, immigration, grief and bereavement, social awareness, and education. Students will participate in large-class readings and discussions, small group discussions and activities, and individual projects.

RATIONALE: The course description has not been changed in years. It was updated to reflect a more accurate representation of the topics covered.

Math

Proposal to update the math flow chart

RATIONALE: Add AP Calculus BC to the flow chart for the list of possible Junior level courses. After a sophomore takes Precalculus Honors they can take AP Calculus BC.

Proposal to add a new course: Geometry in Construction

COURSE TITLE: Geometry in Construction

PREREQUISITE: Algebra I

LENGTH: Year Long

OPEN TO: 9, 10, 11, 12

DESCRIPTION: The common core aligned geometry curriculum is taught in the context of construction. The course is team taught by a math teacher and a technology teacher. The concepts within the course are organized to complement the skills and the knowledge needed in the building process starting with foundational concepts. The students in this course will have math and build days on each scheduled school day, however times may be flexible depending on the class time that is needed that day, some may be more focused on math concepts other days may be more heavily weighted toward building. On the build days, the students will be working together to build a tiny house, shed, chicken coop or other project. This course will provide students the opportunity to immediately apply what they are learning in the classroom to what they are doing on the project site. Students will receive two credits for this year long, blocked course; one elective credit, one math credit

SEQUENCE: This course is part of the regular math sequence that would allow students to progress on to Algebra II and Pre-Calculus. It also allows students to move on to woods II, Construction, and any PLTW engineering course.

COST: Initial training is \$1700 per instructor (need 2), TREES has agreed to paying for this training with grant monies. Other costs that would be associated would be limited to initial cost of materials for projects. The dollar amount would be TBD based on projects and partners. The hope would be that moving forward student projects would be funded through outside partnerships and revenue generated from class projects.

RATIONALE: Geometry in construction is a foundational course that offers students the opportunity to progress in math, construction and engineering courses. The rigor of the course is equal to or greater than that of traditional geometry yet offers a mix of modalities in order for students to learn and apply the concepts that are taught. This class can serve both traditional students as well as students that thrive in a hands-on approach.

IMPLEMENTATION: Fall 2022

STAFFING IMPACT: None anticipated

Music

Proposal to eliminate a course: Solo and Small Ensemble Musicianship

COURSE TITLE: Solo and Small Ensemble Musicianship

RATIONALE: This course has not run since it was proposed three years ago.

Proposal to update a course description: Guitar I

COURSE TITLE: Guitar I

CURRENT COURSE DESCRIPTION: This course is designed to teach students the basics of playing guitar. Students will develop basic instrumental skills, including music reading (standard notation), scales, chords, aural exercises, method exercises, rhythm, and tone production. Listening to guitar music and discussion of the guitar's role in music of the past and present are additional components to the class. Ensemble playing will be introduced. After completion of Guitar I students may advance to Guitar II.

PROPOSED COURSE DESCRIPTION: This course is designed to teach students the basics of playing guitar. Students will develop basic guitar skills, including music reading, scales, chords, tone production, and rhythm, and apply these to rhythm guitar and guitar ensemble songs in a variety of pop, rock, and classical styles. After completion of Guitar I, students may advance to Guitar II (can be paired S1 and S2 to create a yearlong course sequence).

RATIONALE: We are eliminating the ensemble nature of the class and individualizing instruction towards each student's interest.

Proposal to update a course description: Guitar II

COURSE TITLE: Guitar II

CURRENT COURSE DESCRIPTION: This course is designed for students who have gained guitar knowledge and proficiency in Guitar I. Students will continue to develop instrumental skills, including music reading (standard notation), scales, chords, aural exercises, tablature notation, method exercises, rhythm, and tone production. Listening to guitar music and discussion of the guitar's role in music of the past and present are additional components to the class. Ensemble playing will be reinforced and implemented.

