Board Members:

**RE: CURRICULUM COMMITTEE REPORT**

The fall round of the 2006-07 Curriculum Committee meetings has been completed, with fifteen meetings taking place.

Each curriculum committee agenda had the overriding theme of increased learning opportunities for, and higher achievement by, our students. While the late arrival of the April 2006 Illinois State test results was a concern, there was no loss of enthusiasm or lack of effort exhibited by the department chairs and principals to continue their work on improvement of learning.

**Critical Learning Standards**
Each Curriculum Committee stated and discussed expectations for department and school advancement relative to the Critical Learning Standards (CLS) developed in the areas of reading, writing, mathematics, and science by our faculty last year. Dr. Robert Marzano, a world-renown expert in the field of educational research and school improvement, served as a consultant to our district leadership in that development. This year, it is expected that all faculty will become knowledgeable about the Critical Learning Standards, rubrics used to assess those standards, and the relationship to the existing curriculum of each department. In the core departments of English, Mathematics, and Science, teachers will begin to assess student learning of the respective CLS, and then will develop instructional interventions to assist those students who have not met expectations for achievement. The District Electronic Gradebook has been enhanced with features that will make assessment and review of student performance more efficient and, therefore, more likely to be used by teachers in responding to student needs.

**Vocabulary Development**
The fall round also included the common theme of vocabulary development as a means of building background knowledge that will lead to higher academic achievement. Every department has embraced the challenge of reviewing the recommendations of their respective professional agencies regarding the instruction of vocabulary. The departments have been asked to prepare reports for the winter round of meetings detailing vocabulary instruction within key courses.
Summer Curriculum Project Review
The fall round included committee review of summer curriculum projects. Summer projects were presented to the appropriate curriculum committee as an oral report and/or by the presentation of a product, such as a set of objectives or a notebook that was developed. Each presenter provided the Committee with information concerning the distribution of the project’s product to interested faculty. As was anticipated last spring, when the summer projects were approved, the summer projects cost was fully funded by the District’s Title 2 Grant.

School Improvement Plan Review
Director of Instructional Improvement Lisa Small led a review of progress in executing the school improvement plan components of each department. This review was helpful in clarifying and sharing school improvement strategies, and also served to meet the requirement that each school improvement plan be reviewed by faculty of another school.

A summary of major committee activity is provided below. Recommendations requiring Board of Education action are noted with an asterisk (*).

Applied Technology
The Department reported on the following summer projects:

- **T166 CAD Graphics/T266 Explorations in Architecture and Engineering Curriculum and Assessment Revision**
  New technology has allowed advancements in the software availability and expectations for its use in the course. The curriculum and assessments were modified to reflect incorporation of that software.

- **T174/T276 Electronic Technology 1 & 2 Outcomes and Assessment Revision**
  The assessment for this course was reviewed and a performance component evaluating familiarity with equipment was added. Students who earn a grade of A or B in T276 Electronics Technology 2 may earn articulation credit through Harper College and enter into the second level of the electronics program there.

- **T336 Automotive Technology 2 District Assessment Revision**
  Hoffman Estates High School teacher R. Walser reported that teachers have added more reading for information questions and practical applications items to the assessment.

The Department reported on initiatives underway to address the Districtwide goals and on other department activities.

- Director of Athletics, Activities, and Career Development Otis Price reported that all three building construction projects are progressing toward construction of the second floor and should be under roof by winter break. Harper College and District 211 are in the early stages of exploring the possibility of articulation credit, should Harper College design a program for building construction.
Applied Technology (continued)

- Palatine High School passed the mid-term National Automotive Technicians Education Foundation (NATEF) evaluation last year and the instructors are preparing for the next evaluation in spring 2008. Conant High School is projecting their NATEF Certification to be complete in the spring of 2008. Schaumburg High School’s Automotive Service Certification (ASC) instructors are working toward the master technician rating. Hoffman Estates High School currently is NATEF certified through January 1, 2009. One HEHS teacher is ASC certified and two other teachers are working toward the certification. An ASC qualified instructor would be a beneficial hire at Fremd High School to replace the retiring qualified instructor.

- Applied Technology Department chairs discussed the positive and negative aspects of a variety of resources for student preparation regarding the WorkKeys Mathematics and Reading tests.

