



**MINOOKA COMMUNITY HIGH SCHOOL DISTRICT #111  
CURRICULAR COMMITTEE MEETING  
TUESDAY, OCTOBER 11, 2022, 6:00 PM**

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

In order to make a public comment, please sign up 5 minutes prior to Roll Call. The public comment portion of the meeting will be in accordance with Policy 2:230. Please review said policy prior to the Board of Education Meeting.

**AGENDA**

1. **Call to Order**
2. **Roll Call**
3. **Public Comments**
4. **Discussion**
  - A. Curriculum (Mr. Grzetic) - FY23 Curriculum Proposal 2
  - B. Other
5. **Adjourn**

Department Name	Revision	Rationale	Associated Cost(s)	Running Total Cost	See Page(s) in 2023-2024 Proposal
CTE	Update Course Description - Child Development 1 & 2	The previous description was no longer accurate as there are no longer observations, and no mention of the simulator babies, or empathy belly. The intent of running a pre school is lost in the original description so It was written in a little more student friendly manor.	None	\$0	
	New Course - AP Computer Science Principles	Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable curriculum that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in. (Weighted Grade)	\$650	\$650	
English	New Course - True Crime	Students will try to establish the truth, decisions, and power using rhetoric, bias, evidence, and reasoning. The semester will follow a theme (truth, decisions, and power) where students will have to create essential questions to focus on their theme. This genre will help students with a variety of English objectives. Through different texts, students will use their ability to analyze and argue using evidence and reasoning. This class will encompass communication/listening skills, writing, and reading to decipher rhetoric and bias.	TBD	\$650	
	New Resource - <i>The Long Way Down</i> by Jason Reynolds	Include more diverse and modern texts in our curriculum. This would be for English 3	\$200	\$850	
	Remove Course - College Prep Writing	The skills covered in this course are covered in English IV, especially after English IV began undergoing their curriculum updates. Furthermore, the course title is misleading in that it makes it sound like this is the only course in which students will receive guidance on college level writing; however, all classes are designed to prepare students for these skill sets.	None	\$650	2
Math	<a href="#">Update Flow Chart - Dual Credit Caluclus 3</a>	Add DC Calculus 3 to the flow chart for the list of possible Junior/Senior level courses. After a student takes AP Calculus BC they can take DC Calculus 3.	None	\$850	
	Update Course Description and Length - DC Math 128 Statistics	JJC has changed the requirement for this to be taught over the course of a year. Previously was taught in a semester.	None	\$850	
	Update Course Name - Advanced Algebra to Algebra 1 Honors	Change to a weighted course to incentivize students to take the more challenging level of Algebra 1 and adequately prepare them for success in future math courses in either the of the following course selections Geometry or Geometry Honors.	None	\$850	
	Remove Course - Algebra AB	The students in need of additional support in Algebra 1 will be enrolled in a co-taught Algebra 1 course and possibly enrolled in an Algebra 1 resource as well. Eliminating the AB structure will allow for greater integration of our population most in need of math support, will raise expectations for their classroom behaviors, and allow them the opportunity to learn from more of their peers. Providing them with the co-taught environment and an Algebra 1 Resource will still allow for them to receive additional support.	None	\$850	
	New Course - Algebra 1 Resource	This class provides academic support through reinforcement and clarification of concepts presented in Algebra I. During this resource time students can work on assignments for other courses, attend other content labs, or visit the library when required by other classroom teachers. Students will receive a grade of P (pass) or F (fail)	None	\$850	