PROPOSED COURSE DESCRIPTION: This course is designed for students who have completed Guitar I. Students will continue to develop guitar skills, including music reading, tablature, scales, chords, tone production, rhythm, and melody playing in a variety of positions. Students will continue to apply their skills to rhythm guitar, solo, and guitar ensemble songs in a variety of pop, rock, and classical styles.

RATIONALE: We are eliminating the ensemble nature of the class and individualizing instruction towards each student's interest.

Proposal to update a course description and name: Guitar Ensemble

CURRENT COURSE TITLE: Guitar Ensemble

PROPOSED COURSE TITLE: Guitar Studio

CURRENT COURSE DESCRIPTION: The Guitar Ensemble is open to students who have successfully completed Guitar One and Guitar Two. Students will study, rehearse, and perform intermediate to advanced guitar solo and ensemble literature with correct technique and expression. Students will participate in a concert during their semester of attendance.

PROPOSED COURSE DESCRIPTION: Guitar Studio is open to students who have successfully completed Guitar I and Guitar II. Students will select, study, rehearse, and perform intermediate to advanced guitar solo and ensemble literature with correct technique and expression. Students will have the opportunity to participate in a concert at the conclusion of the semester. After completion of Guitar Studio, students may advance to Advanced Guitar Studio (can be paired S1 and S2 to create a yearlong course sequence).

RATIONALE: We are eliminating the ensemble nature of the class and individualizing instruction towards each student's interest.

Proposal to update a course description and name: Advanced Guitar Ensemble

CURRENT COURSE TITLE: Advanced Guitar Ensemble

PROPOSED COURSE TITLE: Advanced Guitar Studio

CURRENT COURSE DESCRIPTION: The ensemble is for advanced junior and senior students who wish to advance their individual skills and ensemble skills. Students will work with a variety of musical styles including selections from classical literature to contemporary music. Students will be expected to become proficient in solo literature, small ensemble compositions and large ensemble pieces. Students will be required to participate in an ensemble concert in each semester of attendance.

PROPOSED COURSE DESCRIPTION: Advanced Guitar Studio is open to students who have successfully completed Guitar Studio and wish to advance their individual and ensemble skills. Students will have the opportunity to select, study, rehearse, and perform advanced guitar solo and ensemble literature, increase their music and guitar theory skills, and deepen their understanding of the role of guitar in various musical styles. Students will participate in a concert at the conclusion of the semester. This course may be repeated, as new repertoire will be learned each semester.

RATIONALE: We are eliminating the ensemble nature of the class and individualizing instruction towards each student's interest.

Proposal to update a course description and prerequisite: Creating and Recording Music

COURSE TITLE: Creating and Recording Music

CURRENT COURSE PREREQUISITE: None

PROPOSED COURSE PREREQUISITE: Music Technology & Keyboarding or Guitar I or AP Music Theory or instructor approval (if seeking instructor approval, talk to your counselor)

CURRENT COURSE DESCRIPTION: Creating and Recording Music welcomes students however they approach music creation. Are you a singer/songwriter? Rapper? Electronic musician? Ukulele master? Rock band? None of the above - yet? In this class, students will continue to develop and expand their musical skills through student-driven, collaborative, project-based learning. Recording technology will be covered as it relates to both electronic and live-instrument recording. By the end of the semester, all students will create and record a polished musical product they can be proud of.

PROPOSED COURSE DESCRIPTION: Creating and Recording Music welcomes students however they approach music creation. Are you a singer/songwriter? Rapper? Electronic musician? Ukulele master? Rock band? In this class, students will continue to develop and expand their musical skills through student-driven, collaborative, project-based learning. Recording technology will be covered as it relates to both electronic and live-instrument recording. By the end of the semester, all students will create and record a polished musical product they can be proud of.

RATIONALE: Students need basic skills in music to take that class. The words we are striking out imply that you can take the class with no pre-requisite skills.

Proposal to update the course sequence: Music

RATIONALE: Rename the title of the flowchart to General Music. Change as needed due to the above changes.