- The chairs noted that Assistant Superintendent for Curriculum Jeff Butzen, along with O. Price, had met with them in the early fall to discuss the procedure for review of Project Lead the Way for potential inclusion into the curriculum. A timeline was developed for the winter preliminary proposal. Pending approval of the preliminary proposal, the formal proposal will be brought forth in the spring.

- An excerpt from Building Background Knowledge by R. Marzano was distributed and reviewed. The book is a resource for building vocabulary development, which is seen as a best practice for accelerating students with limited background and cultural experiences. J. Butzen asked that department chairs select a course, examine what vocabulary is featured, review how it is identified, and reflect on vocabulary teaching strategies.

Preliminary Proposal

Harper College now is offering Emergency Medical Technician training for dual credit, which would be a valuable option for fire science and health career students and would be open to juniors and seniors. A preliminary proposal for approval of this course was presented, with a formal proposal to be offered at the winter round. J. Butzen directed that prerequisites for junior participation in this course be included in the formal proposal.

S. Cross moved to accept the preliminary proposal and M. Scott seconded. The motion passed unanimously.

Art

The Department reported on the following summer projects:

- **Align Curriculum to New Text Photography 1**
  Alignment to the Photographic Eye including supplemental worksheets for most of the chapters in the book was completed. This new textbook is beneficial as typically half of the class is in the dark room, while the other students are in the classroom area.

- **Digital Photography Techniques Photography I & II**
  A summary of the project will be forwarded to J. Butzen from Fremd High School Art Chair Curtis Pinley.

- **Develop Curriculum for A263 Computer Video Animation**
  Lessons based on the curriculum for the course including project examples in video production and editing, stop motion animation/claymation, and 2D internet-ready animation were created.
Art (Continued)
The Department reported on initiatives underway to address the Districtwide goals and on other department activities.

- Teachers currently instructing special student populations in either sheltered Art classes or mainstreamed regular education classes are looking continually for best practices for their instruction. They have surveyed several area schools for input, but many of those schools did not have established methodologies in place. J. Butzen asked that further investigations of best practices be made by the chairs, and this item will continue to be discussed at the Curriculum Committee meetings.

- Relative to the discussion concerning vocabulary, the Schaumburg High School Art Department reported already having selected 14 words for focus that can be experienced across different subject areas, such as focal point and abstract.

Business Education
The Department reported on the following summer projects:

- Develop Lessons and Assessments for H224 Practices in Entrepreneurship (PIE)
  K. Largo from Schaumburg High School reported that teachers involved in this pilot met to finalize the involvement of student marketing groups in all aspects of this program. Revised course objectives were presented and are being finalized for approval at the winter meeting. The pilot course is running at Schaumburg High School this spring and may be offered at Conant High School next year.

- Develop Lessons and Assessment for B367 (B267) Study Skills
  J. Volocyk from Schaumburg High School reported that the objectives were revised and the District course assessment was examined and updated.

- Review Outcomes, Revise Assessments for B184 Business Exploration
  H. McFaul from Palatine High School reported the completed revision of the objectives and assessments of this course to be in alignment with the National Standards for Business Education.

- Align Objectives and Materials to New Text for B332 Business Internship Marketing 1
  K. Petschow from Schaumburg High School reported the update in objectives and the suggested projects list for use in the course.

The Department reported on initiatives underway to address the Districtwide goals and on other department activities.

- The Illinois State Board of Education initiated a curriculum revitalization to design, develop, and disseminate career and technical curriculum updates. The articulation meeting involved high school educators, business owners, and post-secondary educators. Schaumburg High School Chair Sue Rucks participated in the Interdistrict Business Education Articulation meeting and in related curriculum development.

- Multiple conferences are available and will be attended this fall for teachers of Business Education. Several topics in these meetings may have direct impact on course development and choice of software in District 211. Office 2007 software will be reviewed. Additionally, the state has developed a base curriculum for computer literacy and a new student proficiency test in computer literacy will be reviewed.
Business Education (Continued)

- J. Volocyk from Schaumburg High School reported that she is working in a study hall with 17 students who failed one or more courses in junior high, implementing study skills strategies used in a Business Education course. The students have spent time becoming aware of their learning styles and changing their study habits to meet their own individual needs. As of the midterm reports, there has been significant improvement in the students’ grade. After discussion, J. Butzen asked that a discussion occur administratively about possibilities for a study skills component in study halls.

Driver Education

The Department reported on initiatives underway to address the Districtwide goals and on other department activities.