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Department Name	Revision	Rationale	Associated Cost(s)	Running Total Cost	See Page(s) in 2023-2024 Proposal
	Description Change - Algebra 2 and Geometry Resource	Remove "half of the period" from course description. Teachers will work with students to provide math support for 90 min. If students need to use time to complete work for other courses they may.	None	\$850	
	New Course - Dual Credit Caluclus III	The most advanced mathematics course offered by the department, this is the third course in calculus and analytic geometry, and is the equivalent of a one-semester course offered at the college level.	\$5,000	\$5,850	
PE/Health/Driver Ed	New Course - Peer Leadership in Adaptive PE	Students will demonstrate leadership to assist their peers with special needs through participation in team building and physical education activities. Students will have the opportunity to assist in demonstrations, lead group activities, participate and teach one-on-one or in small group activities.	None	\$5,850	
Social Studies	Update Course Name & Length- World History Split into Ancient and Modern	This will create a more student centered option that will allow student choice in selecting what timeframe of World History they would like to study. Removes the semester-based restriction.	None	\$5,850	
	New Resource - PSCI 101	Our current textbooks for JJC are outdated and the new textbook would align with JJC curriculum and best meet the needs of our students. We would be using the same* book as students taking the course at Joliet Junior College and we would be in compliance with the Dual Credit program.	17,927.60	\$23,778	3
	Update to Course Description - AP World History	PROPOSED DESCRIPTION: AP WORLD HISTORY weighted course 2 CREDITS GRADE: 10,11, and 12. RATIONALE: Provides student choice in terms of when they can take AP World History. Provides more opportunities for them to make it work with their schedules and does not restrict them to a one year time frame. The "10" grade only status was product of the pre-ap lead-in course that no longer is offered.	None	\$23,778	
	Update Course Description - World History to Ancient World and Modern World History (Semester each)	This elective course will focus on topics not covered in the core social studies classes including ancient civilizations through modern times. This course can be taken for both semesters consecutively or students can choose semester one only or semester two only.	None	\$23,778	
Special Education	New Course - SC Life Skills	Self Contained Life Skills is an elective course designed to cover a variety of vocational and transition related topics for students with IEPs.This class will provide opportunities for guided practice in order to foster independence to help students with IEPs transition to post-secondary employment or education. The students will be provided with a variety of opportunities to practice real-life skills that include but are not limited to, self-determination, independent living skills, navigating the community, social and emotional skills, how to form positive work habits, and how to seek postsecondary support.	None	\$23,778	
	Update Course Name & Weight - American Sign Language III & IV Honors	We currently have 43 students enrolled in ASL III. The class is currently following an honors-level curriculum in which students are required to sign with accuracy of hand movements and facial expressions and take a deep dive into deaf culture with projects and presentations. The honors-level course provides ASL literature along with Deaf culture topics in each unit whereas the regular track only provides one of these. This junior/senior level course contains all of the rigor of our Spanish and French honors courses.	None	\$23,778	

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Department Name	Revision	Rationale	Associated Cost(s)	Running Total Cost	See Page(s) in 2023-2024 Proposal
World Language	New Course - Heritage Spanish II	This course is designed for students who already speak and comprehend Spanish, and have passed Heritage Spanish I. This course will help refine and sophisticate their literacy and vocabulary skills in Spanish to allow the student to improve their Spanish writing and reading skills. While Heritage I created a base for students' writing and reading skills, Heritage II will challenge students to display their knowledge of the nuances of Spanish in presentational writing and speaking tasks. Students 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. Students will have the opportunity to take the STAMP test after completing Heritage II.	\$2,000	\$25,778	
	Proposed Staffing Change for EL - 0.5 - 1.0 FTE	Our average score on ACCESS for all grade levels is a 3, which is developing. We had two students pass ACCESS with a score of 4.8. The goal would be to develop our students' English language skills to where more of our students exit their status as ELL students. Our push in time right now is one period and it is not possible to use this time effectively to target the students who need the services. Students could be placed in select classes where we could better utilize our push in time.	Salary	\$25,778	
GAVC		<a href="#">Please use this link to access the GAVC course guide</a>			

# Minooka Community High School

2023-2024

## Curriculum Guide Proposal



## Career and Technical Education

### **Proposal to add a new course: AP Computer Science Principles** (*weighted class*)

COURSE TITLE: AP Computer Science Principles

PREREQUISITE: None

LENGTH: Year Long

OPEN TO: 9-12

**DESCRIPTION:** Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable curriculum that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in. (Weighted Grade)

**SEQUENCE:** This is an introductory level course that will become foundational for a computer science program to come..

