Board Members:

RE: CURRICULUM COMMITTEE REPORT

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

Each curriculum committee agenda had the following recurring themes:
- Advancement of each department and school in incorporating teaching and assessment of Critical Learning Standards;
- Familiarity with, and organization of, vocabulary instruction in each department;
- Analysis of, and revision to, school improvement plans by each department;
- An update on the Advanced Placement Course audits that will be required this year;
- Review of pass-fail options in each department;
- Summary of the all-department institute opportunity in November.

Critical Learning Standards
The winter round of Curriculum Committees historically has reflected the “at-work” aspect of the time of year. However, this year, the work being done to advance the Critical Learning Standards in the core and elective areas has resulted in increased discussion of improvement of achievement as the primary topic of this winter round. To that end, this report reflects that the theme of incorporating the Standards into curriculum and methodology was heard repeatedly in all of the Committee sessions. This is reason to celebrate, as the principals and department chairs are succeeding in accomplishing important work that began only a year ago, and that their efforts, while in many ways independent, have produced a synergy and unanimity of purpose that is important and exciting.

Vocabulary Review
Work focused on integration of critical learning standards throughout the curriculum has been supported by another endeavor of note; namely, the review of the role of common vocabulary within subject areas. Literature suggests that an emphasis on vocabulary is one of the few documented means of overcoming differences and weaknesses in the subject area background knowledge of students. Our department chairs generally responded positively to investigation and improvement of this aspect of course instruction.
School Improvement Plans
Director of Instructional Improvement Lisa Small provided information to each department about the expectations for current activity by teachers in development of their school improvement plans. The lack of official State test results for 2006 is a significant problem in the analysis of past efforts and targeting of new efforts to address the needs of specific student populations. However, unofficial results based on preliminary information from the 2006 testing have been analyzed internally and shared with schools. Each department was directed to use this information in lieu of the official State results to the extent possible to perform the function of school improvement review. The school improvement plan administrator at each school and Dr. Small are available to assist any department in this process.

Advanced Placement Audit
The College Board, who oversees national advanced placement testing, is requiring each teacher of an advanced placement course to submit detailed information, including a course syllabus, demonstrating that their course meets College Board standards. In January, the College Board is expected to send final audit information to the schools via the principals. All teachers of advanced placement courses must respond individually, per the audit requirements, but same subject teachers are encouraged to work together to prepare responses to the audit requirements. If possible, teachers who are not currently teaching an advanced placement course, but who are likely to be an advanced placement teacher in the future, should be involved in this audit process. Advanced placement courses that are not currently running in a school, but may run in future years, also should be considered in the upcoming audit. The deadline for submission of advanced placement audit information for 2007-08 is June 1, 2007.

Curriculum Committees: Summary of Winter Round Activities
A summary of major committee activity is provided below. Recommendations requiring Board of Education action are noted with an asterisk (*).

Applied Technology

Initiatives to Improve Student Achievement
- Palatine High School’s Applied Technology Department is reviewing electronics and CAD courses for identification of critical learning standards. Teachers are discussing the details of the standards, natural connections with the standards, and planning the implementation of standard assessment.
- Fremd High School teachers have been using the late starts to identify natural connections with the critical learning standards. Applied technology teachers will be teaming with the English and mathematics teachers to discuss the details of the critical learning standards and the development of assessments.
- Conant High School’s Applied Technology Department is examining how to help students recognize details in readings that are content specific. They continue to examine their current assessments and evaluate the degree to which critical learning standard levels are represented.
- Schaumburg High School teachers focused on the use of KeyTrain software for mathematics in freshman classes. This year all classes will be implementing the KeyTrain component. J. Butzen stated that additional attention must be paid to the critical learning standards and their relationship to the departmental curriculum.
Applied Technology (continued)

- Hoffman Estates High School teachers continue to work on the implementation of the critical learning standards during the late starts. They are examining the different levels of questions and all large enrollment courses in the department will have at least one assessment ready for use during terms 3 and 4.

Overview: Vocabulary Instruction in Applied Technology Courses
During the November Institute Day the teachers met in the core applied technology areas to examine the vocabulary recommended by Dr. Marzano for building background knowledge, as well as to determine additional vocabulary commonly used in specific courses. The next step will be to investigate different methodologies used to increase vocabulary understanding by students. Strategies from Project CRISS and other workshops were discussed.

Update: Building Construction
Direct of Athletics, Activities, and Career Development Otis Price reported that the Schaumburg/Conant house is almost under roof with the windows installed. The Hoffman Estates and Palatine/Fremd houses will have the masonry work completed by next week. Teachers continue to benefit from working together throughout the construction process. Mr. Price also is in search of land for acquisition as future building sites.

Update: NATEF Certification
Hoffman Estates High School teacher David Ligman reported that an advisory meeting for NATEF certification was held on Institute Day with multiple schools participating. The advisory meeting allows for current updates in the industry to be presented to teachers. Information is being compiled on the status of the current auto lifts, room availability, and the life expectancy of drive-on racks.

Preliminary Proposal: Project Lead the Way
Palatine High School teacher Paul Hardy presented information on the potential implementation of Project Lead the Way. Fall of 2008 would be the earliest a course from the program could be offered. The program, as proposed, could be located at two locations at the north and south ends of the District. At this point Palatine, Conant, and Schaumburg High Schools are interested in hosting the program and would initially require only minor modifications. There are three introductory courses which could be offered with only the cost of additional software and teacher training. There are seven courses within the program. District 214 is in its second year of the program. Articulation agreements for some universities could provide college credit for successful participation; a list of colleges in that program is on the Project Lead the Way website. Grant funding is available to Project Lead the Way schools. Questions that should be addressed in the formal proposal include examining the necessity of running two CAD software programs if Project Lead the Way is adopted; whether all schools could offer the introductory courses and then specialize in the advanced courses; and are teachers at every school willing to go through the training process. S. Cross moved to accept the preliminary proposal as presented. G. Steiger seconded. The motion passes unanimously.
Applied Technology (continued)

Formal Proposal: Emergency Management Course
This Harper College course would be offered to senior, and juniors in good standing in regard to meeting the Illinois State Standards. The course would be of interest to a small number of students, particularly those interested in medical careers and fire science.

*T. Busch moved to accept the formal proposal. M. Scott seconded. The motion passed unanimously.

