



December 11, 2008

Board Members:

**RE: CURRICULUM COMMITTEE REPORT**

**Background Information**

The fall round of the 2008-09 Curriculum Committee meetings recently has been completed. These sessions proceeded under a new agenda and operations design that was developed as a result of discussions initiated by Associate Superintendent for Instruction-Elect Jeffrey Butzen and involving the input of myself, the principals, and district department chairs representing each subject area.

Those discussions were predicated on the observation that the current Curriculum Committee design enabled presentation and review of a large quantity of information. However, the presentation of information left very little if any time to generate meaningful dialogue about greater departmental, instructional, or school issues. Many more significant, long-term issues and discussions that would generate vision and future goals for the department and our schools were left unexplored. As a result, Mr. Butzen felt that the Curriculum Committee was less productive than it could have been because it did not fully engage the experience and insights of administrators and faculty that sit on the committee, nor of the technology, media, and student services faculty that regularly attend. The challenge, then, was to design a new meeting structure that would continue the important flow of information but extend the work of the committee into areas of meaningful dialogue that would provide direction to departments and to their curricula.

To that end, a new structure was designed that consists of three parts:

1. Consent Agenda (20% of each meeting)– All standard items that may be considered as “reporting” are now included in a Consent Agenda, provided in advance of the meeting to all participants and voted upon by one motion. Electronic report systems have been established to enable each department chair to submit reports in writing in an electronic format that both guides the submission and limits the amount of time necessary to report. Reports then can be read by all committee members in advance of the meetings, and directed questions may be asked at the meeting. This provides the reporting that comprised most of the meetings previously, but now uses just a fraction of the time as in past years. A further benefit is that the process establishes a written record of reports that reduces the need for extensive notetaking. Included in this category are reports on Leadership and Professional Development; Critical Learning Standard Incorporation; Review of Pass-Fail Courses; Institute Day Plans; and School Improvement Status.
2. Items for Discussion/Action (20% of each meeting) – There are some items that by their nature require verbal explanation and discussion. These include Textbook or Software Recommendations; Preliminary and Formal Course Proposals; Significant Instructional Initiatives, and any item that has budget and staffing implications.

3. Committee Item for Consideration (60% of each meeting) – This is the item for discussion that is meant to expand our understanding of issues critical to the department and to our instructional goals. Examples of the Item for Consideration are provided later in this document. For each meeting, the Committee Item for Consideration is selected from suggestions offered by Administrative Council, the Instructional Team, the principals, and the department chairs. The final item is chosen by Mr. Butzen in consultation with the district chair of the department.

There are specific ground rules for this item. The purpose of the item is to provide a basis of discussion to include all members of the committee. The item is not intended to lead to a single answer or solution, but rather to explore possibilities that may lead to a future action. Further, it cannot be aimed at a specific need, a complaint, or a pre-determined outcome. In the best cases, the discussion will leave each committee member with additional questions and ideas to pursue after the meeting ends.

Mr. Butzen met with the principals and each district chair prior to the fall curriculum round to discuss the format. Additionally, training sessions were held on the collection, organization, and submission of the written reports.

### **Additional Information**

The fall curriculum round featured streamlined reporting and vibrant discussion of important questions and concerns. I have attended some of the committee sessions, and have witnessed authentic engagement of everyone in the room through this process. Mr. Butzen has reported that, in many cases, he has had to bring closure to a session because the next committee meeting was scheduled to start, or because the meeting had lasted far longer than scheduled. A final analysis of these changes and a full understanding of the degree to which they will benefit instruction are still in the future. However, the reviews of the new format were very positive from all involved.

Starting with the winter curriculum round, Director of Curriculum and Student Services-Elect Dr. Samantha Dolen will assume a larger role in the preparation for and management of the curriculum meetings. Associate Superintendent-Elect Butzen will continue to attend the committee meetings, participate fully in the discussions, and serve as the Superintendent's representative for purposes of voting.