Physical Education/Health/Driver Education

Proposal to purchase a new resource: Health Education

COURSE TITLE: Health Education

RATIONALE: The current health textbook is from 2006-2007. The current health textbook does not provide information/resources on current mandates that have been put in place that we are required to cover in Health Education.

COST: 5 Teacher Textbooks - \$945; 150 Student Textbooks - \$10,800. These are tentative prices as I am waiting to hear back from Glencoe.

Science

Proposal to add a new course: Advanced Placement Environmental Science

COURSE TITLE: Advanced Placement Environmental Science

PREREQUISITE: Two years of high school laboratory science including life science and physical science, along with successful completion of algebra I

LENGTH: Year Long

OPEN TO: 10, 11, 12

DESCRIPTION: Explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human-made. You'll take part in laboratory investigations and field work. The following skills will be learned: explaining environmental concepts and processes, analyzing data, visual representations, and writings, applying quantitative methods in solving problems, proposing a solution for an environmental problem and supporting your idea with evidence, and analyzing a research study to identify a hypothesis. As part of their field study, students will conduct plant and pollinator surveys within the pollinator habitat and analyze data in comparison to previous years. The student will be required to complete the Advanced Placement Examination in May. The current fee for the Advanced Placement Exam is \$95. The college course equivalency is a one-semester, introductory college course in environmental science. Meets NCAA eligibility requirements

RATIONALE: Once we finished the NGSS transition, expanding the offerings of AP classes in the science department has become a priority. Currently students have the elective option of Environmental Science but not the AP option. AP Environmental Science is an interdisciplinary course and links to the Social Science course AP Human Geography, which is currently offered at MCHS. It is also a course that prepares students for rigorous college writing. Students may earn credit in either a science or social science course depending on their undergraduate program.

COST: Textbooks: Exploring Environmental Science for AP by Miller and Spoolman (approximate cost 147.50 each \$10000 if two sections) and lab materials (approximately \$2000)

STAFFING IMPACT: Mr. Dorick currently teaches Environmental Science at Central Campus and has attended the AP Environmental Science Summer Institute training as well as AP Workshops in preparation for this class. At South Campus, Mrs. Tancil has a Masters Degree in Environmental Science.

Proposal to remove summer homework: Honors Chemistry, Honors Biology, and AP Physics I.

CURRENT DESCRIPTION: Completion of a summer project is a requirement of this class.

RATIONALE: The summer homework assignments were eliminated during the pandemic and the elimination had no effect on the skills of the students or the sequencing of the curriculum. It became apparent that this was an unnecessary assignment to fulfill an outdated practice for these courses. AP Biology, AP Chemistry, and AP Physics II will continue to offer a summer homework assignment in preparation for skill level and sequence of those respective curriculums.

Proposal to change a course description: AP Physics I

COURSE TITLE: AP Physics I

CURRENT COURSE DESCRIPTION: Advanced Placement Physics I: Algebra-Based is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits.

PROPOSED COURSE DESCRIPTION: Advanced Placement Physics 1: Algebra-Based is equivalent to a first-semester college course in algebra-based physics. The course covers the curriculum prescribed by the College Board that

includes Kinematics, Dynamics, Energy, and Simple Harmonic Motion along with a few other topics.

RATIONALE: This is an updated description of the course so it aligns with the course description on the college board website. The college board has rearranged some of the topics in AP Physics I and moved these topics to AP Physics II. The change is for the first two sentences

Proposal to change prerequisites: All 10th, 11th, and 12th grade science courses

CURRENT PREREQUISITE: Successful completion of Honors Chemistry and Honors Biology, or current science teacher recommendation or signed waiver.

PROPOSED PREREQUISITE: Successful completion of previous science course.

RATIONALE: With the addition of AP Biology as an 11/12 grade course last year and the possible addition of AP Environmental Science as a 10th-12th grade course this year and with an increasing number of transfer students, students may not take the same sequence of courses. Currently the course description guide lists the traditional course that most students take as well as approval by department as the prerequisite for the upper level courses. This creates an additional step for student services that is not necessary. As long as students are successful in their previous science course then they should be able to proceed to the next level of rigor.

