



D86 Forward Program Team Updates

Strategic Plan Goal 1
October 14, 2021

D86 Strategic Plan - Goal 1: Student Growth and Achievement

All students are engaged in a rigorous education resulting in college, career, and life readiness

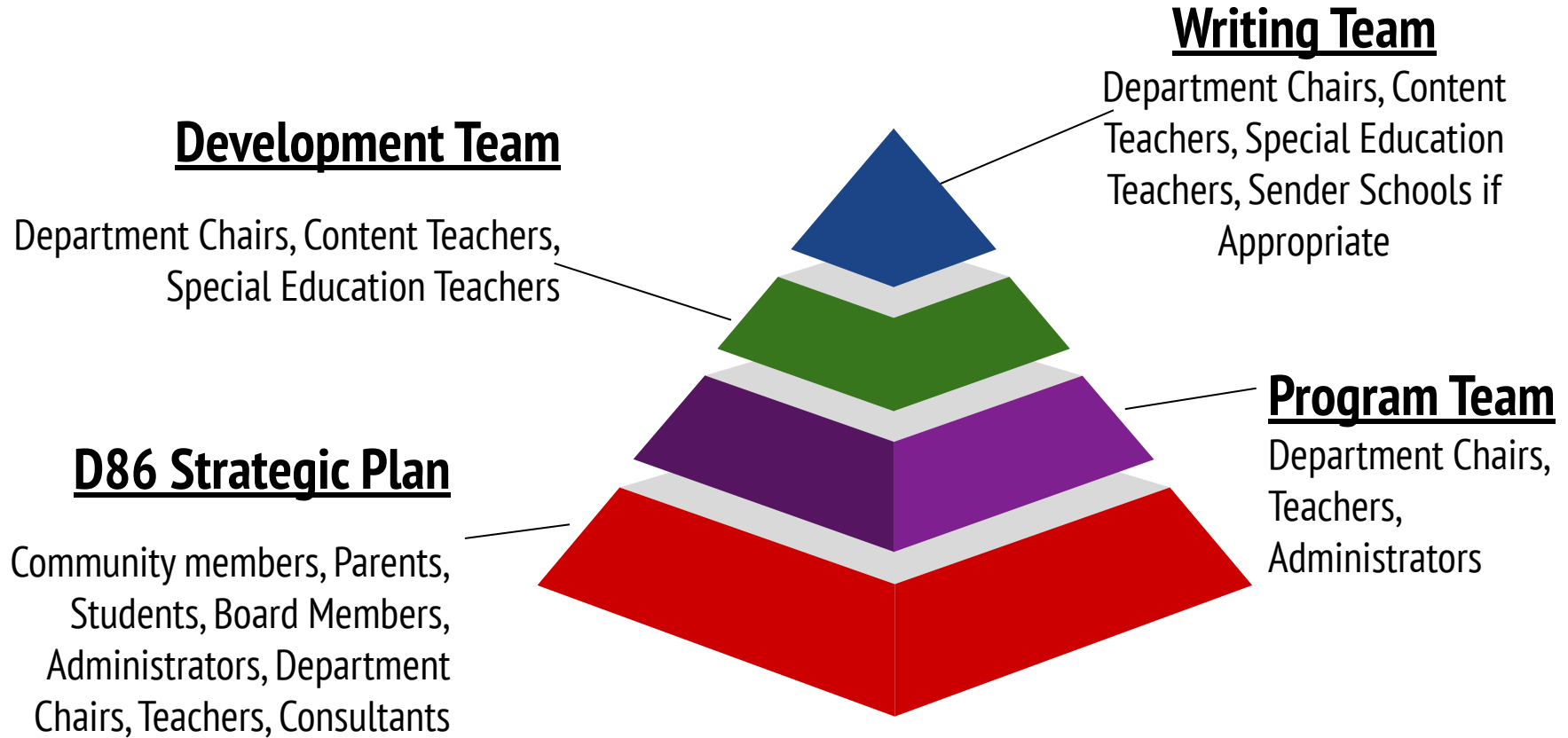
High Priority Strategies

- Course and instructional units include common critical competencies, aligned assessments between the two high schools, and multiple measures of success.
- Students explore big ideas, leverage technology, make real world connections, and use authentic ways to demonstrate their knowledge and interests.
- Students use their individual data to shape decisions about career and life readiness

D86 Equity Goals - Student Growth and Achievement

- Raising the academic achievement and social/emotional outcomes for all students while eliminating the historically predictable racial outcomes.
- Designing and implementing a culturally responsive curriculum and pedagogy that interrupts racism and other systems of oppression and allows all students to see themselves in their schooling.
- Identifying and removing barriers in our current policies, procedures, systems, and practices that limit opportunities for our students.

Structure of the Curriculum-Alignment Process



Guiding Principles of Curriculum Alignment in D86

Students - The District 86 curriculum alignment process Ensures:

1. Common course objectives and final exams for all D86 like-courses
2. Access to challenging, college/career focused coursework
3. Access to accelerated, honors/AP coursework
4. Access to academic and SEL support systems and resources
5. Logically ordered, cohesively linked, college and career focused course sequences

6. A culturally-relevant curriculum reflective of the diverse identities of D86 students

7. Real-world, authentic ways for students to demonstrate their knowledge and interests

8. Equitable access to instructional technology

Staff - The District 86 curriculum alignment process Ensures:

9. Opportunities to collaborate for professional growth

10. The flexibility to adapt academic programs to meet students' needs in an ever-changing world

Common Elements in D86 Alignment Work

- Logically Sequenced Coursework
- Common Courses - Common Collaboration
- Maintaining or Increasing Pathways to Acceleration by Eliminating Barriers
- Maintaining / Enhancing Honors / Dual Credit / AP Opportunities
- Relevant, future-focused course options
- Creating Exploratory Options
- Maintaining or Enhancing Content

D86 Program Team Process

Each Program Team is comprised of Department Chairs and Teachers from HC and HS as well as Administrators from the D86 Academic Cabinet

Program Team Process - Each team meeting multiple times throughout SY 20-21

- Analyzed the strengths and areas for improvement in the current curriculum
- Researched program innovations and best practices
- Engaged peer and neighboring districts
- Drafted and adopted a unified mission statement
- Drafted and adopted Program Goals
- Reviewed the core course sequence / Recommended Revisions
- Aligned courses for a D86 unified Program of Studies (2023-24)
- Drafted Key Performance Indicators (KPIs)

D86 Program Team Communication Process

Communication Norms for all Program Teams:

- Initial Program Team meetings included large group reports about conversations, surveys and correspondence with peer and neighboring districts as well as colleges and universities.
- Each Program Team Meeting ends with a team summary of the work done
- Following each meeting, a department communication was sent to inform the entire department of the Program Team work
- Department Meetings included time to discuss Program Team Work
- Where appropriate, department and student surveys were given to elicit feedback. The data collected was analyzed by the DCs and Program Team and then reported back to the departments.