Textbook Recommendation
- T235/T336 Automotive Technology I & II, Modern Automotive Technology, Goodheart-Wilcox GW, 2006
  This book meets the NATEF goals, as well as supports the critical learning standards.

*G. Steiger moved to accept the textbook recommendation as presented. S. Cross seconded. The motion passed unanimously.

Discussion: Use of Fall Institute Time and Other Professional Development
Conversations generated at the District institute day meeting were extremely beneficial. Vocabulary, best practices in each area, and case studies for safety issues in applied technology were discussed.

Art

Initiatives to Improve Student Achievement
- The Schaumburg High School Art Department teachers continue to develop vocabulary and reading strategies in the Photography and Art & Design classes. The skills of summarizing and predicting will be evaluated for students in the fall.
- The Palatine High School Art Department teachers met with Craig Kersemeier of the English department to develop ACT-style questions and discuss other natural connections to reading. Critiquing a painting is not so different from reading a passage, then analyzing it. The language of critiques and the processes of science also are being examined for the natural connections within the Art classes.
- The Fremd High School Art Department teachers are discussing what common language will be used in individual courses. The use of the resource book “Art Talks” has been helpful to this process. After this is accomplished, the Art Department will confer on common vocabulary for concepts such as critique, line, space, and shape. This will then be incorporated into the vocabulary initiatives within the critical learning standards of reading.
- The Conant High School Art Department teachers are working with other art departments to share vocabulary and reading strategies. Pre- and post-tests will be developed with insights from the English department teachers. Assistant Principal Terry McHugh also has provided useful reading instruction insights based on the Project CRISS model.
Art (continued)

- The Hoffman Estates High School Art Department teachers are working with teachers from the English department to evaluate the level of the questions on the assessments. A mathematics assessment has been implemented with the assistance of mathematics teachers. Cynthia Surtz is working with science teachers to explore natural connections with their critical learning standards. All courses will be incorporating more writing and reading exercises.

Overview: Vocabulary Instruction in Art Classes
A sampling of vocabulary examples from art classes was distributed. The list of vocabulary words from Building Background Knowledge was examined, and all included art vocabulary words and more will be emphasized as appropriate across multiple disciplines.

Update: ESL Instruction in Arts
Conant High School teacher Linda Goergen led a team of teachers to Rolling Meadows High School to observe the ESL sheltered art classes. This ESL course has different objectives than the regular education courses and involves a focus on appreciating the art of different cultures.

Minor Proposal: Advanced Placement Art Course Titles
The proposal requests that there be an identical match between the course titles presented in the official Advanced Placement Program and the Township High School District 211 course titles. No change in course curricula is required, since curricula for the courses already meet national standards.

<table>
<thead>
<tr>
<th>Current Dist. 211 Course Titles</th>
<th>Revised Dist. 211 Course Codes &amp; Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Placement 2D Art Studio</td>
<td>A499 Advanced Placement Studio Art: 2D Design</td>
</tr>
<tr>
<td>Advanced Placement Studio/Drawing</td>
<td>A599 Advanced Placement Studio Art: Drawing</td>
</tr>
</tbody>
</table>

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

Discussion: Use of Fall Institute Day or Other Professional Development
The art teachers completed a peer review of school improvement plans, shared vocabulary initiatives, and met by specific courses.

Business Education

Initiatives to Improve Student Achievement
- Conant and Schaumburg High School Consumer Education teachers continue the work began last year to connect to the mathematics improvement goals through the implementation of WorkKeys-style questions using Algebra skills. KeyTrain software has proven very valuable in this process.
- Hoffman Estates High School teachers will be using pre- and post- tests as a part of their formative assessments related to measurement of Mathematics Critical Learning Standards in B285 Consumer Education. They will implement instruction each day to improve student achievement on the critical learning standards.
Business Education (continued)

- Fremd High School teachers noted that the work being done to advance Critical Learning Standards is well represented in their school improvement submissions. They currently are working with a reading specialist at FHS to develop assessments of reading in B285.
- Palatine High School teachers are working in conjunction with English Department Chair Craig Kersemeier to apply the writing critical learning standards to each course that offers consumer education credit to the student.

Overview: Vocabulary in Business Education
Schaumburg High School department chair Sue Rucks and Schaumburg High School teacher Jaclyn Volocyk demonstrated a vocabulary example “citing the reference”. This is presented to students using popular songs and their performing artists, and leads to an understanding of the details required in the Modern Language Association style of citing sources. Understanding vocabulary by connecting a concept with a personal experience is a methodology used throughout the Business Education curriculum. Menu, white space, liability, and balance are examples of terms that are presented through a methodology using visual experiences.

Update: Inter-district Business Education Articulation
Palatine High School teachers Heath McFaul and Brent Carroll have been serving on committees established by the Career Partnership. These teachers are meeting with local business participants to discuss what skills are needed for success in business careers. Local business core skill standards are then reviewed for inclusion among educational program content competencies.

Textbook Recommendations

*M. Scott moved to accept the textbook recommendations as presented. S. Cross seconded. The motion passed unanimously.*

Software Recommendations

This simulation software upgrade reinforces most of the objectives required in the consumer education courses. Schaumburg High School teacher Scott Weidig will investigate if the District already owns the licensing to use this software for consumer education courses. If necessary, Mr. Price has funding available for purchase upon approval.

*G. Steiger moved to accept the software recommendation as presented. S. Cross seconded. The motion passed unanimously.*
Business Education (continued)

Review: Summer School Issue
The Consumer Education curriculum during the summer historically has been taught mainly by out-of-district teachers. A summer school coordinator to assist lead teachers, evaluate teachers, ensure assessment security, and monitor the quality of the curriculum taught is recommended by the chairs as having the potential to be extremely beneficial to the summer program. Another suggestion of the chairs is to cap the number of students allowed to register for Consumer Education during the summer, with seniors being allowed to register before juniors. The chairs felt that this would decrease the number of sections in the summer and potentially increase the quality of education the students receive.

Their recommendations were forwarded to the Director of Student Extended Education Services Charles Chamberlain.

Discussion: Use of Fall Institute Time and Other Professional Development
At the fall institute, teachers met in both large and small groups to discuss the critical learning standards and other course-related topics. It also was learned at conferences attended this fall that the Illinois Business Association has completed a state assessment which mirrors our already implemented assessments and objectives. Also, it was learned that Office 2007 is being reviewed to see if it is feasible to use in the classroom setting due to the automated customizable features. Additionally, Microsoft is moving to replace FrontPage with SharePoint Designer.

