

To: Dr. Charles Johns

From: Ryan Bretag

Re: Curriculum Reports

Date: January 14, 2022

**Purpose:**

The attached curriculum reports are being presented for the Board's review. No action is needed.

**Background:**

The reports are a function of our ongoing Educational Planning Process (EPP) through which departments systematically review their entire curricula during a five-year period, 20% annually.

**District Themes**

*Covid and Return to In-Person:*

Increased emphasis on understanding student academic needs and skills to be successful in the course.

*Educational Technology Utilization in Blended Learning:*

Expanded awareness and consideration for how to infuse educational technology into in-person learning based upon what benefited students during remote learning.

*Emphasis on the SEL:*

Incorporated strategies for inter-and intra- personal needs of students as part of the return to in-person learning.

**Department Highlights**

*Career and Technical Education*

Pursuit of opportunities for dual credit and continued alignment to current industry practices, standards, and technical skills.

*English*

Update to more contemporarily relevant readings while also reviewing how technologies can be supportive to in-person instruction

*Fine Arts*

Emphasis on efforts to ensure sustained growth and continued participation for students interested in Fine Arts while providing relevant course and curricular opportunities to encourage student experiences tied to trends in the field with real-world application.

*Mathematics*

Ongoing work emphasizing the intersection between utilizing technology for increased engagement and aligning curriculum to the National Council of Teachers of Mathematics (NCTM) standards.

### *Health, PE and Driver Education*

Emphasis on the holistic view of wellness and a health literate life, including the incorporation of technology to guide students and provide more choice within the student learning experience, which encourages them to be active throughout their lives.

### *Science*

Ongoing work to support student progression across course levels and provide greater access to Advanced Placement courses for all students.

### *Social Studies*

Emphasis on common literacy skill development across the department that fosters student development in presenting, reading, thinking, and writing.

### *World Languages*

Reviewing curriculum and instructional alignment with the American Council on the Teaching of Foreign Languages (ACTFL) best practices while updating authentic materials and continuing to infuse impactful technologies.

### **Process:**

#### **Curriculum Planning Strategy 7010 [Policy](#) and its [Procedures](#):**

Instructional Supervisors of like departments have worked together, whenever feasible, to align their review cycles and to share common issues and observations.

Each department report indicates which courses were reviewed during the past year and a brief description of the process used for that review. If there were additional initiatives outside of the review process, these are noted. Also included is an evaluation of any new courses after three semesters of implementation, if applicable.

To: Dr. Rosanne Williamson  
From: Dr. Ed Solis, Associate Principal  
cc: Mr. Jason Markey, Principal  
Re: Curriculum Reports  
Date: November 2021

Attached are the department reports from the Educational Planning Process as part of District 225's curricula review. Departments worked throughout last year and into the fall semester evaluating curricula, instruction, resources and the impact on student needs, achievement and post-secondary plans. Key themes and highlights from the reports are as follows:

- Departments have continued to focus on alignment of curriculum to the College Readiness Standards, College and Career Readiness Benchmarks, Common Core State Standards, discipline-specific standards such as Next Generation Science Standards, and World Readiness Standards from the American Council on the Teaching of Foreign Languages.
- GBN has collaborated with GBS on implementation of curriculum and when learning new instructional tools during remote and hybrid instruction.
- Departments continue to look for ways to incorporate well-being checks to meet the needs of students as they transition back to in-person instruction.

## **CTE: BUSINESS EDUCATION**

### **Introduction**

#### **Courses reviewed**

Accounting 161

Entrepreneurship: Business Incubator 163

#### **Process**

The review process for all of the above courses followed the District #225 Board of Education review model. The Curriculum Review Committee was comprised of the Business Education curriculum team members, and the team consulted with the Instructional Supervisor as part of the process. The teachers reviewed the course goals, curricula, requirements, resources, and other specific information.

## **Course or Initiative: Accounting 161**

### **Findings**

Accounting is the language of business and is an integral aspect of all business activities. Mastery of fundamental accounting concepts, skills, and competencies are essential to making informed business decisions. The semester-long course covers accounting fundamentals, such as accounting transactions, income tax preparation, financial reporting, payroll, and career exploration. Students become exposed to industry-standard software such as Peachtree, Microsoft Excel, and Google Sheets. In the past year, Peachtree software was replaced with a free online equivalent called Wave.

Accounting is the cornerstone of any business major. Over the past five years in the senior exit survey conducted by GBN's College Center, between 20-25% of our students declared a major in business. Of those, roughly a quarter have enrolled in this accounting course.

### **Recommendations**

- Based on the findings above, we recommend transitioning our semester-long course to the year-long Accounting Honors course offered at Glenbrook South.
- We will work with Glenbrook South and Oakton Community College to align Accounting Honors to potentially offer dual credit in the 2022-2023 school year.

## **Course or Initiative: Entrepreneurship: Business Incubator 163**

### **Findings**

Entrepreneurship: Business Incubator is a year-long course where students work in teams to form a business and develop their idea mentored by real-world entrepreneurs and business experts. The units covered in the curriculum include topics such as ideation, customer discovery, marketing, finance, and minimal viable product testing and analysis. Business professionals from the community collaborate with the instructor to co-teach classroom lessons, mentor-student teams, and act as an advisory board to the program. Over the past five years, students were offered outside classroom learning opportunities while attending Northbrook Chamber of Commerce networking events, meetings, and an annual dinner.

The course culminates in a Pitch Night where each team pitches its business model and testing results to investors from the Northbrook community. The GBN Incubator advisory board originally awarded up to \$8,000 to help support the student-run businesses but found that most businesses didn't continue. The program pivoted and now awards \$500 educational scholarships to each student of the winning team.

After six years of running the course, the curriculum has been revised to include the key concepts of professional etiquette, project management, and DISC personality tests. Several project-management tools including Trello, Asana, Slack, and Basecamp were tested. Basecamp was found to be the most successful because of its to-do list, calendar, and communication chat features, which are accessible for students, teachers, and mentors to use.

Students appreciate the real-world learning experiences the course provides and the opportunity to network with business professionals. They also receive invaluable feedback on presentation design and public speaking skills and thus are developing better and more viable business models.

The business professionals say the curriculum the students learn is similar to what is taught at the collegiate level and were impressed by the growth of student learning. Most wanted to continue to be part of the Incubator program.

### **Recommendations**

- Continue to work with community members to enrich the curriculum and provide real-world advice to students.
- Continue to incorporate project management tools and lessons
- Continue to develop and assess students' professional business etiquette

## **CTE: FAMILY AND CONSUMER SCIENCES**

### **Introduction**

#### **Courses reviewed**

Introduction to Human Growth 161

Educational Foundations 261

Advanced Educational Foundations 361

Teaching Internship 461

#### **Process**

The review process for all of the above courses followed the District #225 Board of Education review model. The Curriculum Review Committee was comprised of the Family and Consumer Science curriculum team members, and the team consulted with the Instructional Supervisor as part of the process. The teachers reviewed the course goals, curricula, requirements, resources, and other information specific to the course.

## **Course or Initiative: Introduction to Human Growth 161**

### **Findings**

In this curriculum, the students are exposed to child safety, nutrition, health, and caregiving topics, as well as basics of growth & development in children from prenatal through early elementary age. Students are provided numerous opportunities to implement what they have learned in the classroom at the GBN preschool.

Students have the opportunity to earn Early Childhood Education Level 1 Credential with the successful completion of this course. This credential is recognized by the Illinois Department of Human Services (IDHS) Bureau of Child Care and Development. It can be used as a prerequisite of employment in early childhood programs.

### **Recommendations**

- Continue providing students with the ECE Level 1 Credential as part of their course sequence
- Incorporate more occasions for students to plan and lead small activities in the preschool



## **Course or Initiative: Educational Foundations 261**

### **Findings**

Students in this course begin to master skills in planning, creating, teaching and evaluating all areas of early childhood curriculum. Students plan and implement lessons in the GBN Preschool under the direction of both GBN Preschool and Educational Foundations teachers. This structure allows the students time to work and plan with both course teachers and gain beneficial and necessary feedback regarding their lessons.

Two extensive assignments are the All Day Teach and the Preschool Case Study. During the All Day Teach, students take on the role of the lead teacher in the preschool to plan and teach one day from 8:15-12:15. The Case Study is a one-month assignment where students observe a preschool-aged child and evaluate social, emotional, physical, and cognitive growth.

Glenbrook North and Glenbrook South teachers have worked together to align their curricula with the Child Growth and Development course at Oakton Community College. Students have the opportunity to earn three credits in Early Childhood Education from Oakton Community College with the successful completion of this course.

### **Recommendations**

- Pursue ongoing collaboration with Glenbrook South and Oakton Community College's early childhood teachers
- Utilize department time with preschool teacher for planning and curriculum development
- Continue to revise the curriculum to keep up to date with best practices.

## **Course or Initiative: Advanced Educational Foundations 361**

### **Findings**

This advanced course allows the student to apply the concepts learned in Educational Foundations while teaching in the GBN Preschool. Students have multiple opportunities to lead group activities, practice lesson planning, and engage in thoughtful classroom management and preparation while utilizing various forms of educational technology.

Students plan and implement lessons in the GBN Preschool under the direction of both the GBN preschool and the Educational Foundations teachers. This structure allows the students time to work and plan with both teachers and gain beneficial and necessary feedback regarding their lessons.

### **Recommendations**

- Create more teaching opportunities in the preschool for the students to gain confidence in their leadership skills as they progress to the capstone Teaching Internship course
- Utilize department time with preschool teacher for planning and curriculum development
- Continue to revise the curriculum to keep up to date with best practices.

## **Course or Initiative: Teaching Internship 461**

### **Findings**

This capstone course in the child development sequence examines child development theories' theoretical and practical applications. Students explore careers in education by becoming teacher assistants at local elementary or junior high schools. Under the supervision of a cooperating teacher at a nearby school, students administer multiple lesson plans and learn skills ranging from proper classroom management to practical uses of technology. Students are observed and given feedback on their lessons by both their cooperating and GBN teachers.

Students can enroll in this course twice to gain insights into a different grade and/or subject level. Colleges and universities have accepted observation hours completed in this course as part of their course requirements.

### **Recommendations**

- Maintain and build relationships with principals and teachers from sender schools to provide students with a broader range of classroom experiences
- Collaborate with early childhood education teachers to revise curriculum
- Keep up to date with best practices at the collegiate level to prepare students for their futures in education

## **CTE: TECHNOLOGY EDUCATION**

### **Introduction**

### **Courses reviewed**

Metals 161

### **Process**

The review process for all of the above courses followed the District #225 Board of Education review model. The Curriculum Review Committee was comprised of the Technology Education curriculum team members and the team consulted with the Instructional Supervisor as part of the process. The teachers reviewed the course goals, curricula, requirements, resources, and other information specific to the course.

## **Course or Initiative: Metals 161**

### **Findings**

In Metals 161, students are introduced to various metal-working processes and common tools, materials, and equipment used in various industries. Students practice the fundamentals of welding, metallurgy, casting, fabrication, manual machining, and computerized (CNC) machining using CAD/CAM software. Emphasis is placed on individualized projects that require the metal-working skills developed from each lab and lesson throughout the semester. Students use Mastercam software and a recently installed HAAS Mini Mill for their latest automated machining projects. Experience using this industry-grade software and standardized machines helps students learn modern design and manufacturing processes in preparation for careers and higher education.

### **Recommendations**

- Continue to update the curriculum based on industry standards and software updates.
- Research opportunities for dual credit with Oakton Community College

# ENGLISH

## Introduction

### Courses reviewed

- English 263 GT
- English 263
- English 273

### Process

The English Department's review process for all of the above courses followed the District #225 Board of Education review model. This collaborative effort included teachers of sophomore English and the Assistant Instructional Supervisor for English and examined the current curricula and recommended changes as necessary. Included in this process was the review of course goals, curriculum, state standards, resources, and current teaching pedagogy. Teachers attended conferences, read professional journals, and participated in district and school professional development activities throughout the process. Given the last two years amidst the pandemic, it also included a review of the transition to online/hybrid teaching and learning followed by the re-introduction of students back into the building in the current school year.

The pandemic provided an opportunity for teachers to rethink individual lesson plans and curricula. English Department work included examination, discussion, and implementation of new instructional strategies enhanced by various technologies: Owl, external monitors, Zoom, Actively Learn, Kami, Ed Puzzle, Flipgrid, Padlet, Peardeck, etc. These technologies continue to be used as needed, adapted to meet the needs of in-person students, and modified to include remote students into our learning environments.

Student wellness is always one of the frames through which we examine our work; this year, in particular, the department focuses on maintaining academic rigor while considering students' unique emotional needs during this unprecedented time.

### Additional initiative (outside of review process)

ESL 163/263 borrows texts from the mainstream curriculum, as needed, to adapt to the language proficiency needs of students.

## **Course or Initiative: English 263 GT**

### **Findings**

For many years, English 263 GT has provided sophomores with an integrated curriculum focused on building foundational reading and writing skills. Generally, the students in English 263 GT need additional support in three skill areas: reading, writing, and executive functioning. The curriculum and instruction for this team-taught English and social studies course is designed to make content challenging yet accessible. The presence of more than one adult in the classroom also allows for the students' social-emotional needs to be met more readily.

In the last five years, the sophomore GT teachers took steps to align the books they read with the regular 263 curriculum, which now includes *A Raisin in the Sun*, *Fahrenheit 451* and *The Leavers*. As a result of this change, team students have more confidence in their abilities and feel like an integral part of the sophomore experience at GBN. While the social studies texts have shifted to have a more civics-oriented focus, in accordance with state mandates, the texts the English teachers have taught have tied into the topic of how people function under various systems of government and answer one of the guiding questions of sophomore year: "How do we define institutional systems? How do institutions support existing power structures?"

The English Department uses the STAR reading assessment program for all sophomores to identify current reading skills and document student growth. These assessments assist with course recommendations and the identification of students in need of ARC support. In addition, the STAR test reports provide growth data for IEP meetings.

### **Recommendations**

- Continue to review and develop the curriculum to serve the students' needs and interests best.
- Re-evaluate which e-learning technologies can continue to enhance instruction.
- Support students in Civics 163 GT using the tools provided with the online textbook.
- Use Actively Learn as a supplementary tool to aid with reading comprehension.

## **Course or Initiative: English 263 and 273**

### **Findings**

Teachers of English 263 and 273 committed to finding texts that would include a variety of voices. The main change in the sophomore curriculum has been the removal of *The Odyssey* and the inclusion of *The Leavers* across all levels of sophomore English starting in 2020-21. The new text provides a more contemporary perspective on the question, "How do institutions shape our identities?" The short text that frames the students' learning for the year is "Curriculum for Window as Mirror" and serves as a means of discussing both egocentric and sociocentric thinking. While reading texts, students are asked to examine their own assumptions, biases, stereotypes, and prejudices. They will also be asked to reflect upon characters actively fighting against outside forces and attempting to re-define themselves.

The sophomore team, in collaboration with the ARC, is working to strengthen students' active reading skills of both fiction and nonfiction text. As a result of remote learning, current sophomores did not partake in the Active Reading workshop in the ARC their freshman year; thus, the sophomore team leader has partnered with the reading specialist and writing coordinator to create a workshop that will reflect what sophomores need to develop their system of annotations.

To further support the oral communication skills for sophomores, second-semester students will be giving "soap-box speeches" and practicing the presentation strategy that was adopted by the freshman team: P.V. L.E.G.S., a rubric to evaluate several components of speaking: poise, voice, eye contact, gestures, and speed. Adopting this communication strategy furthers schoolwide literacy goals as both the English and Social Studies Departments use it.

Sophomore 263 and 273 continue to work on argumentative writing and research skills. To prepare for the junior year research paper, the team has adapted the TRAAP method of evaluating sources, which asks students to look at the timeliness, relevance, authority, accuracy, and purpose of text. There is also continued work on using signal phrases and incorporating source credentials, which builds on what students learned freshman year.

### **Recommendations**

- Continue to examine our texts to include contemporary authors.
- Identify additional unifying experiences across all levels of sophomore English.
- Evaluate which e-learning technologies continue to enhance instruction, such as Actively Learn.
- Develop additional ARC workshops to account for skills that need improvement after one and a half years of remote instruction, i.e. active reading annotations.
- Collaborate with freshman and sophomore team leaders to align writing skills.



## **FINE ARTS**

### **Introduction**

#### **Courses reviewed**

- Freshman Strings and Symphonic Orchestra
- Guitar
- Sports Broadcasting and Television Broadcasting (all levels)
- Ceramics (all levels)

#### **Additional initiatives**

- Made significant adjustments to our curriculum delivery due to the return to in-person instruction.
- Continued collaboration and articulation with the junior high sender schools in all subjects.
- Increased recruitment strategies in all areas.

## **Course or Initiative: Freshman String Ensemble & Symphonic Orchestra**

### **Findings**

We are reviewing the curriculum for Freshman String Ensemble, Symphonic Orchestra and the co-curricular Glenbrook Symphony Orchestra (GSO). Both Freshman String Ensemble and Symphonic Orchestra are year-long classes. Freshman String Ensemble is primarily geared toward first-year students, although a handful of 10-12 graders enroll in the class due to scheduling conflicts, or if their skills do not yet meet the demands of Symphonic Orchestra. The Symphonic Orchestra class is co-curricular with GSO, and students work on music from the standard orchestral repertoire.

String students in grades 10-12 at GBN and GBS are enrolled in the symphony orchestra. Additionally, the co-curricular Glenbrook Symphony Orchestra (GSO) meets on Wednesday evenings for two hours per week; GSO rehearses the first semester at GBS and the second at GBN. The GSO is the pinnacle of the orchestra program and includes all string students from grades 10-12, select advanced freshmen string students, and auditioned wind and percussion students from both schools. Attendance on Wednesday nights is compulsory for all GSO members and is part of the assessment and educational process for the course. Therefore string students receive graded credit for their participation in GSO, while wind and percussion players currently do not. The symphony class/GSO is structured as an advanced ensemble performing very challenging works from the orchestral repertoire. String students at the symphony level rehearse the GSO repertoire in class to prepare for the combined Wednesday night full orchestra rehearsals. Wind and percussion players, selected through auditions each fall, are expected to practice their parts independently and come prepared for the weekly rehearsals. The time commitment, dedication, and preparation required for the wind/percussion player is significant.

Freshman String Ensemble is intended as a preparatory ensemble and transition from middle school orchestra to the high school symphony orchestra. Typically, the incoming freshmen enter this course presenting a wide range of skill set competencies and musical backgrounds. A growing percentage of incoming freshmen students have fewer than three years of string education. As the incoming level of experience has diminished, additional time has been dedicated to reviewing basic concepts and remediating skill development.

### **Recommendations**

Our orchestra program is widely regarded as one of the premier high school orchestras in the area. Additionally, the continued co-curricular expectation of participating in GSO for all Symphony Orchestra students is recommended. As we continue to rebound from our year of remote instruction, we will continue to promote private lessons at GBN and GBS, and will restore many of the musical traditions and experiences that were impossible due to Covid.

## **Course or Initiative: Class Guitar**

### **Findings**

The Guitar Program at Glenbrook North currently offers one level of guitar that runs for one semester each year. The current course offering enables students with any previous guitar experience to either begin or continue their education at the high school level. In this course, students are exposed to various styles and genres that teach foundational skills. The textbook, Jerry Snyder's Guitar School, Method Book 1 serves as a basis for foundational skills and students are given supplementary materials to apply their skills to other music. Students in the guitar program perform in class and can perform in the atrium in the spring. Finally, students may have additional performances as opportunities arise.

The purpose of this course is to allow students not already in the music program a chance to be in a performance-based classroom. Instruction focuses on foundational skills, including learning chords, how to play melodies, read tab, and perform as an ensemble. Students have the opportunity to explore music that is current and of interest to them. As the guitar program continues to grow, there is a need to play relevant literature and the foundational skills to approach the majority of guitar literature. The primary delivery for classroom instruction is through large group instruction and small group interactions. Additionally, the majority of assessments are individual. Students have the opportunity to collaborate with others to practice, receive feedback, and even work together on a group project.

This course is an excellent way for any student to satisfy their fine arts requirement and gives the population of students not already enrolled in fine arts an opportunity to be involved in music.

### **Recommendations**

Guitar Class offers a comprehensive overview of guitar technique and literature and allows students to pursue their interests. It also allows students to advance their skills from a beginner level to more advanced.

The instructor will continue to shape the curriculum to serve student needs and interests best. This class will stay on top of current music trends and reflect who our students are today. It will also allow them to explore several types of music and apply skills they are learning to today's music. Additionally, we recommend incorporating a field trip to Guitar Center, the culminating experience of our annual Gear Project. In the past, the students have completed the Gear Project without actually getting to test any of the materials. This opportunity will give them a chance to understand a real-world application of budgeting materials and see what actual equipment looks like.

The greatest challenge of this course is reaching students who are not in the music program and who may be in need of a fine arts credit. To address this challenge, this

course will be designed to reflect current student interests. Additionally, we will have in and out-of-school performances of said current literature.

Finally, additional professional development opportunities, such as continuing education or attending conferences, will be helpful to continue to fine-tune methodology. Specifically, the Teaching Guitar Workshop is a perfect opportunity to improve pedagogical skills and gather more resources that will continue to engage our student population.

## **Course or Initiative: Sports Broadcasting 161-461**

### **Findings**

The sports broadcasting program is designed to build foundational knowledge at the 161-course level, and then grow that knowledge through hands-on experience and advanced projects in the 261-461 levels. Ideally, Sports Broadcasting 161 is a stand-alone class and the 261-461 sports broadcasting classes meet together. This structure allows for newer students to get foundational training before entering the more project-based, advanced class. The sports broadcasting class at all levels is grounded in real-world professional projects. Students are taught the basics of camera work, writing, editing, and producing in an effort to have them create meaningful work.