Parent Teacher Advisory Council (PTAC) Feedback

As part of the Curriculum Adoption Process (Administrative Procedure 6:40), all Program Teams presented their work and curriculum adoption recommendations to PTAC prior to the 1st Reading of the Program of Studies scheduled for Oct. 28.

Answers to the following general comments and questions from PTAC have been incorporated into tonight's updates (as well as several others):

- Will there be expanded honors options? Will any be removed?
- Will the content of the courses being revised/replaced be added to new courses?
- Will all new / revised courses be offered on both campuses?
- How do I get more information about dual credit and the Seal of Biliteracy?

Earned Honors Credit - Small Pilot (4 classes in 22-23)

One of the concepts presented was on a PILOT of an Earned Honors Credit.

Working definition:

Students who chose to remain in a regular section of a course (e.g. Rhetoric) will be provided opportunities to demonstrate honors level sophistication or engagement with the content/subject. This could take the form of differentiated work, student choice in materials, proof of increased sophistication, and so on...

Those that take advantage of these honors opportunities **could** be awarded honors credit for the course dependent on their performance. A version of Earned Honors currently exists in District 86 in some Music and CTE electives.

The Pilot will target two NEW English Electives, one CTE course, and one course in Fine Arts. More details and conversation about this Pilot will take place at PTAC at the November 7 meeting.

Important to know:

- **This does NOT change the expected outcomes for the regular course.**
- **This does NOT replace or eliminate honors or AP courses.**
- **This is NOT a pilot that will mix honors and regular level classes.**
- **The Earned Honors Credit will NOT cause a course to be stacked.**

Program of Studies Preview

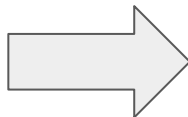
The Curriculum Alignment work of our Program teams is moving D86 toward an aligned Program of Studies for all students by the end of the current Strategic Plan.

SOCIAL STUDIES DEPARTMENT

SOCIAL STUDIES

District 86 Social Studies Courses 2021 – 2022

	D86 Social Studies Courses		
Hinsdale Central Social Studies Courses	World Cultures	AP European History	Hinsdale South Social Studies Courses
World History Honors	Civics	AP Macroeconomics	World Studies Honors
Western Civilization	Constitutional Law	AP Microeconomics	American Diversity and Multicultural Studies
African-American History	Economics	AP Psychology	Psychology II
East Asian Studies	Global Issues	AP US History	AP Psychology RISE
Philosophy Honors	Psychology	AP US Government and Politics	American Studies
World Cultures ELL	Sociology		Philosophy and Ethics
Civics ELL	United States History		Humanities
US History ELL			Geography

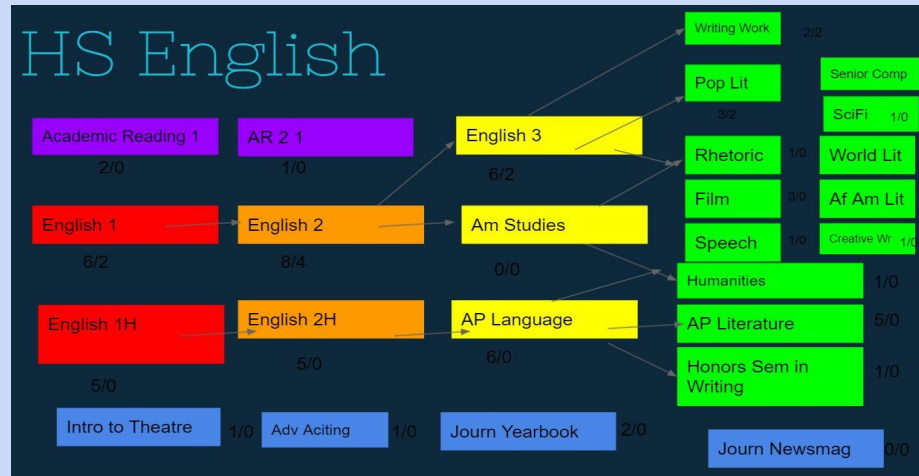
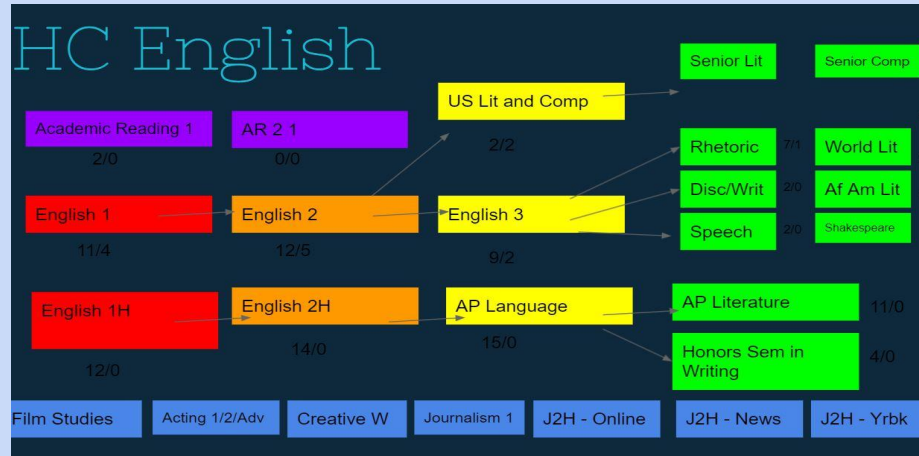