**COST:** There is no cost associated with the course curriculum or materials. We send a teacher to a summer AP training at the cost of \$650, with other costs associated with training.

**RATIONALE:** Students who take AP Computer Science Principles, in particular, are 12% more likely to enroll in college compared to similarly-situated peers, and students who take AP exams are more likely to graduate 4-year college, regardless of their score on the exam. AP computer science students also earn better AP Calculus scores than comparable students who don't take AP computer science. In addition the state of Illinois requires computer science to be available to our students. This course will provide a foundation for a program to be built for one of the highest demand job fields in the US today.

**IMPLEMENTATION:** Fall 2023

**STAFFING IMPACT:** It would be anticipated that 1 or 2 sections may run for this course. At current enrollment numbers and staffing it may result in a single or double overload for a business/ computer teacher.

### **Proposal to update a course description: Child Development 1**

**CURRENT DESCRIPTION:** This course is designed for all students who are interested in understanding the current trends, issues, and responsibilities of parenthood and families. The emphasis is on learning the developmental patterns of the child from conception to preschool and the effect heredity and environment has on the child's emotional, social, physical, and intellectual growth. Students will do various observations of infants, children, and parents with emphasis on guidance and working with diverse families.

**PROPOSED DESCRIPTION:** This course allows students to examine the physical, intellectual, social and emotional development of children from birth through age 3. Additional topics covered include prenatal development, responsibilities of parenthood, and families. Students will have the opportunity to experience the Baby Think It Over infant simulator and the empathy belly.

**RATIONALE:** The previous description was no longer accurate as there are no longer observations, and no mention of the simulator babies, or empathy belly.

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### **Proposal to update a course description: Child Development 2**

**COURSE TITLE:** Child Development 2

**CURRENT DESCRIPTION :** This course is designed for the student who may be interested in a career involving the development and care of children. The students will spend the first half of the class learning about the physical, emotional, social, and intellectual development of the toddler to school age child. Health and safety, special challenges, responsibility of caring for children, developmentally appropriate practices, and careers related to children will be discussed. The students will be responsible for planning, observing, and teaching 3-5 year old children in the preschool lab. The students design all story-telling, art, music, math, science, and small and large motor activities.

**PROPOSED DESCRIPTION:** This course is designed for any student who may be interested in a career involving the development and care of children. The students will spend the first 2 months learning about preschool aged children and planning preschool lessons. The remainder of the class will be spent gaining hands-on experience teaching and observing 3-5 year old children in the on-site, student run preschool.

**RATIONALE:** The intent of running a pre school is lost in the original description so It was written in a more student friendly manor.

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## English

### **Proposal to eliminate a course: College Prep Writing**

COURSE TITLE: College Prep Writing

RATIONALE: The skills covered in this course are covered in English IV, especially after English IV began undergoing their curriculum updates. Furthermore, the course title is misleading in that it makes it sound like this is the only course in which students will receive guidance on college level writing; however, all classes are designed to prepare students for these skill sets.

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### **Proposal to add a new course: True Crime**

COURSE TITLE: True Crime

PREREQUISITE: None

LENGTH: Semester

OPEN TO: 11 & 12

DESCRIPTION: Students will try to establish the truth, decisions, and power using rhetoric, bias, evidence, and reasoning. The semester will follow a theme (truth, decisions, and power) where students will have to create essential questions to focus on their theme. This genre will help students with a variety of English objectives. Through different texts, students will use their ability to analyze and argue using evidence and reasoning. This class will encompass communication/listening skills, writing, and reading to decipher rhetoric and bias.

SEQUENCE: This course would be an elective English course for Junior and Senior students that can be taken based on interest.