- A curriculum for SWEP Driver Education has been developed that enables students who most likely will never pursue a driver’s license to enroll in a pertinent, required passenger and pedestrian safety course. The current safety course is taught at Palatine High School by a Driver Education teacher, but there was discussion that the course would be more suitable for instruction in the Special Education curriculum for these students. The discussion on the preferred assignment of this course will be included on the agenda for the Special Education Curriculum Committee Meeting.

- The current Driver Education simulators are up to 20 years old and do not allow for effective and efficient use of the classroom simulation time that accounts for a significant portion of the required behind-the-wheel segment of driving. A summary of the suggested replacement plan with estimated cost will be developed by the department and forwarded to J. Butzen by November 15, 2006.

English

The Department reported on the following summer projects:

- **Develop Root and Prefix Vocabulary Program**
  Palatine High School teachers finished the development of 50 words, roots, and prefixes for use within freshman and sophomore English courses. A pretest was instituted this fall and teachers will work with students to learn the words, roots, and prefixes throughout the year.

- **Develop Thematic Approach to Curriculum for E331 American Studies**
  Teachers worked to incorporate Prairie State Achievement Exam (PSAE) test strategies, information processing strategies, and writing initiatives into a thematic approach. Two sections of this course currently are offered at Schaumburg High School for the first time in a few years.

- **Develop Cross-Curricular Assessment for RISE Program**
  Cross-curricular assessments and parent involvement initiatives were developed for this interdisciplinary sophomore program at Fremd High School.

- **Develop Cross-Curricular Activities for FAST Program**
  Teachers of this interdisciplinary freshman program at Fremd High School met to increase the number of interdisciplinary connections.

- **Coordinate Curriculum Between AP US History and AP Language**
  Teachers of E308 English 3 along with G369 U.S. History teachers examined the depth of the interdisciplinary connections between the two courses. Teachers for the two courses may experiment with a few connections per semester, but a year long connection does not seem feasible at this point, due to the detailed requirements of both advanced placement courses.
English (Continued)

- **Interdistrict Articulation**
  District 15 was represented by many classroom teachers, while District 54 was represented by the new English curriculum coordinator. District 211 teachers find the articulation extremely valuable when classroom teachers from the sender districts are present.

- **Summer English Course Work**
  The criteria established for student placement in the summer English academies used in previous years was deemed still appropriate by the Committee. Students in E102 English 1 will be tested to see if they are on target to meet State standards. This new population being tested will most likely increase the number of students who demonstrate a need for both mathematics and reading acceleration. The concern of not having enough teachers from the District to teacher the summer courses, smaller class sizes for summer academy students in the fall, and blocking students in E101 English 1 and E141 Reading Strategies 1 with the same teacher were discussed.

The Department reported on initiatives underway to address the Districtwide goals and on other department activities.

- Discussion occurred regarding the replacement of the Stanford exit score from the Reading Strategies courses with the EXPLORE reading score. Currently, a grade 7 reading level does not indicate that the student is on track to meet State standards by junior year. An EXPLORE reading score of 14 or higher near the end of first semester freshman year would indicate a freshman student who continues to progress does not need to enroll in E241 Reading Strategies 2. A sophomore in E241 who scores a 16 or higher on the PLAN reading test would not be required to enroll in E341 Reading Strategies 3. This discussion will continue during the winter round of the meetings.

- J. Butzen requested that each school prepare a written description of the process used in selection of books for each school’s summer reading selections. To be included is how the books are reviewed, who is involved in the selection process, and how the final decision is made. This description should be sent to J. Butzen prior to the winter curriculum meeting. The descriptions will be distributed to the parents and community members who seek more information on the topic.

*Formal Proposal: Development of E308 English 3 for AP Language and Composition*

This proposal recommends the change of E308 English 3 to E319 Advanced Placement Language and Composition. This change would maximize students’ potential to gain college credit via the Advanced Placement Language and Composition test.

T. Busch moved to accept the formal proposal as presented and S. Cross seconded. The motion passed unanimously.

*Formal Proposal: Advanced Creative Composition*

This course is designed for students to advance their skills in creative writing. Presently, one semester of English creative writing credit is available. This proposal allows the option of a full year of creative writing.

C. Kersemeier moved to accept the formal proposal as presented and G. Steiger seconded. The motion passed unanimously.
**English as a Second Language**
The Department reported on the following summer projects:

- **Creation of an Assessment for E151 ESL Transitioning Course**
  Pre- and post- tests have been developed to chart student growth on the course objectives.