	2022-2023	2023-2024	2024-2025
Courses offered at both schools	AP European History AP Macroeconomics AP Microeconomics AP Psychology AP US Government and Politics AP US History Civics Criminal Law Economics Global Issues Psychology Sociology US History World Cultures World Studies/History Honors	AP European History AP Macroeconomics AP Microeconomics AP Modern World History AP Psychology AP US Government and Politics AP US History Civics Criminal Law Economics Global Issues Psychology Sociology US History World Cultures World Cultures Honors	American Diversity: Identity and Experience AP European History AP Macroeconomics AP Microeconomics AP Modern World History AP Psychology AP US Government and Politics AP US History Chicago History Civics Criminal Law Economics: Investment and the Modern Economy Global Connections Psychology Sociology US History World Cultures World Cultures Honors Social Studies Seminar* (introduced in 25-26)
Central Only Courses	African American History East Asian Studies Western Civilization Philosophy Honors	African American History East Asian Studies Western Civilization Philosophy Honors	Philosophy Honors* (discontinued in 25-26)
South Only Courses	Psychology II Philosophy and Ethics American Diversity and Multicultural Studies Geography	Psychology II Philosophy and Ethics American Diversity and Multicultural Studies	

D86 English Program Mission

In the District 86 English Department, we strive to build safe and inclusive communities of learners who value diverse perspectives. Our students will graduate from our English classrooms able to communicate in writing and in speaking, with both passion and civility; to read a variety of texts accurately, for pleasure and with purpose; to appreciate the beauty and power of language; and to research with a critical eye. Our students should see reading and writing as ways to discover more about themselves and their worlds. We provide equitable opportunities to prepare students for college, careers, citizenship, and personal growth.

English Program: Current Offerings



D86 Proposed Revision

Academic
Reading 1



Academic
Reading 2

English 1



English 2

English 1H



English 2H

9th-Grade
Unchanged

10th-Grade
Unchanged

Sem. Class

Sem. Class

Sem. Class

Sem. Class

Sem. Class

Sem. Class

Sem. Class

Sem. Class

Sem. Class

Sem. Class

Sem. Class

Sem. Class

AP Language - full year

AP Literature - full year

11th/12th-Grades: Pick at least 2.0 credits of English. *Options for Honors credit in any of the above courses.

Research Conducted

1. Talked to **districts** in area and across country
2. Examined **Common Core State Standards**
3. Examined **College Board Guidance**
4. Surveyed **students**
5. Surveyed **teachers**
6. Talked to **colleges**



What Courses Would You Take?

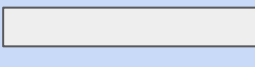
The English Department is developing several new semester-long course titles for juniors and seniors and wants your feedback! Which English courses would you be interested in taking in the four semesters of junior and senior year? For this survey, don't consider whether the course is honors or not. Please note that we plan to continue making AP Literature and AP Language available as an option for students in addition to any new junior / senior classes.

Summary of Changes

Continuing:

- Current **AP** and **Honors**
- Keeping **classic, core classes**

Updates:

- **New courses** 
- **Courses open to juniors & seniors**
- **Earned Honors Credit**

Proposed New Course Titles

- ★ *True Stories: Creative Nonfiction*
- ★ *Psychology and Literature*
- ★ *Themes in Lit: Women's Literature*
- ★ *Themes in Lit: Asian-American Literature*
- ★ *Literature of Science, Technology and the Individual*
- ★ *Literature of Sports and American Culture*
- ★ *War: Memory and Literature*
- ★ *Themes In Lit: Latino-American Literature*

English Program: Proposed Offerings

	2022-2023	2023-2024	2024-2025
Courses taught at both schools	Academic Reading 1 & 2 English 1 English 1 Honors English 2 English 2 Honors AP Literature and Composition AP Language and Composition Rhetoric: The Art of Persuasion World Literature Speech and Communication Black American Literature Creative Writing Film Studies True Stories: Creative Nonfiction Psychology in Literature	Academic Reading 1 & 2 English 1 English 1 Honors English 2 English 2 Honors AP Literature and Composition AP Language and Composition Rhetoric: The Art of Persuasion Speech and Communication Black American Literature Creative Writing Film Studies <i>True Stories: Creative Nonfiction</i> <i>Psychology in Literature</i> Themes in Lit: Women's Literature* Themes in Lit: Asian American Literature* Literature of Science, Technology, and the Individual Literature of Sports and American Culture Acting 1 Acting 2 Advanced Acting	Academic Reading 1 & 2 English 1 English 1 Honors English 2 English 2 Honors AP Literature and Composition AP Language and Composition Rhetoric: The Art of Persuasion Speech and Communication Creative Writing Film Studies <i>True Stories: Creative Nonfiction</i> <i>Psychology in Literature</i> <i>Themes in Lit: Women's Literature</i> <i>Themes in Lit: Asian American Literature</i> <i>Literature of Science, Technology, and the Individual</i> <i>Literature of Sports and American Culture</i> War, Memory, and Literature Themes in Lit: Black American Literature^ Themes in Lit: Latino American Literature^ Acting 1 Acting 2 Advanced Acting Journalism 1 Journalism 2: Yearbook Journalism 2: Newsmagazine Journalism 2: Online Newsmagazine
Central Campus only	Acting 1 Acting 2 Journalism 1 Journalism 2H: Newsmagazine Journalism 2H: Online Newsmagazine Journalism 2H: Yearbook Honors	Journalism 1 Journalism 2H: Newsmagazine Journalism 2H: Online Newsmagazine Newsmagazine 2H: Yearbook Honors	
South Campus only	Intro To Theater Arts Stagecraft Journalism: Newsmagazine Journalism: Newsmagazine with Honors option Journalism: Yearbook Journalism Yearbook with Honors Option	Journalism: Newsmagazine Journalism: Newsmagazine with Honors option Journalism: Yearbook Journalism Yearbook with Honors Option	

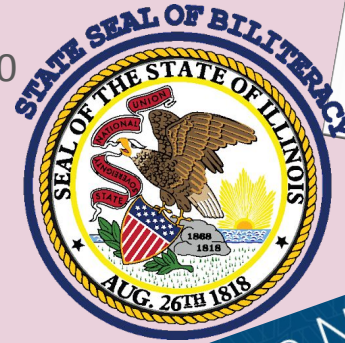
D86 World Languages Program Mission Statement