Driver Education

Initiatives to Improve Student Achievement
- The Palatine High School Drivers Education Department continues to incorporate reading and writing strategies. Reading comprehension and a greater requirement for essay style answers in testing were featured. Some of these items already have been added to their assessments.
- The Fremd High School Drivers Education Department teachers now require an essay of reflections on a video about drunk driving.
- The Conant High School Drivers Education Department teachers are addressing some of the basic math skills in their classes and have started discussions with the English Department chair to create a connection to the reading or writing critical learning standards.
- The Schaumburg High School Drivers Education teachers focused on basic math skills first semester. Second semester teachers will begin to incorporate reading skills that utilize a variety of articles and emphasize technical reading.
- The Hoffman Estates High School Drivers Education teachers are focusing primarily on reading, specifically cause and effect. They are in the process of developing an assessment in conjunction with the English Department that will help them chart student achievement on the critical learning standards.

Overview: Vocabulary Instruction in the Driver Education Course
Assistant Superintendent Jeff Butzen asked chairs to consider developing a list that is specific to what is taught in Driver’s Education that can be shared throughout the District.
Driver Education (continued)

Discussion: Use of Fall Institute Day or Other Professional Development
The need for upgrading the simulators at all schools was discussed along with the concern for the loss of students to private programs.

English

Initiatives to Improve Student Achievement
- The Conant High School English teachers are continuing to work toward a common understanding of the rubrics, development of assessments, and in assisting other departments in their understanding of the reading and writing critical learning standards.
- The Palatine High School English teachers often have visited other departments and have found that talking through the rubric with content-area teachers is very insightful. They are investigating how current assignments can used for evaluation of the critical learning standards.
- The Fremd High School English teachers are designing formative assessments based on the critical learning standards and are working with non-core departments to connect the reading and writing critical learning standards to important concepts in their discipline.
- The Schaumburg High School English teachers are investigating assessment possibilities for the critical learning standards and will begin training the faculty in the predicting and summarizing skills under the guidance of reading consultant Gretchen Courtney on February 5.
- Hoffman Estates High School reading specialists are working with other departments to assist in understanding the reading and writing rubrics and in developing assessments. The department continues to implement an assessment program with pre- and post-testing.

Overview: Vocabulary Instruction
A great deal of documentation of vocabulary instruction methods was provided to Mr. Butzen by the Department. These instructional techniques will be made available for all departments by Mr. Butzen on the N-drive. The English teachers were complimented on the materials brought forth to share.

Update: Advanced Placement Audit
Every teacher who will teach an Advanced Placement course in 2007-08 must submit College Board audit information by June 1, 2007. If possible, teachers who are not currently teaching an advanced placement course but who are likely to be an advanced placement teacher in the near future should be involved in this process. Advanced placement courses that are not currently running in a school but which may run in future years, should be considered in the upcoming audit. The College Board is expected to send final audit information to the schools via the principals in January.
English (continued)

Update: Placement in E141, E241, and E341 Reading Improvement Courses
The placement of students in these courses continues to be examined. The reading expectation for our students has been raised over the past five years. How these courses can adapt to more effectively meet this rise in expectations will continue to be discussed. Currently, an EXPLORE score of 14 or greater is required to exit E141. Freshmen who score a 12 or 13 currently are not placed in E141. It was discussed that it may be beneficial for all E101 English 1 students to receive additional reading interventions, including E101 students moved into E102 based on summer school recommendations. Mr. Butzen stated that he would share this information and encourage further examination of appropriate placement in these courses.

Follow-up: Procedure for Choosing the Summer Reading Books List
All schools have submitted their procedures and these will be kept for future reference should questions arise.

Preliminary Proposal:
E214 Advanced Topics in Literature
This elective course would be made available to sophomores and juniors who desire an intensive reading course to accelerate their reading skills and depth. Individual schools would be allowed to select topics based on student populations and teacher interest, although common objectives will be met by all schools. The objectives could be achieved with any reading selection. This course would be designed for the regular level student, but would also be open to lower level students.

T. Busch moved to accept the preliminary proposal. S. Cross seconded. The motion passed unanimously.

Textbook Recommendations
  This textbook, authored by two District 211 faculty members, was developed specifically because there has not been a suitable textbook for this course. The last textbook used was published in 1987. The authors have communicated their arrangement with the publisher to the administration as a prerequisite for consideration. Additionally, Mr. Butzen discussed the adoption of this book with District Chair Elizabeth Kahn, who highly endorsed its adoption.

*S. Cross moved to accept the textbook recommendation as presented. G. Steiger seconded.

Discussion: Use of Fall Institute Time
The Department teachers discussed ACT writing and met in small group meetings to discuss reading strategies to advance the critical learning standards.
**English as a Second Language**

**Initiatives to Improve Student Achievement**
All schools have worked together on developing an approach to the writing critical learning standards. A writing rubric was developed by the ESL Department that is more appropriate to English language learners than other available rubrics. The rubric was created to reflect the English Department’s critical learning standard writing rubric and in conjunction with the State-required ACCESS test writing rubric. This rubric will give ESL teachers and students valuable feedback on student achievement in writing and will prepare ESL students to write at a level 3 on the critical learning standard writing rubric upon exit of the ESL program.

**Overview: Vocabulary Instruction**
An abundance of useful instructional materials regarding vocabulary instruction was gathered by the ESL teachers. J. Butzen stated that this extensive list would be beneficial to content-area departments and will be shared via the N-drive.

**Discussion: Use of Fall Institute Day or Other Professional Development**
The teachers discussed the writing rubric and learned the details of the peripheral materials available for the *Visions* series of textbooks.

It also was reported that the Mathematics staff development inservice in December was well received with the morning focusing on methodologies and the afternoon schedule allowing for mathematics and ESL teachers to network.