### **2008 Fall Curriculum Round Recap**

A summary of major committee activity is provided below. All products created as a result of summer curriculum projects are available to interested staff members on the district shared drive. **Recommendations requiring Board of Education action are bolded and noted with an asterisk (\*).**

### **Applied Technology**

- Teachers and chairs have attended multiple professional development activities including: Project Lead the Way (PLTW) summer instructor's program at the University of Illinois at Chicago; the Illinois College Automotive Instructor Association (ICAIA) state conference; and the Illinois Drafting Education Association (IDEA) conference.
- The department continues to collaborate within course-level committees on the creation of school improvement plans and assessments relative to the Critical Learning Standards (CLS). School improvement plans for the department incorporate skill development in both reading and mathematics.
- Project Lead the Way: *T202 Introduction to Engineering Design* is currently running at all five high schools. *Principles of Engineering* has been proposed as the next course in the PLTW sequence. Counselors from all five high schools have been trained according to the requirements of the Kern Family Foundation grant.

### **Applied Technology (con't)**

- Building Construction Program: All projects are progressing. The current remodeling project underway with the Hoffman Estate High School program has provided a new learning experience for the students and may serve as a model for future renovation-based projects.
- Summer curriculum: Projects included the development of new objectives and CLS assessments for the Production Technology and Woodworking Technology courses; the revision of lab activities and assessments for the Auto Technology 1 and 2 courses; and the construction of a curricular cross-reference guide for National Automotive Technicians Education Foundation (NATEF) certification.
- Committee Item for Consideration: The committee discussed the disparate enrollment of females within applied technology courses. The chairs are hopeful that programs such as Project Lead the Way will help draw females to the department. The committee discussed avenues to increased enrollment among females such as partnering with other departments, seeking strong math and science females, and marketing of courses to females.

#### **\*Formal Proposal for 2009-2010: Principles of Engineering**

*Principles of Engineering* (POE) is a second foundation course within the PLTW sequence. This course provides students with an understanding of the field of engineering and related technologies as they apply to systems and manufacturing processes. It is recommended that this course be one period.

**\*G. Steiger moved to accept the formal proposal, T. Cannon seconded. The motion passed unanimously.**

### **Art**

- Teachers and chairs have attended multiple professional development activities including: the National Art Educators conference, graduate coursework, and building data retreats sponsored by North Cook Intermediate Service Center.
- The Art department continues to support student literacy development through construction of reading CLS assessments and instructional strategies. The Hoffman Estates High School Art department has created and implemented CLS assessments in mathematics and writing. The Conant High School Art department has created a writing rubric to help assess student art critiques.
- Summer Curriculum: Projects included a review of 3D modeling software, revision of the Art and Design curriculum, and revision of the Photography curriculum.
- Committee Item for Consideration: The committee discussed the role of the Art department in efforts to increase student literacy. Students are taught Art-related vocabulary, and textbook readings are included in all courses. Reading strategies are taught to support the reading CLS. Students are expected to apply vocabulary within written art critiques.

#### **\*Formal Proposal for 2009-2010: AP Art History**

AP Art History will provide students the opportunity to experience an introductory college level Art History course which includes lessons in art appreciation, art fundamentals, art historical terminology, and the purpose and function of art throughout history. Students need not have experience in Art production courses; therefore, no prerequisite within the Art department is necessary. This course will enhance student learning in the subjects of art, English and history. It is recommended that this course be one period.

**\*G. Steiger moved to accept the formal proposal, T. Cannon seconded. The motion passed unanimously.**

## **Business Education**

- Teachers and chairs have attended multiple professional development activities including: the Illinois Consumer Education (ICE) conference, the Illinois Business Education Association (IBEA) conference, instructional strategies workshops, and building data retreats sponsored by North Cook Intermediate Service Center.
- All schools continue to focus on math Critical Learning Standards for word problems involving Algebra Equations and Formulas.
- Summer Curriculum: Projects included revision of course objectives for B267 Study Skills and B164 Computer Literacy/Applications and development of common formative assessments.
- Committee Item for Consideration: The committee discussed ways in which the department can be pertinent and relevant to students. The chairs stressed the value of vocational education, and the chairs continue their work with the Career Partnership. Several courses, such as Study Skills, are also available for and valuable in support of student academic development.
- Formal Proposal for Advanced Accounting: This course would replace B486 Accounting II and is proposed to be offered in the fall of the 2009-2010 school year. This course is an accelerated, college-level version of Accounting. Due to the creation of this course, B486 Accounting II will be eliminated from curriculum at the end of the 2008-2009 school year. Discussions are occurring with Harper College regarding dual credit status that would provide transcribed college credit to students successfully completing this course. It is recommended that this course be one period. G. Steiger moved to accept the formal proposal, T. Cannon seconded the motion. The motion passed unanimously.
- Subsequent discussions with Harper College and recent information about a potential Advanced Placement Accounting course have resulted in the decision that this course is not appropriate for high school offering, and, therefore, the proposal has been withdrawn.