*The D86 World Language Department believes in the **potential of every individual** to learn another language. We will develop **critical literacy and communication** skills through engagement with authentic language resources that help students construct their own world view to **participate in global communities**. Our classrooms are inclusive and supportive communities of learners that affirm the identities of all students while **deepening their global awareness, cultural appreciation, and empathy** for others.*



World Languages Program Research & Data

- [ACTFL World-Readiness Standards](#)
- Area High Schools' World Language Program Offerings (50 schools)
- D86 World Language 5 year world language enrollment averages
- [National World Language Enrollment trends](#)
- Staff credentials (needed to teach dual credit language courses)
- D86 World Language Program Team SWOT Analysis
- Dual Credit partnership options at 10 area post-secondary institutions
- Credit Transferability for College of DuPage dual credit at the top colleges/universities that D86 grads attend
- Seal of Biliteracy acceptance at the top colleges/universities that D86 grads attend
- D86 Seal of Biliteracy Award data



The National K-12
Foreign Language
Enrollment Survey
Report



About the Seal of Biliteracy



- To qualify for the Seal of Biliteracy, seniors must:
 - Earn a minimum composite score of 480 on the EBRW portion of the SAT
AND
 - Have earned a 4 or 5 in the Advanced Placement language exam **OR**, earn a minimum score of Intermediate High on a State-approved language proficiency assessment
- Currently, state-approved proficiency assessments are available for: Arabic, Chinese (Mandarin), French, German, Greek, Hebrew, Hindi, Italian, Japanese, Korean, Latin, Polish, Portuguese, Russian, Spanish, Thai
- Public Illinois universities are required to grant credit hours to students who have earned the Seal of Biliteracy

World Languages Program Team Highlights:

- Replacing Spanish V Honors from both buildings with one new district course entitled “Honors Spanish Conversation and Culture”
- Spanish sequence change for South to mirror Central’s pathway for greater access to upper level options
- Aligning all languages’ sequences to have an AP option as a capstone course
- Adding Latin III/IV Caesar/Vergil and Latin III/IV: Latin Literature as alternating yearly offerings at Hinsdale South
- Expanding Dual Credit for all languages with College of DuPage for Spanish, French, & German and Loyola University for Latin

District 86 World Language Courses

Italics indicate tentative dual credit courses

	2022-23	2023-24	2024-25
District-wide Offerings	Etymology French I French I Honors French II French II Honors French III French III Honors French IV AP French Language & Culture German I German I Honors German II German II Honors German III German III Honors German IV AP German Language & Culture Latin I Latin I Honors Latin II Latin II Honors Spanish I Spanish II Spanish II Honors Spanish III Spanish III Honors Spanish IV AP Spanish Language & Culture	Etymology French I French I Honors French II French II Honors French III French III Honors French IV AP French Language & Culture German I German I Honors German II German II Honors German III German III Honors German IV AP German Language & Culture Latin I Latin I Honors Latin II Latin II Honors Spanish I Spanish II Spanish II Honors Spanish III Spanish III Honors Spanish IV AP Spanish Language & Culture	Etymology French I French I Honors French II French II Honors French III <i>French III Honors</i> French IV <i>French IV Honors</i> AP French Language & Culture German I German I Honors German II German II Honors German III <i>German III Honors</i> German IV <i>AP German Language & Culture</i> Latin I Latin I Honors Latin II Latin II Honors Latin III/IV: Latin Literature Spanish I Spanish II Spanish II Honors Spanish III Spanish III Honors Spanish IV <i>Honors Spanish Conversation & Culture</i> AP Spanish Language & Culture AP Spanish Literature
Central-only Offerings	French IV Honors Latin III/IV: Latin Literature <i>Latin Literature Honors</i> Spanish V Honors: Latin American Studies Spanish V Honors: Spanish Studies AP Spanish Literature	French IV Honors <i>AP Latin</i> Latin III/IV: Caesar/Vergil Spanish V Honors: Latin American Studies Spanish V Honors: Spanish Studies AP Spanish Literature	
South-only Offerings	<i>AP Latin</i> Latin III/IV: Caesar/Vergil <i>Spanish V Honors</i> French V Honors <i>American Sign Language I</i> American Sign Language II	Latin III/IV: Latin Literature <i>Latin Literature Honors</i> <i>Spanish V Honors</i> French V Honors <i>American Sign Language I</i> American Sign Language II	<i>American Sign Language I</i> American Sign Language II

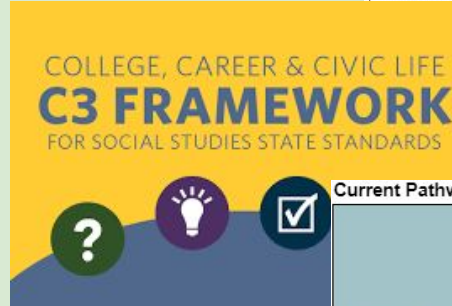
- Our one new course is in bold to be added for the 24-25 school year after the alignment of courses that sequentially precede it
- ASL is recognized as a world language, but it is independently run and offered through the Deaf and Hard of Hearing Department and not through D86 WL

D86 Social Studies Program Mission

The District 86 Social Studies program believes in supporting and challenging our students to grow personally, intellectually and civically by providing a curriculum which reflects student identities and nurtures critical thinking, mindful inquiry, clear communication, and informed action. In order to create a more equitable world, we strive to prepare our students to engage in a rapidly changing and diverse society by encouraging students to empathize with others and to understand multiple perspectives.

Social Studies Program - Data Reviewed

- Illinois Social Studies Standards
- C3 Standards
- College Board Thinking Skills and Reasoning Processes
- Social Studies SWOT Analysis
- Social Studies Pathways
- Analysis of a variety of district models
- Variety of teachers feedback surveys
- Student feedback survey
- Sender school curriculum feedback



Inquiry Skills	
Developing Questions and Planning Inquiries	
Constructing Essential Questions	Address essential questions that reflect an enduring issue in the field.
Supporting Questions	Explain how supporting questions contribute to an inquiry.
Helpful Sources	Develop new supporting and essential questions through investigations, collaboration, and using diverse sources.
Evaluating Sources and Using Evidence	
Evaluating Sources	Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, nature, context, and corroborative value of the sources.