**Family and Consumer Sciences**

**Initiatives to Improve Student Achievement**
- The Palatine High School teachers are focusing on the reading critical learning standards. A handout was distributed containing a variety of articles that teachers are using as a basis of additional reading activities for students. The emphasis particularly is on identification of the main ideas of a reading passage. Students are also working on KeyTrain software during shortened days.
- The Fremd High School teachers have focused on the foods and fashion courses to develop materials that reinforce reading standards, with specific emphasis on drawing conclusions.
- The Conant High School teachers are implementing activities in foods and fashion classes to reinforce the critical learning standards in both reading and mathematics. A binder of materials for these purposes, along with information on their applications, has been compiled.
- The Schaumburg High School teachers are focusing on training provided by reading specialist Gretchen Courtney to enable them to address reading standards.
- The Hoffman Estates High School teachers have developed a series of assessments to reinforce various critical learning standards, specifically those in reading and mathematics. A series of 12 assessments related to critical learning standards have been developed and will be piloted.
Family and Consumer Sciences (continued)

Overview: Vocabulary Instruction in Family and Consumer Sciences Courses
Schaumburg High School Kari McGinn stated that at the November Institute there was a discussion on the topic of vocabulary. Since most of the department instruction is hands-on in nature, this is an area that needs to be discussed further and materials will need to be created that are appropriate for a performance-based learning environment.

Recommendation: Course Objectives Revisions
- H171 Introduction to Life Studies
- H173 Life Studies
- H244 Interior Design
- H253 Child Development
- H254 Preschool Lab

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

Discussion: Use of Fall Institute Time or Other Professional Development
The Department continued to work on updating course objectives and assessments. Copies of the critical learning standards were distributed and discussed, and small group sessions addressed instruction in WorkKeys and development of assessments.

K. McGinn 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 also were 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. Mr. 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 achieving a score on the Plan test that is predictive of PSAE success.

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

Foreign Language

Initiatives to Improve Student Achievement
- The Palatine High School Foreign Language Department teachers continue their work on the critical learning standards writing rubric. The teachers are enhancing their natural connections with writing with the assistance of the English department teachers.
Foreign Language (continued)

- Fremd High School Foreign Language Department teachers will continue with advancing level one and two courses in the reading and mathematics critical learning standards. The upper level courses have begun the process of connecting the curriculum to the reading critical learning standards.
- Conant High School Foreign Language Department teachers are working toward making natural connections to the reading critical learning standards. It was noted that, due to the small number of faculty involved, German teachers will work together across the District in regard to adoption of the reading critical learning standards.
- Schaumburg High School Foreign Language Department teachers will be connecting to the critical learning standards in reading and writing once the school-wide system is finalized in February.
- Hoffman Estates High School Foreign Language Department teachers continue to enhance the achievement of reading critical learning standards for students in level one and two foreign language courses. Current assessments are being modified to merge with the District Electronic Gradebook system in order to enable efficient collection of critical learning standards data.
- A list of common vocabulary instructional strategies used in Foreign Language was distributed. Palatine High School teacher Maureen Rehusch commented on the Project CRISS training she received through a recent indistrict course offering. She is recommending this course to any foreign language teacher, as she considered it extremely beneficial. Palatine and Fremd High Schools already have adopted Project CRISS strategies into their course methodologies.

Preliminary Proposal: L164 Spanish I Enrichment
Incoming freshmen who have completed a single year of Spanish foreign language coursework during junior high experience may not be ready for the more rigorous Spanish 2; yet Spanish I is not appropriately challenging. This proposal allows for these students to be placed into a course with modified objectives and content that is more directed at meeting needs of this group of students. The teacher recommendations from the sender schools are extremely valuable when considering a student’s placement into this course. Palatine and Fremd High Schools have found this pilot course to be very successful in meeting the needs of these students.

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

Due to the strong desire to make this course available to students across the District in 2007-08, and the existence of course curriculum already, J. Butzen asked that the final proposal be accelerated and that a final proposal be submitted at the end of the winter curriculum cycle.

Textbook Evaluation

* S. Cross moved to approve the textbook recommendations as proposed. M. Rehusch seconded. The motion passed unanimously.
Foreign Language (continued)

Update: Language Lab Update
Technology for Foreign Language classroom use has advanced dramatically in the past few years. Hoffman Estates High School teacher Janette Wanner and the department chairs will investigate and report on the benefits of the software and hardware designs currently being used by schools outside of the District. J. Butzen asked that data on the effect of existing laboratories on student achievement be included in that investigation.

Discussion: Use of Fall Institute Time
Teachers met as a general group addressing the critical learning standards and school improvement plans. The faculty then worked within focused groups to address specific curricular needs.

Formal Proposal: L164 Spanish I Enrichment (Held at a later date)
The objectives for this course are global, incorporating reading, writing, speaking, listening, and grammar. The pilot of this course resulted in having students with increased Spanish skills in their second year. The success of these students naturally encouraged more students to continue beyond a second year of Spanish. The significant difference between this course and Spanish I is an increased acceleration in vocabulary skills. This course is intended for students who earned a C or D in their previous foreign language courses in junior high, with teacher recommendation. Students who earn an A or B in their language courses in junior high should enroll in Spanish II Co-op.

*G. Steiger moved to accept the course as proposed. S. Cross seconded. The motion passed unanimously.

Gifted

Initiatives to Improve Student Achievement
- The *Theory of Knowledge* textbook is now available and contains a very comprehensive curriculum that will be examined by the teachers of gifted students. *The Handbook of Secondary Gifted Education* is an additional new resource that appears to have many excellent research-based ideas for teachers. One book per school has been purchased. The February Gifted Education Program teacher meeting will include a comprehensive discussion about which topics in *The Handbook of Secondary Gifted Education* can be immediately incorporated.

- The teachers in the Gifted Education Program suggested a yearly survey of students within the program. After the sophomore Gifted EXPO is complete, a survey would be completed by the students involved in the event. Seniors, who participated in the gifted program as freshmen or sophomores, would be surveyed after advanced placement examinations are complete. It is suggested that the surveys include both an interview and anonymous component. More details on this topic should be brought forth to the spring Curriculum Committee meeting.
**Health Education**

**Initiatives to Improve Student Achievement**
- A. Stevenson from Conant High School stated that he has shared with other teachers a rubric for evaluating writing that he developed and reviewed with his English Department chair.
- The Palatine High School Health Department teachers continue to focus on reading strategies, with an emphasis on comprehension. An examination of optimal lengths of reading passages and the proper role of timed reading is under way.
- The Fremd High School Health Department continues to work with the special education department on reading strategies appropriate for special education students. Emphasis also has been paid to appropriate reading strategies for ESL students.
- The Schaumburg High School Health Department continues to focus on reading strategies and vocabulary development, emphasizing the TELCON method.
- The Hoffman Estates High School Health Department is also continuing to focus on reading strategies. The teachers have been working with the English department teachers to place assessment questions into levels of difficulty reflecting the English reading rubric. These assessments will be used to help identify where students are in their achievement in regard to the critical learning standards.