COST: No associated costs

RATIONALE: In English III, students have been studying the infamous *SERIAL* podcast where the narrator explores the story of teenage love gone wrong. Throughout the podcast, the students are invested in the content where they are trying to establish the truth using rhetoric, bias, evidence, and reasoning. The semester will follow a theme (truth, decisions, and power) where students will have to create essential questions to focus on their theme. This genre will help students with a variety of English objectives. Through different texts, students will use their ability to analyze and argue using evidence and reasoning. This class will encompass communication/listening skills, writing, and reading to decipher rhetoric and bias.

IMPLEMENTATION: Fall 2023

STAFFING IMPACT: Anticipated that one to two sections may run for this course.

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**Proposal to purchase a new resource:**

**COURSE TITLE:** English III- *The Long Way Down* by Jason Reynolds

**RATIONALE:** To include more diverse and modern texts in the English curriculum.

**COST:** We can get a paperback for \$6.62. A class set of 30 would cost around \$199.00

Math

**Proposal to update the math flow chart**

**RATIONALE:** Due to new courses and updates to current courses, the math flow chart will need to be updated to reflect those changes.

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**Proposal to update course length:**

**CURRENT COURSE:** JJC Math 128 Statistics

**LENGTH:** 1 Semester

**PROPOSED COURSE:** JJC MATH 128 Statistics

**LENGTH:** 1 Year

**RATIONALE:** Joliet Junior College has changed this course to be a required full-year course.

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**Proposal to update a course:**

**CURRENT COURSE TITLE:** Advanced Algebra 1

**PROPOSED COURSE TITLE:** Algebra 1 Honors

RATIONALE: To incentivize students to take the more challenging level of Algebra 1 and adequately prepare them for success in future math courses in either of the following course selections Geometry or Geometry Honors.

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**Proposal to eliminate a course:**

COURSE TITLE: Algebra 1 AB

RATIONALE: The students in need of additional support in Algebra 1 will be enrolled in a co-taught Algebra 1 course and possibly enrolled in an Algebra 1 resource as well. Eliminating the AB structure will allow for greater integration of our population most in need of math support, will raise expectations for their classroom behaviors, and allow them the opportunity to learn from more of their peers. Providing them with the co-taught environment and an Algebra 1 Resource will still allow for them to receive additional support.

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**Proposal to add a new course: Algebra 1 Resource**

COURSE TITLE: **Algebra I Resource**

PREREQUISITE: Teacher recommendation

LENGTH: Year Long

DESCRIPTION: This class provides academic support through reinforcement and clarification of concepts presented in Algebra I. During this resource time students can work on assignments for other courses, attend other content labs, or visit the library when required by other classroom teachers. Students will receive a grade of P (pass) or F (fail)

SEQUENCE: Course will be taken in conjunction with Algebra 1 for incoming students or students who need to retake Algebra 1.

COST: None

RATIONALE: To provide students with additional support to be successful in Algebra 1.

IMPLEMENTATION: Fall 2023

STAFFING IMPACT: This will count as a prep for the instructor.

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**Proposal to update a course description:**

Current Course: Algebra 2 Resource and Geometry Resource

RATIONALE: The course counts as an entire prep for a teacher and should be working with the students to improve their math proficiency for the duration of the period. The words “half of the period” will be removed from the descriptions. The expectation will be that students can use the time to get help for other classes if that is required by their other teachers during the 90 minutes, however the math support and instruction will be given for the duration of the class.

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**Proposal to add a new course: Calculus III (Math 263)**

COURSE TITLE: **Calculus III** *weighted course*

PREREQUISITE: AP Calculus BC and earned a 4 or 5 on AP exam

LENGTH: Year Long

DESCRIPTION: The most advanced mathematics course offered by the department, this is the third course in calculus and analytic geometry, and is the equivalent of a one-semester course offered at the college level. Major units of study include functions of several variables, partial derivatives, parametric plotting, vectors, perpendicularity, 2D integration, gradients, trajectories, 2D and 3D measurements, sources and sinks, transforming 2D and 3D integrals, spherical coordinates and 3D flow. Only those students who intend to take college-level mathematics courses and have shown a high degree of aptitude in previous mathematics courses should enroll. Dual credit course fee applies, payable to Loyola University Chicago (fee was \$260 for the 2023-24 school year) and is 4.0 hours of dual credit (MATH 263) through Loyola University Chicago. Students will be considered Loyola University students and have all the same benefits and access to their resources (except the recreation facilities). They will likely take a field trip to visit the campus, attend a college math class, and speak with students and professors. This will be a weighted course.