Current Pathways

	Freshmen	Sophomore	Junior	Senior
History Pathway	World Cultures World Studies/History Honors	Current Electives: African American History AP European History Global Issues Western Civ (Civics)	American Studies AP US History US History	Current Electives: African American History Global Issues Humanities Western Civilization

Reasoning Process 1	Reasoning Process 2
Comparison	Comparison
<ul style="list-style-type: none"> 1.i: Describe similarities and/or differences between different historical developments or processes. 1.ii: Explain relevant similarities and/or differences between specific historical developments and processes. 1.iii: Explain the relative historical significance of similarities and/or differences between different historical developments or processes. 	<ul style="list-style-type: none"> 2.i: Describe similarities and/or differences between different historical developments or processes. 2.ii: Explain relevant similarities and/or differences between specific historical developments and processes. 2.iii: Explain the relative historical significance of similarities and/or differences between different historical developments or processes.

	Freshmen	Sophomore	Junior	Senior
Social and Behavioral Science Pathway	World Cultures World Studies/History Honors	Current Electives: American Diversity Civics Constitutional Law East Asian Studies Economics Philosophy and Ethics Psychology Psychology II Sociology	American Studies AP US History US History	Current Electives: American Diversity AP Gov AP Micro/Macro AP Psychology Civics Constitutional Law East Asian Studies Economics Philosophy and Ethics Philosophy Honors Psychology Psychology II Sociology

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Central Only Courses	Western Civilization Philosophy Honors East Asian Studies African American History	Western Civilization Philosophy Honors East Asian Studies African American History	Philosophy Honors* (discontinued in 25-26)
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Social Studies Summary and Highlights:

Introduction of new AP opportunity:

- **AP Modern World History**

New Elective Courses:

- **Criminal Law**
- **American Diversity: Identity and Experiences**
- **Chicago History**
- **Economics: Investment and the Modern Economy**
- **Global Connections**
- **Social Studies Seminar**

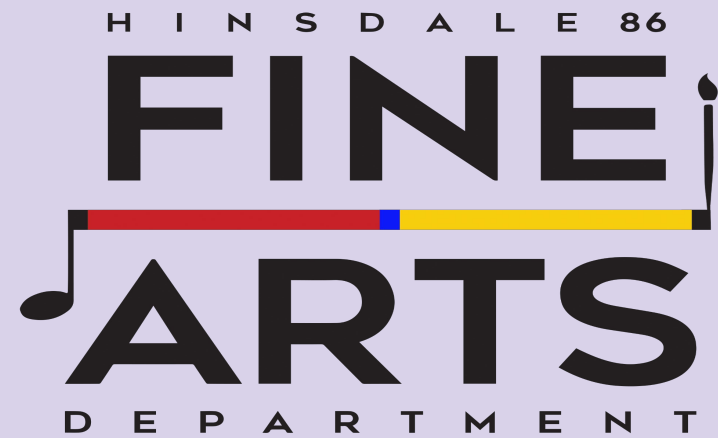
Social Studies - Proposed Sequence and Pathways

Freshman	Sophomore	Junior	Senior
World Cultures	Civics*	US History*	Electives:
World Cultures Honors	AP Modern World History	AP US History	AP European History
	Electives:	Electives:	AP Government*
	American Diversity: Identity and Experience	AP European History	AP Micro/Macro X
	Chicago History	AP Government*	AP Psychology
	Criminal Law	AP Micro/Macro X	American Diversity: Identity and Experience
	Economics: Investment and the Modern Economy X	AP Psychology	Chicago History
	Global Connections	American Diversity: Identity and Experience	Criminal Law
	Psychology	Chicago History	Economics: Investment and the Modern Economy X
	Sociology	Criminal Law	Global Connections
		Economics: Investment and the Modern Economy X	Psychology
		Global Connections	Sociology
		Psychology	Social Studies Seminar
		Sociology	
		Social Studies Seminar	

*- Fulfills IL State Graduation Requirement, X- Fulfills Consumer Education Requirement

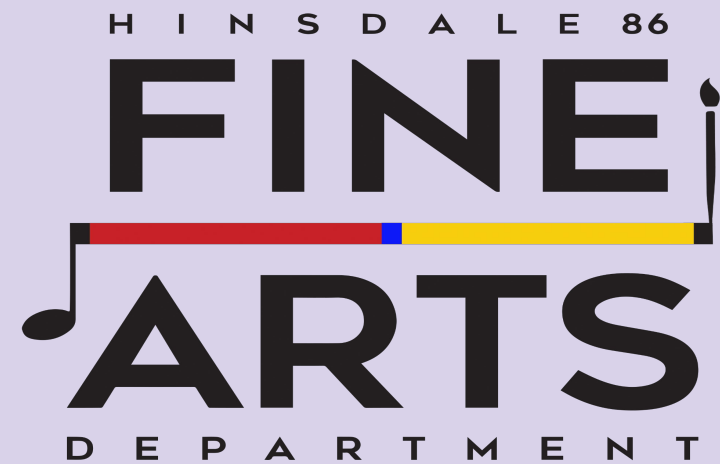
RED- History Pathway, BLUE- Social and Behavioral Science Pathway, PURPLE- History/Social and Behavioral Science Pathway

D86 Music/Art Program Mission



Hinsdale District 86 Fine Arts Department engages student creativity, critical thinking, collaboration, artistic expression and culturally responsive exploration to foster a lifelong appreciation of the visual and performing arts.









Music/Art Program - Data Reviewed



- SWOT Analysis
- Analyzed each department sequence
- Program Team and Department Feedback
- Completed site visits and compared program offerings of comparable school districts and high schools
- Year to year data collected on student enrollment in fine arts classes.
- Analyze offerings to establish modern and current artists and styles
- Create offerings to provide flexibility in exploring the arts.