- **Develop Units Associated with the New Objectives for ESL Level 3**
  Objectives were developed last year and this year teachers from Schaumburg High School developed instructional units to meet these objectives.

The Department reported on initiatives underway to address the Districtwide goals and on other department activities.

- The District ESL Staff Development Day for Mathematics Department teachers will be held on December 4, 2006. An additional training day is planned for non-mathematics teachers in February. Reports on these meetings will be provided at future Committee meetings.

- Course names were changed to reflect the department’s movement from three to five levels of coursework. These changes followed the publishing of the Illinois State Standards for limited English proficient students, which also incorporates five levels.

- J. Butzen requested that the ESL Department create a list of vocabulary instructional strategies currently used. This list will be used during the winter round of curriculum meetings as a resource for the other departments who will be reviewing their vocabulary instruction practices.

- The teachers will meet in November to discuss Critical Learning Standards, new writing improvement plans, and the investigation of ancillary materials for the textbook series used for three of the five levels.

**Family and Consumer Sciences**
The Department reported on the following summer project:

- Copies of the materials that were completed during the summer in each area noted below were attached to the agenda for committee member review. Teachers worked on objectives, course alignments with state standards, and instructional materials for use in these courses:
  - H333 Chemistry of Foods
  - H453/H454/H455 Education Internship
  - H243 Consumer Management
  - H466/H467 Foods Independent Study
  - H476/H477 Fashion Independent Study
  - H456/H457 Preschool Lab Independent Study

The Department reported on initiatives underway to address the Districtwide goals and on other department activities.

- Time was spent working with Business Education teachers aligning the H224 Partnership in Entrepreneurship course with the objectives and creating activities for the course.

- O. Price gave an update of the progress of the District 211 students participating in the cosmetology program at the *Empire School of Beauty*. Student attendance has been as high as 98% and morale has been very positive. All students in the program are on track to complete the course by graduation in June 2007.
Family and Consumer Sciences (continued)

- K. McGinn from Schaumburg High School stated that much work was completed over the summer in several courses to align the curriculum with state standards. Materials for use in the courses were also developed. Following a discussion on the expenditure of time on alignment of courses to state standards versus time on development of the critical learning standards, J. Butzen stated that the critical learning standards should take precedent and that alignment to state standards should occur on the annual course review schedule.

*Formal Proposal: Nail Technology*

O. Price presented the formal proposal for a nail technology course that would lead to certification in Illinois. O. Price referenced instructional materials that are used in the course and distributed an outline of the course concepts that are taught. It was noted that the curriculum contained significant higher level science, particularly biology and physiology. A discussion ensued about the length of the course and the prerequisites. It was proposed that the course would be offered as a one semester course to all seniors and to juniors who have proven to be on schedule to graduate by scoring a 17 or higher on the PLAN test that is administered sophomore year.

G. Steiger moved to approve the course and M. Scott seconded. The motion passed unanimously.

Foreign Language

The Department reported on the following summer projects:

- **Align Objectives to New Text for L362 French**
  Teachers revised objectives as appropriate for this course.

- **Development of Spanish 1 Enrichment Course**
  This course is designed for students with limited exposure to or mastery of Spanish prior to their freshman year. Materials developed and used in the course were shared with all schools. Currently, Palatine and Fremd High Schools offer this course, while Conant and Schaumburg High Schools will be offering it next year.

- **Explore the Potential Use of MP3 Players**
  Recordings created by visiting foreign exchange students will be used to enhance classroom materials by reflecting the continually changing language expressions. The recordings focus on vocabulary and cultural issues.

- **Align Assessments with the New Objectives for L262 French 2**
  The District course assessment was updated to reflect the new objectives.

- **Coordinate Assessment with New Text L163 Spanish 1**
  The District course assessment was modified to align with the new textbook.

- **Create Data Base for On-line Assessment**
  The department has compiled reading passages which can be used to assess the critical learning standards. Exploration of the District Electronic Gradebook will be needed before concluding if it is more effective then development of an independent online assessment.
Foreign Language (continued)
The Department reported on initiatives underway to address the Districtwide goals and on other department activities.