**Sports 161:** This course is our introduction to sports broadcasting. Students come to this course directly from our Introduction to Broadcasting course. They should already have been introduced to editing, writing, and producing through the Intro course. In sports broadcasting, we now address how to cover sports. It is important to understand that sports broadcasting is a journalistic function that involves asking questions, creating sources, research, compiling a video and audio elements, and being a storyteller. In the 161 class, we take examples from the professional world and break down how it is done. Then we create our projects based on professional work. We grow through the mistakes we made and improve. At this level, students will be responsible for producing sports podcasts on professional and GBN sports and video recaps of highlights and features on GBN athletes. A significant focus in this level is on performance, as many students do not have the skills to be on camera or voice projects. Students at this level will also learn how to do play-by-play and color analysis for sports contests. We spend time learning how to prepare material and present it during a game. We use professional and GBN sports as practice for our play-by-play.

**Sports 261:** This course builds on the skills that students acquire in the Sports 161 course.

At the 261 level, students are usually partnered with a more experienced student at the 361 or 461 level as a mentor. 261 students will now be producing work seen on our website and by our school. The advancement to public viewing adds a level of seriousness to the work. At this level, we spend a lot of time on how ideas are created and developed. Producing a story is a multi-step process and at this level we reinforce the steps of planning, pre-production, production, and post-production. In each project, students are held accountable for the process as well as the final product. At this level, students should be able to video edit and are introduced to some new editing tools. Students at this level will get at least one live play-by-play opportunity for a GBN athletic competition.

**Sports 361:** This course builds on the skills that students acquire in the Sports 261 course. Students are expected to take a leadership role in their group production assignments. They are expected to become more proficient with the editing programs as well as with the studio equipment and remote broadcast equipment. These students will

be producers of our main shows in sports broadcasting: The Green Zone, Inside GBN Athletics, Spartan Spotlight, and Spartan Sports Report. These are the regular products the students produce and at this level, students are in charge of planning and executing that plan. Sports 361 students are expected to improve upon the principles of play-by-play announcing and color commentary that they are taught as 161 students. They are expected to announce 1-2 games per semester.

Sports 461: This course builds on the skills that students acquire in the Sports 361 course. These students are our lead producers and sports directors for all of our productions. They mentor less experienced students of all levels in the class. They are expected to also assist in the training of these students in videography, editing, writing and producing. Sports 461 students will also have the opportunity to be lead anchors for our set-based shows. At this level, students will be expected to be highly proficient in all aspects of the class and produce work at a very high quality. They are expected to lead class critiques and discussions of work. They are expected to announce two games or more per semester. The 461 students may be assigned special projects at various points in the semester. 461 may be repeated for credit.

The class creates a growth arc from coming into the program as a 161 and getting foundational training to 261 where they get opportunities for public-facing productions to 361 where they become more proficient and are expected to take lead roles to 461 where they are not only producing at a high level but working with other students so everyone grows and has that pay it forward attitude.

### **Recommendations**

This year, the change in teachers has resulted in a shift in focus for the sports broadcasting class. The sports music video, which dominated much of the class time, has been altered to allow students to produce season recap videos that will ultimately be less time consuming yet just as valuable. We have also started a beat reporter system in sports broadcasting to mirror the real world closely. Students in the class, often in pairs, are assigned to beat the beat reporters for a specific sport. They are expected to cover that sport and all of their content created will be on that sport. They will build relationships with coaches, athletes and relevant people that will be considered sources. Then, when they produce the new segments below, they will be getting a true feel of what being a sports reporter entails.

To have students understand how to be professional sports broadcasters, five new foundational projects have been developed. They are as follows:

**Inside GBN Sports:** This is a weekly audio podcast produced by our sports reporter teams on their sport. This is a 3-4 minute weekly update on what is going on with their sport and includes recaps of competitions, storylines, and interviews with athletes and coaches. Reporter teams also name a Green Star athlete of the week to highlight an individual.

**Inside GBN Athletics:** In addition to this individual podcast, students will also participate in our round table podcast. Reporter teams rotate as hosts of this live show, where they get to practice being on-air leading discussions and conversations with other reporter teams. This 20-minute show focuses on four sports per episode and is another simulation of a very real-world production.

**Spartan Sports Report:** This video story is a 2-3 minute recap of the last two weeks of happenings in each sport. Reporter teams will not only cover the wins and losses but interesting storylines that come up through talking to sources.

**The Green Zone:** This student-based show is hosted on a rotating basis by different reporter teams. Each show has four Spartan Sports Reports, an alumni focus, and a look at the sports schedule. This is a 20-minute show.

**Spartan Spotlight:** Once per season each sport team will produce a spartan spotlight which is a talk show that has live interviews and digs deeper than just a typical season story. On-set interviews with coaches and athletes will be the main focus of the show.

With the new focus of the class on real-world productions, over time, these will become more entrenched and accepted as productions of the class. This is a great foundation for students to learn different forms of sports broadcasting production in addition to the play-by-play commentary they get to do.

[GBNBroadcasting.com](http://GBNBroadcasting.com) has also been an invaluable tool for our productions as we have an easy-to-access public outlet for all the videos we produce.

## **Television Broadcasting 161, 261, 361, and 461**

### **Findings**

The curriculum for television broadcasting has evolved through the years based on best practices and student focus. Our advanced course in broadcasting gives students who have a career interest in a television/film-related field experience. The expectations are that students will finish the class each semester with hands-on experience producing video content (creative and informational) that will help them grow as producers, directors, and filmmakers. They will understand the technical and performance roles in producing television and film content.

The course emphasizes a variety of broadcast skills. Major units of study include the following:

- Creating/Brainstorming video concepts.
- Understanding how to take a video from concept to production.
- Technical elements of using a camera in video productions
- Audio & Lighting for video productions.
- Long and short form video production of both film and informational pieces.
- Video editing on current industry-standard software.

Much of the course is project-based and on the video categories of the Midwest Media Educators Association. After learning concepts, students created videos from commercials, public service announcements, news features, short films, movie trailers, and many others. Each of these assignments has a real-world component as students take on the role of video producers and crew and work together and collaborate to create their final products. They understand that every type of project is unique and has different roadblocks along the way. Students also have ample opportunity to utilize the great equipment Glenbrook North has to offer from IMacs to MacBook Pro laptops, to the outstanding camera, audio, and lighting gear to a video drone and stabilization equipment.

Technology in Broadcasting Education evolves rapidly. We have been able to update much of the equipment used in our classroom and lab. We continue to review other inventory and will recommend updates as needed.

### **Recommendations**

Television broadcasting is an important part of our program, and we must continue to develop the course to be valuable and exciting to potential students. We will continue to add and alter the current curriculum to reflect the changing role of broadcasting.

Our goal is to grow TV Broadcasting as well as sports and radio broadcasting to one stand alone 161 class and at least one advanced class per semester. We have a number of alumni, recent and past, that have had tremendous success due in part to the



experiences they had in GBN Broadcasting. We will help tell those stories through testimonials from many of these alums.

This course can be technical at times, so it's important that students are given one-on-one training time on audio editing, video editing, basic camera operation, and studio training.

## **Ceramics 161, 261, 361, 461**

### **Findings**

The Visual Arts staff reviewed all four levels of Ceramics, one of the electives that students can take their Freshman year with no prerequisite.

The Visual Art staff met to review goals and assignments of the course to assess their relevance to critical thinking and higher learning as stated in course goals and objectives.

The reviewed data has been a culmination of changes in the Ceramics department. The approach to various projects has been reworked to give students a better understanding of the Principles of Design and current Art History trends. New assignments have been added to keep up with current Ceramic trends and keep student achievement in mind. The development of ideas and presentation of materials are made possible by the experience of time and access to new and different processes in the Ceramics and Educational field.

Assignments in classes are set up to link knowledge in sequential order. As projects build upon one another, students can analyze and dissect previous information and ideas from beginning lessons and apply it to later projects during learning. Students have been able to explore and develop critical thinking by becoming involved in the creative and learning process on an intrinsic level. The quality of artistic products has been increasing yearly. Students are developing greater insight into their own work by taking advantage of all the opportunities that have been put into place.

Extensive collaboration within the department has fostered a unified department that shares ideas, concepts, projects and the understanding, love, and passion for art. This effort has had a positive effect in all of the Ceramic classes and the entire department.

Class assignments are created in order to link knowledge of ceramic processes in a sequential order. Projects build upon previous techniques and students apply these techniques to successive projects. Students develop critical thinking skills by becoming involved in the creative process. They learn to express themselves on a more personal level as they advance in their study of Ceramics. They also develop greater insight into their work and recognize their strengths.

As students progress, they increase their reflection time on such aspects of the work as the choice of form and surface design through dialogues and critiques with peers and instructors and incorporate this information into their subsequent work. The department requirement for all advanced art students to use sketchbooks for their ideation process has helped students better formulate ideas for projects. Students use them to develop studies, record reference material, and keep track of resources.

Learning the elements of art and design principles is now going hand in hand with the execution of a three-dimensional form. This has been in place for some time because Art Studio is not a prerequisite for Ceramics.

The curriculum has been improved over the last twenty-four years by the increased attention to art history and the influence of the instructor's travels to Mexico, China, and many parts of the United States. Students benefit from direct exposure to the artwork of the instructor and by his quest for new and interesting materials and processes. The development of new Ceramic sites on the internet has also exposed students to various resources on Ceramic form, history, and ideas. The need for an electronic portfolio by students is as critical as ever. Even though students may not study art in college, it is beneficial to have as much information as they can.

Ceramics is a hands-on class that lets students critically think, create, explore and learn in a teacher and self-guided setting. In articulation with department teachers, it was determined that new projects have been incorporated into the curriculum to keep up with current artistic trends. These projects have been tailored to challenge the student to make dynamic work at appropriate skill levels.

The movement of Advanced Ceramic classes (Levels 262,361,461) into Ceramics 161 classes has called for new approaches to assignments and the restructuring of assignments. Students continuing after 461 will explore more independent study, sculptural connections, and portfolio building.

Extensive collaboration within the department has fostered a unified department. This effort has had a positive effect on all of the Ceramic classes as well as on the entire department. Collaboration with other schools has reinforced and strengthened our department vision.

### **Recommendations**

All students are still recommended to take Art Studio. Art Studio gives students a solid foundation and understanding of the elements of art and principles of design that shows in the development of their work when taking future classes. The strength of the Art department is teaching strong, core techniques and thinking that segue into subsequent classes. Introducing and reinforcing the principles of design during Ceramic projects is still being stressed to make sure that students learn a strong sense of design while working in the three-dimensional form. The slab project has been altered to give students a strong working foundation of the principles of design, especially space. This is in combination with an emphasis on balance in the form. The coil pot project has also changed. It now lends itself to a much more sophisticated understanding of form and how function can work hand in hand with a formal aesthetic.

Improvement in glaze calculation, art history, critical discussion, display techniques and other educational processes should continue to be implemented into the classroom. New projects are being incorporated into the curriculum to keep up with current artistic

trends. These things will help our students understand and grow in their exploration of Ceramics in the art world. The pinch pot project has stressed the study of potters from Mata Ortiz, Mexico. Communication and sharing of ideas within the department should continue to be the cornerstone of our collaborative efforts.

We will continue to expose our students to as many opportunities as possible in current art trends, artists, technology and real-world application. These things are ever-changing, so we need to learn from them. Continued incorporation into the classroom of new art trends, artists, and technology (electronic portfolios) help students grow as artists and people as they critically think, self-evaluate and peer-critique.

# MATHEMATICS

## Introduction

### Courses reviewed

- Algebra 273
- Algebra 263
- Algebra 2G
- Algebra 2GA

### Process

The review process for the courses listed above followed the District #225 Board of Education model. The Instructional Supervisor convened four Curriculum Review Committees beginning in the fall of the 2020-2021 school year for each of the courses above. The teachers working on these committees either teach the current course and/or the previous/subsequent course. The curriculum was reviewed with respect to the Common Core Standards for Mathematics and College Board guidelines (where appropriate), student performance and achievement, and success in previous and subsequent courses. Attention is paid to vertical alignment with previous/subsequent courses, curricular organization, instructional materials, assessments, and technology integration.

## **Course: ALGEBRA 273**

### **Findings**

Due to the pandemic, more time was spent at the start of this year not only reviewing and relearning Algebra 1 concepts but also building relationships with students. Teachers recognize the transition back into the classroom might be challenging for some students and have built team-building strategies into their lessons.

Teachers in Honors Algebra 2 strive to hold students to the expectations and rigorous course content that is imperative to their success in future Honors classes. Honors Algebra 2, condenses the entire Algebra 2 curriculum into Semester 1 and then offers a full Trigonometry course during Semester 2. Students that successfully complete Algebra 273 are well prepared for Honors Precalculus 173. Some students will opt to take AP Calculus AB.

Technology is utilized to enhance student learning and improve understanding. In this course, a variety of online tools are used (Kahoot, Quizizz, Whiteboard.fi, Desmos, etc.) that allow for multiplechoice, fill in the blank practice, free response, and exploration in both individual and team-based formats. Teachers continually try to implement new ways to practice content and creatively keep students engaged and motivated. Students are also trained on the TI-Nspire but learn to realize the value of computations without one. Teachers utilize Google Classroom to share information electronically with students, whether it be class notes, homework answers, or any information related to the course.

### **Recommendations**

- Create additional rigorous instructional activities with extensions that challenge students to think critically and improve their problem-solving skills
- Consider summer curriculum projects to create enrichment activities and update homework assignments.
- Periodically review new textbooks to glean ideas for new areas of focus and problem types.

## **Course: ALGEBRA 263**

### **Findings**

Due to the pandemic, more time was spent at the start of this year reviewing and relearning Algebra 1 concepts and building relationships with students.

Algebra 2 263 builds on content learned in Algebra 1 and prepares students for the rigorous math courses that lie ahead (Precalculus 163 and, potentially, AP Calculus AB and other AP math courses). Most students in Algebra 2 263 are sophomores and juniors, but a handful of freshmen and seniors are also enrolled. Some of the Algebra 2 263 coursework revisits content learned in Algebra 163 with an emphasis on extension as well as deepening understanding for why and how previously learned skills work are related to one another. Other topics studied in Algebra 2 263 are entirely new to students. In either case, there is an emphasis on making connections between learned mathematical concepts. This is done in a variety of ways including investigations with technology, discovery lessons, and applications involving real-world scenarios. Students in this course greatly increase their critical thinking and problem-solving skills by being challenged to make connections. In addition, students are also pushed to improve their mental math skills. Many assessments contain large sections without the use of a calculator. Overall, students are encouraged to have a growth mindset in their learning. Math becomes more challenging in Algebra 2 263 and it takes time for many students to adjust to the rigor and expectations of the course.

The primary area of mathematical study in Algebra 2 263 is functions and exploring various function types. Major emphasis is placed on working with the three views of a function (function rule, numerically, graphically). In addition, students learn various real-world applications that can be performed with each function type. In the first semester of Algebra 2 263, students are introduced to arithmetic and geometric sequences. Toward the end of the year, students learn about probability, how to count outcomes, and are introduced to the Binomial Theorem and constructing Binomial Probabilities.

This is the first year that Algebra 2 263 is textbook independent. In past years, we used the 'Discovering Advanced Algebra' text (by Kendall Hunt). Though the textbook helped the Algebra 2 263 team to develop the course, we found that we were often supplementing materials throughout the course making the course organization less streamlined for teachers and more challenging for students to follow. Our open source/teacher-created course resources continue to evolve, and we have developed resources for both teachers and students in the course to use for each unit. For each course unit, teachers have access to a Google form that contains links to unit outlines and objectives, daily lesson examples, and assessment models. Students have access to a Google form that contains links to homework assignments, homework answers, and a collection of teacher-made (GBN Algebra 2 263 teachers) videos that align with each unit objective. The initial feedback is that students enjoy the lack of a textbook and find the resources provided to be helpful. We will continue to monitor this transition and adapt accordingly.

Technology is often utilized in Algebra 2 263 as a teaching and learning tool. The technology used has a major impact on students making deeper mathematical connections, as mentioned above. Each student has a TI-nSpire graphing calculator, and teachers have students complete activities designed for the TI-nSpire. Teachers also use web-based technology like Desmos for student demonstrations and explorations. Finally, teachers utilize Google Classroom to share information electronically with students whether it be class notes, handouts, or any information related to the course.

### **Recommendations**

- Create additional rigorous instructional activities and tasks with extension questions that challenge students to think critically and improve their problem-solving skills.
- Consider summer curriculum projects to continue our work on being a textbook independent course.
- Continue to coordinate with teachers of both vertical (Algebra 1, Geometry, Precalculus) and horizontal courses (Algebra 2 273, Algebra 2G 263) to ensure that our various curricula remain aligned and there is a clear delineation of expectations by course level.



## **Course: ALGEBRA 2G**

### **Findings**

Due to the pandemic, more time was spent at the start of this year not only reviewing and relearning Algebra 1 concepts but also building relationships with students. The first semester of Algebra 2G curriculum addresses linear relationships (graphing lines, writing equations, solving linear equations/inequalities, solving absolute value equations/inequalities), functions, systems of linear equations, quadratic function & their graphs and solving quadratic equations. The linear topics involve some review from Algebra 1 and some new topics such as direct variation and absolute values inequalities.

The second semester addresses sequences & series, counting theory & probability, exponential functions and logarithmic functions.

Several technology platforms are used in Algebra 2G on a regular basis. During the 2020-2021 year Delta math (online program) was introduced and utilized for student practice and formative assessment. Delta math provides feedback, showing correct work when necessary. Teachers can monitor student progress in the teacher dashboard. IXL is also used at various times throughout the year to reinforce newly learned concepts and out of class as supplemental homework assignments. Both Delta Math and IXL serve as additional resources for students to use while preparing for assessments. The TI-Nspire calculator (handheld) and Desmos graphing calculator (app on Chromebooks) are used both for performing calculations and for guided discovery activities.

In this second year of Algebra, teachers want students to increase their problem-solving skills. Applications are stressed in each unit. Part of algebra 1 and 2 is learning symbolic representations with variables. Students are often encouraged to use multiple solving methods when finding solutions.

Teachers of this course consistently post-class resources using Google Classroom. This provides all students with the opportunity to access homework assignments, homework answers, class notes, and supplemental materials whenever they can access the internet.

### **Recommendations**

- Implement additional activities that increase student engagement levels (including, but not limited to, TI-Nspire, Desmos, IXL, and Delta Math).
- Continue to create instructional activities that challenge students to think critically and improve their problem-solving skills.
- Continue communication with Algebra 2GA teachers on curriculum alignment if there is level movement in the middle of the year.

## **Course: Algebra 2GA**

### **Findings**

Algebra 2 GA includes a teacher and a teacher assistant. Due to the pandemic, more time was spent at the start of this year not only reviewing and relearning concepts, but building relationships with students. Having two adults in the classroom provides opportunities to differentiate and individualize instruction to meet the needs of our highest-need students best. It also offers the opportunity to teach, review, and reinforce content based on individual student needs. Teacher assistants can assist with student questions, small-group work, checking homework, implementing instructional activities, administrative tasks, and classroom management. This creates a classroom atmosphere where instructional time is maximized, distractions are limited, and each student gets the attention they need.

The pacing of Algebra 2 GA remains fairly consistent from year to year. Most topics are introduced, learned, and practiced using a similar timetable each semester. During both semesters, some flexibility can allow for more time with applications. Problems requiring higher-level thinking are essential in developing the ability of students to organize their thoughts, think critically, and problem solve.

Major topics covered throughout the first semester include linear equations, linear inequalities, absolute value equations, absolute value inequalities, exponents, functions, systems of linear equations, systems of linear inequalities, and quadratic equations. The second semester is primarily devoted to arithmetic sequences and series, geometric sequences and series, probability, permutations, combinations, exponential functions, logarithms, and an introduction to statistics (if time allows).

All Algebra 2 GA students use an IXL account (online computer math program). IXL features an introductory diagnostic test that identifies deficiencies that can be addressed to build a strong foundation in basic math skills. IXL allows students to practice algebraic-specific skills at their own pace and receive personalized instruction based on their performance. Teachers are able to monitor student progress easily and identify deficiencies or gaps in learning. IXL is used in class to reinforce newly learned concepts and out of class as supplemental homework assignments. IXL also serves as an additional resource for students to use while preparing for upcoming assessments.

Algebra 2 GA students also use Delta Math. Students use this online math platform both inside of and outside of class for formative and summative assessments. Delta Math features a wide variety of problems from which to assign. Each assigned problem includes a video tutorial and a detailed solution. Delta Math contains rigorous problems that align to our curriculum in Algebra 2 GA.

Throughout the school year we choose problems that vary in rigor. Some problems are designed to deepen understanding while others enhance student confidence levels. Possessing a growth mindset and developing a genuine sense of grit is essential to success in this course due to the variety and rigor of the implemented instructional

activities. Mistakes that occur are viewed as opportunities for future success. There are numerous types of instructional activities that are used to introduce new content. Students discover numerous concepts through the completion of TI-Nspire-based discovery lessons.

Teachers of this course consistently post-class resources using Google Classroom. This provides all students with the opportunity to access homework assignments, homework answers, class notes, and supplemental materials whenever they can access the internet.

### **Recommendations**

- Implement additional activities that increase student engagement levels (including, but not limited to, TI-Nspire, IXL, and Delta Math).
- Create additional rigorous instructional activities such as applications that challenge students to think critically and improve their problem-solving skills.
- Continue to work on aligning the curriculum to Algebra 2 G. This will ensure a smooth transition for students who require a level change at the semester break.