## **Driver Education**

- Teachers and chairs have attended multiple professional development activities including the Illinois Health Physical Education and Driver Education (IHPEDE) conference.
- Teachers at Palatine High School have received instruction in the use of the Writing CLS rubric which will be used to grade essays. Teachers at Fremd High School and Schaumburg High School have developed activities and assessments aligned to the mathematics CLS. Teachers at Conant High School are emphasizing predicting and summarizing within the course essays in order to support student literacy development.
- Committee Item for Consideration: The committee discussed the means by which the curriculum meets the new state driver's education laws. In addition to the increased behind-the-wheel requirement of 6 hours, the curriculum must also include instruction in distractions and being stopped by the police. The chairs indicated that the expanded time requirements appear to have had a positive impact on student ability to drive effectively. However, the teachers must develop skills behind-the-wheel that were previously addressed by the simulator instruction. The chairs continue to discuss possible uses for the simulator for students who require additional repetition of instruction.

## **English**

- Teachers and chairs have attended multiple professional development activities including: the Illinois Association of Teachers of English conference, the 32<sup>nd</sup> Annual Day of Reading conference, the National Council of Teachers of English conference, training workshops for co-teaching, and Newberry Consortium seminars.
- All departments continue to develop assessments aligned with the reading and writing CLSs. The results of these assessments are discussed during professional learning community meetings during morning work sessions.

### **English (con't)**

- Blue Ribbon Reading Committee: Based upon the administration and analysis of the Comprehensive Reading Inventories (CRI), teachers at Palatine and Conant have further developed the instructional strategies and materials utilized in E101 English, and E141 and E241, Reading Strategies 1 and 2.
- Summer Curriculum: Projects included the development of reading strategies, vocabulary-based activities, writing manuals for research papers, and a communication plan for use with parents and students. All materials have been distributed to the schools and are available through the district shared drive.
- Committee Item for Consideration: The committee discussed the methods and criteria by which supplemental reading materials are selected and approved for courses. Among the discussed criteria were reading level and lexile of the book. However, these should not be the only consideration as some well regarded authors, such as Steinbeck and Hemingway, have materials that are of a lower lexile level. These books represent themes, authors, or periods in literature that are important to the curriculum. The rationale for selecting a book for a particular population of students should also be considered in the approval process.

### **\* Supplemental Textbook Recommendations**

- E307/E317 Creative Writing, *On Writing: A Memoir on the Craft*, by Stephen King
- E319 AP Language and Composition, *Gang Leader for a Day*, by Sudhir Venkatesh
- E202/E208/E404/E419 Honors Sophomore English, Survey of British Literature, AP Literature and Composition; *Wuthering Heights*, by Emily Bronte
- E214 Advanced Topics in Literature, *Bleachers*, by John Grisham

**\*L. Small moved to accept the supplemental textbook recommendations, T. Little seconded. The motion passed unanimously.**

### **English as a Second Language (ESL)**

- Teachers at Palatine High School have developed independent reading assignments that utilize ipods and podcasts to assist in the development of reading comprehension. Students are able to access and utilize these tools during resource classes.
- ESL students at Palatine High School have created a newsletter entitled “4U, By U” to highlight events and accomplishments of students currently enrolled in ESL courses.
- Summer Curriculum: projects included the development of assessments and revision of Level 4 course materials and assessments.
- All buildings are currently utilizing Read 180 within Level 3 courses. While there have been some technology-related issues, the problems have been remedied through the work of the building technology support team. Data from Read 180 will be analyzed in conjunction with MAP scores to determine additional instructional strategies needed.
- Committee Item for Consideration: The committee discussed the strategies used within ESL Level 5 to answer the District’s three instructional questions. Among the issues raised by the chairs is the fact that Level 5 is the only level of ESL that consists of a single course. E151 has a balanced curriculum and includes literature, not simply reading and writing. Some students appear to need additional support in the transition from E151 to mainstream English classes.

### **Family and Consumer Sciences**

- Teachers and chairs have attended multiple professional development activities including: the Career Partnership conference, the National Career Pathways Network annual conference, the Association of Supervision and Curriculum Development conferences, and various local workshops.
- Teachers have aligned each course with appropriate reading and mathematics CLS and assessments have been created and implemented.