SEQUENCE: Course will be taken after Calculus BC and students who earned a 4 or 5 on the AP exam will be eligible for dual credit. If a student

has the equivalent of a Calculus 2 dual credit course they will also be eligible. This will be a predominantly senior level course.

**COST:** Textbooks hardcover \$223 each, total of \$4,460 plus a teacher's edition

**RATIONALE:** To provide students with an optional fourth year of mathematics who take Calculus BC as juniors.

**IMPLEMENTATION:** Fall 2023

**STAFFING IMPACT:** One instructor with a masters in mathematics will have to apply and be trained as an adjunct professor through Loyola University. They will need to attend a session in the spring with their university advisor.

### Physical Education/Health/Driver Education

#### **Proposal to add a new course: Peer Leadership in Adapted Physical Education**

**COURSE TITLE:** Peer Leadership in Adapted Physical Education

**PREREQUISITE:** Application process with final approval made by the department chair.

**LENGTH:** Semester

**OPEN TO:** Juniors and Seniors

**DESCRIPTION:** Students will demonstrate leadership to assist their peers with special needs through participation in team building and physical education activities. Students will have the opportunity to assist in demonstrations, lead group activities, participate and teach one-on-one or in small group activities.

**SEQUENCE:** None

**COST:** None

**RATIONALE:** Currently our REACH program does not have a scheduled PE time. They use the gym during D lunch at central campus. This class would allow us to schedule the REACH students for a full 90 minute block. The REACH students would be paired up with a peer leader. The peer leaders would go through a few weeks of training to learn about the different disabilities that our students have and how they can serve them best.

IMPLEMENTATION: Fall 2023

STAFFING IMPACT: It would add 1 or 2 additional sections to our schedule.

## Social Studies

### **Proposal to purchase a new resource:**

COURSE TITLE: PSCI 101 AMERICAN NATIONAL GOVERNMENT

RATIONALE: Our current textbooks for JJC are outdated and the new textbook would align with JJC curriculum and best meet the needs of our students. We would be using the same\* book as students taking the course at Joliet Junior College and we would be in compliance with the Dual Credit program.

COST: \$148.12 per book (120 Books)-\$17,927.60

### **Proposal to update a course description:**

COURSE TITLE: AP World History

CURRENT DESCRIPTION: AP WORLD HISTORY weighted course 2 CREDITS  
 GRADE: 10 1 YEAR Meets NCAA eligibility requirements Prerequisite: Successful completion (C or better) of previous social studies course and current social studies teacher recommendation. The AP World History course offers motivated students the opportunity to immerse themselves in the processes that, over time, have resulted in the knitting of the world into a tightly integrated whole. AP World History offers an approach that lets students "do history" by guiding them through the steps a historian would take in analyzing historical events and evidence worldwide. The course offers balanced global coverage with Africa, the Americas, Asia, and Europe and Oceania each represented. The student will be required to take the AP World History exam in May. The current fee for the Advanced Placement exam is \$96.00. Students will be required to complete a summer assignment prior to the start of the class. This course will have as its chronological frame the period from approximately 8000 B.C.E. to the present with the period 8000 B.C.E. to 1450 covered in Honors World History/Pre-AP World History and Geography and providing a foundation for this course's coverage of 1200 to the present. The course highlights the following five themes: 1. Interactions between humans and the environment: demography and disease, migration, patterns of settlement, and technology 2. Development and interaction of cultures: religions, belief systems, philosophies and ideologies, science and technology, and the arts and architecture. 3. State-building, expansion, and conflict: political structures and forms of governance, empires, nations and nationalism, revolts and revolution, regional,

trans-regional, and global structures and organizations 4. Creation, expansion and interaction of economic systems: agricultural and pastoral production, trade and commerce, labor system, industrialization, capitalism and socialism 5. Development and transformation of social structures: gender roles and relations, family and kinship, racial and ethnic constructions, social and economic classes. This course fulfills one year of the State of Illinois' "writing intensive" requirement.