Proposal to change course description: Forensics Science

COURSE TITLE: Forensics Science

CURRENT DESCRIPTION: Forensic Science is an elective course designed for seniors. This class does not fulfill the graduation requirement in science. This class will study the science of solving crimes, focusing on investigative techniques and critical thinking skills. This course will include content in Biology, Chemistry, Physics, and Math. Graphic representations of crime scenes are an essential aspect of the curriculum.

PROPOSED DESCRIPTION: Forensic Science is an elective course designed for seniors. This class will study the science of solving crimes, focusing on investigative techniques and critical thinking skills. This course will include content in Biology, Chemistry, Physics, and Math. Graphic representations of crime scenes are an essential aspect of the curriculum.

RATIONALE: Remove the line, "This class does not fulfill the graduation requirement in science." This line is redundant as the course was moved to a 12th grade science course which means the graduation requirement of three years has been fulfilled by the time the student has reached the senior year.

Social Studies

Proposal to eliminate a course: Honors Pre-AP World History and Geography

COURSE TITLE: Honors Pre-AP World History and Geography

RATIONALE: After review of our period implementing Pre-AP World History and Geography, I believe that the needs of our students would be better served by offering AP Human Geography to our Freshmen as the honors option. Pre-AP World History and Geography was not fully implemented according to the AP standards and AP Human Geography better correlates with our other freshmen option, World Cultures. Students will still have the opportunity to take AP World History sophomore, junior, or senior year. I researched multiple schools to see the prevalence of this course in other schools. I discovered that this course is offered in no other schools in our area and in only one other district I researched outside of this area. Schools were selected based on proximity, similar size, and/or innovation.

Proposal to change prerequisites and open to: AP Human Geography

COURSE TITLE: AP Human Geography

CURRENT PREREQUISITES: Two semesters of an A in World Cultures, World Cultures teacher recommendation and an honors application 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.

PROPOSED PREREQUISITES: 8th grade Teacher rec or MCHS teacher rec

CURRENT OPEN TO: 10, 11, 12

PROPOSED OPEN TO: 9, 10, 11, 12

RATIONALE: AP Human Geography would be our freshmen honors course replacing Pre-AP World History and Geography. Students who do not take AP Human Geography freshman year and would like to try an honors course are eligible to take this course sophomore, junior, or senior year. This offering will allow for our students to potentially

earn college credit as freshmen (AP Human Geography is the most commonly taken AP course for freshmen) and build a base for all of their social science courses throughout their MCHS careers. AP Human Geography features units on history, government, economics, agriculture, population studies, and geography.

COST: Approximately 250 textbooks at \$144 each = \$36,000

Proposal of a new course: Indigenous People's History of the United States

COURSE TITLE: Indigenous People's History of the United States

PREREQUISITE: None

LENGTH: One Semester

OPEN TO: 9, 10, 11, 12

DESCRIPTION: This course is designed to provide students with diverse narratives from the first peoples who inhabited North America. Through various primary sources, online databases, and academic resources, students will be immersed in the culture and histories of these peoples spoken in their own voices. Students will have the opportunity to explore the various tribes and nations who made up this land and continue to hold rich traditions and a prominent place in American society. Major historical developments included first contact with Europeans, resettlement, and assimilation into American culture will be explored through the lens of such groups as the Iroquois, Cherokee, Lakota, and locally, the Potawatami.

RATIONALE: In alignment with our district's goals of equity and diversity, the social studies department would like to offer a course on the history of the Indigenous people in the United States. This course would be native voice focused that explore in depth the histories of Native Americans in various regions across the Americas. The course will be supplemented with various primary and secondary source documents and students will have the opportunity to explore the rich history of these peoples that they would be able to achieve in the standard survey based US History course.