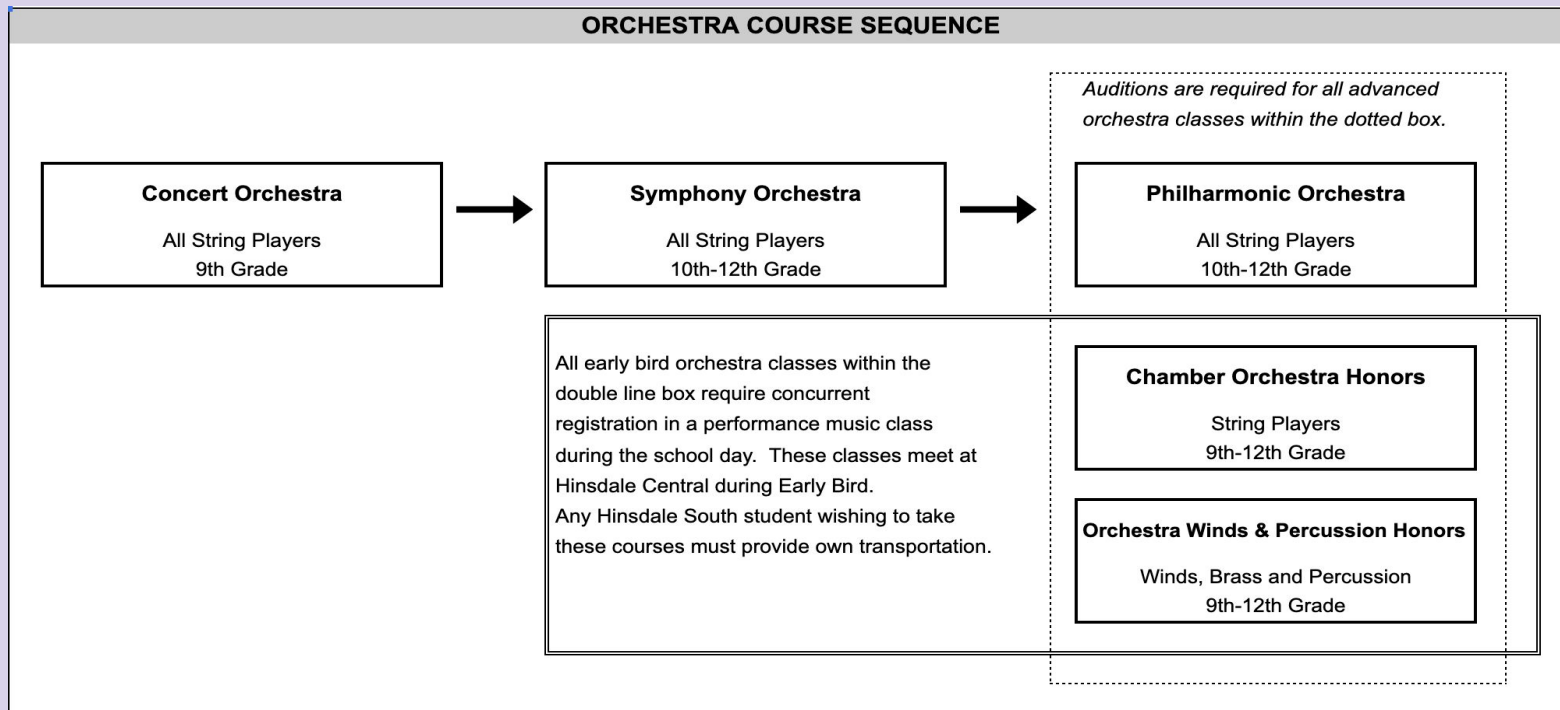
Music/Art Program Team Highlights



							
Beginner Level Courses: 0.5 credits	Drawing & Painting 1	Photography 1	Digital Imaging & Graphic Design 1	Ceramics 1	Glass & Metalsmithing 1	Animation & Video Art 1	Exploring Visual Art
Intermediate Level Courses: 0.5 credits	Drawing & Painting 2	Photography 2	Digital Imaging & Graphic Design 2	Ceramics 2	Glass & Metalsmithing 2	Animation & Video Art 2	
Advanced Level Courses: 0.5 credits	Drawing & Painting 3	Photography 3	Digital Imaging & Graphic Design 3	Ceramics 3	Glass & Metalsmithing 3		
Advanced Placement Level Courses: 1.0 credits, can be repeated	AP 2-D Art & Design/AP Drawing	AP 2-D Art & Design (Photography)	AP 2-D Art & Design/AP Drawing	AP 3-D Art and Design	AP 3-D Art and Design		AP Art History

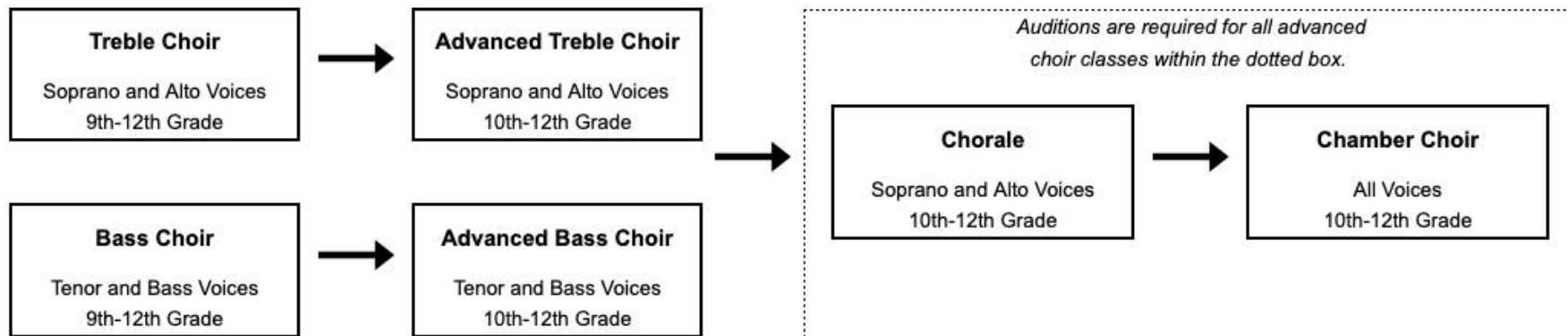
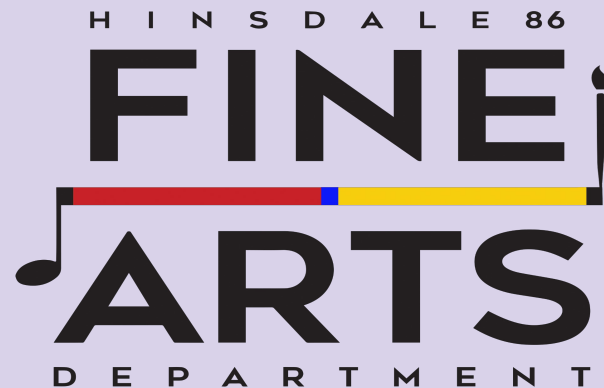
Music/Art Program Team Highlights