# **PHYSICAL EDUCATION, HEALTH AND DRIVER EDUCATION**

## **Introduction**

### **Courses reviewed**

Sophomore STC

Aquatics

Health

Team Health

### **Process**

The above courses were reviewed in accordance with the District #225 Board of Education model. The Instructional Supervisor convened several curriculum review committees to examine the above courses. The curriculum was reviewed to assess such topics as course grades, scope and sequence of courses, review of objectives and assessments, teaching models and effective classroom practices, state standards and conditions conducive to changing and improving the curriculum. The committees consisted of teachers currently teaching their respective courses and/or stakeholders in the course.

### **Additional initiatives**

A recommendation for the 2021-2022 school year includes continuing to implement and analyze our fitness goals and strength initiative for the PE Department as well as a set of department goals and standards. We continue working with Glenbrook South to fitness test all of our students and record the data, which will comply with the State's requirement for submitting fitness scores in 2021-22. The Physical Education, Health, and Driver Ed Department have been developing a curriculum to meet the E-Learning standards to best help our students. The curriculum in all classes is being reviewed yearly regardless of whether they are on this schedule or not. The departments and staff continue to support students in school and remote learning by developing remote and classroom strategies to provide our students with a fitness-based experience. We are implementing the use of heart rate monitors regularly at Glenbrook North.

## **Course or Initiative: Sophomore Strength Training**

### **Findings**

- Sophomore Strength Training gives students an introduction to basic lifting terminology, introductory biomechanics, mindfulness, safety procedures in all facilities, teaches equipment and lifting techniques, and other kinesiology concepts.
- The curriculum focuses on teaching the bench press, goblet squat, RDL, trap-bar deadlift, and the hang clean. These five core lifts will provide a strong foundation for the students when they enroll in Strength Training I.
- The curriculum teaches the foundational concepts of wellness: sleep, nutrition, and physical activity/fitness.
- Students work on the hinge movement concept and the importance of good hip flexibility in executing their lifts.
- Introduction of Yoga has given students a low impact work-out that has helped with their muscle recovery and mobility.
- Students film their classmates performing different lifts so peer assessments can be made. They also create their own workout plans at the end of the semester to show what they have learned over the course of the semester.

### **Recommendations**

- To continue to introduce students to the basic lifting terminology, safety procedures, equipment and lifting techniques.
- Teachers should continue to stress the importance of correct lifting techniques when performing the core lifts.
- Teachers will continue to teach the three principles of wellness (sleep, nutrition, and physical fitness)
- The hinge movement concept and hip flexibility will remain an important components of the curriculum.
- Yoga should be continued to be used as a low-impact activity that helps with muscle recovery and flexibility.
- Filming of students should continue as an excellent visual aid for proper lifting techniques.

## **Course or Initiative: Aquatics**

### **Findings**

- The curriculum continues to emphasize and encourage participation in water activities and water safety.
- The Aquatics curriculum offers the students the opportunity to receive their Red Cross Lifeguard certification with the successful completion of written and skill assessments.
- The Aquatic Instructors have continued to incorporate all the new or revised rescue techniques that the Red Cross has added or revised in the lifeguarding curriculum.
- We use the PADI Scuba Diving certification. The curriculum covers all the required information excluding the open water test. Students are given a referral to complete their open water test.
- The Aquatic Instructors have continued to incorporate all the new or revised scuba techniques that the PADI has added or revised in the open water scuba curriculum.
- John uses a variety of dryland and aquatic activities to maintain a high level of fitness within the curriculum.
- Students must pass their written and skills assessments with an 80% or better to receive their certifications.
- Both the lifeguarding and scuba curriculum have been enhanced with the use of technology. All chapter reviews, quizzes, tests, and videos have been created to be accessed in the google classroom. This allows the students to access all reference material, videos, and class assignments at any time during the semester.
- Incorporate new or specialized lifesaving equipment that the student may use when working as a lifeguard at a recreational facility.

### **Recommendations**

- The Aquatics curriculum should continue to emphasize water safety and encourage participation for our students.
- Students should continue to have the opportunity to receive their Red Cross Lifeguard certification.
- Scuba certification should continue to be an important part of the curriculum.
- Continue to use and adapt technology to enhance the Aquatic curriculum.
- Fitness activities should remain an integral component of the curriculum.
- Provide the most up-to-date training techniques for both lifeguarding and scuba.
- Written and skill assessments should continue to identify eligible students for certification.

## **Course or Initiative: Health**

### **Findings**

- The Health curriculum teaches students life skills designed to help them live healthy lives. Teachers use lessons and activities to create health-literate students.
- Hands-on activities help students gain a personal meaning with the curriculum.
- Teachers continue to teach all of the state-mandated topics.
- Guest speakers provide additional information on depression, suicide, sexual assault, and nutrition.
- Students have the opportunity to be certified in CPR/AED.
- We use an online textbook which allows the teachers to use a variety of resources from the book that supports the learning outcomes of each unit.
- Students will have the opportunity to be certified in Mental Health First Aid.
- Students are given E-exams at the end of each unit and a reflective final project at the end of each semester.

### **Recommendations**

- To continue teaching life skills and developing health-literate students.
- To have the Health teachers work together as a collaborative group to design new lessons and activities that give students a personal meaning with the curriculum.
- Teachers will continue to teach the state-mandated topics.
- We use guest speakers to enhance the student's knowledge of depression, suicide, and sexual assault.
- Continue certifying students in CPR/AED.
- Continue to use the online textbook and all of the resources it provides.
- Use e-exams to measure student understanding and growth.

## **Course or Initiative: Team Health**

### **Findings**

- The Team Health class follows the same curriculum as the regular Health class except at a slower pace. With lower class sizes and an instructional aide there are more opportunities for one-on-one interaction with the students. Guided notes give students the ability to comprehend new material.
- The Team Health curriculum also teaches students life skills designed to help them live healthy lives. Teachers use activities to help create health-literate students.
- Using hands-on activities, students can gain personal meaning with the curriculum.
- The teacher continues to teach all of the state-mandated topics.
- Guest speakers provide additional information on depression, suicide and sexual assault.
- Students have the opportunity to be certified in CPR/AED.
- We use an online textbook which allows the teacher to use a variety of resources from the book to support the learning outcomes of each unit.
- Students are given E-exams at the end of each unit and a reflective final project at the end of each semester. Assessments are modified depending on individual IEPs and 504 plans.

### **Recommendations**

- Continue to provide one-on-one instruction to the students and move at a pace that allows students to comprehend all of the material in the curriculum.
- To continue teaching life skills and developing health-literate students.
- To have the Health teachers work together as a collaborative group to design new lessons and activities that give students personal meaning with the curriculum.
- Teachers will continue to teach the state-mandated topics.
- Using guest speakers to enhance the student's knowledge of depression, suicide and sexual assault.
- Continue certifying students in CPR/AED.
- Continue to use the online textbook and all of the resources it offers.
- Use written assessments to measure student understanding and growth. Modify tests as needed.

### **Additional Course Review**

The department will continue to develop and implement fitness standards as part of the physical education curriculum. These fitness standards provide feedback for both students and staff on where our students' fitness levels (cardiovascular, upper body/core strength, and flexibility) are compared to their age group locally and nationally. We will continue researching the best teaching methods and curriculum to ensure our students have a positive experience.



## **SCIENCE**

### **Introduction**

#### **Courses reviewed**

Biology Program

Biology 163

Biology GT 163

AP Physics 1

Integrating Physics and Chemistry 163

#### **Process**

Instructors and the instructional supervisor met and identified essential questions to be investigated through the educational planning process.

#### **Biology Program: Biology163, Biology 173, Biology GT 163**

1. What strategies can be instrumental in ensuring assessment practices are aligned with instructional strategies?
2. What instructional tools used during asynchronous and hybrid learning should continue to be used to provide effective and immediate feedback to teachers and/or students?
3. Is the newly adopted resource, CK12, meeting the needs of students and teachers in all levels of biology?
4. Are current placement guidelines and experiences in biology courses appropriate predictors for placement in subsequent levels of chemistry?
5. What additional data could help support these placement decisions?

#### **AP Physics 1**

1. Does enrollment mirror the school-wide population?
2. What level science courses make up the AP Physics 1 historical data?
3. Do AP Physics 1 students demonstrate proficiency on the AP exam?
4. Does the birth of this course interfere with enrollment numbers in AP Physics C or Sci Tech?
5. Should we consider other options regarding sequencing of the AP Physics 1 course?

#### **Integrating Physics & Chemistry**

1. Is there a need for a regular-level physical science course?
2. Is there student interest in IPC?
3. What Next Generation Science Standards are students exposed to in IPC?
4. Does this course offering interfere with Sci-Tech enrollment?

## **Course or Initiative: Biology 163, Biology 173, Biology GT 163**

### **Findings**

- After a thorough review of current curricula and assessment practices in conjunction with the three-dimensional assessment practices outlined in the NGSS, it was noted that assessment practices align with course objectives but do not always mimic in-class experiences.
- Timely and effective feedback is given during collaborative group work including, but not limited to, "whiteboarding," whole-class presentations, and "resident expert" sessions.
- Technology tools such as Google Forms and EdPuzzle provide practice for students and immediate feedback. These tools were highly effective during remote learning but have transitioned well into the return of in-person classes.
- CK12, a free online resource, provides a succinct text for students to reference and is aligned with video clips, supplemental instructional lectures, and concept-focused quizzes. The quizzes provide immediate feedback for students. In addition, the teacher dashboard provides data regarding time on task, the number of attempts, and the number of correct answers, among other pieces of data that can be utilized to gauge engagement.
- Biology is a language-based science. However, individual summative assessment data, particularly questions relating to data interpretation and analysis, coupled with academic success and placement in math continue to serve as the most appropriate placement tools. Student and parent input from home can provide useful information to help further guide placement recommendations.

### **Recommendations**

- Develop new and continue to use existing three-dimensional assessments. Make an effort to develop a performance-based activity for each unit assessment or consider using a whole-class presentation or project as the culminating unit assessment. This will ensure that students are demonstrating biology content and can perform biology-related tasks, analyze data, and present findings to an audience.
- Develop additional in-class learning experiences that require the use of interpersonal skills to ensure students engage in content-related conversations. Continue to utilize "whiteboarding," whole-class presentations, and "resident expert" sessions as a means of formative assessment and a foundation for timely and effective feedback.
- Pilot storylining in one section of Biology 163: A Cellular Approach and one section of Biology GT. Determine its effectiveness after first-semester final exams and, if student and assessment data suggests, expand storylining in the fall of 2022.
- Continue to investigate and integrate the CK12 resource and instructional tools as appropriate into the curriculum. Utilize common department time to

demonstrate the power of the teacher dashboard as a means to provide formative data regarding student engagement.

- Continue to utilize the Parent-Student Input survey before placement recommendations as a means of proactive communication regarding placement. This survey was piloted in 2020 and was designed as a student/parent collaborative survey to investigate math confidence, science confidence, academic interest, and science-related goals to help determine the most appropriate placement for rising sophomores and juniors.
- Extend the survey to the current juniors to account for senior elective choices and provide a proactive voice for juniors in the PCB sequence.
- Provide detailed course descriptions to students, parents, and counselors
- Facilitate collaborative placement discussions among biology and chemistry and/or elective teachers to ensure the transition between courses is smooth and to help guide scaffolding of prerequisite skills and expectations.

## Course or Initiative: AP Physics 1

### Findings

- AP Physics 1 enrollment was approximately 60% male\* in 2020-2021 and 80% male in 2021-2020 (\*as identified in PowerSchool). This does not reflect our school-wide population.
- Approximately 35% of the student enrolled in AP Physics 1 in 2020-2021 and 2021-2022 school years were enrolled in Physics 163 (regular- or introduction-level) coursework. This is close to our goal of 50% of the AP Physics 1 students coming from non-honors science classes.

**Table 1 GBN and National AP Physics 1 Exam Scores 2020-2021**

	Total Exams Taken	% earning score of 3	% earning score of 4	% earning score of 5	% Pass Rate (3 or higher)
GBN	22	41	18	14	73
National		19	16	7	42

**Table 2 GBN Registration & Enrollment Numbers**

		2020-2021	2021-2022
Sci Tech	ENROLLED	22	27
	REGISTERED	28	30
AP Physics 1	ENROLLED	37	27
	REGISTERED	33	24
AP Physics C	ENROLLED	37	25
	REGISTERED	40	27

- Conversations centered on AP test scores, practices among area high schools, current curriculum, prerequisites needed to support learning in AP Physics 1 and AP Physics C, NGSS requirements, and student wellness drew the following conclusions regarding sequencing of AP Physics 1:
  - ❖ The current curricula in our physics courses comprise a survey course in order to expose students to the wealth of topics tied to physics with regards to phenomena, curriculum and careers. AP Physics 1 is not a survey course. It covers less than half of the topics that are covered in our current honors course.

- ❖ AP Physics 1 and AP Physics 2 would serve the role of a physics course in totality. However, this would require 1.5 blocks to cover all of the necessary content and infuse lab experiences
- ❖ Our current sequence structure provides more equitable access to AP courses; AP Physics 1 is available to almost all students in the Glenbrooks. If we were to consider replacing Honors Physics 173 with AP Physics 1 and 2, access would not be available to all, but rather those who have a course history in honors math and science classes.
- ❖ AP Physics 1 offers a physical science AP course thus giving all students an option between AP Environmental Science and AP Physics 1 as single block AP courses.
- ❖ By offering AP Physics 1 as a 2nd year physics course, GBN students perform at a much higher level on the AP test. Therefore, as available, the opportunity to gain college credit is increased.
- ❖ Offering AP Physics 1 and AP Physics 2 as a first-year course will require students to choose between regular and AP, rather than regular and honors, during registration. In addition, two students will be offered two AP tests in the spring. Because student wellness is a focus at GBN, we would like to be mindful of providing the opportunity to find school-life balance.
- ❖ AP Physics C, the calculus and engineering-based physics course has decreased slightly in enrollment, possibly due to this additional AP Physics offering.

## **Recommendations**

- Expose students to diverse career options in physics 163 classes to increase interest in enrolling in AP Physics 1.
- Make revisions to the AP Physics 1 presentation at the elective extravaganza to appeal to the regular and introduction level students as well as the non-male population in efforts to meet the established goal of enrolling students who represent the GBN greater population.
- Develop a document to distribute to parents, students, and counselors that delineates the differences between AP Physics 1 and AP Physics C while highlighting the benefits of each course.
- Continue to utilize the science input survey prior to placement recommendations as a means of proactive communication regarding science placement.
- Extend the Parent-Student Input survey to the current juniors to account for senior elective choices including AP Physics 1.
- Maintain current physics sequence and continue to offer Physics 1 as a second-year course to maximize exposure to physics content, success on the AP test, and opportunity for college credit due to test scores.

## Course or Initiative: Integrating Physics & Chemistry

### Findings

Integrating Physics and Chemistry (IPC) is one of four physical science electives. Other electives include Astronomy 163, Earth Science 163, Tech (0.5 science credit, 0.5 CTE credit)

**Table 3 GBN Registration & Enrollment Numbers**

		2020-2021	2021-2022
Integrating Physics & Chemistry	ENROLLED	25	13
	REGISTERED	28	13
Sci Tech	ENROLLED	22	27
	REGISTERED	28	30

- Curricula in IPC has been designed with core chemistry and physics topics with a deliberate emphasis on the Next Generation Science Standards particularly Cross Cutting Concepts and Science & Engineering Practices. Assessment practices are three dimensional and are performance-based.
- Projects and topics have been designed to avoid overlap among Sci Tech, Physics and Chemistry courses in addition to PLTW, but rather provide enrichment to core science courses.

### Recommendations

- Continue to monitor enrollment in the IPC course while being mindful that enrollment numbers help to define the need.
- Develop a document to distribute to parents, students and counselors that delineates the differences among all physical science electives while highlighting the benefits of each course. Be sure to emphasize that IPC is a course designed for an academically diverse population.
- Extend the Parent-Student Input survey to the current juniors to account for senior elective choices including IPC.
- IPC serves as an alternative course for students to enroll that offers a similar experience to Sci Tech.
- Continue to work with students to ensure enrollment in either Sci Tech or IPC, yet work to maintain an academically diverse population in each course.
- After the first year with in-person learning (2021-2022), review topics and learning experiences in collaboration with Sci Tech, PLTW, physics, and chemistry to ensure curricular enrichment rather than overlap. Make adjustments as needed.

## **SOCIAL STUDIES**

### **Introduction**

### **Courses reviewed**

HWC 163 and HWC 173

### **Process**

The review process for all of the above courses followed the District 225 Board of Education review model. Curriculum review committees were formed for the Anthropology, Comparative Global Issues, Modern European History, Sociology, and World Religions courses and consulted with the Instructional Supervisor as part of the process. The teachers reviewed the course goals, curricula, requirements, resources, and other information specific to each course.

## **Course or Initiative: HWC**

### **Findings**

HWC is the Social Studies Department's bedrock course, introducing freshmen to a broad range of subjects and the foundational knowledge and academic skills that students will need in later social studies courses and their academic careers generally.

A clear and welcome finding is that the HWC teaching team has, during the period 2016-17 to the present, collaborated and moved closer together in aligning the skills, content and specific lessons they implement. This represents the acceleration of an already existing trend, based upon important work, that pre-dates 2016-17. At the most recent review, 2016-17, there were pockets of teachers teaming together for common syllabi and assessments. In preparation for the 2016-17 review, HWC team members and the instructional supervisor held an in-school retreat on May 13, 2016.

Conversations before, during, and after that retreat revealed that while our HWC teachers believed in the course and their work, there was strong consensus on the desirability of some change. Seven of nine teachers agreed that specific historical content is not as important as the coverage of historical themes. For example, both Southeast Asia and Sub-Saharan Africa during the period 500-1450 CE impart lessons about trade, cultural diffusion, and their roles in civilizational development. Given this, the team agreed that the HWC teachers should teach similar content units, but they need not be identical. A high degree of consistency in the historical thinking, learning, and communication skills that students learn are most important.

Building off of this preparatory retreat, the Social Studies Department produced a Skills Map during the 2016-17 school year and the HWC team kicked off the process as part of its curricular review work. The HWC and HWC Honors team agreed on common language, expectations, and rubrics for reading, writing, speaking and historical thinking. New teachers and veterans alike have embraced this approach. Writing in HWC has increased. It is now the norm for every HWC teacher to include claim-based, paragraph response writing in their course, both as portions of unit exams and as stand-alone assignments. Most HWC teachers now include writing as part of the semester exam. The most common student objective for HWC 163 is to produce at least a single paragraph, using claim and evidence during the first semester, and by year's end, produce multi-paragraph or at least multiple claim writing. In HWC Honors the goal is to execute a full expository, "5 paragraph essay" by year's end. Most teachers measure writing skills for at least one of their "Type III" assessments. The Skills Map has thus catalyzed the pre-existing trend of teachers teaming around rubrics, topics, and strategies.

The skills map also included skills around media consumption, public speaking and researching. Teachers currently agree that these are 21st-century skills equally important to writing; however, during our October 2021 meeting, teachers agreed that implementation of work around these skills remains uneven and less developed than



writing. So a goal moving forward is to continue building on our writing work while building in these other areas.

Regarding the content coverage in HWC, teachers continue to wrestle with the overwhelming amount of potential subjects to cover. Indeed in 2016, seven of nine responded affirmatively to the statement, "I wish I could teach fewer chapters and do a better job with less content." Daily work and recent meetings continue to reveal that there is agreement over key civilizations and themes. Summer Curriculum projects, including one carried out during the summer of 2020, continue to produce new, shared units of study. As new state standards emerge, we continue to discuss where we meet them during the course. Rushing through content is antithetical to the best practices for teaching and learning. Teachers are under no pressure to cover a certain amount of content during their HWC course. This is easy to say, but challenging to do, because our teachers love world history, have wide ranges of knowledge, and can communicate the significance of any world history subject to our students.

Like all the District 225 teachers, our HWC faculty were impacted massively by Covid, and responded tremendously to the pandemic, finding, producing and sharing resources that facilitated independent student learning. HWC has always been about more than teaching history and even history skills. Helping our ninth graders adjust to high school has always been part of the job. That work is more pronounced and important this year. As the 2021-22 school year unfolds, HWC teachers report that, more so than usual, some of our freshmen are struggling with organization, focus, academic stamina and classroom behavior. This is understandable given that our freshmen lost access to major components of their traditional school experiences during a portion of their seventh grade and all of their eighth-grade years. As teachers throughout the district, our HWC teachers are working hard to teach the whole child and set them on the right course.

### **Recommendations**

- The HWC team should continue to focus on common skill-building. They will continue the good work with writing and work to better coordinate and emphasize public speaking, researching, and media consumption.
- The HWC team should continue working together on common content units and assessments because collaboration enhances everyone's work. But they should retain the autonomy to teach specific units and lessons that excite them because when the teacher is excited, the students are more likely to be so.
- Placing students correctly in our HWC course is an important and challenging process. As part of refining the HWC 163 and HWC 173 courses, the 163 and 173 teachers should continue to dialogue over the important distinctions between the two levels. To this end, maintaining at least one teacher who teaches both 163 and 173 is extremely helpful.
- Both the 163 and 173 courses require a new textbook. This is a challenge because most publishers currently channel their resources to AP World History texts. The

leftover offerings are often geared toward high school students with reading skills below our typical freshmen.

## **SPECIAL EDUCATION**

### **Introduction**

#### **Courses reviewed during the past year**

- Developmental Learning Services (DLS) Program  
DLS Science 1 & 2
- Therapeutic and Academic Support Continuum (TASC) Program  
TASC Science 1 & 2

#### **Process**

Throughout the 2020-2021 school year, the DLS and TASC teacher teams met weekly to review student needs from both individual and programmatic levels. In addition, a subcommittee of special education self-contained science teachers met to review the curriculum in these content areas. The Instructional Supervisor for Special Education coordinated the review of the curriculum and summarized the findings in this report.