COST: Class set of textbooks (30) at \$43 each = \$1,290

STAFFING IMPACT: Mr. Williamson has worked with me to create this course description and we worked hard to ensure that this offering honors and respects the

history of Native Americans. I do not anticipate needing more than one teacher but any member of my department is qualified to teach it.

Proposal to change open to: Consumer Education

COURSE: Consumer Education

CURRENT OPEN TO: 11, 12

PROPOSED OPEN TO: 10, 11, 12

RATIONALE: This would allow for greater student choice in selecting when they would like to fulfill the consumer education required course for graduation. Topics covered in consumer education are relevant to students at the Sophomore level who are eligible to begin driver's education, obtain their first job, and take part in our country's business and financial markets/systems.

Proposal to eliminate a course: Local History

COURSE TITLE: Local History

RATIONALE: Local history has not run in multiple years due to low student enrollment. Topics from this course could be included in Illinois History.

Special Education

Proposal to change a course description: Consumer Education

COURSE TITLE: Consumer Education

CURRENT COURSE DESCRIPTION: Consumer Education is designed to meet the state mandate in consumer proficiency. This modified course emphasizes the systematic decision-making process, consumers' rights and responsibilities, the market economy, career choices, supply-demand forces affecting prices, the role of government affecting decisions, saving, credit, and shopping for food, clothing, financial services, transportation, housing, and investments. The curriculum, including assessments and assignments, will be adapted to meet individual student needs.

PROPOSED COURSE DESCRIPTION: This course is designed to meet the state mandate in consumer proficiency. This modified course emphasizes the systematic decision-making process, consumers' rights, and responsibilities, the market economy, career choices, supply-demand forces affecting prices, the role of the government affecting decisions, saving, and credit. Students will learn skills to help them be prepared for life after high school including job skills, house/car buying, budgeting, taxes, shopping for food and clothing, transportation, and many more. **The curriculum, including assessments and assignments, will be adapted to meet individual student needs.**

RATIONALE: Students will learn skills to help them be prepared for life after high school including job skills, house/car buying, budgeting, taxes, shopping for food and clothing, and transportation are concepts that all students will need to learn in order to be independent upon high school graduation. This was added to the course description as independent living skills can be directly related to IEPs. The teaching of these skills is necessary when helping students with IEPs transition into life after high school.

Proposal to change a course description: Government

COURSE TITLE: Government

CURRENT COURSE DESCRIPTION: This course is designed to meet the state requirement of adequate comprehension of the U.S. and Illinois Constitutions and protocol concerning respect for and display of the U.S. flag. In addition, students will participate in activities that will lead to understanding of the Declaration of Independence. The government course is a one-semester, required course, which covers the structure and function of national, state, and local government with a focus on individual participation in the democratic process. The curriculum, including assessments and assignments, will be adapted to meet individual student needs.

PROPOSED COURSE DESCRIPTION: This course is designed to meet the state requirement of adequate comprehension of the U.S. and Illinois Constitutions and protocol concerning respect for and display of the U.S. flag. In addition, students will participate in activities that will lead to an understanding of the Declaration of Independence. The government course, a one-semester, required course, which covers the structure and function of national, state, and local government with a focus on individual participation in the democratic process. Students will be given required

tests on The Declaration of Independence, Constitution, Flag, and the Illinois Constitution. They will also learn how to become productive citizens of the community. **The curriculum, including assessments and assignments, will be adapted to meet individual student needs.**

RATIONALE: Students will be given required tests on The Declaration of Independence, Constitution, Flag, and the Illinois Constitution" was added to this course description to help with alignment to the General Education Curriculum, as it is a graduation requirement. This new description provides a more detailed version of the content covered in this class throughout the semester.