**Overview: Vocabulary Instruction in Health Education Course**
A. Stevens stated that the Department reviewed the vocabulary list during the fall institute day and compared it to their curriculum in an effort to develop a comprehensive list of words for department members to include in instruction. A finalized list was presented. It also was noted that many teachers make use of crossword puzzles as a means of using these words.

**Recommendation: P242 Health Education Objectives**
Revisions to the Health Education objectives that reflect national changes to CPR procedures were presented.

*S. Cross moved to accept the objectives as recommended. G. Steiger seconded. The motion passed unanimously.*

**Discussion: Use of Fall Institute Time or Other Professional Development**
The teachers developed a common vocabulary list and updated the course objectives.

**Mathematics**

**Initiatives to Improve Student Achievement**
- Mathematics teachers within the District continue to work through the challenges of creating and implementing Districtwide critical learning standard assessments for M117 in all chapters with questions representing all levels of knowledge. Current final examination for M117 will assess five of the mathematics critical learning standards.
Mathematics (continued)

- Schaumburg High School PSAE, Extended M117 Algebra 1, M113 Algebra 1, Freshman M328 Accelerated Algebra 2
  Data continues to show the overall importance of keeping students in the M117 track to learn a more rigorous curriculum and have a greater chance of meeting standards. Only 18% of students in M312 met standards. Of the students in extended M117 who continued into M217 Geometry, 25% earned a B or higher. Of the students who were placed into M214, 75% earned a C or higher. Most of the students who took M218 Geometry in sender schools were very successful in M328 Accelerated Algebra 2.

- Palatine High School Extended M117 and M113 Algebra 1
  Sixty percent of the students who completed M113 Algebra 1 are earning a passing grade for first quarter of M214. Of the students who completed M117 extended and enrolled in M217, 29% are earning a C or higher and 43% are earning a passing grade. Of the students who completed extended M117 two years ago, 40% are earning a C or higher in M317 and 52% are passing M317. Inconsistent homework completion and absences continue to affect students’ performances.

Update: Electronic Gradebook Scoring of Critical Learning Standards (CLS)
The Mathematics Department has a great deal of experience now using the Apperson Scanners, with many faculty entering scores into the District Electronic Gradebook (DEG) and calculating CLS power scores via that program. The chairs proposed that the District Electronic Gradebook calculate student assessment levels with the requirement of success at previous level necessary to earn credit at the next level. Their recommendation will be considered by the Gradebook Committee at their next meeting.

Overview: Vocabulary in Mathematics
Different schools are using a variety of strategies, including Project CRISS, to develop vocabulary knowledge. The vocabulary recommended by Dr. Marzano is significantly covered, and Mathematics Departments at several schools have worked with their reading specialists to learn the best strategies for vocabulary instruction.

Recommendation: Revised Course Objectives
- M117 Algebra 1
- M317 Algebra 2

*G. Steiger moved to accept the course objectives. T. Cannon seconded. The motion passed unanimously.

Summer School Issues
- Additional Courses: M217, M312, 3 Week Sophomore Academy Mandatory
  It is suggested that the 3-week summer sophomore invitational program become mandatory for students. M217 Geometry may need to be offered during summer school to keep students in the regular level track. M312 Algebra II should also be offered during summer school for students who need to complete a 300-level course to meet graduation requirements. These recommendations were presented to the Director of Student Extended Educational Services.
Mathematics (continued)

- Supervision of Non-District Mathematics Teachers
  As the number of mathematics summer school sections increases, the number of out-of-district teachers also increases. A district coordinator would work with lead teachers at each school to monitor the curriculum and keep the standards of each classroom’s expectations as high as they are during the school year. This recommendation will be considered by the Director of Student Extended Educational Services.

Textbook Recommendations
- M117 Algebra 1, Algebra 1, McDougal Littell, 2007
  This is an updated PSAE edition of the book currently in use. The electronic version can be accessed from home.
  Four of the five schools selected this book because of the textbook’s layout.
  Schaumburg High School has identified topics that need to be strengthened in students in the upper level courses. This book addresses those needs directly. The recommendation is put forth with the understanding that the four schools with the McGraw Hill Glencoe book will lead the order of District testing and topics.

*S. Cross moved to accept the textbook recommendations as proposed. G. Steiger seconded. The motion passed unanimously.

Software Recommendation
  Visual Basic 6 currently is supported by Microsoft and is recommended as the current product. Before pursuing the purchase of this product, the technology coordinators should examine the current licensing to see what expenditures are necessary.

*M. Scott moved to accept the software recommendation as presented. S. Cross seconded. The motion passed unanimously.

Discussion: Use of Fall Institute Time and Other Professional Development
The fall institute day was very productive with topics such as new textbooks, Advanced Placement audit preparations, software presentations, gradebook tutorials, and critical learning standards discussions.

Music

Initiatives to Improve Student Achievement
- The Conant High School band teachers continue to incorporate the mathematics concepts of ratios and proportions through the music concept of rhythm. The chorus groups continue to focus on reading and terminology, while the orchestra groups have worked with English teachers to develop appropriate requirements for writing and evaluating concert critiques.
- The Palatine High School Music Department teachers are working with the English Department chair to develop assessments requiring students written responses to specific questions regarding recent auditions and performances. The vocabulary used in the questioning is being selected to match that frequently is used in state testing.
Music (continued)

- The Fremd High School Music teachers continue their work with pre-Algebra and Algebra skills. The teachers also have partnered with English teachers to examine the critical learning standards of drawing conclusions, recognizing details, and passage focus. Content-related reading assignments have been converted to include ACT-style items.
- The Schaumburg High School Music teachers will be implementing the school-wide vocabulary and reading initiatives.
- The Hoffman Estates High School Music teachers are working with the mathematics teachers to target specific critical learning standards levels within their assessments. These assessments will be operational by second semester. The students continue to read the historical perspectives of the pieces they are performing, and work will be done to evaluate this reading based on the common reading rubric.

Overview: Vocabulary Instruction in Music Courses
The vocabulary list from Building Background Knowledge was discussed by the music teachers during institute day. An audit of the list revealed that the terms were discipline specific but generally well covered. The methodologies for teaching vocabulary are being collected from all departments and will be placed on the N-drive.