### **Family and Consumer Sciences (con't)**

- Summer Curriculum: Projects included the development of formative and benchmark reading assessments for 13 classes within the department. November institute time will be spent in the review of these assessments.
- Committee Item for Consideration: The committee discussed the need to balance CLS in reading and mathematics with the content area national standards. The chairs noted that the reading embedded within family and consumer science courses provide students with training in practical reading. Teachers are supportive of school-wide literacy efforts and have developed CLS assessments within most courses. However, the chairs indicated that maintaining a balance between reading and course content is a concern for teachers within the department.

### **Health**

- Teachers and chairs have attended multiple professional development activities including: the National Sexually Transmitted Disease (STD) convention and the IHPEDE conference.
- Health courses have been aligned with reading CLS; reading strategies and vocabulary development are the focus of the instruction and assessments relative to reading.
- Summer Curriculum: Projects included revision of the ESL Health assessments.
- Committee Item for Consideration: The committee discussed the merit of having students receive Automated External Defibrillator (AED) training at multiple times in their high school enrollment. The advanced health class has provided an opportunity to renew certification for some juniors and seniors; students who participate in lifeguard physical education are also able to renew certification. Cardiopulmonary resuscitation (CPR) is currently not included in summer school health classes due to time constraints; therefore, a large number of students never earn certification through coursework. Students interested in CPR certification can pursue courses through various community resources in addition to the District 211 continuing education program.

### **Mathematics**

- Teachers and chairs have attended multiple professional development activities including: the Illinois Council of Teachers of Mathematics conference, AP conferences, and co-teaching instructional workshops.
- All schools are currently utilizing the PLATO software in a lab supervised by a trained teacher assistant. All schools report that students who failed to achieve a Level 3 on a given math CLS have been provided additional instruction within the math tutoring centers through both teacher and computerized instruction.
- Two District 211 teachers, Gina Hubbard and Molly Sagerer, provided a geometry workshop for teachers from Districts 15 and 54. Eight teachers attended—seven from District 15 and one from District 54.
- Summer Curriculum: projects included creation of CLS and benchmark assessments in Algebra I, Geometry, and Algebra II; development of the curriculum for M308 Advanced Algebra II, and M408 Advanced Trig Pre Calculus; development of software modules for Algebra remediation; and PLATO training.
- Committee Item for Consideration: The committee discussed the methods needed to motivate student learning and engagement within the 14-level course sequence. The chairs emphasized the student/teacher relationship as a key component to student motivation. Additionally, the chairs noted that the 14-level sequence does not currently allow for instruction on all Algebra CLS; additional time and course review is needed to incorporate all skills into these courses.

## **Mathematics (con't)**

### **\*Formal Proposal for 2009-2010: Multivariable Calculus/Differential Equations Course**

This course is designed to provide an advanced learning opportunity to follow Advanced Placement Calculus BC. As Districts 15 and 54 continue to accelerate students, more District 211 students will require this course in order to complete four years of mathematics in high school. No advanced placement credit is available through the College Board, but discussions are underway with Harper College to award dual college credit for course completion. It is recommended that this course be one period.

**\*G. Steiger moved to accept this formal proposal; C. Barnes seconded the motion. The motion passed unanimously.**

## **Music**

- Teachers and chairs have attended multiple professional development activities including: participation in professional ensembles, the Illinois Music Educators Association conference, and the Mid-West International Band and Orchestra Clinic.
- All departments support school literacy initiatives through the incorporation of vocabulary and writing within music courses.
- Summer Curriculum: District orchestra students attended a music retreat at the University of Wisconsin which featured instruction in improvisation and alternative music styles.
- Committee Item for Consideration: The committee discussed the balance between reading instruction and music content and performance within music courses. Reading materials which convey the history and interpretation of music are incorporated into courses currently. Students must understand the vocabulary of music in order to critique musical pieces. Students read and decode music much as they would language; students in music class read and interpret daily.

## **Physical Education**

- Teachers and chairs have attended multiple professional development activities including the IAHPERD conference.
- Summer curriculum: Departmental assessments were revised to reflect ACT style multiple-choice questions.
- Committee Item for Consideration: The committee discussed methods for motivating non-athletes within physical education courses. The chairs indicated that physical education courses no longer utilize ability-based grading; courses now incorporate skill improvement as a primary component for grading. All students are able to demonstrate improvement in their physical development. Additionally, electives in the junior and senior levels allow students to choose an area of interest. Over the four years of physical education, students progress from a team-based sport program to an individually-based wellness program.