- The Department will continue to investigate the feasibility and benefits of a dedicated language lab. Language software has become sophisticated enough that the College Board is using it to record advanced placement speaking tests. J. Butzen requested data demonstrating the effectiveness of a language laboratory for the instruction of foreign languages, and also asked that existing facilities in each school be investigated for access that would meet the perceived needs. The technology needs of the department will be discussed further at the November Institute.

- J. Butzen requested that the department create a list of vocabulary strategies currently used. This list will be used as a resource for the other departments during the winter round of curriculum meetings.

Gifted
The District Chair reported on the following summer project:

- Evaluate the Integration of Theory of Knowledge
  Palatine High School teacher L. Appino presented a review of the integration of the Theory of Knowledge concepts from the International Baccalaureate Program in the freshman year, and consideration of how it would be integrated into the sophomore year program at Palatine High School. The first two semesters of the program will end with a capstone activity based on the Theory of Knowledge. L. Appino has shared information about this approach with the other teachers of the Gifted courses.

The Gifted Education Program teachers reported on the following initiatives underway to address the Districtwide goals and other department activities:

- A discussion was held on the results of an Advanced Placement/Gifted Education Survey that was administered to graduates of 2004 or 2005. L. Appino reported all program teachers have received the survey results. Though the teachers have not had a chance to formally discuss the results as a group, she shared opinions that had been forwarded by some of the individual teachers of the program questioning the survey results. It was noted that the survey items were paralleled to those asked for in the Advanced Placement courses and that the response rate was well within mail survey response expectations. The Committee discussed the importance of the Gifted Education Program maintaining enrichment while still being able to assist in the academic acceleration of students. As the schools and principals are accountable for academic success, this should be considered as a desirable aspect of all courses. On behalf of the Committee, J. Butzen encouraged program teachers to continue exploration of best practices and to improve curriculum and instructional.

- Results from the Gifted Expo from last year were discussed. Program teachers have emphasized that student projects will continue to be held to a higher standard. A student field trip was taken this summer to the Chicago-based company, IDEO. This company uses design thinking to help clients produce a more effective product in today’s market. Students were able to experience the “think and do-tank” approach of this business that may be helpful in project development and presentation.
Health Education
The Department reported on the following summer projects:

- **Development of Advanced Health Course**
  The objectives for the proposed course were developed and shared and possible textbooks explored.

- **Development of ESL Health Education Curriculum**
  Instructional materials for use in vocabulary development within each unit for limited English proficient students were created.

The Department reported on initiatives underway to address the Districtwide goals and on other department activities.

- The Committee discussed the current scheduling of students in Health Education. It was affirmed that the course is intended to be taken during a student’s sophomore year. However, scheduling conflicts or poor student performance may legitimately cause the student to schedule the course during a subsequent summer or during junior or senior year. The literature appearing in District publications and on-line, including that referencing Summer School, should be standardized to state the preference (not a requirement) that the course be scheduled sophomore year.

*Formal Proposal: Advanced Health Education*

This proposed course would allow students interested in potentially pursuing a career in the field of health to explore more health-related topics and careers than the required P242 Health Education. Completing P242 Health Education is a prerequisite for the Advanced Health Education course. Pending approval, an appropriate textbook would need to be suggested to the committee.

G. Steiger moved to accept the formal course proposal as presented and M. Scott seconded. The motion passed unanimously.

Mathematics
The Department reported on the following summer projects:

- **Prepare Test Items for M117 Algebra**
  Multiple choice questions to address the four levels of the critical learning standards were designed for eight of the thirteen standards.

- **Adopt M479 Calculus Course Materials to New Text**
  The assessment for the course was updated.

- **Adopt M449 AP Calculus Course Materials to New Text**
  The assessment was restructured with the addition of an advanced placement calculator section.

- **Adopt M447 Calculus Course Materials to New Text**
  The sequence of the course was discussed and the assessment modified.

- **Adopt M439 Calculus Course Materials to New Text**
  The District course assessment and materials were aligned to the new text.

- **Adopt M214 Geometry Materials to New Text**
  The materials used for the course and semester finals were adjusted.

- **Develop Strategies and Materials for ESL M113 Algebra**
  Materials were developed and placed on the N-Drive for all schools to use.
Mathematics (continued)

- **Develop Strategies and Materials for ESL M113 Algebra**
  Materials were developed and placed on the N-Drive for all schools to use.

- **Transition of Topics from M212 Application in Mathematics to M312 Integrated Mathematics Topics**
  New materials that were developed can be accessed on the N-drive.