Course Sequences



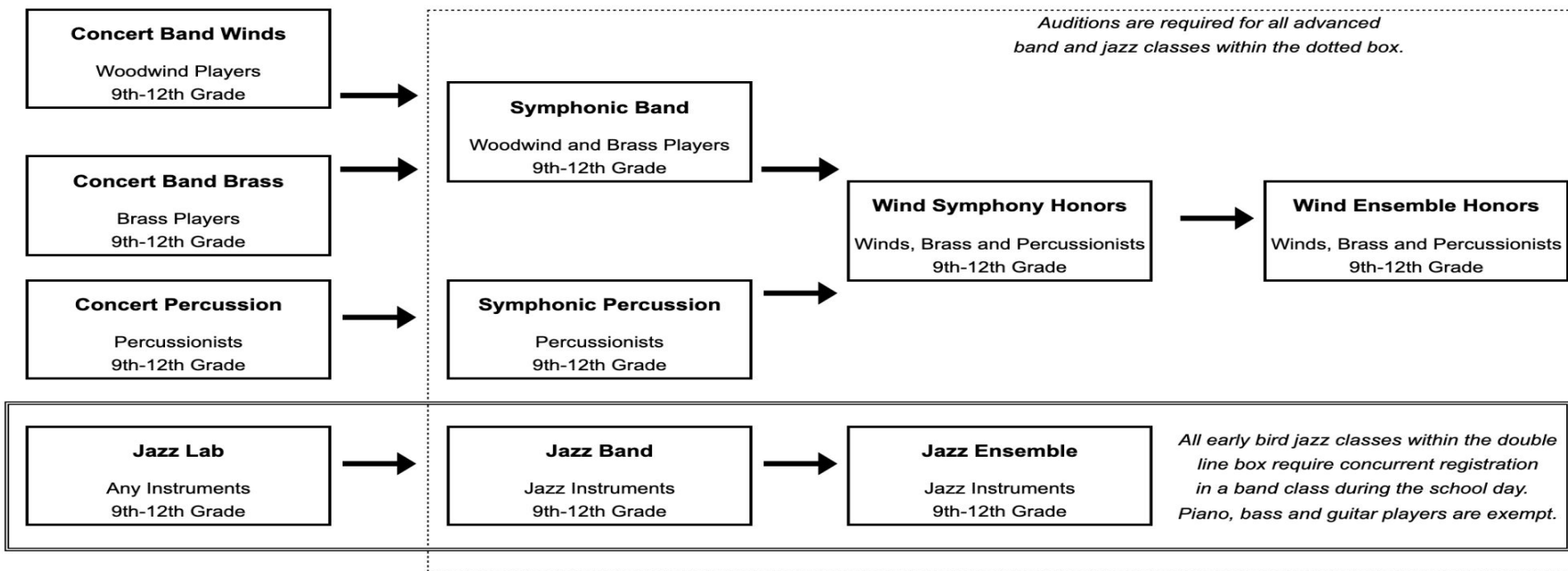
Music/Art Program Team Highlights

Course Sequences



Music/Art Program Team Highlights

Course Sequences



Music/Art Program Team Highlights

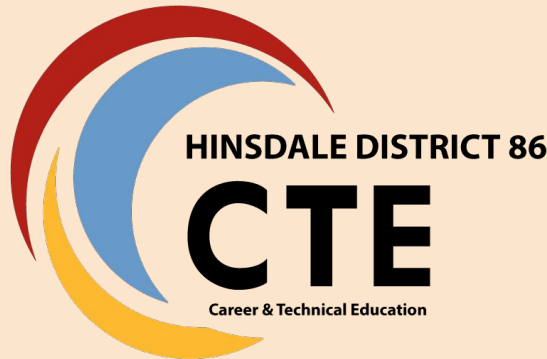
Course Mergers



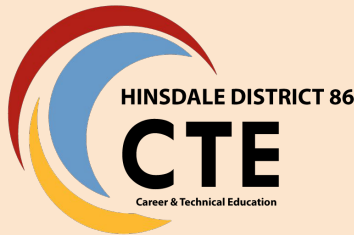
Modern Music Exploration (MME)	ANIMATION & VIDEO ART 1
1 Semester: Open to all grades	1 Semester: Open to all grades
<p>Modern Music Exploration is a multi-tiered class that focuses on many aspects of music. The class is designed for students with no previous musical experience. Students will experience learning popular instruments such as guitar and piano. Additionally, they will try their hand at composing music, using modern recording software. Finally, students will explore popular music genres of present and past that come from a variety of cultures.</p> <p>Prerequisite: None. Open to grades 9, 10, 11, and 12. May be repeated for credit.</p>	<p>No experience required - This is a beginner level course in District 86 that introduces the student to the growing world of animation and video art. In this foundation level course, students will express their visual creativity through drawing, storytelling, and other visual mediums. Motion graphics, character design, and video editing will also be explored in this class. Techniques of animation are taught and enable students to produce their own animated film shorts. Students will also have hands-on experience using the latest versions of Adobe animation software as well as iPads, ProCreate, and drawing tablets.</p>

D86 CTE Program Mission

The mission of the District 86 Career & Technical Education(CTE) Department is to provide innovative and personalized learning experiences in a collaborative environment for students to achieve their goals in the real world.



What is Career & Technical Education?



Career & Technical Education (CTE) provides students of all ages with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners.