## **Science**

- Teachers and chairs have attended multiple professional development activities including: AP conferences, teaching English Language Learner workshops, the Association of Supervision and Curriculum Development conferences, and school data retreats sponsored by North Cook Intermediate Service Center.
- Teachers continue the development of CLS assessments in science. These assessments have been analyzed and revised. The chairs continue to facilitate the use of these assessments across science content areas.

### **Science (con't)**

- Summer Curriculum: Projects included the development of materials for use in the Students Reaching Individual Development to Excel (STRIDE) program and freshmen-level biology courses and the development of lessons that incorporate reading strategies and physical activity.
- Committee Item for Consideration: The committee discussed obstacles which hinder the acceleration of students within the science curriculum. The chairs articulated a need to assist students who may initially struggle in a more difficult course. Collaboration between the science and guidance departments is needed to support students during the adjustment to AP and advanced level coursework.

### **\*Formal Proposal for 2009-2010: Astronomy II**

Palatine High School proposed a pilot second semester astronomy course to complement the current Astronomy I course. This course is designed to meet the needs of students interested in a more in-depth review of the solar system. Individual schools could elect, based on student interest, to include either Geology or Astronomy II as an elective option to juniors and seniors.

**\*G. Steiger moved to accept this proposal, N. O'Keefe seconded the motion. The motion passed unanimously.**

### **Social Studies**

- Teachers and chairs have attended multiple professional development activities including: the Association of Supervision and Curriculum Development conferences, workshops for co-teachers, the Newberry Consortium, and the Teaching American History grant program courses.
- All departments have incorporated reading strategies within courses and have created and implemented assessments to measure student reading improvement. School Improvement plans for each school are designed to collect and report data relative to student reading achievement.
- Dave Freeman presented information relative to the Teaching of American History Grant. Currently nine teachers from District 211 are enrolled in courses offered through the University of Illinois at Chicago. Additional courses and seminars will be offered in both the spring and summer semesters.
- Summer Curriculum: projects included revision of curriculum and assessments related to the US Constitution test; this test was included in Senior Survey courses beginning in the fall of 2008, revision of AP Macroeconomics, and the development of the World Affairs curriculum for implementation beginning in the 2009-2010 school year.
- Committee Item for Consideration: The committee examined the current social studies courses relative to best meeting the needs of students. The chairs indicated that course content and goals must be aligned to student interest and maturity. Students must be able to engage in difficult social, political and economical issues; students must also recognize a need to become a good citizen—this recognition does not usually happen until senior year. The current course sequence moves students from a global perspective to American perspective in order to create an informed and engaged electorate.

### **Special Education**

- Teachers and chairs have attended multiple professional development activities including: Northwest Suburban Special Education Organization (NSSEO) workshops, direct instruction and Aimsweb training, MAP training, and workshops in co-teaching.
- Co-teaching efforts have expanded this year and include 46 sections of English, math, science, and social studies across the district. Teachers have participated in workshops to enhance the co-teaching model and support the partnerships within the classroom. Data relative to student success has been identified and will be collected and analyzed throughout the year.

### **Special Education (con't)**

- School improvement plans reflect department emphasis in both reading and mathematics achievement. Special education courses incorporate reading strategies and mathematics skill development to assist students in achieving the CLS benchmarks.
- Summer Curriculum: projects included development of reading strategies and progress monitoring, expansion of the current Secondary Work Experience Program (SWEP) to focus on the adult transition process, and incorporation of differentiated instruction in special education courses.
- Committee Item for Consideration: The committee discussed the co-teaching model and how best to support this collaboration. The chairs noted that the special education teachers have developed a richer understanding of the CLS. Students in both the co-taught and the special education classes benefit from this increased understanding.

### **World Language**

- Teachers and chairs have attended multiple professional development activities including: the Illinois Council of Teachers of Foreign Language, related AP conferences, and workshops in differentiated instruction.
- World language teachers have incorporated the CLS for writing within Level 4 and AP courses.
- Summer Curriculum: projects included the revision of curriculum for advanced and beginning level Spanish courses and the development of literacy assessments.
- Collaboration with Districts 15 and 54 continues. Both districts have scheduled times to meet with staff from District 211. The chairs acknowledged that language programs in the junior highs have a direct and significant impact on enrollment in French and German within the high schools.
- Committee Item for Consideration: The committee discussed which language offerings would best meet the needs of students from a global perspective. The chairs discussed the current political interest in languages such as Chinese and Arabic. These languages are much more difficult than the current courses offered; students would need more than four years to master these more difficult languages. Partnership with the junior highs would be vital to the success of these courses in the high school.