#### **Additional initiatives (outside of review process)**

The department has continued to review the Academic Resource curriculum for at-risk learners. DLS team has focused on ensuring the transition and social skills curriculum extends across the four years of high school. In addition, the TASC teachers have continued to review the curriculum for students with emotional disabilities with a particular focus on the emotional regulation skills that are important for students to learn.

## **Course or Initiative: DLS Science 1 & 2**

### **Findings**

The faculty members involved in the EPP reviewed the curriculum in self-contained special education science class offered as part of the DLS program. The team reviewed areas of strength, where it seems that students' needs are being met, and other areas where students may benefit from changes to the curriculum. The DLS program serves students whose academic abilities are significantly below grade level and require intensive, individualized instruction to remediate academic skill deficits in the areas of reading, writing, and/or math, and may experience other additional difficulties that adversely impact their educational progress. From a content perspective, the scope of the DLS science curriculum adequately covers topics in the content areas as defined by the Illinois Learning Standards for Science. In all DLS content area classes, teachers incorporate research-based strategies for enhancing reading and writing skills and aimed at increasing student comprehension of the text and materials reviewed in class. A major strength of the DLS science curriculum is that the course is co-taught with a general education science teacher. From the perspective of remediating skill deficits, teachers feel that great strides have been made with regard to incorporating University of Kansas writing strategies and content enhancement strategies into the curriculum in science classes. In addition, teachers are working with the department Reading Specialist to explore the utility of Actively Learn and Science IXL as additional tools to improve student outcomes.

### **Recommendations**

- Continue to provide all special education teachers with professional development related to integrating research-based reading and writing strategies into content-area instruction.
- When it meets the instructional needs of the cohort of students, continue to utilize the same curriculum and course materials (i.e. textbooks) that are used in general education classes to increase student exposure to the same content as same-age peers.
- Continue to provide teachers with the flexibility to design individualized lesson plans that meet the needs of unique learners in special education courses.
- Continue to support the platform Actively Learn and Science IXL to allow for adequate exploration to determine if those tools are beneficial to students.

## **Course or Initiative: TASC Science 1 & 2**

### **Findings**

The faculty members involved in the EPP reviewed the curriculum in the self-contained special education science class offered in the TASC program. The team identified areas of strength, where students' needs are being met, and other areas where students may benefit from curriculum changes. The TASC program serves students whose academic abilities are typically at or above grade level, but require intensive, individualized instruction due primarily to social-emotional and behavioral difficulties that adversely impact their educational progress. From a content perspective, the scope of the TASC science curriculum adequately covers topics in the content areas as defined by the Illinois Learning Standards. The TASC science course typically uses the same textbook as utilized within the equivalent general education course. The TASC science teacher collaborates with general education content area specialists to assist in developing the scope and sequence. When possible, the special education teacher assigned to teach TASC science is an individual who has had prior experience co-teaching in general education science. In order for students to access the curriculum, the science teacher supplements the text with teacher-made materials. In all TASC content area classes, teachers incorporate research-based strategies for enhancing reading and writing skills, and increasing the chance that students will comprehend the text and materials reviewed in class. Lessons are individualized to meet the special education needs of students forcing teachers to deviate from lesson plans at times.

### **Recommendations**

- Continue to facilitate opportunities for collaboration with general education teachers to review and develop curriculum for students in the self-contained special education course.
- Continue to provide teachers with professional development related to integrating research-based reading and writing strategies into content-area instruction.
- Continue to utilize the same textbooks in general education classes to increase students' exposure to the same content as same-age peers.
- Continue to provide teachers with the flexibility to design individualized lesson plans that meet the needs of unique learners in special education courses.
- Continue to support the platform Actively Learn and Science IXL to allow for adequate exploration to determine if those tools are beneficial to students.

## WORLD LANGUAGES

### Introduction

#### Courses reviewed this year

Chinese 263/273  
French 263/273  
Hebrew 263/273  
Russian 263/273  
Spanish 263G  
Spanish 263  
Spanish 273

#### Process

Committee leaders were selected to review the first year curriculum for the courses listed above.

#### Additional initiatives (outside of review process)

The department continues to incorporate performance-based assessments into each level of curriculum to promote speaking proficiency and cultural competence. These skills are a part of the new student growth measure incorporated into the teacher evaluation system under Performance Evaluation Reform Act (PERA).

The department also incorporates more balance into instruction with a focus on explicit language functions and grammar concepts taught within the context of thematic-based units and in the target language. In our level two courses, we also are working to implement accepted best practices for language instruction such as Comprehensible Input (CI), Total Physical Response (TPR) and Teacher Proficiency through Reading and Story-telling (TPRS). These strategies work to supplement our performance-based curriculum. The Instructional Supervisor sees this as a major point of focus moving forward in terms of improving all-over instruction, the experience for the students in the classroom, and the professional cohesion in the department.

Another goal for the GBN World Language Department is to increase the number of students qualifying for the Illinois State Seal of Biliteracy. In 2017, 19 GBN students scored well enough on the AAPPL, STAMP and AP exams to qualify for the Illinois State Seal of Biliteracy upon graduation. In 2018, 72 GBN students scored well enough on the AAPPL, STAMP and AP exams to qualify for the Illinois State Seal of Biliteracy upon graduation. During the 2018-2019 school year, all level four students in language took either the AAPPL or STAMP exam as part of their course. Part of the department's initiative in balancing proficiency and mechanics in language instruction is geared towards preparing students for these assessments. In 2019, 87 GBN students scored well enough on the AAPPL, STAMP and AP exams to qualify for the Illinois State Seal of Biliteracy upon graduation. While the Covid-19 pandemic brought about instructional challenges in preparing students for the Illinois State Seal of Biliteracy, as well as

logistical issues, we were still able to support students in their pursuit of this distinction. In 2020, 91 GBN students scored well enough on the AAPPL, STAMP and AP exams to qualify for the Illinois State Seal of Biliteracy upon graduation; and in 2021, 83 GBN students scored well enough on the AAPPL, STAMP and AP exams to qualify for the Illinois State Seal of Biliteracy.

In addition to balancing our curriculum while still maintaining proficiency-based instruction and supporting students in pursuit of the Illinois State Seal of Biliteracy, being aware of mental health, wellness, and balance for teachers and students is a major focus from an instructional standpoint. Department meetings center around strategies in efficient ways to provide students with meaningful feedback on performance-based assessments and much of our units and assessments (formative and summative) for the first nine weeks of this school year will be aimed at providing students with the support they need to transition back to full in-person instruction.

## **Course or Initiative: Chinese 263 and 273**

### **Findings**

We have offered one section of the second year regular and honors Mandarin Chinese for many years. The course addresses interpersonal, interpretive, and presentational skills via reading, writing, listening, speaking, and culture at both regular and honors levels.

The curriculum of Chinese 263/273 is experiencing changes this year. In past years, the curriculum emphasized speaking, writing, reading, listening, and culture equally. Starting last year, the curriculum focused more on communication skills - interpersonal, presentational, and interpretive. This change is in accordance with the benchmarks set forth by the American Council for Teachers of Foreign Languages (ACTFL) as well as the World Languages Department goals.

The second-year students will move to third-year regular or honors Mandarin Chinese depending on students' final grades and teacher recommendation.

### **Recommendations**

Additional authentic reading and listening materials are provided by the teacher to enhance students' learning for these 2 levels. The recommendation is for the teacher to have prep time to continue building a curriculum for her students that is based on authentic resources in the absence of a textbook (as is consistent with best practices).



## **Course or Initiative: French 263 and 273**

### **Findings**

Like all world language courses, our French 263 and 273 classes are proficiency-based and rely on performance-based assessments for students to demonstrate growth in proficiency (consistent with ACTFL best practices). Levels 263 and 273 have been redone by members of the Level 2 Curriculum Team to guide students in their path towards proficiency, to facilitate communication in the target language, and to better prepare students on the Honors track for the AP exam. Both classes focus on the three modes of communication, AP themes, and ACTFL can-do statements. The ACTFL Proficiency Guidelines serve as the base on all summative assessment rubrics. The teacher and students are expected to remain in the target language for 90% of the block or more. Interactive notebooks and TALK scores are routines that aid student engagement and a personalized learning experience. With the new curriculum came a change from grammar-based language learning to communicative, proficiency-based language learning.

Throughout this notable transition, there have been many positive outcomes. For example, students can better communicate interpersonally with the implementation of TALK and stress on communication instead of constant accuracy in grammar. In addition, students are able to explore topics that they personally are interested in with individual vocab lists and authentic resources. In accordance with ACTFL best practices, our French 263 and 273 teacher strives to teach grammar topics within the context of the topics taught.

With the return to full in-person learning after 18 months, the teacher is finding it necessary to integrate some French 1 material into the current French 2 units. Despite the time constraints, the teacher finds these practices extremely beneficial to students and is excited to continue to improve the program.

### **Recommendations**

At present time, our French 263 and 273 instructor believes that we should continue utilizing and developing the current thematic-based curriculum for French 263 and 273. She is working with the Level 2 Curriculum Team to perfect the lessons and assessments. In the 2021-2022 school year, she hopes to continue to grow the classes by promoting the French program at the local middle schools.

## **Course or Initiative: Hebrew 263 and 273**

### **Findings**

Since 2010, Hebrew 263 and Hebrew 273 have been offered to Glenbrook North students. The level two course addresses interpersonal, interpretive and presentational skills via reading, writing, listening, speaking and culture in both the regular and honors levels.

The curriculum for second year regular and honors focuses on instruction adhering towards the goals set out by the benchmarks according to the American Council for Teachers of Foreign Languages (ACTFL) and the World-Readiness Standards. Hebrew 263/273 has transitioned from a grammar-based course in which standards-based assessments are used for students to demonstrate knowledge acquisition, to a fusion of grammar, culturally relevant and immersion topics. As a result, our level two regular and honors curriculum uses performance-based assessments in order for students to demonstrate knowledge acquisition and language proficiency. At this moment, our Hebrew teaching team uses authentic resources and their own curriculum to drive the course. Furthermore, both teachers collaborate regularly with each other, members of the level two curriculum team in the World Language Department, as well as other Modern Hebrew language teachers in the Chicagoland area.

### **Recommendations**

Hebrew teachers Josh Morrel and Dorit Dahari believe that at the present time, we should stick to the current materials used for Hebrew 263/273 which are centered around authentic resources and Hebrew language media. This is consistent with ACTFL best practices; in addition, we should continue with our Google suite of tools and digital teaching tools such as FlipGrid, Peardeck, and EdPuzzle. These tools were utilized during the Covid-19 pandemic when they taught remotely. Teachers believe that developing exercises to build students' proficiency in basic Hebrew grammar within the context of the themes being taught is important at this time.

## **Course or Initiative: Russian 263 and 273**

### **Findings**

Russian 263 and Russian 273 are offered to students at Glenbrook North with this being the sixth year that the new thematic-based units have been implemented. Levels 263 and 273 have been redone by members of the Level 2 Curriculum Team to guide students in their path towards proficiency, to facilitate communication in the target language, and to better prepare students on the honors track, the Illinois State Seal of Biliteracy assessment and the AP exam. The class focuses on the three modes of communication, AP themes, and ACTFL can-do statements. The ACTFL Proficiency Guidelines and World-Readiness Standards serve as the base on all summative, performance-based assessment rubrics. The teacher and students are expected to remain in the target language for 90% of the block. The course covers the following themes: Travel, Social Networking, Friendship, Healthy Lifestyle, Holidays and Celebrations, and Biography.

The new curriculum changed from grammar-based language learning to communicative, proficiency-based language learning. Furthermore, the focus on assessments is now that of performance-based.

### **Recommendations**

The Russian teacher believes that at present, we should continue utilizing and developing the current thematic-based curriculum used for Russian 263/273. In the 2021-2022 year she would like to continue running level two through using authentic, Russian-language resources without the use of a primary textbook. She hopes to continue to grow the program by promoting the Russian language classes within GBN through the WLHS events and extracurricular events such as Russian Olympiada and the student exchange program.

## **Course or Initiative: Spanish 253 (Spanish 2G)**

### **Findings**

The Spanish 253 (G) class is a slower-paced track predominantly for non-traditional learners. This year there are three sections of Spanish 253 (2G), and all classes have an aide. Teachers continue to use traditional CI (Comprehensible Input) methodologies while continuing to align this curriculum with ICTFL (Illinois Council of Teachers of Foreign Language) and ACTFL (American Council of Teachers of World Language) World-Readiness Standards. Perhaps the biggest change in recent years has been the inclusion of more interpretive, interpersonal and presentational-based formative and summative performance-based assessments/assignments. At the Spanish IIG level, students come in with a wide variety of writing, speaking, and listening abilities. They are most likely to be at the ACTFL Novice Low and Novice Mid (perhaps a few at the Novice High) depending on the skill (writing, listening or speaking).

The teacher has been using a method called triangulation through in-class dramas targeting high-frequency words and narrative perspectives which students contextually see and practice. When students are exposed to L2 (second language) readings, blogs, Youtubes, news features, etc., triangulation and TPR/S serve as a bridge to the more authentic, target-language resources.

Teachers for Spanish 253G will continue to use research-based Comprehensible Input methods such as TPR/S, triangulation along with what has been learned from leading World Language educators.

### **Recommendations**

The Spanish 253G curriculum should continue to incorporate and to explore Comprehensible Input and related holistic measures as a bridge to the more authentic World Language resources we use as part of our ACTFL/ICTFL alignment. The teacher will continue to connect with ACTFL, ICTFL personnel/teachers as well as GBN colleagues to make the Spanish IIG curriculum one that provides a positive yet rigorous World-Language experience.

## **Course or Initiative: Spanish 263**

### **Findings**

The Spanish 263 course is driven by thematic-based units that adhere towards the goals set out by the benchmarks and World-Readiness Standards developed by the American Council for Teachers of Foreign Languages (ACTFL) and uses assessments that are performance and proficiency-based. Currently, the class is instructed in target language at least 90% of class with instructional time spent in one or more of the 3 mode activities mentioned above. All resources used are authentic and consist of video, audio, and readings. Students in Spanish 263 are seated in small groups which contribute to an environment of cooperative learning and are useful for purposes of interacting in the target language.

### **Recommendation**

The Spanish 263 team will take time to develop performance-based assessments for the first semester that are level appropriate and align with ACTFL and World-Readiness Standards that provide Spanish 263 students with clear and concise feedback to communicate to the students where they are in their Spanish proficiency. The assessments would include Integrated Performance Assessments (IPA), that test all three of the modes of communication and will provide teachers with more effective data in order to communicate with students where they are in their progress. They will also support students in Spanish 263 to develop skills for higher levels of regular Spanish such as Spanish 363 and Spanish 463.

## **Course or Initiative: Spanish 273**

### **Findings**

The Spanish 273 course focuses on the 3 skill areas of interpersonal, interpretive, and presentational mode via reading, writing, listening, speaking, and culture. Differentiation of this course from Spanish 263 is seen in more challenging rubrics for performance-based assessments, as well as with the incorporation of authentic and culturally relevant literature elements. Tasks in Spanish 273 are often designed and patterned off of what students will encounter in the AP Spanish Language and Culture exam and in the Illinois State Seal of Biliteracy test, thus giving students 2-3 years of practice and preparation in advance of these assessments.

Spanish 273 is not a course that follows a text, but rather is driven by thematic-based units that adhere towards the goals set out by the benchmarks articulated by the American Council for Teachers of Foreign Languages (ACTFL). After the past 18 months of asynchronous and Zoom instruction, we are presently adjusting back to a more traditional year in our curriculum with coverage of three units per semester. Currently, the class is instructed in target language at least 90% of class with instructional time spent in one or more of the 3 mode activities mentioned above (as consistent with ACTFL best practices). Moreover, all resources used are authentic and consist of video, audio, and readings. At times, the instructor of Spanish 273 collaborates with the French 273 teacher to plan units and find appropriate resources and activities to execute lessons, thus creating horizontal articulation across the languages. The Spanish 273 teacher communicates with the higher-level Spanish honors teachers to create vertical alignment across the Spanish courses as well.

### **Recommendations**

The Spanish 273 teacher recommends that our department continue to communicate with our sender schools to build on our already solid vertical alignment to support students in their transition to high school Spanish. Moreover, the teacher recommends that we develop the authentic literature components of this course in order to prepare students for the higher levels of honors Spanish where higher-level thinking in the target language is required to be successful.

## REPORT SCHEDULES

### CTE (BUSINESS) REPORT SCHEDULE

2022	2023	2024	2025	2026
Consumer Education 161	Advanced Career Placement 161	Computer Applications 161	Business Law 161	Accounting 161
Consumer Education G 161	Sports Management 161	Marketing 161	Introduction to Business 161	Entrepreneurship: Business Incubator 163
Consumer Education Honors 171			Management & Leadership 161	
AP Computer Science Principles 183				

Approximate percentage of curriculum to be reviewed:

2022	2023	2024	2025	2026
26%	16%	16%	26%	16%

**CTE (FAMILY AND CONSUMER SCIENCES) REPORT SCHEDULE**

<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>
Fashion Construction Studio 161, 261, 361	Psychology of Living 161	Fashion & Interior Design 161	Introduction to Culinary Arts 161	Introduction to Human Growth 161
		Fashion Design Studio 461	Culinary Arts 261: Baking and Pastry	Educational Foundations 261
			Culinary Arts 361: Catering & Meal Preparation	Advanced Educational Foundations 361
			Senior Foods 161	Teaching Internship 461

Approximate percentage of curriculum to be reviewed:

<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>
8.5%	8.5%	17%	33%	33%



## CTE (TECHNOLOGY EDUCATION) REPORT SCHEDULE

<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>
Woods: 161, 261, 361	Welding: 161 & 261	Automotives: 161, 261, 361, 461	PLTW Civil Engineering & Architecture 373	Metals 161
	PLTW Intro to Engineering Design 173	Game Design & Theory: 161 & 261	Architecture 163	
	Principles of Science & Technology 163	PLTW Principles of Engineering 273		

Approximate percentage of curriculum to be reviewed:

<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>
10%	30%	30%	20%	10%

## ENGLISH REPORT SCHEDULE

<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>
English 363GT English 363	English 463GT	English Electives	English 163GT	English 263GT
English 373	English 463: Self, Society & Media English 463/473: Humanities English 463/473: Contemporary Social Themes	Public Speaking Introduction to Journalism Foundations of Writing Creative Writing	English 163	English 263
American Studies	483:AP Literature and Composition 483:AP Language	Reading Skills Development 162,163GT, 263	Honors Freshman English 173	Sophomore Honors English 273

Approximate percentage of curriculum to be reviewed:

<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>
20	20	20	20	20

## FINE ARTS REPORT SCHEDULE

<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>
Drama	Graphic Design	Advanced Acting and Directing	Performance Skills	Ceramics
Drawing and Design	Art Studio	Advanced Improvisation	Band	Guitar
Photography	AP/Honors Art	Choir	Introduction to Broadcasting	Orchestra
AP Music Theory	Music Production and Technology		Radio Broadcasting	Television Broadcasting
Intro to Music Theory				Sports Broadcasting

Approximate percentage of classes to review:

<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>
22%	18%	10%	20%	30%

## MATH REPORT SCHEDULE

2022	2023	2024	2025	2026
Pre-Calculus 173	Geometry 173	AP Calculus AB	Algebra 1 163	Algebra 2 Honors 273
Pre-Calculus 163	Geometry 163	AP Calculus BC	Algebra 1G 163	Algebra 2 263
Pre-Calculus G 163	Geometry G 163	AP Statistics	Algebra 1 GTA	Algebra 2 G 263
Pre-Calculus GA 163	Geometry GA	AP Computer Science A	Discrete Mathematics	Algebra 2 GA 263
	Advanced Topics	Advanced Data Structures		

**Approximate percentage of curriculum to be reviewed:**

2022	2023	2024	2025	2026
23	23	18	18	18

**P.E., HEALTH AND DRIVER EDUCATION REPORT SCHEDULE**

<b>2022</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
Jr & Sr Leaders	Strength Training I & II	Freshman Girls	Sophomore Boys and Girls	Sophomore STC
Physical Management	High Adventure I & II	Freshman Boys	Dance I & II	Aquatics
	Fit for Life	TLS	Driver Education	Health
	Yoga		Sport & Fitness	Team Health
	FFL CARE		Total Body Conditioning	

<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>
12%	29%	12%	29%	16%

## SCIENCE REPORT SCHEDULE

<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>
Physics 163	Astronomy & Space Science 163	AP Biology 283	Chemistry 163	Biology 163
Honors Physics 173	Honors Astronomy & Space Science 173	AP Physics 283	Honors Chemistry 173	Honors Biology 173
Intro to Physics 163	Plant Science 161 (Spring & Fall)	AP Chemistry 283	Intro to Chemistry 163	Biology GT – TEAM 163
	Sci-Tech 163	AP Environmental Science 283	Brain Studies 161	
	Anatomy & Physiology: Body Systems 162	AP Physics 1		
	Anatomy & Physiology: Bones, Muscles, and Nerves 161	Earth Science 163		
	Integrating Physics & Chemistry	Earth Science GT-TEAM 163		
		Forensic Science 163		

Approximate percentage of curriculum to be reviewed:

<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>
14	13	25	24	24

### SOCIAL STUDIES REPORT SCHEDULE

2022	2023	2024	2025	2026
US History 163	AP Gov't and Politics	Civics	Anthropology	HWC 163
US History 173	AP Comparative Gov't	Int. Relations	CGI	HWC 173
American Exp	AP European History	Psychology	Modern European History	
Team Program	AP Macroeconomics	Modern Middle East	Sociology	
	AP US History	Chicago History	World Religions	
	AP Psychology	World Geography		
	AP World History			
	Debate courses			

Approximate percentage of curriculum to be reviewed:

2022	2023	2024	2025	2026
20	20	20	20	20

**SPECIAL EDUCATION REPORT SCHEDULE**

<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>
Implementation of IEP goals in social studies	Implementation of IEP goals in the areas of Resource, Transition, and electives	Implementation of IEP goals in English and reading classes	Implementation of IEP Goals through math	Implementation of IEP goals through science classes
Review of social studies curriculum	Review of Resource, Transition, and elective Services	Review of English and Reading curriculum	Review math Curriculum	Review science curriculum

Approximate percentage of curriculum to be reviewed:

<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>
20	20	20	20	20



**WORLD LANGUAGES REPORT SCHEDULE**

<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>
Chinese 363	Chinese 463	Chinese 563	Chinese 163	Chinese 263
Chinese 373	Chinese 473	Chinese 573	-----	Chinese 273
French 363	French 463	French 563	French 163	French 263
French 373	French 473	French 573	-----	French 273
-----	-----	French 583 AP Lang. & Culture	-----	-----
Hebrew 363	Hebrew 463	Hebrew 563	Hebrew 163	Hebrew 263
Hebrew 373	Hebrew 473	Hebrew 573	-----	Hebrew 273
Russian 363	Russian 463	Russian 563	Russian 163	Russian 263
Russian 373	Russian 473	Russian 573	-----	Russian 273
Spanish 363 G	Spanish 463 G	-----	Spanish 163 G	Spanish 263 G
Spanish 363	Spanish 463	Spanish 563	Spanish 163	Spanish 263
Spanish 373	Spanish 473	Spanish 573	-----	Spanish 273
-----	-----	Spanish 583 AP Lang & Culture	-----	-----

Approximate percentage of curriculum to be reviewed:

<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>
23%	23%	15%	16%	23%

# MEMO

**To:** Dr. Rosanne Williamson  
**From:** Cameron Muir  
**Re:** Curriculum Reports  
**Date:** November 29, 2021

Course teams continue to focus their attention on aligning the curriculum to discipline-specific standards (those developed by national organizations such as the National Council of Teachers of Mathematics – NCTM, and American Council on the Teaching of Foreign Languages - ACTFL), and the Common Core State Standards (CCSS). This has resulted in course teams across departments reflecting on the skills students need and how to scaffold those skills throughout course sequences. Last year's experience of remote and hybrid instruction brought a heightened awareness and attention to the skills and understanding students achieved by the end of the year and how that may influence future years. That experience also immersed and informed many teachers on the use of recent technology advances in enhancing instructional practices.