**PROPOSED DESCRIPTION:** AP WORLD HISTORY weighted course 2 CREDITS  
**GRADE:** 10,11, and 12 1 YEAR Meets NCAA eligibility requirements Prerequisite: Successful completion (C or better) of previous social studies course and current social studies teacher recommendation. The AP World History course offers motivated students the opportunity to immerse themselves in the processes that, over time, have resulted in the knitting of the world into a tightly integrated whole. AP World History offers an approach that lets students "do history" by guiding them through the steps a historian would take in analyzing historical events and evidence worldwide. The course offers balanced global coverage with Africa, the Americas, Asia, and Europe and Oceania each represented. The student will be required to take the AP World History exam in May. The current fee for the Advanced Placement exam is \$96.00. Students will be required to complete a summer assignment prior to the start of the class. This course will have as its chronological frame the period from approximately 8000 B.C.E. to the present with the period 8000 B.C.E. to 1450 covered in Honors World History/Pre-AP World History and Geography and providing a foundation for this course's coverage of 1200 to the present. The course highlights the following five themes: 1. Interactions between humans and the environment: demography and disease, migration, patterns of settlement, and technology 2. Development and interaction of cultures: religions, belief systems, philosophies and ideologies, science and technology, and the arts and architecture. 3. State-building, expansion, and conflict: political structures and forms of governance, empires, nations and nationalism, revolts and revolution, regional, trans-regional, and global structures and organizations 4. Creation, expansion and interaction of economic systems: agricultural and pastoral production, trade and commerce, labor system, industrialization, capitalism and socialism 5. Development and transformation of social structures: gender roles and relations, family and kinship, racial and ethnic constructions, social and economic classes. This course fulfills one year of the State of Illinois' "writing intensive" requirement.

**RATIONALE:** Provides student choice in terms of when they can take AP World History. Provides more opportunities for them to make it work with their schedules and does not restrict them to a one year time frame. The "10" grade only status was a product of the pre-ap lead-in course that no longer is offered.

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**Proposal to update a course:**

**CURRENT COURSE TITLE:** World History

PROPOSED COURSE TITLE: Modern World History

RATIONALE: Splits World History to allow for greater student choice in selecting what period of World History they would like to study.

**Proposal to update a course description:**

COURSE TITLE: Modern World History

CURRENT DESCRIPTION:

WORLD HISTORY 1 or 2 CREDITS GRADES: 10 or 11 - 12 1 SEMESTER or 1 YEAR Meets NCAA eligibility requirements This elective course will focus on topics not covered in the core social studies classes including ancient civilizations through modern times. This course can be taken for both semesters consecutively or students can choose semester one only or semester two only. Semester one will examine life and human interactions in ancient civilizations including the ancient Middle East, Egypt, Greece, Rome, and the Dark Ages. Semester two will focus on life and human interactions in Europe and the modern western world including Medieval Europe, the Renaissance and Reformation, the Absolutist Kings and Queens of Europe, the Enlightenment, the French Revolution, the Industrial Revolution, and the World Wars. In addition to reinforcing reading and writing skills, students will explore history through research projects, technology, and a variety of hands-on activities.