Use of Fall Institute Time
During the November Institute Day, the District music teachers shared their endeavors with the critical learning standards, discussed the terminology from Building Background Knowledge, made suggested revisions to the mid-term comments, reviewed the music performance assessment, and discussed how to increase the interest of students enrolling in non-performance music classes.

Physical Education

Initiatives to Improve Student Achievement
- Each department chair has been asked to investigate the fundamental nature of the English, mathematics and science critical learning standards and start discussing which critical learning standards are related to their departments.
- The Palatine High School Physical Education Department has partnered with the science department teachers to implement three activities for freshman and junior students related to the interpretation of science data.
- The Fremd High School Physical Education teachers are working with the mathematics and English department teachers to incorporate ratio and proportion information and activities related to identifying details within informational reading passages.
- Conant High School Physical Education teachers are working with their students to reinforce the mathematical concepts of mean, median, and mode. They also have collaborated with the Mathematics Department chair to create a pre- and post-test on these concepts for the Basketball unit.
- Students at Schaumburg High School who are not dressing for class are reading course-related articles to reinforce reading comprehension skills. A school-wide goal of integrating reading and processing skills across the curriculum is being implemented with a major school-wide presentation in early February.
Physical Education (continued)

- Hoffman Estates High School physical education teachers are utilizing Algebra 1 word problems and reinforcing mean, median, and mode. David Grabarek distributed a handout on a basketball unit that has been created for this process.

Overview: Vocabulary Instruction in Physical Education Courses
Conant High School teacher David Pena reported that a list of vocabulary words was determined to be germane to the Fitness unit. Teachers were asked to incorporate all of these words at some point during the unit. Palatine High School teacher Paul Belo distributed a list of vocabulary words based on team sports to his department teachers and asked them to assure that they use these words during their teaching. A copy of the list also was forwarded to the ESL department.

Discussion: Use of Fall Institute Day or Other Professional Development
The department met as a District and shared new ideas. It is the only opportunity for members of the department to discuss some of the things they are doing in their classes across the district.

Science

Initiatives to Improve Student Achievement
- The faculties of the Science Department at all five schools are creating a series of assessments to measure student progress on at least one critical learning standard in each course. The teachers continue to investigate how the EXPLORE and PLAN science tests can be used as a part of the critical learning standards benchmarking system.
- Palatine High School Science teachers are in the assessment implementation phase and are collecting data on student achievement regarding the critical learning standards.
- Conant High School Science teachers are finding the discussions between teachers of common courses to continue to be very beneficial in both identifying targets for assessment and for sharing effective methodologies.
- Fremd High School Science teachers have at least two of the three critical learning standards formative assessments created. Many of the teachers have opted to use multiple choice assessments that can be scored via the Apperson Scanner and entered automatically into the District Electronic Gradebook.
- Hoffman Estates High School Science teachers currently are using critical learning standards performance rubrics to assess student progress. The third critical learning standards assessment will probably be a multiple choice assessment.
- The Schaumburg High School Science Department is working toward aligning data from the Educational Planning and Assessment System (EPAS) system to provide additional student data relating to the critical learning standards.

Overview: Vocabulary Instruction in Science
The critical learning standards entitled scientific literacy will involve science vocabulary development. Conant High School department chair Deborah Kray recommended that teachers take the Project CRISS indistrict course, which brings together the many skill building ideas, including vocabulary development.
**Science (continued)**

**Update: Co-taught Science S131**
The benefits of this co-teaching course have been noted for both the special education and regular education students. D. Kray reported that the Palatine High School regular education students in this course average a 3.0 GPA, students with IEP’s who were accelerated into this class earned a 2.83 GPA, and students with IEP’s who were originally scheduled in the class average a 3.55 GPA. Fremd High School department chair Bernadette Gifford reported that the additional communication with the case manager has made the class even more effective. Hoffman Estates department chair Todd Meador stated that the co-teaching experience is allowing the Science teachers to increase the skills they need to work effectively with students that have special needs. The S131 Biology expectations appear to be comparable to non-co-taught sections. Some students already are showing success and will be accelerated into Earth Science next year. Schaumburg High School department chair William Lederhouse reported that teachers are teaming very effectively, and that the class has merged nicely, even with the unique characteristics of all the students. Two sections are co-taught giving teachers the chance to modify methodologies to more effectively meet the students’ needs. G. Steiger suggested that the second year of this co-teaching science course be considered.

The data from all schools will need to be examined before the recommendation to move forward is considered. Associate Superintendent Nancy Robb asked science department chairs to examine the success of these students by dividing them into three groupings: regular education students, IEP students previously scheduled in S131, and IEP students who were accelerated into the S131. These numbers should be reported to J. Butzen.

**Report: Use of Apperson Scanners**
The Science department has conducted a pilot to evaluate the use of Apperson Scanners for direct entry of student scores into the District Electronic Gradebook. At this time, the pilot has been very positive. The software and hardware issues will continue to be examined throughout this pilot phase.

**Discussion: S332 Chemistry - Summer School**
Director of Student Extended Educational Services Charles Chamberlain presented data on the number of students taking S332 Chemistry in summer school. The department chairs are concerned that the content is not the same as the school year, out-of-district teachers are teaching the course, and safety of the students may be a concern if the teacher is not experienced as a chemistry teacher. More data concerning the success of students before and after the summer school chemistry course will be examined by C. Chamberlain.

**Textbook Recommendations**
Licensing for each book purchased has been quoted with the availability of full text online.

*G. Steiger moved to accept the textbook recommendations as presented. S. Cross seconded. The motion passed unanimously.*
Science (continued)

Update: Pass/Fail Options
A discussion occurred regarding the effects of the pass/fail option exhibited in Science courses. These effects include lower student performance and possibly diminished college recognition for taking a course. The chairs felt that while pass/fail was appropriate for elective science courses to encourage enrollment, it was counter-productive for main courses, such as Physical Science, Biology, Chemistry, and Physics. The chairs, therefore, recommended removing the pass/fail status from all mainstream science classes.

Discussion: Use of Fall Institute Time and Other Professional Development
The Science Department used the time to continue to network on the implementation of the critical learning standards. D. Kray emphasized the importance of having this time available for department faculty to gather.