Course teams also consider the types of assessments administered to students and determine ways for assessments to be more authentic to the course and discipline. Many teams also designed and used assessments - writing, projects, traditional summatives - to understand whether those standards were met by students. Teams are also using formative assessments to inform instruction to better help students in their learning. Through alignment and effective assessment practices, departments have examined skills within levels and created greater and successful access for students to an even higher level of rigor within the curricula, and have determined ways to eliminate some lower-level courses.

Teams continue their progress in implementing the backward design process by using the Understanding by Design (Ubd) model, developed by educational experts Grant Wiggins and Jay McTighe, which focuses on developing overarching themes and questions that drive the course for teachers and students. Once those are determined, units are designed with attention to standards, assessments, and content. This process is embedded into the curriculum review work for all teachers and is helping GBS realize intentional alignment with standards, including the CCSS.

# **GBS Business Education Department Curriculum Report – Fall 2021**

## **Introduction**

### A. Courses reviewed during the past year

- Accounting 163
- Accounting 173
- Accounting 271
- Web Design 161

### B. Process

The review process for the courses listed above followed the curriculum review model put forth by the Board of Education. The curriculum review committee consisted of the current business education teachers for the respective courses and addressed findings and recommendations for each course. The above classes were reviewed in terms of course objectives and alignment to industry practices and standards, including those put forth by the National Business Education Association, and a focus on career-ready practices.

An additional focus in the Career and Technical Education department includes pursuing opportunities for certifications and dual credit in Business Education to provide students a competitive advantage in career and college readiness.

### C. Additional initiatives (outside of review process)

We are currently in conversation with Oakton Community College to offer ACC 153 Financial Accounting for dual credit given that we have an instructor who is a Certified Public Accountant.

## **Course: Accounting 163**

### **Findings**

Early in this five-year cycle, enrollment in Accounting 163 declined and students were given a choice to enroll in Accounting 173. Many students have an interest in majoring in Business beyond high school and this course can provide significant benefits as they move on to college. Therefore, we have offered additional assistance and encouraged motivated students to enroll in Accounting 173, and that has become the current practice.

As a result of this trend, we have not run a section of the 163 course in over 5 years.

### **Recommendations**

As a result of the enrollment trends noted above, no recommendations are being made at this time related to Accounting 163.

## **Course or Initiative: Accounting 173**

### **Findings**

Accounting 173 is a full-year Financial Accounting course designed to introduce the students interested in the core principles of Accounting including analysis of transactions, the accounting cycle, preparation of financial statements, adjustments, and special topics such as accounting for receivables, long term assets, and liabilities.

In addition, students interact with practicing accountants who visit as guest speakers. This past year, guest speakers visiting our classes remote via Zoom included Mrs. Dana Hall, a GBS Alum and former partner for Ernst and Young in Chicago, Amy Jarosz, a CPA and manager with Plante Moran, and Leslie VanWolvelear, Co-Chair of the Accounting Department at Oakton Community College. Each speaker shared their personal career journeys as well as addressed pre-submitted and live questions from students regarding choice of colleges, majors to combine with Accounting, and career path opportunities.

A review and revision of the course curriculum resulted in the following findings and outcomes:

- Recent alumni consistently report back to faculty that they feel their GBS Accounting course prepared them well for success in their current Accounting class at various universities they attend.
- Each student develops professional skills in researching, presenting, and leading discussion on a business news article that ties back to one or more of the concepts learned in the course or more widely relates to concepts in Business such as competitive advantage, customer segmentation, differentiation, and technology integration.
- Our current McGraw-Hill text and online resources expire at the end of the 21-22 school year. We are evaluating their current offering as well as alternate publisher offerings for adoption starting in the 2022/2023 school year. The goal is to provide students with the most robust online e-book/exercise offerings available.
- We are pursuing a dual credit offering with Oakton Community College that would result in GBS students receiving transcript credit for Oakton's Financial Accounting 153 course.

### **Recommendations**

Continue to develop partnerships with local professionals and organizations to inform the curriculum and enhance learning experiences through connections with professionals.

## **Course or Initiative: Accounting Advanced Honors 271**

### **Findings**

- Because of the increased enrollment of underclassmen in Honors Accounting 173, we have been able to generate enthusiasm about furthering students' knowledge of accounting.
- A one-semester class, Advanced Accounting enables students to build upon the knowledge they acquired in Honors Accounting and develop a very solid accounting foundation for college.
- Ninety percent of the students enrolled in Advanced Accounting this year are going to major in either Accounting or Finance.

As the demand for skilled accounting professionals continues to grow, we will be persistent in our efforts to create informative, challenging, exciting lessons which will enable our students to excel in their collegiate and professional careers.

### **Recommendations**

- Continue to align with college-level curriculum, and seek alumni feedback in the most relevant content and practice in preparing students to excel at the next level.
- Continue to seek authentic experiences and connections to career resources and interactions with industry partners and speakers.

## **Course: Web Design and Development 161**

### **Findings**

This introductory course is based on functional web page development. Learning HTML5, CSS3, and how to utilize professional web development software will encourage students to build web pages and entire sites that contain captivating content. Responsive layout and current design trends are reviewed. The content management system WordPress and the web-based development environment CodeAnywhere.com are utilized to build professional quality websites.

- Web Design and Development 161 ran for the first time in several years due to a resurgence in enrollment.
- The curriculum has been updated and revised for current practice, including the creation of a digital textbook and accessing updated development tools and software: Text editor changed from Sublime Text to Visual Studio Code with the following extensions: Prettier Code Formatter, Live Server, and HTML5 Boilerplate
  - GitHub Desktop which facilitates version control and web hosting via GitHub Pages
  - Photopea.com for lightweight image editing
- Migrated instructional content from a website to "Textbook" Google Slide presentation:
  - [https://docs.google.com/presentation/d/1DzoI\\_AunufW2dfupLqjOvHxPeJpW6yeoGxlNSAoAaHc/edit#slide=id.g86d555492e\\_o\\_108](https://docs.google.com/presentation/d/1DzoI_AunufW2dfupLqjOvHxPeJpW6yeoGxlNSAoAaHc/edit#slide=id.g86d555492e_o_108)
- Additional mini-projects were added leveraging [codepen.io](https://codepen.io)
- Projects were updated from the Bootstrap 3 Framework to Bootstrap 5
- Lessons regarding the historical impact of the transformative powers of the web have also been integrated into the curriculum

### **Recommendations**

Continue to seek authentic experiences and connections to career resources and interactions with industry partners and speakers.

# **GBS Family & Consumer Science Department Curriculum Report – Fall 2021**

## **Introduction**

### A. Courses reviewed during the past year

- Child Development 161
- Child Development 261
- Child Development 361
- Child Development 461

### B. Process

The review process for the courses listed above followed the curriculum review model put forth by the Board of Education. The curriculum review was completed by the current Family & Consumer Science education teachers of the courses listed with input from their colleagues. The review addressed findings and recommendations for the course which was reviewed in terms of course objectives and alignment to industry practices, Family & Consumer Science standards, the ISBE, and a focus on career-ready practices.

In addition, we continue to focus in the Career and Technical Education department on identifying opportunities for credentials, certifications, and dual credit to provide students a competitive advantage in career and college readiness.

### C. Additional initiatives (outside of review process)



## **Course or Initiative: Child Development 161**

### **Findings**

Child Development 161 is a semester course that introduces students to the development of the child from conception through the elementary school-aged years. Students will complete the Illinois “Gateways to Opportunity” Early Childhood Education (ECE) Credential Level 1 certificate through this course. The simulated infant projects remain a key learning experience in this class.

Through the extensive curriculum revision process of the Child Development sequence, student surveys, and exam analysis, the Family & Consumer Science team identified several key findings with regard to curriculum.

- Child Development 161 has successfully guided approximately 150-200 students each year for the last 5 years to earn their Gateways to IL ECE Level 1 Credential. This is a state-issued credential for students to use if they choose to work with children in the future. It is an opportunity for students to begin a career pathway in ECE. It also allows them to be eligible for significant scholarships through the program if they attend a community college for two years prior to completing a 4-year degree.
- The curriculum has been streamlined to align with GBN so all students in D225 are having a similar career pathway experience. Collaboration with partners at GBN has created better opportunities for students in terms of assessment.
- By providing students with an ECE LV 1 Credential (issued by INCCRRA/State of Illinois program), the dual credit course from OCC, and an internship experience, it would adequately prepare GBS students to be career and college ready entering into the fields encompassed by the Humans Sciences (i.e. nursing, education, ECE, psychology, etc.)

### **Recommendations**

Propose a name change to align to Early Childhood Education 161 which is more accurate for the content and current industry language.

Create additional observation and pre-practicum experiences for students at this level.

Organize and create a dynamic field trip experience for students at this level such as visiting a hospital obstetrics center.

## **Course or Initiative: Child Development 261**

### **Findings**

Child Development 261 is a semester-long Oakton Community College Dual Credit Course that exposes students to lesson planning and teaching within the GBS Lab Preschool: Titan Tots. Child Development 2 experiences will primarily focus on thoughtful lesson planning and implementation of lessons in the Titan Tot Preschool. Students learn about developmentally appropriate practices, communicating with children, classroom management, and learning domains.

- Through extensive collaboration between Glenbrook South and Glenbrook North, the course curriculum for Child Development 261 has been aligned, including as well as Oakton Community College Early Childhood Education 102 course. This course provides Dual Credit for students through Oakton Community College.
- Over 75 students have earned Dual Credit through OCC in this course within the last two years 2019-2021.
- Students gain approximately 15 hours of field experience/lab experience with Titan Tots at this level. They are writing state-aligned lesson plans for our Titan Tots focusing on developmentally appropriate practices.
- The syllabus has been adapted and aligned to the Early Childhood Education 102 at OCC to ensure an authentic learning experience for our students.

### **Recommendations**

Propose a name change to align to Early Childhood Education 261 which is more accurate for the content and current industry language.

Continue to add to our network of professionals who contribute to the learning experiences of our students as experts in the field.

## **Course or Initiative: Child Development 361**

### **Findings**

Child Development 361 is a semester course in which students build on their lesson planning and teaching within the GBS Lab Preschool. Students will focus on providing a thoughtful curriculum for preschool students while assuring that the activities are developmentally appropriate.

We have partnered with ABC Acres, a local Early Childhood Education program, to provide another field experience in addition to our preschool program lab experience at this level. This partnership with ABC Acres provided exposure to younger age levels, which sparked a new interest in internships and work experiences.

- The curriculum has been aligned with GBN to provide a more consistent curriculum experience for our students across the district.
- Students gain experience of approximately 15 hours of observation and practicum experience at this level, which varies based on class enrollment as student teams rotate into the preschool.
- Historically, we have 5-10 students per year participate in our Career Technical Student Organizations of Family Career and Community Leaders of America (FCCLA) and SkillsUSA organizations. Many students have qualified for state competitions.

### **Recommendations**

Propose a name change to align to Early Childhood Education 361 which is more accurate for the content and current industry language.

Continue our conversations with Oakton Community College in adding dual credit courses to the Child Development program.

## **Course or Initiative: Child Development 461**

### **Findings**

Child Development 461 is a semester course that examines the theoretical and practical application of educational theories. The students extend and enhance skills as teaching interns through a practicum experience in local elementary schools, middle schools, or daycare centers. Interactions with educators in real-world applications provide a great advantage for students as they choose college and career options. Students may be enrolled in this course for up to four semesters.

This level program collaborates with 7 local elementary schools (Winkelman, Willowbrook, Westbrook, Glen Grove, Henking, St. Catherine's, and Lyon) and two local middle schools (Attea and Springman) to provide semester-long pre-professional teaching practicum experiences for our students.

- The 461 level of the program jumped 60% in enrollment for the most recent year.
- Students gain experience of approximately 30 hours of observation and practicum experience at this level.
- Highly collaborative with the Senior Project Program at GBS to provide experiential learning opportunities for our students.
- Historically, we have 5-10 students per year participate in our Career Technical Student Organizations of Family Career and Community Leaders of America (FCCLA) and SkillsUSA organizations. Many students have qualified for state competitions.

### **Recommendations**

Propose a name change to align to Early Childhood Education 461 which is more accurate for the content and current industry language.

Continue to add to our network of professionals who can share their experiences in the field.

Maintain collaboration with our host sites while continuing to identify potential sites to support student opportunities with authentic experiences.

# GBS Technology Education Department Curriculum Report - Fall 2021

## Introduction

### A. Courses reviewed during past year

- Architecture 163/173
- Architecture 273
- PLTW Digital Electronics 573
- PLTW Engineering Design & Development 473

### B. Process

The review process for the courses listed above followed the curriculum review model put forth by the Board of Education. The curriculum review committee consisted of the current Technology Education lead teacher with input from the Technology Education curriculum team and addressed findings and recommendations for each course. The above classes were reviewed in terms of course objectives and alignment to industry practices, Standards for Technological Literacy, and a focus on career-ready practices.

In addition, we continue to focus in the Career and Technical Education department on identifying opportunities for credentials, certifications, and dual credit to provide students a competitive advantage in career and college readiness. We have increased the access for students in the last few years exponentially in dual credit courses and industry certifications.

### C. Additional initiatives (outside of review process)

PLTW Digital Electronics instructor Justin Zummo completed the comprehensive 80 hours to earn certification and teach this course in the 2021-22 school year..

Dual Credit for two Architecture courses with Oakton Community College was introduced in the 2021-22 school year. Researching additional dual credit opportunities as the instructor's Master of Architecture degree *may* allow for dual credit opportunities at the University level.

## Course or Initiative: Architecture 163/173

### Findings

The instructor of the architecture courses, Dan Leipert, completed a Master of Architecture degree through Southern Illinois University as of December 10th, 2020. The Architecture sequence has been updated to mirror current practices in collegiate architecture programs and professional architectural firms. Updates are listed below.

- New curricular units to support students as they learn about Residential Architecture design include:
  - Historical architects of various races and genders (*research*)
  - Case studies + Model Making (*analysis*)
  - Site Analysis and Form Exploration (*diagramming*)
  - Introduction to Revit (*software*)
  - Tiny House (*space planning, programming, and presentation boards*)
  - City House (*comprehensive project*)
  - Portfolio (*documentation*)
- Implementation of multiple pieces of software to leverage their strengths and learn a fluent workflow between programs. Software used largely includes SketchUp, Revit, introduction to Rhino, Photoshop, and InDesign.
- The introduction of Rhino software also allows students to model forms using basis splines (B-splines). Students use Rhino to design a model and then build a 3d model with balsa wood and other materials. Students gain experience with a tool common to computer graphics for representing curves and surfaces.
- The classroom environment is set up similar to collegiate studio environments; technology for both software and fabrication is readily available to aid in an iterative design process. This allows for the exploration of forms through both digital and physical mediums.
- We have developed a small relationship with The American Institute of Steel Construction which includes access to the Steel Construction Manual, physical examples for our classroom, guest speakers, and direction towards digital resources.

### Recommendations

- Continue to align course assessments in the architecture sequence to current industry practices, standards, and technical skill sets
- Continue to expand and develop meaningful relationships with industry professionals to provide opportunities for one-on-one critiques of student work, guest speaking, tours of firms, and network for student internship.

## Course or Initiative: Architecture 273

### Findings

The instructor of the architecture courses, Dan Leipert, completed a Master of Architecture degree through Southern Illinois University as of December 10th, 2020. The Architecture sequence has been updated to mirror current practices in collegiate architecture programs and professional architectural firms. Updates are listed below.

- New curricular units to support students as they learn about Commercial Architecture design, such as:
  - Form Exploration (*software and analysis*)
  - Architectural Visualization (*software and principles of design*)
  - Materials and Connections (*software, workflow, construction details*)
  - Mass Development (*conceptual design of comprehensive forms*)
  - Mass, Floors, Columns, and Cores (*structures, space planning, comprehensive design*)
  - Culmination Project (*comprehensive project*)
  - Portfolio (*documentation*)
- Implementation of multiple pieces of software to leverage their strengths and learn a fluent workflow between programs. Software used largely includes Rhino, Grasshopper, SketchUp, Revit, Photoshop, and InDesign.
- Introduction to a new digital modeling methodology via Rhino and Grasshopper software, Algorithm Aided Design (AAD), to supplement our other software. This new form of modeling is quickly becoming an industry standard for creating complex designs that can be machined and manufactured for construction. AAD brings forth a completely new approach to creating architectural forms and it provides students with insight into a new and supplemental approach to traditional CAD (Computer-Aided Design) and BIM (Building Information Modeling).
- The incorporation of Rhino software also allows students to model forms leveraging non-uniform rational basis spline (NURBS), which is a mathematical model using basis splines (B-splines). This is commonly used in computer graphics for representing curves and surfaces. It offers great flexibility and precision for handling both analytic (defined by common mathematical formulae) and modeled shapes. This is “pure” geometric modeling, whereas all other programs that use mesh geometry are technically impure and could cause fabrication issues when used for manufacturing.
- The classroom environment is set up similar to collegiate studio environments; technology for both software and fabrication is readily available to aid in an iterative design process. This allows for the exploration of forms through both digital and physical mediums.
- Architecture 273 has also benefited from the relationship with the American Institute of Steel Construction with access to resources, physical examples, and guest speakers.

## **Recommendations**

- Continue to align course assessments in the architecture sequence to current industry practices, standards, and technical skill sets.
- Continue to expand and develop meaningful relationships with industry professionals to provide opportunities for one-on-one critiques of student work, guest speaking, tours of firms, and network for student internships.



## **Course or Initiative: PLTW Digital Electronics 573**

### **Findings**

PLTW Digital Electronics is a year-long course for students interested in electronics and it involves the study of electronic circuits that are used to process and control digital signals. The major focus of the Digital Electronics course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras, high definition televisions, etc. Students learn the digital circuit design process to create circuits and present solutions that can improve people's lives.

- Changes were made to some of the projects to make them safer and more reliable for both teachers and students. For example: in previous years, certain projects were designed to use 12-120 volts. These projects have now been modified or replaced with new circuit configurations that use 3-9 volts because the potential to harm oneself or damage electrical components was too great.
- Project Lead the Way is completing a curricular revision for Digital Electronics in the ongoing practice of updating for improvement and currency, which will inform our curriculum. We expect a greater focus on the application of Arduinos, which we already have in practice in some courses so it will be a more straightforward adjustment.
- The previous year's shift to distance learning created opportunities for the discovery of additional resources and tools that support learning both in school and at home. Tinkercad Circuits is one example, and a powerful tool as an online breadboarding simulator for circuits that we have integrated into our curriculum. This digital version increases access for students to design and test circuits, adding efficiency and adding to the experience of utilizing circuit boards.
- This year we started the class by designing and programming an industrial robotic arm work cell for a national Packaging Expo. This was made possible through the donations of an industry partner and a grant that was awarded to our program. This experience has influenced our curriculum and we've decided to implement a new project for Maker Faire this year where students will design, build and program their own robotic work cell to solve a problem. They will utilize our 3D printers and laser cutters to manufacture their structural parts and they will wire and program their work cell with an Arduino.

### **Recommendations**

- Continue to develop opportunities for students to design and create physical prototypes, and to consider tools that provide experience related to engineering practice in the field in developing products.

## **Course or Initiative: PLTW Engineering Design & Development 473**

### **Findings**

Engineering Design and Development (EDD) is the capstone course in the PLTW high school engineering program. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process.

Students perform research to select, define, and justify a problem. After carefully defining the design requirements and creating multiple solution approaches, teams of students select an approach, create, and test their solution prototype. Student teams present and defend their original solution to an outside panel. While progressing through the engineering design process, students work closely with experts and will continually hone their organizational, communication, and interpersonal skills, their creative and problem-solving abilities, and their understanding of the design process.