In District 86, CTE encompasses Business, Family & Consumer Sciences, and Technical Education

CTE Program - Data Reviewed


- SWOT Analysis
- Analyzed each department sequence
- Identified Career Clusters and how they fit within our current offerings
- Survey Students
- Program Team and Department Feedback
- Completed site visits to comparable school districts and high schools
 - Downers Grove North/South
 - New Trier
 - Leyden
 - D211
 - D214

CAREER CLUSTERS

1. Agriculture, Food & Natural Resources
2. Architecture & Construction
3. Arts, Audio/Video Technology & Communications
4. Business, Management & Administration
5. Education & Training
6. Finance
7. Government & Public Administration
8. Health Science
9. Hospitality & Tourism
10. Human Services
11. Information Technology
12. Law, Public Safety, Corrections & Security
13. Manufacturing
14. Marketing, Sales & Service
15. Science, Technology, Engineering & Mathematics
16. Transportation, Distribution & Logistics

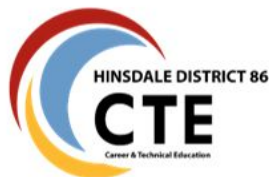
Technology Education Pathway

Hinsdale Township District 86 Technology Education Program

	STEM Pathway	Architecture and Construction Pathway	Graphic Communications & Information Technology Pathway
Beginner Course Courses: 0.5 Credits	Pre-Engineering 1 & Pre-Engineering 2	Woods 1	Graphic Communications 1 & Digital Video Production
Intermediate Course Courses: 1.0 Credits	Engineering and Manufacturing	Woods 2	Graphic Communications 2
Advanced Level Course Courses: 1.0 Credits	Architecture & Design	Architecture & Design	
Capstone Course Courses: 1.0 Credits	Engineering Capstone	Woods Capstone	Graphic Communications Capstone

Business Education Pathway

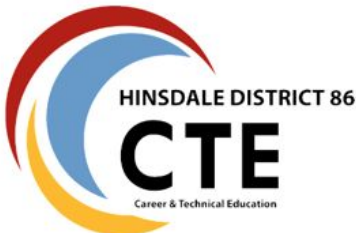
Hinsdale Township District 86 Business Education Program



	Accounting	Marketing	Finance	Business Management	Information Technology
Freshman	Intro to Business Digital Literacy 1 & 2	Intro to Business Digital Literacy 1 & 2	Intro to Business Digital Literacy 1 & 2	Intro to Business Digital Literacy 1 & 2	Intro to Business or Tech Support Internship
Sophomore	Investment Planning & Business Management	Business Management Digital Literacy 1 & 2	Investment Planning & Business Management	Marketing & Business Management	Business Management & Tech Support Internship Honors
Junior	Business Law 1 & Business Law 2	Marketing & Sports Marketing	Accounting Or Accounting Honors	Investment Planning & Business Law I	Marketing & Tech Support Internship Honors
Senior	Accounting Or Accounting Honors	Internship Accounting or Accounting Honors	Internship Accounting or Accounting Honors	Accounting or Accounting Honors Tech Support Internship	Tech Support Internship Honors

Family & Consumer Sciences Pathway

Hinsdale Township District 86 Family & Consumer Sciences Program

Areas of Interest	Course Offerings	
Culinary	Exploring Family & Consumer Sciences Culinary 1 Culinary 2 Baking and Pastry Chef and Restaurant	
Interior Design	Exploring Family & Consumer Sciences Interior Design and Housing	
Fashion	Exploring Family & Consumer Sciences Fashion Merchandising Clothing Construction 1 Clothing Construction 2 Clothing Construction Independent Study	
Teaching	Exploring Family & Consumer Sciences Child Care and Development Invitation to Teaching	
Family Living	Personal Relationships Single Survival	

Summary of CTE

- **Business Education**
 - Consolidated full year Marketing to semester long Marketing & Sports Marketing.
 - Continuing to work with College of DuPage to increase Dual Credit opportunities
- **Family and Consumer Sciences**
 - Consolidated Senior Foods curriculum to align with Culinary 1
- **Technology Education**
 - Continued Dual Credit with Moraine Valley Community College
 - Continuing to work with College of DuPage to increase Dual Credit opportunities
 - Graphic Communication pathways have been streamlined based on student feedback.

D86 Physical Education, Health, Dr. Ed Program Mission

We strive to develop students who thrive physically, mentally, socially, and emotionally by cultivating vitality in order to pursue their life goals both passionately and successfully. We provide a sequential curriculum by which students apply the skills and knowledge necessary to confidently lead a safe, healthy, and active lifestyle.

Physical Education, Health, Dr. Ed Program - Data Reviewed

- PHD SWOT Analysis
- Rearrange course offerings in physical education > low enrollment
- Gather data on course offerings that include student voice and align with real life current trends
- Reviewed local school districts sequencing with 9th and 10th grade having a set curriculum and 11th and 12th grade having electives
- Collected data from sender schools on when health education was being taught. Data assisted in making the decision to keep health education sophomore year

Physical Education, Health, Dr. Ed Program - Proposed Sequence

Physical Education Courses	Grade 9	Grade 10	Grade 11	Grade 12	Prerequisites
Freshmen Physical Education	X				
Sophomore Physical Education 1		X			
Sophomore PE 2 - Leadership		X			
Electives - PE 3/4					
Adaptive PE	X	X	X	X	
Adaptive PE Peer Leaders			X	X	Application process
Aquatics			X	X	
Group Exercise			X	X	
Personal Fitness			X	X	
Strength & Conditioning			X	X	
Lifetime Activities			X	X	
Team Sports			X	X	
Tumbling			X	X	
Outdoor Education			X	X	
Lifeguarding CPR/AED		X	X	X	Sophomore in PE Leadership Program
Driver Education	X	X	X	X	Freshmen 2nd semester if 15 years of age
Health Education		X	X	X	
Introduction to Sportsmedicine			X	X	Health Education

Next Steps

Pending BOE Discussion:

- The SY 22-23 Program of Studies will reflect the recommendations of the Goal 1 Program Teams
- BOE First Reading: 10/28; BOE Second Reading/Adoption: 11/18
- Curriculum Development and Writing Teams will use the remainder of this school year and the 2022 summer to finalize new courses and course revisions. The recommended trajectory has taken into consideration a measured rollout of all aligned courses through SY 24-25.
- The POS will feature the revised alignment trajectory at the beginning of each Department section.

Questions?