Social Studies

Initiatives to Improve Student Achievement
- Palatine High School Social Studies Department teachers will investigate the integration of the timed reading as a part of the curriculum and focus on the implementation of the critical learning standards as a part of their school improvement plan.
- The Fremd High School Social Studies Department is investigating the best way to modify their school improvement plans to reflect and assist their work to connect their courses to the critical learning standards.
- The Conant High School Social Studies Department has a set of standards for reading, writing, and research that will be matched to critical learning standards. Teachers within the same courses will strengthen their interactions to share and advance content-based methodologies and to connect to the critical learning standards.
- The Schaumburg High School Social Studies Department is working with other departments to develop a comprehensive plan to make sure all of the areas of the critical learning standards are covered throughout three years of social studies courses. They are awaiting completion of a review by the English Department and representatives of each subject area that they then will build upon.
- The Hoffman Estates High School Social Studies Department has worked to make reading a focus throughout the three years of social studies coursework. Writing critical learning standards now are being reviewed for implementation with an expectation for an advancement of this methodology during each year of study in the department.

Overview: Vocabulary Instruction in Social Studies
This agenda item was tabled until the spring committee meeting, when a complete report will be provided. The report will include the vocabulary that is universally presented, methods used to teach that vocabulary, and any suggestions or recommendations from the chairs.
Social Studies (continued)

Update: ESL Sheltered Course Code Designations: G332 and G432
Sorting course codes for sheltered ESL sections of U.S. History or Social Studies Survey may only be used by the Student Services Departments prior to final schedule printing. Before student schedules are finalized, any sorting codes should be converted to an approved curriculum guide course code. Department chairs should gather information on course offerings at their school in regard to sheltered ESL courses and bring this information to the spring curriculum committee meeting.

Update: Course Description for G342 and G442
More details regarding migration of the Constitution test from junior to senior year will be brought forth in a future meeting. It was affirmed that the department chairs will be responsible for monitoring the progress of seniors in completing the Constitution Test, which is a graduation requirement.

Textbook Recommendations
Both proposed U.S. History books have online and CD Rom access.

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

Use of the November Institute
During the November institute day, Social Studies teachers discussed the essence of the critical learning standards and how their courses naturally connect to the reading and writing critical learning standards. Collaborative groups worked together to discuss the critical learning standards by course. In the fall of 2007, the Social Studies teachers plan to be implementing the connection to at least one critical learning standard per course.

Special Education

Initiatives to Improve Student Achievement
- Palatine High School teachers continue to meet with mathematics and English teachers to work together toward improving their students’ work on the critical learning standards.
- Fremd High School teachers are working with the regular education teachers in professional learning communities to create formative assessments for English, mathematics, science, and social studies.
- Conant High School teachers are working with teachers in various departments on identifying the occurrences of instruction in critical learning standards in sheltered course curricula.
- Schaumburg High School teachers are preparing to support the skills of predicting, summarizing, and connecting in the general studies classrooms.
Special Education (continued)

- Hoffman Estates High School is working within the department on identifying critical learning standards in the general studies programs for reading, mathematics, and science courses. The teachers made interdisciplinary connections earlier this school year.
- This is the third year of implementation of direct instruction across the District. While no new hard data is available at this time, it was widely felt that the program is successful. Data regarding reading rates and other aspects of this program will be presented at the spring curriculum committee meeting.

Overview: Vocabulary Instruction in Special Education Classes
Teachers from the general studies program examined the mathematics and English terms from the lists in *Building Background Knowledge for Academic Achievement*. The percentage of words that currently are taught within curriculum were calculated and additional words to be added were documented and scheduled for inclusion in instruction.

Response to Intervention (RTI)
Creation of early intervention prior to development of a history of failure is the essence of this philosophy. The current implementation of the critical learning standards and the District’s electronic gradebook assists teachers with early intervention. The special education department is willing to assist the regular education departments in this approach. ISBE-contracted groups and national consultants based locally also are available to assist those who are interested in learning more.

Co-teaching Science S131 and Future Co-teaching Opportunities
The partnerships of the co-teaching science courses are reporting consistently favorable experiences for the students and the teachers. It is suggested that co-teaching continue to be investigated in other departments. It was suggested that E101/E141 combined classes be investigated to learn if co-teaching using direct instruction to accelerate the students’ reading skills would be of benefit.

Recommendation: M320 Mathematics General Studies Course Objectives
Next year the course will be called M370, though it is presently referenced as M320. The teacher committee has finalized the consumer mathematics objectives and aligned the course with the Illinois State Learning Standards. The textbook selected addresses the consumer mathematics requirement, but not the additional topics in consumer education taught in District 211. For example, the freedom of information act in regard to credit is not discussed in the textbook. The teachers will look for additional supplementary materials to meet this need. These materials will not be additional textbooks. The teachers are contacting current consumer education and consumer management teachers for resources.

*D. Pfister moved to accept the course objectives as presented. S. Cross seconded. The motion passed unanimously.*
Special Education (continued)

Minor Proposal: Course Code - P240 Safety Instruction
The current P210 course will continue with behind the wheel safety for students who would like to keep the option of pursuing a driver’s license. The new course code will be utilized for SWEP students who will receive relevant passenger and other safety instruction but who will not be seeking a license.

*G. Steiger moved to accept the course as presented. D. Pfister seconded. The motion passed unanimously.

Textbook Recommendation:
- S170 General Science, Pacemaker General Science, Globe Fearon
The combination of physical and life sciences are represented in the objectives of this course and this textbook.

*M. Scott moved to accept the textbook recommendation as presented. S. Cross seconded. The motion passed unanimously.

In the future, J. Butzen directed that teacher textbook selection committees should involve the inclusion of a regular education teacher, special education teacher, and reading teacher to balance the concern of reading level and content. It also was suggested that entry level courses in content departments include a special educator on their textbook review team.

Discussion: Use of Fall Institute Day and Other Professional Development Activities
It is extremely helpful for departments to gather across the District without being pulled from classes. LEAP and District Academy North teachers worked within their teams to discuss how to continue their positive year. Across the District, teacher assistant training was completed regarding assistive technology, the objectives for M320 were completed, data for direct instruction was discussed, and Crisis Prevention Institute certification training was completed. The psychologists and social workers discussed Special Education regulations, and the teachers of students completing the Illinois Alternative Assessment worked with NSSEO representative Crystal England.
Summary of Motions:

Applied Technology

Formal Proposal: Emergency Management Course
This Harper College course would be offered to senior, and juniors in good standing in regard to meeting the Illinois State Standards. The course would be of interest to a small number of students, particularly those interested in medical careers and fire science.