- Glenbrook South has offered two sections of EDD since the 2014-15 school year. Teams have addressed numerous school and community issues, including these few examples: creating a navigation application for Glenbrook South given the need for visitors and new parents each year, a VEX part sorter by size and shape using object detection, and a calculation application for college admission likelihood.
- Students work with members of our STEM Partnership Team throughout the year through various formats to address their problems, with new partnerships each year given the context of the problem, and skills needed to develop a solution. Members of our STEM Partnership team include but are not limited to a mechanical engineer at Christopher B. Burke Engineering, Ltd., CEO of American Energy Technologies, a chemical engineer at BP, and a professor of materials science and engineering at Northwestern University.
- This course replicates the capstone experience for college-level engineering students, culminating with students presenting their work to industry professionals. Students are evaluated on their process not their solution by industry experts and current college students majoring in engineering.
- In addition to showcasing their work at GBS, student groups have presented their projects at Northwestern University for the STEM Students Showcase and at the Illinois State Capital for the High School Technology Day. During the 2021-22 school year, GBS teachers and students are helping the Glenbrook North PLTW program implement EDD at GBN.

## **Recommendations**

- We will expand our authentic experiences in EDD with students competing in the 2021-22 Illinois EDD Competition hosted by the Neuqua Valley High School and continue to look for external showcase opportunities.
- We will also expand our collaboration with members of our STEM partnership team to provide our students with industry partners and project mentors.

# GBS English/EL Department Curriculum Report – Fall 2021

## Introduction

### A. Courses reviewed during the past year

- Sophomore English TEAM
- English 253
- English 263
- English 273

### B. Process

Our Sophomore English course teams reviewed the above courses in accordance with the District #225 curriculum review model. All four course teams reviewed their curriculum through the Understanding by Design lens and utilized department PLMs, Institute Days, and Summer Curriculum Projects to evolve accordingly. Revisions made by course teams included, but were not limited to, the following curricular components: course essential questions, enduring understandings, unit questions and unit formative and summative assessments, text selections, and approaches to teaching writing. Then, each course team identified specific and relevant focus areas to explore further. From there, both discoveries and recommendations were made and are listed in this report. Finally, given the abrupt transition to remote learning during the 2020-2021 school year, course teams also explored various technology platforms for use as effective instructional tools both during and after remote learning.

### C. Additional Initiatives (outside of review process) – N/A

## **Course or Initiative: Sophomore English TEAM**

### **Findings**

Our Sophomore TEAM course has consistently focused on selecting highly engaging and relevant texts, updating course essential questions and skills, and incorporating more social emotional learning and reflection into the curriculum. Most significantly during the 2021-2022 year (with the course no longer offered as an interdisciplinary one with social science) these considerations have focused on course evolutions that will engage students in a stand-alone English course.

Through our Sophomore TEAM's reflections on the noted focus areas, a number of findings emerged. One, though there has been some strong skill alignment between the Frosh and Soph TEAM courses, we can create an even more effective two-year learning experience through extending some of the essential questions and topics from the Freshman co-taught English class. Two, conceptual vocabulary is strengthened through an explicit, consistent focus on practical vocabulary related to our topics of study. Three, reluctant readers are more enthusiastic about relevant topics in Young Adult literature and opportunities to reflect, relate and/or connect to their own lives. And four, building community through research-based strategies results in a more productive learning environment and allows students to individually reflect on their learning in meaningful ways.

### **Recommendations**

In light of these findings and to ensure important evolutions in the short and long term, the Sophomore TEAM course made/will make the following recommendations. First, in addition to fine-tuning the alignment with Frosh TEAM, there is also a need for closer alignment to the skills and pacing of the English studies course; doing so will ensure that students more successfully transition out of the TEAM program their junior year. Secondly, to leverage the unique student skills represented by the range of students in this particular course, it is important for the course to continue emphasizing community building but also include at least one summative problem-based learning unit at the end of each semester (currently, we only have one drafted for the second semester). Finally, given the shift to Sophomore TEAM English as a stand-alone course no longer taught in conjunction with social studies, the course's curriculum map needs updating.

## **Course or Initiative: English Studies 253**

### **Findings**

The English 253 course team has focused on updating their text selections in order to incorporate a wider range of voices represented. They have also added more supplemental opportunities for poetry exploration, non-fiction essay analysis, and more intentional and relevant vocabulary development. For student writing, they have focused on incorporating more creative writing opportunities. And finally, to actualize the school-wide goal of increasing all students' sense of belonging, they have worked on developing relevant skills and content-related community-building activities.

Our 253 team's focus on these areas illuminated a number of important trends. One, the texts historically taught posed a significant challenge for students to sustainably read with success. Furthermore, the successful texts that have been adopted are both accessible and engaging due to their relevance for a wider range of students. Two, community building creates a nice atmosphere for all students in the room and helps those more introverted students, in particular, develop a nice rapport with their peers and teacher; however, the 253 teams also discovered that it does not necessarily increase participation in small or large group discussions and may not always spur an increase in academic performance. And three, while the incorporation of more supplemental activities (poetry, non-fiction essays) added texture to the course, there is a need to more effectively help students make substantial connections between the supplemental texts and the unit's central text (novel or play).

### **Recommendations**

Based on these findings, the 253-course team has made the following recommendations. One, the team will find a replacement for Richard Wright's *Black Boy*. While *Black Boy* is considered an important text in the Anthology of African American Literature, the team is interested in finding a more contemporarily relevant novel that explores the African American voice. Two, to address the need for increasing student vocabulary, the team will develop a coherent vocabulary unit so students can learn between 60 and 70 new words over the course of the year. Three, the team is interested in revising the organization of various course units. Given some of the reading sustainability issues discovered over the past few years, alongside the setbacks of the 2020-2021 school year, organizing the units in a more strategic way that won't overwhelm students is essential. Finally, the team will continue exploring ways for students to demonstrate skill development more creatively, but they also feel strongly about continuing to build students' capacity for analytical and argumentative writing -- with a specific focus on the incorporation of accurate and substantive textual evidence.

## **Course or Initiative: English Standard 263**

### **Findings**

Our English 263 course team has also focused on updating their text selections in order to incorporate a wider range of voices represented. Additionally, they too have focused on the potential for more creative writing opportunities in addition to the already-prioritized literary analysis essay as have they focused on increasing all students' sense of belonging through the development of skills and content-related community-building activities.

The 263-course team's attention to the noted focus areas has led to a number of relevant discoveries. One, the standard level English courses house a wide range of learners and lived experiences; and as a result, the team feels like the course texts need a wider representation of voices and experiences. Two, while a focus on writing literary analysis essays is a valuable skill for students to learn, course teams are finding that this has led students to simply follow directions as writers instead of creating written work that they care about and/or are proud of. And three, the team has discovered that each unit's focus on "identity" as an overarching theme lacks the specificity needed to ensure the depth of study that is needed for this particular group of students.

### **Recommendations**

In light of these findings, the 263-course team has made the following recommendations. First, they will continue updating the course's required texts through piloting texts as literature circle options. In 2018, the team developed a new curriculum map entitled "The Personal Journey," which led to the adoption of *The Rent Collector*, *The Girl Who Smiled Beads*, and *Purple Hibiscus* in place of texts that had been in the curriculum for many years and needed updating (the team has kept *Macbeth*). Teachers are pleased by what the latter two texts (*Beads* and *Hibiscus*) offer and teachers have the option of selecting one or the other to issue as required texts for their course. While *The Rent Collector* has been a good short-term replacement, the team desires to introduce a text representing the Asian experience that is written by an Asian author.

The second recommendation is for the team to continue offering a wider range of writing opportunities for students. This past summer, two course team members developed a collection of readings and multi-media works meant to be used as springboards to practice different writing moves. Teachers would like to continue experimenting with these moves while also incorporating more creative writing opportunities.

## **Course or Initiative: English Honors 273**

### **Findings**

Our 273-course teams have also focused on updating their text selections in order to incorporate a wider range of voices represented. Additionally, they too have focused on the potential for more creative writing opportunities in addition to the already-prioritized literary analysis essay.

While the Pandemic has complicated some of the curriculum and instruction evolutions over the past five years, two central findings have emerged for our 273-course team. One, the course's required texts need both diversification and modernization in order to more accurately reflect the range of experiences of students in the classroom. And two, as has been the case for other sophomore-level teams, our 273 teachers have found the need for more innovative and creative writing opportunities. As previously noted, the emphasis on writing literary analysis essays has led to students simply following directions as opposed to developing a unique voice as a writer.

### **Recommendations**

In light of these findings, the course team has made the following recommendations. First, all members of the team embarked on a 2021 summer curriculum project in order to identify one or more replacements for our required texts. The team read a number of potential texts but did not land on a final decision. They have continued this exploration and discussion this school year with the intention of landing on one more required text replacements for the 2021-2022 school year. Secondly, the team would like to continue focusing on providing more creative writing opportunities for students in order to guide their identification of a unique writing voice. This has led to members of the team incorporating poetry and short story writing as reader-response opportunities; furthermore, the team is interested in the possibility of evaluating student analysis of reading through these more creative expressions.



# **GBS Art Department Curriculum Report-Fall 2021**

## **Introduction**

### A. Courses reviewed during the past year:

- Beginning Drawing 161
- Advanced Drawing 261

### B. Process:

Instructional Supervisor of Fine Arts Cody Halberstadt met with visual art teachers Amie Elliott, Stephanie Fuja, and Alex Remeniuk to examine the above courses in accordance with the District #225 Board of Education model. The curriculum was reviewed to assess topics such as the alignment of courses to the mission of the Glenbrook South High School Fine Arts Department, enrollment trends, historical context, growth and development of the courses as part of the fine arts curriculum, implications of remote and hybrid learning in the 2020-2021 school year, and vision for continued growth within the visual arts program. Stephanie Fuja submitted the initial draft of this document and Cody Halberstadt made revisions.

In addition, we are continuing to focus in the Visual Arts on advanced opportunities for students within our course offerings and continuing art education beyond high school. This has included highlighting careers in the arts and supporting opportunities for students to meet with art school admissions counselors. Students in our AP Arts programs that have continued in art-based majors have been highly successful in receiving merit-based scholarships to continue their education.

### C. Additional Initiatives (outside of review process)

None

## **Course or Initiative: Beginning Drawing 161**

### **Findings**

Beginning Drawing is a course introducing basic drawing skills and techniques while working in a variety of mediums including, but not limited to: graphite, charcoal, pastels, pen and ink, colored pencils, etc. Students are introduced to and research basic art history as well as contemporary artists. Over the course of the 2020-2021 school year, teachers in the art department modified the delivery of materials and instructional strategies significantly in response to remote and hybrid teaching, which accelerated the implementation of several initiatives, some of which are outlined below.

- Teachers created a library of video demonstrations from the 2020-2021 school year.
- Teachers transitioned fully to using Google Classroom as an LMS in all visual arts courses.
- Teachers created Google Sites for their courses in order for students to access libraries of video content, demonstrations, and past creative content.
- The curriculum has undergone revision over the last several years to stay relevant as it relates to student interests: e.g. pastel faces, self-portraits, identity, self-reflection, research, and writing on current events.

### **Recommendations**

- Continue to keep up with student interests in order to maintain the relevancy of the material.
- Examine practices to ensure that prospective students are better aware of the various opportunities that exist in the visual arts program including the above courses.
- Utilize a library of video demonstrations to support students with different learning styles or in case of absences.

## **Course or Initiative: Advanced Drawing 261**

### **Findings**

The Advanced Drawing curriculum is an advanced course based on idea development where students use their drawing techniques and skills learned in Beginning Drawing 1 to further their artistic mind and develop more of an idea, content, and/or story behind their pieces. Students' work will focus on detail, texture, and developing a complex composition. Students are encouraged to experiment with materials and processes to develop their creativity. Mediums may include items such as Bic pens, white charcoal, printmaking materials, construction paper, oil pastel, marker, ink, etc. In addition, this is the course where students begin to develop into their 'own artists' and develop their own 'styles' as an artist. This course is also a prerequisite for AP Art and Design. Similar to Beginning Drawing, teachers in the art department accelerated the implementation of several initiatives as a response to remote and hybrid instructional delivery models, some of which are highlighted below.

- Teachers created a library of video demonstrations from the 2020-2021 school year.
- Teachers transitioned fully to using Google Classroom as an LMS in all visual arts courses.
- Teachers created Google Sites for their courses in order for students to access libraries of video content, demonstrations, and past creative content.
- The curriculum has undergone revision over the last several years to incorporate more conceptual ideas, processes, and experimentation in order to better prepare students for the AP Art model released in 2019.
- The majority of students continue on to AP Art after taking this course.

### **Recommendations**

- Find ways to help students to see themselves reflected in their artwork and in the content that is taught.
- Continue to keep up with student interests in order to maintain the relevancy of the material.
- Examine practices to ensure that students are prepared to engage in art at an advanced level.
- Continue to promote post-secondary opportunities in visual arts including scholarships, majors, and minors.
- Utilize a library of video demonstrations to support students with different learning styles or in case of absences.

# **GBS Fine Arts Department Broadcasting Curriculum Report-Fall 2021**

## **Introduction**

### A. Courses reviewed during the past year:

- Introduction to Broadcasting

### B. Process:

The Instructional Supervisor of Fine Arts Cody Halberstadt met with TV & Film Broadcasting program director and instructor Julie Benca and Radio Broadcasting program director Dr. Daniel Oswald to discuss instructional trends and goals related to the Introduction to Broadcasting course. We reviewed past EPP reports, instructional resources utilized in the course, implications to instruction as a result of COVID-19, and the necessity to emphasize a team-based approach to collaboration within the Broadcasting Department. The review process started with a restatement of the overarching program goals for congruence with the goals of a) The Glenbrook South Fine Arts program, b) Glenbrook South High School c) District 225, d) broadcasting programs in higher education, and d) the professional broadcast industry. Instructional content, methods, and resources were checked for congruence with both university training programs and accepted industry practice. Julie Benca and Dan Oswald prepared the report and Cody Halberstadt revised the final copy.

### C. Additional initiatives (outside of review process):

None.

## **Course or Initiative: Introduction to Broadcasting**

### **Findings**

Introduction to Broadcasting is a course that introduces students to the radio and television mediums by guiding students through: a) a review of the legal, social, and ethical underpinnings of “speech” rights and responsibilities, b) a survey of modern radio and television technologies, formats, and genres, c) experience using techniques of cinematography and the art of film analysis, and d) practice with techniques of basic audio and video recording, editing, and evaluation. During the 2020-2021 school year, teachers in the broadcasting department implemented the use of browser-based software in order to adapt to a variety of instructional delivery models. Findings from this review included:

- Browser-based software and mobile platforms provide a flexible tool for teaching basic skills.
- Robust, authentic lab-based hardware and software currently owned and available by the district is still necessary to help students develop and maintain advanced production and editing skills in order to continue alignment with higher education and professional industry standards.
- The use of a Learning Management System, like Google Classroom, has developed a platform for students to access support for active course materials.
- Curriculum and instruction will continue to benefit from a team-based approach. Collaboration between at least three faculty members has helped to enrich the curriculum - especially during the COVID-19 pandemic when innovation was paramount.

### **Recommendations**

- Continue to ensure a course that meets college/industry standards for content and student skills.
- Identify skills that can be successfully learned using current browser-based software.
- Structure class projects that are authentic while simplifying conditions to facilitate the use of more “basic” browser-based tools.
- Identify new opportunities for collaboration and group reflection among both the GBS broadcasting faculty and students in other classes.

# **GBS Music Department Curriculum Report-Fall 2021**

## **Introduction**

### A. Courses reviewed during the past year:

- Symphonic Band
- Premier Chorus
- Concert Band

### B. Process:

Instructional Supervisor of Fine Arts Cody Halberstadt met with music teachers together and separately in their individual disciplines to examine the above courses in accordance with the District #225 Board of Education model. The curriculum was reviewed to assess topics such as modifications made to instruction during remote and hybrid learning periods, gaps in learning and anticipated deficits in musical proficiency following the pandemic, student progression through course offerings, and recruiting and retention strategies. Cody Halberstadt collaborated with teachers on the initial draft of this report, and then made revisions to the final draft.

### C. Additional Initiatives (outside of review process)

None

## **Course or Initiative: Symphonic Band**

### **Findings**

Symphonic Band is an instrumental ensemble for intermediate students. Students in Symphonic Band are required to participate in the Marching Titans during the fall football and marching band season and then transition into a traditional concert band at the conclusion of the marching season. This course is open to sophomores, juniors, and seniors. Students are placed in this course by instructor recommendation following an audition in the preceding school year. This course allows students to progress through the GBS band program, performing wind band music at an appropriate level for intermediate winds and percussion students. Specific literature that students learn is different each year, creating a new experience for students that repeat the course.

- Symphonic band students typically have four to seven years of instrumental music experience.
- Students are offered a variety of performance-based experiences throughout the year, including marching and concert band settings. Students also have the opportunity to participate in activities outside of the school day, including performances at football games, basketball games, parades, jazz ensembles, and pit orchestras.
- Performance-based assessments have shifted to recorded assessments submitted through Google Classroom. The use of a browser-based Learning Management System has promoted more consistent individual assessments and provided an avenue for individual student feedback.

### **Recommendations**

- Work towards balancing recorded and in-person performance assessments to provide opportunities for students to demonstrate individual mastery of content on their instrument. Performances are an in-person learning experience and creating in-person assessment experiences are an important component of student preparation.
- Implement a sightreading program to improve student music literacy by using browser-based software supports, like SightReadingFactory.com.
- Increase the emphasis on performance fundamentals, including tone production, rhythmic accuracy, intonation, articulation, balance, and blend through the use of new instructional strategies and method books.
- Encourage student participation in private lessons through a masterclass program with our current private lesson staff.
- Review marching band requirement component of the course.

## **Course or Initiative: Concert Band**

### **Findings**

Concert Band is an instrumental ensemble for students at all grade and ability levels who choose to not participate in the Marching Titans. This is a non-auditioned ensemble with ability levels ranging from beginning through advanced performers. Students in Concert Band combine with the Symphonic Band for performances after the marching season concludes. This ensemble performs literature at an intermediate level for winds and percussion students. Students may repeat this course and the literature learned changes each year to create a new experience for students.

- Students in this ensemble perform in three concerts each year: one each in December, March, and May.
- Over the past several years, there has been a significant increase in enrollment for Concert Band. Enrollment has nearly quadrupled in four years, making it the largest enrollment in the band division.
- Performance-based assessments have shifted to recorded assessments submitted through Google Classroom. The use of a browser-based Learning Management System has promoted more consistent individual assessments and provided an avenue for individual student feedback.

### **Recommendations**

- Review student course progression through the band program. This is the only band course available to students that are not interested in participating in Marching Band.
- Work towards balancing recorded and in-person performance assessments to provide opportunities for students to demonstrate individual mastery of content on their instrument. Performances are an in-person learning experience and creating in-person assessment experiences are an important component of student preparation.



## **Course or Initiative: Premier Chorus**

### **Findings**

Premier Chorus is a year-long choral ensemble designed specifically for the intermediate choral student. As a result of not offering Titan Chorus, there are beginner tenors and basses currently enrolled in the course. This creates a wide variety of skill levels and previous choral singing experiences within the class. Premier Chorus is designed to build off of the skills established in Girls Glee Club and Titan Chorus (when offered), in order to prepare students for enrollment in advanced choral ensembles such as Bel Canto Choir and Master Singers.

- Instructors continue to teach and thoroughly explore a curriculum that includes skill and knowledge-based activities and assessments, though with multiple levels of differentiation for students that are reviewing the content, reinforcing previously unmastered content, or learning it for the first time.
- Independent student musicianship has decreased as a result of remote and hybrid teaching as well as student reliance on teacher-provided learning tracks for repertoire.

### **Recommendations**

- This course will continue to support and allow students to grow in their musical literacy and vocal fundamentals while also providing choral performance opportunities that adequately prepare them for more advanced choral experiences within the course sequence.
- Instructors will work with students in small group sectionals and large group rehearsals along with individualized sight-reading opportunities in order to improve independent musicianship and encourage student musical leadership within the choral ensemble.
- When possible, offer Titan Chorus as a beginning choral ensemble opportunity for tenors and basses to better support the development of healthy vocal practices.

# **GBS Mathematics Department Curriculum Report-Fall 2021**

## **Introduction**

### A. Courses reviewed during the past year:

- Algebra Team
- Algebra Studies - Language Assisted
- Algebra Studies
- Algebra 2 Studies
- Computer Science Honors
- Multivariable Calculus & Linear Algebra - 2nd Semester

### B. Process

The Instructional Supervisor, Phil Gartner, convened curricular review committees for each course. The curriculum was reviewed with respect to the Common Core Standards for Mathematics, the NCTM Standards, and organizational goals. Teams used the backward design model to analyze the curriculum. Attention is paid to vertical alignment with previous/subsequent courses, curricular organization, instructional materials, assessments, and integration of technology. All course teams defined the essential questions & enduring understandings of the course, the skills to be taught, and revised the curriculum maps & course descriptions, as necessary.

### C. Additional initiatives (outside of review process)

None

## **Course: Algebra Team**

### **Findings**

We thoroughly reviewed our materials throughout the course of this year as we went through the various learning environments of remote and hybrid learning. During this time, we heavily evaluated the general themes of each unit and how the units built on one another. In doing so, we found more novel approaches to multiple lessons that accessed students' prior knowledge to expand on their strengths to develop new concepts. We also worked hard to develop more explicit scaffolding of ideas and concepts throughout the course.