Proposal to change a course description: Reading I and II

COURSE TITLE: Reading I and II

CURRENT COURSE DESCRIPTION:

PROPOSED COURSE DESCRIPTION: This course utilizes the Stage C Read 180 curriculum--an intensive reading intervention program proven to meet the needs of students whose reading achievement is below proficient level. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading comprehension, vocabulary, and writing skills. Students will use Stage C Real Book and Stage C Read 180 topic software. Students enrolled in Reading II will pick up the program where they left off at the end of Reading I. **The curriculum, including assessments and assignments, will be adapted to meet individual student needs.**

RATIONALE: Stage C is geared towards the equivalency of the high school level curriculum. This change was needed to increase the rigor within this class. Direct instruction in vocabulary skills is added to the course description as this is a skill that the class will focus on throughout the school year within both SC Reading 1 and SC Reading 2. These skills can also be directly related to student IEP goals.

Proposal to change a course description: Math I

COURSE TITLE: Math I

CURRENT COURSE DESCRIPTION: This course emphasizes Pre-Algebra skills including integer rules, equations and solving inequalities. Other skills covered include measure of central tendency, probability, linear equations, proportions and percents. The curriculum, including assessments and assignments, will be adapted to meet individual student needs.

PROPOSED COURSE DESCRIPTION: This course emphasizes Pre-Algebra skills including integer and fraction rules, equations, and solving inequalities. Other skills include a measure of central tendency, probability, linear equations, proportions, and percents. **The curriculum, including assessments and assignments, will be adapted to meet individual student needs.**

RATIONALE: The addition of fraction rules to this course description provides a more detailed version of the content covered within this class. Fraction rules are a prerequisite skill for SC Math II. These skills can also be directly related to student IEP goals.

Proposal to change a course description: Math III

COURSE TITLE: Math III

CURRENT COURSE DESCRIPTION: This course focuses on Geometry skills. Other topics covered include polygons, similarity, area and volume. The curriculum, including assessments and assignments, will be adapted to meet individual student needs.

PROPOSED COURSE DESCRIPTION: This course focuses on Foundational Geometry Skills. The topics of this course include Geometry basics such as points, lines, and planes, distance and midpoint, angles, parallel and perpendicular lines, categories and characteristics of triangles, and area. **The curriculum, including assessments and assignments, will be adapted to meet the individual student needs.**

RATIONALE: This course description provides an updated description of the concepts taught throughout the school year. This updated description helps with alignment with the skills taught in the General Education Geometry class. Foundational Geometry skills were added to the description as this course consists of a modified Geometry curriculum to meet the individual needs of the students in the class. These skills can also be directly related to student IEP goals.

Proposal to change a course description: Math IV

COURSE TITLE: Math IV

CURRENT COURSE DESCRIPTION: This course focuses on Algebra II skills. Algebra I skills are briefly reviewed. New topics include functions, systems of equations, factoring and polynomials. Other skills include rational expressions, radical equations, quadratic equations and conic sections. The curriculum, including assessments and assignments, will be adapted to meet individual student needs.

PROPOSED COURSE DESCRIPTION: This course focuses on Foundational Algebra I and Algebra II skills. Topics include solving equations, exponents, radicals, polynomials, factoring, and quadratics. The curriculum, including assessments and assignments, will be adapted to meet individual student needs. **The curriculum, including assessments and assignments, will be adapted to meet individual student needs.**

RATIONALE: This course description provides an updated description of the concepts taught throughout the school year. The foundations of factoring and quadratics were added to this description to help with alignment with the skills taught in the General Education Algebra 2 class. These skills can also be directly related to student IEP goals.

Proposal to add a new course: Biology

COURSE TITLE: Biology

PREREQUISITE: Successful completion of SC Chemistry, determined by IEP Team.

LENGTH: Year Long

OPEN TO: 10, 11

DESCRIPTION: Self-Contained Biology will consist of a modified Next Generation Science Standards curriculum taught in a self contained, Special Education setting. The concepts of this course are organized to allow students with IEPs a more individualized pace of instruction that is more suitable for the learning needs of the enrolled students. This lab science course will be fully immersed in scientific practices that are aligned to the general education curriculum. Students will engage in scientific problem solving and reasoning as they learn about topics such as ecology, biodiversity, homeostasis, DNA, genetics, and the processes by which organisms change over time. Both traditional and computer-based labs will be utilized to provide students with the opportunity to develop

the scientific skills needed to progress to the next science course. The curriculum, including assessments and assignments, will be adapted to meet individual student needs.