*T. Busch moved to accept the formal proposal. M. Scott seconded. The motion passed unanimously.

Textbook Recommendation
- T235/T336 Automotive Technology I & II, Modern Automotive Technology, Goodheart-Wilcox GW, 2006
  This book meets the NATEF goals, as well as supports the critical learning standards.

*G. Steiger moved to accept the textbook recommendation as presented. S. Cross seconded. The motion passed unanimously.

Art

Minor Proposal: Advanced Placement Art Course Titles
The proposal requests that there be an identical match between the course titles presented in the official Advanced Placement Program and the Township High School District 211 course titles. No change in course curricula is required, since curricula for the courses already meet national standards.

Current Dist. 211 Course Titles                        Revised Dist. 211 Course Codes & Titles

Advanced Placement 2D Art Studio                      A499 Advanced Placement Studio Art: 2D Design
Advanced Placement Studio/Drawing                     A599 Advanced Placement Studio Art: Drawing

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

Business Education

Textbook Recommendations

*M. Scott moved to accept the textbook recommendations as presented. S. Cross seconded. The motion passed unanimously.
Software Recommendations

This simulation software upgrade reinforces most of the objectives required in the consumer education courses. Schaumburg High School teacher Scott Weidig will investigate if the District already owns the licensing to use this software for consumer education courses. If necessary, Mr. Price has funding available for purchase upon approval.

*G. Steiger moved to accept the software recommendation as presented. S. Cross seconded. The motion passed unanimously.*

English

Textbook Recommendations

This textbook, authored by two District 211 faculty members, was developed specifically because there has not been a suitable textbook for this course. The last textbook used was published in 1987. The authors have communicated their arrangement with the publisher to the administration as a prerequisite for consideration. Additionally, Mr. Butzen discussed the adoption of this book with District Chair Elizabeth Kahn, who highly endorsed its adoption.

*S. Cross moved to accept the textbook recommendation as presented. G. Steiger seconded.*


Family and Consumer Sciences

Recommendation: Course Objectives Revisions
- H171 Introduction to Life Studies
- H173 Life Studies
- H244 Interior Design
- H253 Child Development
- H254 Preschool Lab

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

Formal Proposal: Nail Technology

O. Price presented the formal proposal for a nail technology course that would lead to certification in Illinois. Mr. 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 achieving a score on the Plan test that is predictive of PSAE success.

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

Textbook Evaluation

*S. Cross moved to approve the textbook recommendations as proposed. M. Rehusch seconded. The motion passed unanimously.

Formal Proposal: L164 Spanish I Enrichment (Held at a later date)
The objectives for this course are global, incorporating reading, writing, speaking, listening, and grammar. The pilot of this course resulted in having students with increased Spanish skills in their second year. The success of these students naturally encouraged more students to continue beyond a second year of Spanish. The significant difference between this course and Spanish I is an increased acceleration in vocabulary skills. This course is intended for students who earned a C or D in their previous foreign language courses in junior high, with teacher recommendation. Students who earn an A or B in their language courses in junior high should enroll in Spanish II Co-op.

*G. Steiger moved to accept the course as proposed. S. Cross seconded. The motion passed unanimously.

Health Education

Recommendation: P242 Health Education Objectives
Revisions to the Health Education objectives that reflect national changes to CPR procedures were presented.

*S. Cross moved to accept the objectives as recommended. G. Steiger seconded. The motion passed unanimously.

Mathematics

Recommendation: Revised Course Objectives
- M117 Algebra 1
- M317 Algebra 2

*G. Steiger moved to accept the course objectives. T. Cannon seconded. The motion passed unanimously.
Textbook Recommendations

- M117 Algebra 1, *Algebra 1*, McDougal Littell, 2007
  This is an updated PSAE edition of the book currently in use. The electronic version can be accessed from home.
  Four of the five schools selected this book because of the textbook’s layout.
  Schaumburg High School has identified topics that need to be strengthened in students in the upper level courses. This book addresses those needs directly. The recommendation is put forth with the understanding that the four schools with the McGraw Hill Glencoe book will lead the order of District testing and topics.

*S. Cross moved to accept the textbook recommendations as proposed. G. Steiger seconded. The motion passed unanimously.*

Software Recommendation

  Visual Basic 6 currently is supported by Microsoft and is recommended as the current product. Before pursuing the purchase of this product, the technology coordinators should examine the current licensing to see what expenditures are necessary.

*M. Scott moved to accept the software recommendation as presented. S. Cross seconded. The motion passed unanimously.*

Science

Textbook Recommendations

  Licensing for each book purchased has been quoted with the availability of full text online.

*G. Steiger moved to accept the textbook recommendations as presented. S. Cross seconded. The motion passed unanimously.*

Social Studies

Textbook Recommendations

  Both proposed U.S. History books have online and CD Rom access.

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

Recommendation: M320 Mathematics General Studies Course Objectives
Next year the course will be called M370, though it is presently referenced as M320. The teacher committee has finalized the consumer mathematics objectives and aligned the course with the Illinois State Learning Standards. The textbook selected addresses the consumer mathematics requirement, but not the additional topics in consumer education taught in District 211. For example, the freedom of information act in regard to credit is not discussed in the textbook. The teachers will look for additional supplementary materials to meet this need. These materials will not be additional textbooks. The teachers are contacting current consumer education and consumer management teachers for resources.

* D. Pfister moved to accept the course objectives as presented. S. Cross seconded. The motion passed unanimously.

Minor Proposal: Course Code - P240 Safety Instruction
The current P210 course will continue with behind the wheel safety for students who would like to keep the option of pursuing a driver’s license. The new course code will be utilized for SWEP students who will receive relevant passenger and other safety instruction but who will not be seeking a license.

* G. Steiger moved to accept the course as presented. D. Pfister seconded. The motion passed unanimously.

Textbook Recommendation:
- S170 General Science, Pacemaker General Science, Globe Fearon
The combination of physical and life sciences are represented in the objectives of this course and this textbook.

* M. Scott moved to accept the textbook recommendation as presented. S. Cross seconded. The motion passed unanimously.

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

Roger W. Thornton
Superintendent