PROPOSED DESCRIPTION: WORLD HISTORY 1 or 2 CREDITS GRADES: 10 or 11 - 12 1 SEMESTER or 1 YEAR Meets NCAA eligibility requirements This elective course will focus on topics not covered in the core social studies classes such as the life and human interactions in Europe and the modern western world including Medieval Europe, the Renaissance and Reformation, the Absolutist Kings and Queens of Europe, the Enlightenment, the French Revolution, the Industrial Revolution, and the World Wars. In addition to reinforcing reading and writing skills, students will explore history through research projects, technology, and a variety of hands-on activities.

RATIONALE: This will create a more student centered option that will allow student choice in selecting what timeframe of World History they would like to study. Removes the semester-based restriction.

**Proposal to update a course:**

CURRENT COURSE TITLE: World History

PROPOSED COURSE TITLE: Ancient World History

RATIONALE: Splits World History to allow for greater student choice in selecting what period of World History they would like to study.

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**Proposal to update a course description:**

COURSE TITLE: Ancient World History

CURRENT DESCRIPTION: WORLD HISTORY 1 or 2 CREDITS GRADES: 10 or 11 - 12 1 SEMESTER or 1 YEAR Meets NCAA eligibility requirements This elective course will focus on topics not covered in the core social studies classes including ancient civilizations through modern times. This course can be taken for both semesters consecutively or students can choose semester one only or semester two only. Semester one will examine life and human interactions in ancient civilizations including the ancient Middle East, Egypt, Greece, Rome, and the Dark Ages. Semester two will focus on life and human interactions in Europe and the modern western world including Medieval Europe, the Renaissance and Reformation, the Absolutist Kings and Queens of Europe, the Enlightenment, the French Revolution, the Industrial Revolution, and the World Wars. In addition to reinforcing reading and writing skills, students will explore history through research projects, technology, and a variety of hands-on activities.

PROPOSED DESCRIPTION: WORLD HISTORY 1 or 2 CREDITS GRADES: 10 or 11 - 12 1 SEMESTER Meets NCAA eligibility requirements This elective course will focus on topics not covered in the core social studies classes such as life and human interactions in ancient civilizations including the ancient Middle East, Egypt, Greece, Rome, and the Dark Ages. In addition to reinforcing reading and writing skills, students will explore history through research projects, technology, and a variety of hands-on activities.

RATIONALE: This will create a more student centered option that will allow student choice in selecting what timeframe of World History they would like to study. Removes the semester-based restriction.

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Special Education

**Proposal to add a new course:**

COURSE TITLE: **Self-Contained Life Skills**

PREREQUISITE: None, Determined by the IEP Team

LENGTH: 1 semester

OPEN TO: 11th / 12th Grade Students with IEPs.

**DESCRIPTION:** Self-Contained Life Skills is an elective course designed to cover a variety of vocational and transition-related topics for students with IEPs. This class will provide opportunities for guided practice in order to foster independence to help students with IEPs transition to postsecondary employment or education. The students will be provided with a variety of opportunities to practice real-life skills that include but are not limited to, self-determination, independent living skills, navigating the community, social and emotional skills, how to form positive work habits, and how to seek postsecondary support.

**SEQUENCE:** None. This self-contained elective course provides more opportunities for students with IEPs to work on independent / daily living skills.

**COST:** None

**RATIONALE:** This course is geared toward Junior and Senior students who have IEPs. This semester-long elective course will provide these students with independent living skills necessary when transitioning to life after high school. Currently, our Special Education Department at MCHS does not offer Self-Contained elective courses that are not a graduation requirement. This course would allow our upperclassmen to take an elective course that will be geared towards transition-related goals, with a focus on life skills. It also would provide our students with the ability to work on social skills necessary in the workplace environment. Students that would benefit from this course would be students who will be enrolled in REACH Transition, as it would help bridge the gap between MCHS and REACH Transition. Students who have strong academic skills, but struggle to apply these skills in real-life situations would also benefit from this course.

**IMPLEMENTATION:** Fall of 23-24 School Year. Students to be enrolled in this class will be determined by the IEP team during the 22-23 School Year.