- We started implementing Edpuzzle videos as early homework assignments of a math section so as to round out instruction and re-convey the concepts. We found that students tended to complete these homework assignments at higher percentages than prior written assignments. In addition, anecdotally speaking, we found that students felt more confident on the next day's lesson due to the reteaching effort of the Edpuzzle homework assignment that was assigned on the first day of the new material.
- As part of the Team program and the new challenges of remote learning, various methods to support executive functioning were considered and evaluated. Significant consideration on how we organized and instructed using our digital course spaces provided additional support to our students.
- We continue to evaluate and implement co-teaching strategies in our learning environment. In addition, we use the co-teaching models to increase student engagement and provide students more opportunities to access help and support within the class.

### **Recommendations**

- Continue to hone our units and their respective materials to continue to meet our students where they enter our course with regards to their math abilities.
- Teachers will continue to implement co-teaching strategies and use visual organizers to help students develop their understanding.
- Additional work will be required as students return to in-person learning and various challenges from the prior period are identified.

## **Course: Algebra Studies - (including Language Assisted)**

### **Findings**

- During the 2019-20 school year, the course team adopted a new curriculum called Pearson enVision Algebra 1 Common Core 2018. The curriculum offers a vast array of digital resources. Each lesson has dynamic and interactive features with assessments. Teachers are able to measure readiness and monitor progress.
- Teachers have used the free online graphing utility and activity builder called Desmos to enhance visualizations for students and create engaging discovery activities. These have supplemented or replaced traditional note-taking for some lessons.
- During the 2019-20 school year, teachers began using DeltaMath, an additional online resource for student practice and problem-solving. Many teachers use online formative assessment tools during instruction such as Quizlet Live, Quizziz, Kahoot, Socrative, and Google Forms.
- Students practice ACT and SAT questions throughout the course.
- Beginning in the 2019-2020 school year, the computer program ALEKS was implemented. This program allows students to remediate skills from previous courses necessary for success in Algebra Studies as well as allows students to extend their learning beyond what we are currently doing in class.

### **Recommendations**

- Continue to discuss course content with teachers of Algebra 163 to compare and contrast the two different levels and make appropriate adjustments to the curriculum when necessary.
- Continue to identify students who are capable of moving out of the Studies level into Geometry and place them in a special section to provide support.
- Continue to revise the course and level of rigor based on the level of the students entering the course.
- Continue to use ALEKS to allow students to remediate skills and accelerate beyond the current course content. (Language Assisted section)
- Continue to find ways to modify the content so that our students in Intensive EL can be successful in mathematics. (Language Assisted section)

## **Course: Algebra 2 Studies**

### **Findings**

- The course has a challenging mix of math readiness levels. We have worked with the instructional coaches to address assessment interventions and differentiate instruction.
- The co-teachers with a cluster of students coming from Team continue to implement co-teaching strategies that support the diverse learner needs.
- We are differentiating instruction in order to reach all of the students and anticipate further needs due to the pandemic's impact on learning.
- Some students coming from Geometry LA need continued language support.

### **Recommendations**

- Continue to leverage the co-taught section to further support the integration of students from Team into a higher-level course. Continue to provide differentiated instruction.
- Continue to work with instructional assistants to give individual support and feedback to struggling students
- Continue to evaluate the effectiveness of instructional practices and implement strategies to support executive functioning within the classroom.
- Teachers also continue to use instructional practices that engage the learner and provide a learning experience that fosters enduring understanding.
- Continue working with the Titan Learning Center to support junior students preparing for SAT/ACT testing.

## Course: Computer Science Honors

### Findings

- As with many courses, the pandemic has accelerated the implementation of new technology and methods of teaching. Prior to 2020, this course used NetBeans as the development platform for Java programming. This became a non-starter in remote learning environments due to the complex setup, lack of collaboration tools, and lack of project distribution and management.
- Replacing NetBeans with replit.com has been quite beneficial. Once a teacher has configured the programming assignments, students do not need to configure anything on their end. They only need to log in with a browser. Teachers may drop-in (remotely) to assist students with a question. Assessing student progress is greatly improved over NetBeans. Teachers can conveniently leave feedback within the assignment.
- Due to increased sections an additional teacher has been added. Two minds and two styles offer opportunities for collaboration and enhanced curricular development. The new teacher, who also teaches the AP Computer Science Principles course (accessible to a wider audience), has worked to increase the appeal and accessibility of CS Honors.

### Recommendations

- Revise the recommendation process to exempt well-qualified students from the CS371H prerequisite for APCS-A.
- Harness the benefits of *Replit Teams for Education* school license.

## Course: Linear Algebra (2nd semester of Multivariable Calculus & Lin Alg)

### Findings

- As instructional methods were modified to accommodate remote learning, we found many outstanding videos that made abstract concepts in the course concrete and visual. The best ones make math complex concepts both beautiful and inspiring.
- In addition to finding videos online, the team created a number of instructional videos. While we were not able to match the visual effects of the professionals, the videos were still valuable for student learning. Many students stated that they appreciated how the videos allowed them to return to concepts from class that they were not able to capture in their notes.
- To complement instructional videos, we also made numerous homework solutions videos. These serve as a valuable companion to written solutions so students can access real-time guidance on challenging problems.
- In previous years, we used *Mathematica* to produce visuals and perform high-level algebraic computation, as was the standard used by many. The team recently moved to a user-friendly and effective free tool called CalcPlot3D which has been used extensively throughout the course.
- Graduates often keep in touch with the instructors and share how much they appreciated the course and how it helped them be prepared for higher-level mathematics coursework in college.
- Since students receive dual credit from Oakton Community College, we continue to balance coverage of the required syllabus with organic questions and curiosities that come up from students. We frequently share interesting problems and math in current events and research, from the spread of Covid to evolving applications with computing, medicine, or economics.

### Recommendations

- The current textbook, *Linear Algebra and its Applications 5th edition* by David C. Lay will no longer be available after 20-21. The team will adopt the 6th edition of the same textbook in the second semester of the 2021-22 school year. We are eager to have the opportunity to assign online homework and practice using MyLabMath and for students to have a more user-friendly e-text.
- Continue to make connections with concepts covered in the first semester of the course, multivariable calculus.
- Expand the use of problems in both practice and assessments that are found on university exams.
- Continue to partner with teachers of AP Calculus to share the value of the course with prospective students who may find it valuable to them and their future college & career goals.

# **GBS Health, PE and Driver Education Department Curriculum Report-Fall 2021**

## **Introduction**

### **A. Courses Reviewed**

- Lifetime
- Health
- CT Health
- LA Health

### **B. Process**

The above courses were reviewed in accordance with the District #225 Board of Education model. The Instructional Supervisor convened several curriculum review committees to examine the above courses. The curriculum was reviewed to assess such topics as course grades, scope and sequence of courses, review of objectives and assessments, teaching models and effective classroom practices, state standards and conditions conducive to changing and improving the curriculum. The committees consisted of teachers currently teaching their respective courses and/or stakeholders in the course.

### **C. Additional initiatives**

A recommendation for the 2020-2021 school year includes continuing to implement and analyze our fitness goals and strength initiative for the PE department as well as a set of department goals and standards. We are continuing to work with Glenbrook North to fitness test all of our students and record the data, which will comply with the State's requirement for submitting fitness scores in 2020-21. The physical education, health, and driver ed department has been exploring and developing department-wide essential questions, enduring understandings, and big ideas across all courses and are continuing to work at adjusting our facilities to complement our work. The department used many professional mornings to gain an understanding of implementing a functional fitness concept and the best instructional methods to achieve this. Curriculum maps are currently being analyzed and revised. The departments and staff are continuing to support students in school and remote learning by developing remote and classroom strategies to provide our students with a fitness-based experience.



## **Course: Lifetime Sports**

### **Findings**

- Through informal surveys and data collection within our student body, along with regular classroom observations by staff, we found that our current Lifetime Sports curriculum is not providing an opportunity for student choice related to activities performed. By increasing student autonomy research shows there is greater engagement and learning.
- We have found that students gravitate and engage exclusively towards activities they enjoy or have a choice in; meanwhile, there is decreased participation in activities students have little to no interest or choice in.
- Through piloting a wide array of activities over the last few years within classrooms, along with continuous student and staff feedback alike, we were able to differentiate activities that provide opportunities for students to participate in that they enjoy and will maintain as part of their healthy lifestyle choices/personal fitness journey moving forward. Additionally, there is currently only one course offering of Lifetime Sports that is one semester in length. Students who are enrolled in this course multiple times will repeat the curriculum; this lack of variety was also found to play a diminishing role in student participation and engagement within the class.
- Our staff has also observed, researched, and communicated with several high schools in the surrounding area to see what type of course offerings would be more inclusive to all students based on their individual learning needs and varying skill levels.

### **Recommendations**

Based on the findings and in lieu of the current Lifetime Sports model, it is our recommendation to provide two separate course offerings to the students of GBS moving forward: “Individual Sport & Fitness” & “Team Sport & Fitness.” This proposed recommendation will allow for several things that we feel benefit our students and staff, and are positive improvements from our current curriculum:

- Provide more autonomy/choice within the student learning experience, thus leading to increased motivation and participation within class
- Increase inclusion/equity in opportunity to be successful within the classroom regardless of skill set or current ability level
- Increase the depth and variety of subject matter to be more expansive, thus providing students with more means to be active throughout their own lives and personal fitness journeys
- Allow students to progress in regard to skill development and acquisition at a more self-regulated and individualized pace
- Allow for more collaboration and professional development amongst staff with surrounding school districts who have implemented similar course offerings successfully

## **Course: Health**

### **Findings**

- After review, the Health EPP Curriculum Map has been updated with each corresponding unit containing specific skills/knowledge addressed, current assessment tools, instructional strategies, resources, and essential questions currently in alignment with Illinois and National Health Education Standards.
- The “Building Resilience Series” was completed as a Summer Curriculum Project. This series promotes concepts and skills related to fostering resilience in students and has been layered into daily lessons.
- Teachers will present SEL concepts in the Health and PE Classrooms at the Illinois Association Health Physical Education Recreation and Dance convention.
- Summer Curriculum Project completed (2021) for “Healthy Weight and Nutrition” unit in order to teach concepts about nutrients, body weight, calories, and exercise in a way that empowers students to make informed, balanced decisions that foster a healthy relationship with how they approach food and their body.
- Implemented new feedback response manikins that enabled better teaching of CPR skills, giving students more accurate and realistic teaching of compressions.
- The addition of “Stop the Bleed” to the First Aid Curriculum informs students on how to respond to severe bleeding emergencies.
- Summer Curriculum Project completed (2021) - Created and implemented a student choice, project-based health summative assessment in place of the multiple-choice final exam. The assessment focuses on students demonstrating their understanding of concepts and strategies gained throughout the semester as well as application to life outside of the classroom moving forward.

### **Recommendations**

- Continue to use Google Classroom as a supplement to provide students, case managers, and parents with relevant information pertaining to class.
- Continue to seek out additional resources from current events to enrich lessons.
- Attend IAHPERD to continuously develop our Health curriculum.
- Continued partnership with Youth Services and Gender Equity Committee regarding an inclusive sexual education unit, to satisfy state and national recommendations.

## **Course: CT Health**

### **Findings**

- After review, the CT Health EPP Curriculum Map has been updated with each corresponding unit containing specific skills/knowledge addressed, current assessment tools, instructional strategies, resources, and essential questions currently in alignment with state and National Health Education Standards.
- Incorporated different student-based projects as summative assessments in half the health units.
- We reviewed the amount of time spent in each unit and adjusted it accordingly to the block schedule.
- The “Building Resilience Series” was completed as a Summer Curriculum Project. This series promotes concepts and skills related to fostering resilience in students and has been layered into daily lessons.
- Implemented new feedback response manikins that enabled better teaching of CPR skills, giving students more accurate and realistic teaching of compressions.
- The addition of “Stop the Bleed” to the First Aid Curriculum informs students on how to respond to severe bleeding emergencies.
- Summer Curriculum Project completed (2021) - Created and implemented a student choice, project-based health summative assessment in place of the multiple-choice final exam. The assessment focuses on students demonstrating their understanding of concepts and strategies gained throughout the semester as well as application to life outside of the classroom moving forward.

### **Recommendations**

- Continue to use Google Classroom as a supplement to provide students, case managers, and parents with relevant information pertaining to class.
- Continue to seek out additional resources from current events to enrich lessons.
- Continued partnership with Youth Services and Gender Equity Committee regarding an inclusive sexual education unit.

## **Course: LA Health**

### **Findings:**

- After review, the LA Health EPP Curriculum Map has been updated with most corresponding units containing specific skills/knowledge addressed, current assessment tools, instructional strategies, resources, and essential questions currently in alignment with state and National Health Education Standards and to meet the needs of EL students.
- We reviewed the amount of time spent in each unit and adjusted it accordingly to the block schedule.
- The “Building Resilience Series” was completed as a Summer Curriculum Project. This series promotes concepts and skills related to fostering resilience in students and has been layered into daily lessons.
- Additionally, SEL discussion circle strategies have been implemented to create an environment of mutual respect, inclusivity, and comfort in sharing in the classroom to add dynamic conversations to class lessons and the overall experience.
- Summer Curriculum Project completed (2021) for the “Healthy Weight and Nutrition” unit in order to teach concepts about nutrients, body weight, calories, and exercise in a way that empowers students to make informed, balanced decisions that foster a healthy relationship with how they approach food and their body.
- Implemented new feedback response manikins that enabled better teaching of CPR skills, giving students more accurate and realistic teaching of compressions.
- The addition of “Stop the Bleed” to the First Aid Curriculum informs students on how to respond to severe bleeding emergencies.
- Summer Curriculum Project completed (2021) - Created and implemented a student choice, project-based health summative assessment in place of the multiple-choice final exam. The assessment focuses on students demonstrating their understanding of concepts and strategies gained throughout the semester as well as application to life outside of the classroom moving forward.

### **Recommendations**

- Complete a summer curriculum project in 2022 to continue to update units, specifically sex education and drug education as well as add vocabulary and supplemental activities that add depth of understanding terms and language to best serve English learners.
- Continue to use Google Classroom as a supplement to provide students, case managers, and parents with relevant information pertaining to class.
- Continue to seek out additional resources from current events to enrich lessons.
- Attend IAHPERD to continuously develop our Health curriculum.

- Attend the IRC conference and seek professional development opportunities to add value to learning experiences.
- Evaluate the need for an online Glencoe Health Textbook to inform lessons as a supplemental learning resource.
- Continued partnership with Youth Services and Gender Equity Committee regarding an inclusive sexual education unit to satisfy state and national standards.

### **Additional Course Review**

The department's desire to develop and implement fitness standards as part of the physical education curriculum is currently in place. These fitness standards provide feedback for both students and staff on where our student's fitness levels (cardiovascular, upper body/core strength, and flexibility) are compared to students within their age group both locally and nationally. The department will continue to re-evaluate our curriculum and use backward design to update essential questions and our curriculum maps. We will continue to research the best teaching methods and curriculum to ensure our students have a positive experience.

# GBS Science Department Curriculum Report – Fall 2021

## Introduction

### Courses reviewed during the past year:

- Biology Studies 163
- Biology 163
- Biology Honors 173
- SELC AP Biology 183
- Biology LA 163

### Process

The review process for the courses listed above follows the curriculum review model put forth by the Board of Education. The curriculum review committee for each course consists of a course team that addresses findings and recommendations for questions posed by the team and the Instructional Supervisor.

This year's report focuses on curricular work being addressed in our biology courses at Glenbrook South. The GBS Science Department is now in its fourth year of intentional work on *academic identity* in science—that is, how students view themselves as learners of science. Five practices have served as the centerpiece of this work:

- Be characterized by **more diagonal movement up** than down through the placement process
- Achieve greater equity in and **access to AP Science courses**
- Use student-first language and **de-emphasize levels** when possible
- ● Promote the creation of a team-based goal and strategies that support student success and **retention in their existing course while maintaining high academic expectations**
- Explore and experiment with a **phenomena-first approach** and **three-dimensional assessments**

The reader will notice that several of the following reports are an outgrowth of this work and demonstrate the themes of supporting students in their existing courses while maintaining high expectations, of diagonal movement up in levels, and of providing access to AP sciences for all students.

**Additional initiatives (outside of review process) – N/A**

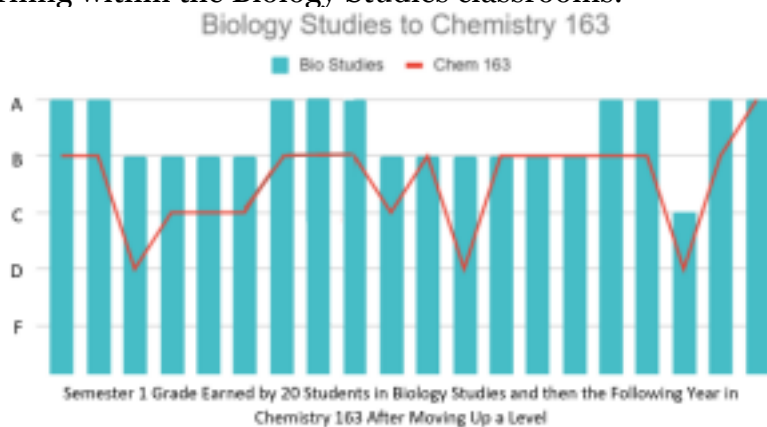
## Course or Initiative: Biology Studies 163

In the 2017-18 and 2018-19 school years, GBS Science collapsed the Biology Team and Physical Science Team courses and **supported these students in the Biology Studies and Chemistry Studies courses** respectively. Such a move was made to elevate student achievement, **enhance these students' identity in science**, and provide a **pathway to at least one AP science class** for all students. As such, the Biology Studies team has been implementing and modifying the **phenomena-first Illinois Storylines** to further incorporate NGSS, have intentionally supported the **diagonal movement** of students who demonstrate the ability to be successful, and are building **3-D assessments** to measure growth in the science & engineering practices as well as in disciplinary core ideas.

### Findings

The team has identified these findings:

- Increased and very intentional student training in **collaborative skills development** supports the collectivist cultures and learning within the Biology Studies classrooms.
- **Movement up to standard level** chemistry has increased significantly in the last three years with students typically able to earn a comparable grade in the high-level course.
- Storyline **3-D assessments** emulate and prepare students for the Illinois Science Assessment and ACT/SAT standardized tests which ultimately lead to college readiness.
- An effective **co-teacher and/or instructional assistant** is integral in promoting healthy collaborative and executive functioning skills. They have been essential in creating a modified curriculum to meet the needs of our students.



### Recommendations

- Continue the use of **effective instructional assistants and/or co-teachers** to implement best practices.
- Continue the modification of storylines to **meet the needs of our unique classes and students**
- Continue the **additions and modifications of lab experiences** into storylines
- While the team continues to present their work several times each year at national conferences (National Association of Biology Teachers, National Science Teachers Association), they desire to also **share their work at a special education conference** this year to showcase how modified storylines provide equity and a sense of belonging for all students. The team sees the value in a continued partnership with our Special Education department to support our diverse learners.

## Course or Initiative: Biology 163

The Biology 163 team has also worked to support the needs of their diverse learners. They have taken on the task of addressing the fifth departmental practice by addressing a **phenomena-first approach** to each content topic. Over the past couple of years, the team has piloted a team-created unit using the classic **storylining** approach and continues to incorporate new hands-on experiences to increase skills associated with experimental biology.

### Findings

The team has found great value in the phenomena-first approach for each content topic and plans to continue to use and refine the selected anchoring phenomena.

- The team is pleased that students appreciate the phenomena-first approach. **Model building** has increased students' need and ability to engage in complex **data analysis**. Model building--physical models, conceptual models, and drawings--requires higher-order thinking, allows students to demonstrate their understanding by communicating that a biological process "is 'like...'", and is one of the eight science & engineering practices in the Next Generation Science Standards.
- The team concluded that 'classic storylining' can be limiting in the varied experiences and skills associated with lab-based, experiment-based science. They have, however, found value in **incorporating aspects of storylining** throughout their curriculum and continue to use phenomena to drive inquiry, asking of questions, and exploration.

### Recommendations

In light of **the** above findings, the team has made the following recommendations:

- Continually update and revise the **phenomena** we use based on current events and current scientific relevance.
- Build into our course even more opportunities for students to **analyze and interpret 'real' data**--both data that they collect as well as actual data from scientific research performed by other scientists.
- Maintain high assessment standards to prepare students for assessments in subsequent high school science courses, standardized science assessments, and college assessments
- Maintain higher standards at GBS than national or state standards, to allow greater potential for learning.
- Coming out of our remote learning experience, the team is eager to **restore more investigative lab activities** where students are once again being the scientists in the classroom.



## Course or Initiative: Biology Honors 173

The Biology Honors team continues to work hard at being sure this curriculum reflects new discoveries in the field of biology as well as employing current best practice methodologies in science education. These practices include a **phenomenon-first approach**, employing **storyline techniques**, and the use of **3-D assessments**. The team has also recognized the value of maintaining some of the robust set of instructional technologies used during remote learning last year. In keeping with these goals, the team identified the below findings and recommendations.

### Findings

Students like the **phenomenon-first approach** to each unit as it supplies a context in which to explore each unit's core ideas. The team continues to search for phenomena that will pique interest and serve as a robust context for the major concepts being explored. As developing these phenomena takes time, the challenge is to decide what current activities and/or content will be retired in order to do so.

- **3-D formative and summative assessments** are being introduced to students in this course. These do take significant time to create, however, and slightly longer to administer compared to traditional assessments.
- The course has been updated with the new edition of the textbook, which includes new discoveries in several biological fields of study. The team has also included several new **technology-rich lab activities** such as work with the mini-pcr and gel electrophoresis.
- Order of investigation is important. Students are interested in, enjoy, and benefit from the investigative **hands-on learning approach first**. Such explorations, then, are used as a springboard for content-rich discussions.