The Department reported on initiatives underway to address the Districtwide goals and on other department activities.

- Schaumburg High School Chair J. Breunlin provided a report on summer articulation with associate schools. The 8th grade Geometry courses currently taught in District 54 and being investigated by District 15 were discussed. Only 50% of the sender school representatives were present, which lessened the value of the articulation.

- As completion through a 300 level mathematics course becomes a graduation requirement, extended summer school offerings that include additional 200 and 300 level courses will need to be examined. M217 Plane & Solid Geometry and M312 Concepts in Mathematics were suggested as additional courses to be offered in summer school. Finding quality instructors continues to be a challenge. It was suggested that a District 211 Mathematics Department teacher be hired to monitor and coordinate the summer teaching staff to ensure the quality and use of the appropriate curriculum.

- The Mathematics Department has designed 24 Critical Learning Standards (CLS) within the Algebra I, Geometry, and Algebra II curriculums which are not dependent on level or grade. All schools’ M117 Algebra I courses have added/revised multiple choice questions to chapter tests which will assess student progress on the CLS. One chapter test was piloted last year to evaluate the interface with the electronic gradebook. This fall all M117 teachers will be assessing the CLS, and the M114 Algebra I teachers will begin to use the CLS rubrics and assessments. Next school year, all Algebra I classes will use the CLS assessments and Geometry teachers also will pilot new assessment questions. In 2008-2009 all Geometry classes will be implementing assessments and Algebra II classes will pilot assessment questions that measure Critical Learning Standards.

- It was suggested by a chair that a class size maximum of 15 students in the mathematics summer school academies would be beneficial to accelerating student achievement. All M117 Algebra I students should be included in placement testing for Sophomore Academy to designate who is not on target to meet standards and should therefore participate in summer school. Project EXCEL students are placed by reading scores which accounts for a range of mathematics levels from M114 Algebra I through M218 Accelerated Geometry. This practice will be re-examined.

*Formal Proposal: M318 Advanced Algebra and M418 Advanced Trigonometry/Pre-Calculus*

Some schools are finding freshmen placed in M217 Plane and Solid Geometry are not fully prepared to take an Advanced Placement Mathematics course by their senior year. This proposal creates a more robust pilot course sequence which would lead students to an Advanced Placement course by redesigning the order of the sophomore and junior offerings to increase rigor and student preparation. Palatine and Conant High Schools would be interested in this course pending approval. The course sequence would be closely reviewed for success before being removed from pilot status.

J. Breunlin moved to accept the formal proposal as presented and M. Scott seconded. The motion passed unanimously.
Music
The Department reported on the following summer project:

- **Preparation for the Orchestra Retreat to Augustana**
  A report detailing preparation for and activities during the summer Orchestra retreat was provided by Y. Pham. The weekend retreat provided an opportunity for students to meet with and be directed by college instructors and to record their performances. Augustana has informed us that they can no longer serve as host to this retreat, and so J. Malmquist has been searching for an alternative site for next summer. He will provide a recommendation to J. Butzen later this fall.

The Department reported on initiatives underway to address the Districtwide goals and on other department activities.

- The Committee affirmed course code changes adopted last year to clarify the differing levels of the program within a given study of music. G. Steiger asked that a report be provided at the next meeting regarding the clarity of the new numbering system when reviewed by colleges on transcripts.
- A recommendation was presented for funding of uniform and instrument replacement over the next several years. J. Butzen said that he would review the recommendation in light of other departmental needs. J. Butzen also said that additional information on each school’s status may be requested.
- A list of potential Music Department field trips was presented. J. Butzen reminded the chairs that final field trip selections should be brought to the attention of Administrative Council through each school’s activity director.

*Proposal: Honors Choir*
R. Green presented a proposal for an Honors Choir that would consist of the strongest student performers from the five District 211 schools who would experience an intense instructional weekend retreat under direction of a noted choral director and followed by a Sunday performance. This program would mimic similar programs in Orchestra and Band. J. Butzen noted that support of this proposal would be pending approval of the Sunday performance by Administrative Council.

G. Steiger moved to accept the formal proposal as presented and S. Cross seconded. The motion passed unanimously.

Physical Education
The Department reported on the following summer project:

- **Review: Prepare ESL Study Guide**
  Vocabulary study guides were designed to meet the basic classroom participation needs of level 1 Limited English Proficient students.