### **\*Formal Proposal for 2009-2010: Advanced Topics in Spanish**

This course was developed to meet the needs of dual language learners and heritage speakers who start in L276 or L376 Spanish for Native Speakers/Dual Language Students. These students require an additional course commensurate with their advanced skills. These students would have the opportunity for a third year of Spanish prior to the senior year advanced placement course. Additionally, this course could provide a stronger curriculum for fourth year students who would choose not to enroll in the AP program. Hoffman Estates High School will pilot this course. It is recommended that this course be one period.

**\*G. Steiger moved to accept this formal proposal; C. Polito seconded the motion. The motion was approved unanimously.**

## Summary of Motions for Action:

### Applied Technology

#### **\*Formal Proposal for 2009-2010: Principles of Engineering**

*Principles of Engineering* (POE) is a second foundation course in the PLTW sequence. This course provides students with an understanding of the field of engineering and related technologies as they apply to systems and manufacturing processes. It is recommended that this course be one period.

**\*G. Steiger moved to accept the formal proposal, T. Cannon seconded. The motion passed unanimously.**

### Art

#### **\*Formal Proposal: AP Art History**

AP Art History will provide students the opportunity to experience an introductory college level Art History course which includes lessons in art appreciation, art fundamentals, art historical terminology, and the purpose and function of art throughout history. Students need not have experience in art production courses; therefore, no prerequisite within the art department is necessary. This course will enhance student learning in the subjects of art, English and history. It is recommended that this course be one period.

**\*G. Steiger moved to accept the formal proposal, T. Cannon seconded. The motion passed unanimously.**

### English

#### **\* Supplemental Textbook Recommendations**

- E307/E317 Creative Writing, *On Writing: A Memoir on the Craft*, by Stephen King
- E319 AP Language and Composition, *Gang Leader for a Day*, by Sudhir Venkatesh
- E202/E208/E404/E419 Honors Sophomore English, Survey of British Literature, AP Literature and Composition; *Wuthering Heights*, by Emily Bronte
- E214 Advanced Topics in Literature, *Bleachers*, by John Grisham

**\*L. Small moved to accept the supplemental textbook recommendations, T. Little seconded. The motion passed unanimously.**

### Mathematics

#### **\*Formal Proposal: Multivariable Calculus/Differential Equations Course**

This course is designed to provide an advanced learning opportunity to follow Advanced Placement Calculus BC. As Districts 15 and 54 continue to accelerate students, more District 211 students will require this course in order to complete four years of mathematics in high school. No advanced placement credit is available through the College Board, but discussions are underway with Harper College to award dual college credit for course completion. It is recommended that this course be one period.

**\*G. Steiger moved to accept this formal proposal; C. Barnes seconded the motion. The motion passed unanimously.**

## Science

### **\*Formal Proposal: Astronomy II**

Palatine High School proposed a pilot second semester astronomy course to complement the current Astronomy I course. This course is designed to meet the needs of students interested in a more in-depth review of the solar system. Individual schools could elect, based on student interest, to include either Geology or Astronomy II as an elective option to juniors and seniors.

**\*G. Steiger moved to accept this proposal, N. O’Keeffe seconded the motion. The motion passed unanimously.**

## World Language

### **\*Formal Proposal: Advanced Topics in Spanish**

This course was developed to meet the needs of dual language learners and heritage speakers who start in L276 or L376. These students require an additional course commensurate with their advanced skills. These students would have the opportunity for a 3<sup>rd</sup> year of Spanish prior to the senior year advanced placement course. Additionally, this course could provide a stronger curriculum for 4<sup>th</sup> year students who would choose not to enroll in the AP program. Hoffman Estates High School will pilot this course. It is recommended that this course be one period.

**\*G. Steiger moved to accept this formal proposal; C. Polito seconded the motion. The motion was approved unanimously.**

### **Suggested Motion:**

That the committee reports and recommendations be approved as presented.

Nancy N. Robb  
Superintendent-Elect