**STAFFING IMPACT:** None - 1 section / semester.

## World Language

### **Proposal to add a new course:**

**COURSE TITLE:** American Sign Language III Honors

**PREREQUISITE:** American Sign Language II Honors

**LENGTH:** Year

OPEN TO: 11

DESCRIPTION:

SEQUENCE: This course would be the third course in the ASL sequence.

COST: None

RATIONALE: We currently have 43 students enrolled in ASL III. The class is currently following an honors-level curriculum in which students are required to sign with accuracy of hand movements and facial expressions and take a deep dive into deaf culture with projects and presentations. The honors-level course provides ASL literature along with Deaf culture topics in each unit whereas the regular track only provides one of these. This junior/senior level course contains all of the rigor of our Spanish and French honors courses.

There is unnecessary differentiation in a course with 14 honors-level students and 2 or 3 regular-level students which provides an awkward distinction between students. We are looking to push all students to achieve the highest standard possible in the language and provide them with a weighted point value for their hard work.

We feel that it is important to distinguish between the populations of students who take ASL and those who enroll in Spanish courses and also take into consideration the desires of the teachers of our language classes. There are a number of Spanish students who want to continue their language studies, however are not interested in the rigor of an honors course. Therefore at this time we believe that offering both honors and regular courses at Spanish 3 and 4 to those 450 students is best for them and should not be a hindering factor to only offering honors 3 and 4 in ASL.

IMPLEMENTATION: Fall 2023

STAFFING IMPACT: None.

**Proposal to add a new course:**

COURSE TITLE: American Sign Language IV Honors

PREREQUISITE: American Sign Language III Honors

LENGTH: Year

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 would be the fourth course in the ASL sequence.

COST: None

RATIONALE: We currently have 11 students enrolled in ASL IV. Ten of the 11 are members of the ASL National Honor Society. The class is currently following an honors-level curriculum in which students are required to sign with accuracy of hand movements and facial expressions and take a deep dive into deaf culture with projects and presentations. The honors-level course provides ASL literature along with Deaf culture topics in each unit whereas the regular track only provides one of these. This senior-level course contains all of the rigor of our Spanish and French honors courses.

IMPLEMENTATION: Fall 2023

STAFFING IMPACT: None.

**Proposal to add a new course:**

COURSE TITLE: Heritage Spanish II: Spanish for Native Speakers

PREREQUISITE: Heritage Spanish I

LENGTH: 1 Year

OPEN TO: All Students

DESCRIPTION: This course is designed for students who already speak and comprehend Spanish, and have passed Heritage Spanish I. This course will help refine and sophisticate their literacy and vocabulary skills in Spanish to allow the student to improve their Spanish writing and reading skills. While Heritage I created a base for students' writing and reading skills, Heritage II will challenge students to display their knowledge of the nuances of Spanish in presentational writing and speaking tasks. Students 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. Students will have the opportunity to take the STAMP test after completing Heritage II.

SEQUENCE: Students would take this course after Heritage Spanish I. This course will be an elective choice from all grade levels. (Intentions would be to send students to Spanish IV or IV Honors, depending on recommendation from teacher and personal choice.)

COST: Grammar workbook and internet resources. Reading materials. Up to \$2000.

RATIONALE: A Heritage Spanish II class would challenge students to hone and refine their critical thinking and analytical skills, much like our English classes do. We will align with the Spanish Language Arts Standards and collaborate with the English Department to enhance the ELA/SLA skills of our students. 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. A Heritage Spanish II 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. A level 2 of

Heritage Spanish is necessary for our students because the existing regular-track Spanish classes do not provide an appropriate challenge for students, and the Honors-track classes have a different level of rigor. We believe the best path for Heritage students would lead them into Spanish IV or IV Honors, followed by Spanish V or AP Spanish. This path sets students up for the highest level of success and the smoothest transitions for their Spanish career at Minooka. Students could then 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 2023

STAFFING IMPACT:                      None anticipated

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**GAVC**

Please use this [link](#) to access the GAVC course guide.