The Department reported on initiatives underway to address the Districtwide goals and on other department activities.

- By the end of first quarter, all fitness testing should be complete. O. Price should be notified of completion of the testing by each school’s department chair and fitness letters will be generated and mailed home. An alternative fitness test is being evaluated for its effectiveness. It potentially would allow the results of the District’s students to be compared to other students across the nation.
Physical Education (continued)

- A proposed four week yoga unit was recommended by a Physical Education teacher certified in yoga. The optional unit will only be scheduled if a certified instructor is available at the school.

Science
The Department reported on the following summer projects:

- **Create Lessons/Activities for S353 Applied Science**
  Two lessons were created for this course with an emphasis on the critical learning standards and reading strategies that are from the Project CRISS program.

- **Integrate Reading Instruction Strategies for S233 Physical Science**
  Reading strategies were integrated into the curriculum, including reading comprehension and science vocabulary strategies. Teachers discussed development of ACT-style questions.

- **Develop Forensic Science Instructional Units**
  The instructional units for this course were developed. These units can be used in current coursework and assist with the formal proposal being presented to the committee.

- **AP Audit for S449 Biology**
  The teachers involved in this course will proceed with the preparation of the paperwork for the audit, once the College Board publishes the final submission requirements.

- **AP Audit for S439 Chemistry**
  The teachers of this course met to review their current practices and are ready to complete the required audit, as soon as the details are made available from the College Board.

- **AP Audit for S468 Advanced Physics**
  The teachers involved in this course will proceed with the preparation of the paperwork for the audit, once the College Board publishes the requirement.

The Department reported on initiatives underway to address the Districtwide goals and on other department activities.

- In an articulation meeting with Districts 15 and 54, the EXPLORE Science test expectations and Critical Learning Standards were shared. District 15 reported that no Earth Science topics are taught to their students and therefore it would be difficult for their students to successfully answer those questions on the EXPLORE test. District 15 shared a list of vocabulary words that they expect their students to know before they enter high school. District 54 was represented by a new coordinator who was unfamiliar with details of program operation.

- S131 Biology is being co-taught by a Science and Special Education teacher at Palatine, Fremd, Schaumburg, and Hoffman Estates High Schools. At this point, the reports from the teachers have been very positive. The ratio of special education students to regular education students varies and will be tracked as academic success results are tabulated. Additional data will be gathered before discussion of continuation or expansion of this model to other courses.

- J. Butzen distributed the data reports for the Science programs from the Summer Academy. A follow-up discussion will occur during the winter round of curriculum meetings when students’ quarter grades are available.
Science (continued)

- Many of the current microscopes are 50 years old and the availability of replacement parts has become an issue. A schedule for replacement will need to be created by this committee. Replaced microscopes will be used for parts within the District and then sold outside of the District after the replacement cycle is complete.

- A government agency currently is waiving the cost of disposing of radioactive materials in order to assist in the timely removal of the waste from educational settings. The department chairs were directed to review and apply for use of this service as needed.

- Many vocabulary strategies currently used in Science classes were discussed. T. Finke and B. Lobo shared information processing skills used to teach vocabulary at Schaumburg High School.

- The option of an AP Physics C course was suggested as a means of accelerating students who are interested in a career in physics or engineering. Schools outside of the District who have this program in place will be visited and a preliminary proposal will be presented at a future curriculum meeting.

*Formal Proposal: Forensics Science*

Conant High School teachers L. Vallejo and J. Pettyjohn presented the summer curriculum work accomplished toward developing units for the proposed Forensics Science course, which would focus on scientific exploration of physical evidence. As prerequisites, students will need to have completed Biology, Chemistry, and currently be in Physics or have completed Physics. A large number of students surveyed expressed interest in enrolling in a course of this description. Pending approval, this course would be offered as a pilot course at Conant High School in the fall of 2007.

S. Cross moved to accept the formal proposal as presented and G. Steiger seconded. The motion passed unanimously.

Social Studies

The Department reported on the following summer projects:

- **G342 US History Curriculum Report**
  Teachers met to restructure the content and skills needed to meet course objectives and develop a proposal to move the Constitution test from junior year to senior year.

- **G442 Social Science Survey Report**
  This summer curriculum project allowed teachers to update the anthropology and sociology units. The implications for moving the Constitution test to this course were also examined.