SEQUENCE: This course is part of a Self Contained Science curriculum that would allow students to progress to a junior level Science class. *With the alignment to the Biology General Education curriculum, students will also have the ability to move back to the General Education environment as deemed appropriate by the IEP team.*
m

COST: Lab materials and supplies will be budgeted through the Science Department. Curriculum materials will be provided by the Science Department and modified to meet the needs of the students enrolled. Science classrooms will be utilized in order for students to have full access to lab materials.

RATIONALE: The goal for our students with IEPs at MCHS is that they are placed in the Least Restrictive Environment with the supports listed in their IEP. The increasing rigor in the General Education Biology curriculum is presenting a significant challenge to our students with IEPs, specifically, those students who have profound deficits in the areas of Reading Comprehension. Critical thinking and analysis of multiple datasets at a time are required to complete open-ended Claim Evidence Reasoning lab reports. Students that have a deficit in Reading or Math have difficulty comprehending longer readings, completing calculations, analyzing results, and coming to a conclusion about a question given the available information. These components, in addition to the faster pace of the general education class, results in a wide range of student abilities within a Biology class. which may not always be available. This Self Contained Biology class would allow these students to learn at a more individualized pace that is suitable for their learning needs, allowing them to work towards the goals listed in their IEP.

IMPLEMENTATION: Fall 2022

STAFFING IMPACT: None anticipated

Proposal to add a new course: Chemistry

COURSE TITLE: Chemistry

PREREQUISITE: None, Determined by the IEP Team.

LENGTH: Year Long

OPEN TO: 9, 10

DESCRIPTION: Self-Contained Chemistry will consist of a Next Generation Science Standards modified curriculum taught in a self-contained, Special Education setting.

The concepts of this course are organized to allow students with IEPs a more individualized pace of instruction that is more suitable for the learning needs of the enrolled students. This science course will be fully immersed in scientific practices with the curriculum aligned to the general education curriculum. Students will explore the foundational principles of chemistry while also supporting students with literacy and math computational skills. This course will emphasize the composition of matter to Earth systems, chemical reactions, types of interactions, and nuclear processes. Both traditional and computer-based labs will be utilized to provide students with the opportunity to develop the scientific skills needed to progress to the next science course. The curriculum, including assessments and assignments, will be adapted to meet individual student needs.

SEQUENCE: This course is part of the Self-Contained Science curriculum that would allow students to progress to Self-Contained Biology. *With the alignment to the Chemistry General Education curriculum, students will also have the ability to move back to the General Education environment as deemed appropriate by the IEP team.*

COST: Lab materials and supplies will be budgeted through the Science Department. Curriculum materials will be provided by the Science Department and modified to meet the needs of the students enrolled. Science classrooms will be utilized in order for students to have full access to lab materials.

RATIONALE: The goal for our students with IEPs at MCHS is that they are placed in the Least Restrictive Environment with the supports listed in their IEP. The increasing rigor in the General Education Chemistry curriculum is presenting a significant challenge to our students with IEPs. Specifically, those students who have profound deficits in the areas of Math and Reading Comprehension. The increasing rigor in the curriculum is also creating a wide range of student abilities in the general education classroom, making it difficult to provide appropriate instructional levels for all students. This Self Contained Chemistry class would allow these students to learn at a more individualized pace that is suitable for their learning needs, allowing them to work towards the goals listed in their IEP.