- **Social Science Sheltered Survey**
  Political science, anthropology and sociology units for use with limited English proficient students were developed.

- **G161 Global Studies**
  Teachers designed a matrix of skills to improve academic preparation for freshmen taking this course.

- **Summer Reading Strategies**
  Reading strategies currently used at each school were shared with all schools.

- **AP Language and Composition and AP U.S. History**
  Teachers of E308 English 3 along with G369 U.S. History teachers examined the depth of interdisciplinary connections between the two courses. Teachers for the two courses may experiment with a few connections per semester, but a year long connection does not seem feasible at this point, due to the detailed requirements of both advanced placement courses.
Social Studies (continued)
The Department reported on initiatives underway to address the Districtwide goals and on other department activities.

- Palatine High School Social Studies Department teachers have been administering timed readings to students for three years. The teachers have combined efforts with English teachers to become more efficient in the amount and depth of testing for the common juniors within the two departments.
- Teachers in G342 U.S. History will continue to advance the reading skill of drawing conclusions. The Social Studies Department teachers will start the process of examining the CLSs at the November Institute.
- A conversation with the ESL Department chair, Student Services director, sheltered U.S. History and Survey teachers, and Social Studies Department chair should occur to discuss which course objectives can be met within the sheltered courses for each school. This will be brought forth again to the winter Curriculum Committee meeting.
- The U.S. Constitution test will be moved from junior year U.S. History courses to senior year Survey courses. Senior students are preparing to vote and see a greater relevance to the Constitution plus this will make more time available for advancement of critical learning standards in junior year. Special Education students will continue to take the Constitution test as they do currently.

*Textbook Recommendation:*
  This is a new edition of the currently used textbook for the course.
  R. Lindeen moved to pass the textbook recommendation and B. Hildabrand seconded. The motion passed unanimously.

Special Education
The Department reported on the following summer projects:

- **Crisis Prevention and Response Team**
  Staff new to the District were certified in Crisis Prevention Institute responses.

- **General Studies Objectives: E420 and E490**
  Course objectives were established that reference the Illinois Learning Standards.

- **General Studies Mathematics Objectives: M120, M220, and M320**
  Three subcommittees met to review objectives, assessments, and assessment results, as appropriate within the three courses.

- **General Studies Science Objectives: S170 and S270**
  Course objectives were created with a goal of enabling students to progress into regular education Science courses.

- **Behavior Intervention**
  Intervention plans and methods for examining data for successful intervention strategies were examined.

- **Co-teaching S131 Biology**
  Resources and training manuals were created to assist Special Education and Science teachers to co-teach science in the regular education classroom.

- **Instructional Behavioral Techniques for Asperger’s Syndrome**
  The team met to complete the third and fourth year curriculum to meet the needs of these students.
Special Education (continued)

- **PSAE Strategies Resource Service**
  Resources were identified and created for juniors with special needs who will be taking the PSAE in the spring.

- **Support Centers and Self Contained Programs**
  Members from all seven schools met to compare and contrast the success of various programs in communicating with mainstream teachers. Behavioral modification systems were discussed and found to be diverse within the schools; best practices were evaluated.

- **SWEP Community Based Experience – Mathematics**
  Teachers reviewed and enhanced mathematics-related activities for inclusion in the alternative assessment.

The Department reported on initiatives underway to address the Districtwide goals and on other department activities:

- D. Morelli and M. Duncan of Fremd High School provided a report on their experiences co-teaching a S131 Biology with 50% of the class being students with IEP’s. The teachers share a common preparation period for lesson plan modification. Both teachers lead the class with seamless transition and at this point the results are very positive. Expansion of this model will be discussed once additional data is received and analyzed.

*Formal Proposal: PSAE Strategies Resources Service*

Life Strategies and Learning Strategies are resources where 25 minutes of the student’s study time is spent with the teacher for learning specific strategies, while the other 25 minutes is student-directed study time. Individual score reports are used to target the needs of students based on weaknesses designated from the EXPLORE and PLAN assessments. This proposal recommends that one-fourth credit be assigned to the course, and that no final examination be required. There will be no “sixth subject” implication as a result of approval of this proposal. Pending approval, this course proposal will go into effect in 2007-2008.

S. Cross moved to accept the course proposal as presented and G. Steiger seconded. The motion passed unanimously.

**Suggested Motion:**

That the curriculum committee report and recommendations be approved as presented.

Roger W. Thornton
Superintendent