IMPLEMENTATION: Fall 2022

STAFFING IMPACT: None anticipated

World Language

Proposal to add a new course: American Sign Language IV

COURSE TITLE: American Sign Language IV

PREREQUISITE: American Sign Language I, II, & III

LENGTH: Year Long

OPEN TO: 12

DESCRIPTION: This course is designed for students who have successfully completed American Sign Language I, American Sign Language II, and American Sign Language III 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 III. 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, as well as expanding their cultural knowledge. Students will begin to apply language to discuss and participate in activities based on the AP World Language Themes. Through a variety of authentic dialogues, story-telling, projects, and presentations students will be expected to produce language at the Intermediate-Mid to Advanced-Low 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 seniors who have previously taken and passed ASL I, II, & III.

COST: We would need approximately 35 copies of *Signing Naturally Level 3*, the nation's most widely used ASL textbook, at \$85.92/book and 2 teacher editions at 89.95/book. The total would be: \$3,153.15

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

IMPLEMENTATION: Fall 2022

STAFFING IMPACT: We may need to add a half or full-time ASL teacher.

Proposal to add a new course: Heritage Spanish I: Spanish for Native Speakers

COURSE TITLE: Heritage Spanish I: Spanish for Native Speakers

PREREQUISITE: None

LENGTH: Year Long

OPEN TO: 9, 10, 11, 12

DESCRIPTION: This course is designed for students who already speak and comprehend Spanish. This course will help expand their literacy and vocabulary skills in Spanish to allow the student to improve their Spanish writing and reading skills. Students will be refining their skills through interpretive, interpersonal and presentational modes of communication and they will be expected to produce the language using the proficiency levels provided from the ACTFL guidelines. The emphasis of this course will be on enhancing literacy, critical thinking, and analytical skills using authentic texts and audio from students' own culture, history, and pop culture.

SEQUENCE: This course will be an elective choice from all grade levels. (Intentions would be to send students to Heritage Spanish II next year, but for now Spanish III Honors)

COST: 30 copies of [Encuentros Maravillosos by Savvas](#) at 67.47 each comes to \$2,024.10 plus ancillary materials up to \$2,000.

RATIONALE: Previously, students identified as heritage speakers of Spanish would not be challenged enough in our regular Spanish classes, because their vocabulary skills are already intact. These students have completely different needs than the Spanish classes we currently offer. A Heritage Spanish class would challenge these students to hone and refine their critical thinking and analytical skills, much like our English classes do. In fact, we intend to collaborate with Minooka's English department in order to align our goals and standards with the skills being taught in English classes. Decades-long statistics of SAT scores demonstrate that when a student has a strong foundation in their native language, any successive languages they learn will be stronger. This class also offers a place for our Spanish-speaking ELL students (at "access point 2.0" and above) to demonstrate excellence rather than focusing on trying to assimilate socially and academically. A Heritage class will advance our district goal of Equity and Diversity by celebrating and challenging the skills of our heritage Spanish speakers and giving them an opportunity to excel alongside their peers. Students could also take an exam that could qualify them to earn the Seal of Biliteracy, which will provide more opportunities in searching for the best colleges or jobs after graduation.

IMPLEMENTATION: Fall 2022

STAFFING IMPACT: None anticipated

Proposal to purchase a new resource: French

COURSE TITLE: French I, II, III, IV

RATIONALE: Our current textbooks are over 20 years old. There are no online resources. Our French teacher has always been a team of one and building a curriculum without a textbook for 7 different preps is very difficult. The D'Accord textbook will allow our French students to access a great deal of modern resources that equal our Honors Spanish resources.

COST: I would like to order 75 French textbooks for students to use next school year. We need 30 level 1 textbooks, 25 level 2, and 20 level 3 textbooks. The text is called D'Accord. There are various levels of online materials that come with your purchase. Level one includes no online materials and would cost $75 \times \$91.95 = \$6,896.25$. The second level includes the Vista Supersite that we currently use in Spanish III Honors, Spanish IV Honors, and AP Spanish Language and Culture. This cost would be \$9,746.25 (\$129.95/text). Six years of the online supersite are included with this purchase.

GAVC