### Recommendations

In light of the above findings, the team has set forth the following recommendations:

- The team wishes to continue to add new investigative labs--especially ones that allow students to use the **most current research tools** available to high school students.
- Continue to develop and use additional **3-D assessments**.
- Include more opportunities for students to work with and **interpret complex data sets**.
- Continue to search for new, relevant **student-centered phenomena** for each unit.
- Continue to maintain a comprehensive, high-level, and rigorous approach to the Biology Honors curriculum.

## Course or Initiative: Biology Language Assisted 163

The Biology Language Assisted course, which supports our English Learner (EL) students in the science classroom, continues to focus on incorporating the WIDA English language proficiency standards along with the NGSS Science standards. With great intentionality, skills articulated in these standards are embedded into each lesson as students learn to listen, read, speak, and write science in the English language. As an example, students create lab conclusions using the same claim, evidence, and reasoning format used throughout our science courses, but this begins with significant scaffolding that is gradually removed as students gain proficiency. Learning maps are also used as a review tool with great effectiveness.

### Findings

- **WIDA Standards** in each language domain (reading, writing, listening, speaking) are explicitly addressed each day to ensure students will engage in each of these domains daily in the subject matter of biology. What is more, these standards, the language domains, and the NGSS science standards have been incorporated into **course objectives**.
- Students are able to **independently write evidence-based scientific conclusions** when they are provided the scaffolding to do so and as supports are slowly removed.
- **Learning maps** greatly help students build connections and review material.

### Recommendations

In light of the above, the following recommendations have been made:

- Continue to **review WIDA standards and can-do descriptors** as they are updated and changed in order to make sure our course best reflects the standards. Furthermore, continue updating objectives to align language domains with content.
- While some **claim-evidence-reasoning work** has been built into the course, the team wishes to update and add additional practice conclusions and scaffolds to support students in writing conclusions.
- Continue using **learning maps**, but now investigate how to incorporate the language domains into the learning maps themselves.
- Incorporate **Tier II academic words** into the daily discussion sheets.

## Course or Initiative: SELC AP Biology 283

The SELC AP Biology course is in its second year after **transitioning from the SELC Biology Honors** course. This significant transition has been the primary focus of this team. In addition, **coordination with the paired SELC Digital Electronics** course for horizontal alignment and project integration continues to be another area of focus. Below are several findings and recommendations that reflect this work.

### Findings

- In addition to almost daily **small-scale connections** between biology and its paired engineering course, students continue to engage in 3-4 **large-scale engineering-biology integrated projects** during the year.
- As this is the first high school biology experience for these students, they do not have the general biology background that students in the ‘traditional’ AP Biology course have. However, students who have experienced this course have scored as well as or even better than those in the traditional AP Biology course.
- As labs performed in this course use equipment that most students have not experienced in a prior biology course, these students benefit from **extra scaffolding for AP-level labs**.
- Implicit integrations are abundant but require thoughtful pre-planning. **Larger scale engineering correlations** have been natural and very successful.

### Recommendations

- The SELC grade-level team wishes to continue to **expand curricular integrations** between AP Biology and Digital Electronics.
- As an emphasis for this SELC program is to provide real-life connections to questions and problems that scientists and engineers are solving today, the team wishes to **develop additional connections with local scientists and manufacturers** to facilitate growth in educational and industrial aspects of biology.
- The team wishes to **modify existing AP-level lab activities to apply to engineering scenarios**. In addition, the team seeks to facilitate ample opportunities to employ the design → build → test cycle in laboratory work.
- Continue to **model biological systems using digital electronics** whenever possible.
- Work to create even greater and more intentional **vertical alignment** with SELC Chemistry and SELC Physics.

# **GBS Social Studies Department Curriculum Report- Fall 2021**

## **Introduction**

### **A. Courses reviewed during the past year:**

- World History 163
- World History Studies 163
- World History Honors 173
- World History LA
- Global Geography LA

### **B. Process**

The review process for the courses listed above followed the curriculum review model put forth by the Board of Education. The teachers for each course formed Curriculum Review Committees and conducted a review of the curriculum with existing Understanding by Design Maps: Essential Questions, Enduring Understandings, Unit Essential Questions, Skills, Standards, Unit Assessments, and Summative Exam Assessments, with the College Board curricular requirements informing this process. A list of relevant questions was created for each course, available data were collected and analyzed according to these questions, and course recommendations were made as needed. Each committee reviewed and revised as needed, course descriptions.

### **C. Additional initiatives (outside of review process)— N/A**

## **Course: World History 163**

### **Findings**

This course implemented a large-scale redesign during the 2018-19 school year, adopting a chrono-thematic structure in which the course moves chronologically throughout history with each unit of instruction focusing on a particular theme, rather than a discrete civilization. These themes include environmental influences on civilizations, religious beliefs, the development of political structures, and the like. This approach explicitly invites comparative analysis and emphasizes patterns of global interaction. The course redesign also more deliberately incorporates both academic and thinking skills, such as note-taking, analysis of primary and secondary sources, and argumentative writing. Indeed, the approach is now one in which the content is the vehicle for skill development.

A number of new research-based activities were developed to engage student interest and provide them with more choice and ownership of their own learning. Formal academic writing instruction has also become more focused with assignments that involve constructing claims and bridge statements, argumentation, causal analysis, comparative analysis, synthesis of research, and answering document-based questions.

With the redesign, assessments have been significantly modified to match the focus on skills work. Unit assessments ask students to demonstrate both content knowledge as well as respond to stimulus-based questions, which ask students to apply their knowledge to interpret various primary or secondary sources, maps, or images. Writing instruction is based primarily on the claim-evidence-analysis model, and as the year progresses students are expected to compose increasingly more sophisticated responses. Students are also asked to regularly reflect and connect course content to themselves or current world trends. Student growth assessments have revealed that students demonstrate significant progress during the year in their ability to write evidence-based claims using multiple sources while connecting to a larger unit and course themes.

### **Recommendations**

Due to the disruption of the pandemic, the review and revision of second semester units after the first year of implementation were put on hold. The team intends to revisit that process this year and continue to refine the units of instruction for increased student comprehension. More work should also continue on skill development to better prepare students for future Social Studies courses and academic success in general. The priority has been on note-taking and writing skills but will expand to put further attention on practicing historical thinking skills.

## **Course: World History 163 Studies**

### **Findings**

The course completed the first phase of the redesign in the summer of 2020. The focus of that redesign was to build a more thematic arc to the curriculum, focus on skill-building, and be more aligned with the standard level World History course, which also recently completed a redesign. The essential questions were changed to focus on four main themes-- humans' relationship with the environment, humans' relationships with one another, humans' relationships with new ideas, and change over time. These themes are revisited every unit to help students create a connective throughline throughout the course. The result is that students are engaging in more higher-level thinking skills such as comparative analysis and determining causal relationships. The redesign has also placed greater emphasis on skill building such as writing and incorporating SEL standards through journaling, discussions, and personal connections to the content.

Students in the Studies level course benefit from this repetition of course themes as they acquire new content. They also benefit from more guidance with organizational skills and functional academic skills that allow them to access the textbook, take notes, and complete homework assignments. Students develop note-taking skills that allow them to make meaning and deeper connections to what they read, through pre-reading strategies, close reading questions, and relating what they read to course themes.

### **Recommendations**

The team recognizes the need to continue to work on building students' reading and notetaking skills, as well as formal writing skills. Developing standardized rubrics and templates will be an important part of this process.

## **Course: World History Honors 173**

### **Findings**

The curricular content of the Honors World History course has remained consistent since the previous review. The team's focus has been more on skill standards, particularly writing, by incorporating writing standards into unit objectives. Also, the team is recognizing the need to better support students in how to read and take notes on complex informational text, as it has been observed this is a growing struggle for 9th graders. The course engages students in primary and secondary source analysis, large and small group discussions and collaborative activities, historical thinking skills, and formal analytic writing.

We have seen a gradual increase in the numbers of students accessing the honors level course. While students generally report that they find the college-level textbook to be challenging, over the course of the year they grow in their ability to read and comprehend such a complex text. The expectations for content mastery are explicit and clear, and assessments are directly aligned with unit objectives and essential understandings. This consistency also helps students develop better reading and note-taking strategies.

### **Recommendations**

The course team will experience significant turnover due to retirements in the next few years. With newer teachers cycling onto the course it should prompt further reflections and review of the curriculum. The team also plans to develop a new Type III assessment for the course. As the standard World History course has settled into its recent redesign, it is time to examine how the Honors and standard courses can be in better alignment, as well as aligning skill development between Honors World History and AP European History/Honors sophomore electives.

## **Course: World History LA**

### **Findings**

This course supports our English language learners. There has been a significant curricular change since the last review. The World History LA course now aligns more closely with the standard World History course in its chrono-thematic structure. Enduring Understandings, unit and daily Essential Questions, lessons, and assessments have all been revised. In addition to these structural changes, a great deal of work has been done to put reading and writing skill development at the forefront of each lesson and to vertically align these skills explicitly according to Common Core and WIDA Standards with the other Language Assisted courses in Social Studies.

There is always a wide range of student language proficiency in this course, with disparity among students more notable in their reading and writing skills. Hence, extensive literacy skill work has been embedded into each unit. Student readings consist of the ebook as well as primary source documents. Some content has been cut to focus more narrowly on daily and unit essential questions and skill development. Students engage in a great deal of collaboration in this course. Nearly half of each class is spent with students working with a partner or in small groups to practice their communication skills. Assessments are closely aligned with the Essential Questions for the unit.

The increased collaboration in recent years among the teachers of LA classes in Social Studies has proven to be quite beneficial. The consolidation and clarification of skills, the consensus on terminology, and the alignment of standards will help students be more aware of their progress and assist with individual goal setting.

### **Recommendations**

Further ongoing collaboration among the teachers of LA classes in Social Studies as well as other departments would continue to refine the instructional focus in each of the classes. The LA teachers recently created a “Literacy Playbook” to be used in their classes as a common resource for students. They will be monitoring its effectiveness as they implement it this year.



## **Course: Global Geography LA**

### **Findings**

This course serves English language learners who have typically arrived very recently in the US, and therefore we see enrollment increase as the year progresses. There is diverse language proficiency each year in the class. A new curriculum map was created for 2019-20, and updated more recently after collaboration with the Intensive English class. As part of this collaboration, teachers reviewed the WIDA standards, developed common grammar and writing rubrics, created journaling and writing templates, modified summative assessments to gradually develop more sophisticated writing skills, and embedded more supports in assignments such as word banks, sentence starters, and vocabulary development.

While the course uses a textbook, supplemental readings that feature current events and information that may be relevant to the unique profiles of students in this course are constantly being curated and updated. Writing assignments have been revised to mark a progression in sophistication and rigor over the course of the year, to better prepare them to complete longer writing assignments in future Social Studies courses. There are opportunities for student self-reflection throughout the course, culminating in a final reflective video on what they've learned.

### **Recommendations**

Due to the somewhat unpredictable nature of the student population in this course, finding appropriate readings that are designed for high school students but accessible for their reading level is a constant challenge. Students who arrive from outside the United States have wide disparities in both their academic preparation and English language skills. The teachers have found that the current textbook is sometimes inaccessible to students who have had very little exposure to English and are learning basic conversational phrases. We will be open to exploring other textbook options for this course that would allow greater ease and flexibility of use.

Cross-curricular collaborations (both vertical within the Social Studies department and horizontal with English) have been very valuable. Because these courses are typically singletons, fostering teacher collaboration requires intentional planning. We have had success with summer curriculum projects, but also allocating specific times during Professional Learning Mornings will be highly beneficial.

# **GBS Special Education Department Curriculum Report- Fall 2021**

## **Introduction**

### **Courses reviewed during the past year**

- Biology (DLS and ARCH)
- Chemistry (DLS and ARCH)

### **Process**

The GBS Special Education Department Science teachers met during department and team meetings to review the current curriculum that is taught in each of the following classes: Chem Concepts, Bio Concepts, ARCH Chem Concepts, ARCH Bio Concepts. Specific topics covered include curricula, alignment between special education courses and general education science courses, and class resources.

The team met to review how the classes are aligned with the general education classes, and how to ensure each student has science classes available to be properly challenged and prepared for their post-secondary goals.

### **Additional initiatives:**

- Update curriculum map
- Continued development of curricular materials
- Infusing Growth Mindset across course instruction

## **Course or Initiative: Science**

### **Findings**

The faculty members involved in the Educational Planning Process (special education science teachers) reviewed current and past practices, curriculums, and alignment in our Science courses over the course of the school year.

The general education Biology courses shifted to curricular delivery focused on Storylining over the past few years. This EPP team worked in concert with the general education Biology team to adapt the DLS and ARCH curricula accordingly. Storylining provides a phenomena first, inquiry-based approach to learning.

This style of teaching involves using an anchoring phenomenon to lead students through investigations. Students are exposed to concepts multiple times throughout different storylines in an organic way. Rather than memorizing topics, students analyze data, make connections, and form conclusions. This will be beneficial to students taking Biology Concepts along with curriculum that will need to be modified to fit their needs.

Classkick and PearDeck proved to be great supports for hybrid instruction over the course of the last school year. Both allowed instructors to see students working in real-time and offer in-the-moment feedback and assessment to support the learning process. Students showed engagement through generating questions following unit introductions (e.g. videos). Using these guiding questions, students showed greater ownership of their work as they drive the direction for the unit. The linear nature of the instruction allows for students to follow each unit plan. Students are encouraged to revisit the “why” of each unit, building context.

Given that Biology and Chemistry are taught in alternating school years, the team will continue to work throughout this school year to assess and modify the Chemistry curriculum to include additional opportunities for inquiry-based learning. These courses provide opportunities for direct instruction collaboration skills. Explicit instruction in group roles and how to work with peers is a focus in the DLS sections of the courses.

### **Recommendations**

- Shift titles of courses to reflect subject (remove “concepts” from course titles to be in alignment with other curricular offerings)
- Continue to develop curricular materials as in-person learning resumes
- Employ inquiry-based learning strategies in Chemistry courses
- Additional collaboration with the Science department as the curriculum is modified and materials are generated to best meet students’ academic and social needs

# **GBS World Languages Department Curriculum Report- Fall 2021**

## **Introduction**

Courses reviewed during the past year:

- American Sign Language 263
- French 263/273
- German 263/273
- Japanese 263/273
- Mandarin Chinese 263/273
- Spanish 263 Studies/263/273
- Spanish for Heritage Learners 263/273

## **Process**

Curricular teams for all second-year courses in the World Languages department were assigned the task of evaluating the curriculum of their particular course, as required by board policy. The specific focus of this evaluation was to analyze how each course's current curriculum provides opportunities for students to attain proficiency in the five learning standards outlined by the American Council on the Teaching of Foreign Languages (ACTFL): communication, comparisons, cultures, communities, and connections. An essential component of the curricular evaluation was a critical review of assessments, both formative and summative, in the three modes of communication, as outlined in the ACTFL Communication Standards: Interpersonal, Interpretive, and Presentational.

In order to fully develop Novice High and Intermediate Low proficiency in level 2 language students, course teams continued to review the quantity and quality of authentic resources while also exploring Can-Do Statements and Learning Map implementation. These make learning much more meaningful for students. While the level 4 and 5 teachers encouraged students to attempt to qualify for the Seal of Biliteracy by taking one of the language proficiency exams approved by the Illinois State Board of Education, level 2 teachers also shared information about the Seal and encouraged their students to work toward earning the seal in future levels or presently if fluent in another language, such as a heritage language.

## **Course or Initiative: American Sign Language 263**

### **Findings**

ASL is a visual-gestural language and historically many students who find a written or spoken language challenging want to try ASL. Over 50% of our students currently receive support services through special education, 504 Plans, TEAM, Guided or Transitional Study, as opposed to 30% five years ago. Regardless of their diverse backgrounds, most students continue to find success and we have remained at three sections of level 2 since the last EPP.

The curriculum remains supported by two text resources, the same series that are used at the ASL 163 level: *A Basic Course in American Sign Language* and *Signing Naturally, Level One*. These, along with a variety of teacher-created materials, videos, and various online resources help students become better signers. Daily emphasis continues to include students' ability to communicate with each other in the target language (Interpersonal mode of communication). The focus is on dialogue and conversation incorporating newly acquired grammar skills and vocabulary. By the spring, students remain in the target language for the majority of the class period.

Students continue to self-assess, as well as look critically at their peers' work with the help of their Chromebook and video recording applications. They practice both expressive narratives (Presentational mode of communication) and answering questions, evaluating their work, and providing peer feedback. This allows them to focus on both their strengths and weaknesses in order to sharpen their skills.

In addition to the language communication goals, students continue to explore Deaf culture at a deeper level by reading a section from *For Hearing People Only*. Students analyze a chapter of their choice, present a detailed lesson to the class, lead a discussion and create a mini-assessment. This has proven to be very successful and a source for much discussion and exchange of information about Deaf culture which is an integral part of studying the language of the Deaf community. To promote understanding of the complexities of deafness in the family, two feature-length films have been incorporated. One film focuses on Children of Deaf Adults (*Love is Never Silent*) while the other focuses on a Deaf child in a hearing family (*The Hammer*). Language and cultural topics discussed in ASL 163 are reinforced and expanded upon throughout the year.

### **Recommendations**

The primary recommendation is to continue expanding on the technology used to better support learning outcomes for students. The two ASL instructors will continue to remain in constant communication to ensure that students are able to demonstrate level-appropriate proficiencies.

## **Course or Initiative: French 263**

### **Findings**

French 263 underwent an updated redesign during the 2018-2019 school year, with refinements during the 2019-2020 school year. The same material outlined in the previous EPP is still covered but in a repurposed format. There are now three overarching themes developed throughout the year, answering the question: “Who am I and how can I function in a French-speaking country?” The three themes addressed are a day in my life, France and its traditions, and travel in Martinique. These themes allow students to explore their own identity as well as French speakers’ identities through the language in a clear way that continues to build upon existing skills and capabilities.

The goal for the student in French 263 is to achieve Novice High proficiency in reading, writing, speaking, and listening by answering the overarching question. Most students are freshmen with some sophomore, junior, or senior students. Another goal is to bring students from different schools and backgrounds with the language to a consistent level of language and cultural competency. Some students that develop a solid proficiency level of Intermediate Low across all skills are recommended to continue at the honors level the following year.

In order to achieve this proficiency level through the cultural themes, Backward Design was used to create and develop IPAs (Integrated Performance Assessments) in which students showcase what they can do with the language through interpretive, interpersonal, and presentational skills. Each aforementioned theme is broken down into units with clear essential questions and can-do statements. The rubrics for all three skills are clearly explained to students and align with proficiency levels. Students’ grades are, thus, reflective of their proficiency level. The 263 curriculum plan also highlights vocabulary and grammar checkpoints to assess students’ discrete skills before implementing summative IPAs. Authentic materials and technology components continue to be added and/or updated.

### **Recommendations**

The French 263 curriculum provides students with a solid foundation for continuation in the program. The majority of students complete 263 at an intermediate low proficiency level in interpretive skills, and continue to work toward intermediate low proficiency in speaking and writing in the level 363 course. The teacher will continue to take student input and interest into consideration for curricular and/or instructional refinements. Further vertical alignment between French 163, 363, 463, and 563 will continue to take place to ensure proficiency level and skill attainment are clearly articulated.

## **Course or Initiative: French 273**

### **Findings**

French 273 is a pivotal course that bridges middle school French and the subsequent courses in the honors French program at Glenbrook South. Most students are freshmen; a few did so well in French 1 that this is their placement as sophomores, juniors, or seniors. Part of the initial challenge is to bring students from such different backgrounds to a consistent skill level, as well as to the expectation that French is spoken at all times in the classroom by both students and teachers.

French 273 has undergone a complete transformation since the 2012-2013 school year when it was a course based on a textbook and workbook. It now features a thematic, UbD, proficiency-based curriculum with proficiency-based formative and summative assessments in the three modes of communication. The summative assessments are Integrated Performance Assessments (IPAs). Course materials are teacher-generated and/or authentic language documents. Overall we have observed a much higher level of engagement and confidence in proficiency on the part of our students.

During the past five years, we have continued to refine the thematic units, integrating the instruction of grammar and culture in context. The assessments have been revised each year to reflect the expanding abilities of our students. Authentic materials continue to be updated and added. Reading and writing strategies have become a mainstay of each thematic unit. In addition, the development of student resources such as calendars and a grammar “toolbox” that are available digitally has greatly enhanced the power of the work experience for students when they are not in the classroom.

### **Recommendations:**

We currently have a high degree of confidence in the quality of the French 273 experience for our students. The level of engagement that we see from them is an indicator of how much they are enjoying the course. The next move will be to adopt a short novel or a collection of short stories; by the end of the school year, these students are ready for this challenge.

## **Course or Initiative: German 263/273**

### **Findings**

German 263/273 is the second-level course offered in the 4-year German language program at GBS. The majority of students are sophomores, but this level also includes juniors and seniors, as well as an occasional freshman. The stacked course includes students at both the regular and honors levels who display a wide range of abilities and interests. This presents a challenging task in designing and implementing a diverse and differentiated 263/273 curriculum.

The German 263/273 course consists of six fixed thematic units, along with an additional unit spread across the year based on seasonal holidays and celebrations in the target cultures. The textbook *Portfolio Deutsch 2* is used to organize themes and to identify potential language functions for specific units; however, the majority of the in-class instructional materials and all assessments are created by the teacher. Although the textbook serves as reinforcement of the material and to structure the vocabulary lessons in a thematic manner, there has been a marked movement away from its offerings. Thematic units now include abundant authentic material for both listening and reading activities in the form of television and radio news reports and ads, films, songs, podcasts, articles, stories, poems, graphs, charts, maps, advertisements, letters, and websites. Over the past 2 years, the units have been built using Learning Maps to help students organize and track their own learning, and to provide them with the tools needed to self-evaluate their progress.

Students in 273 honors are introduced to the more rigorous expectations of the AP sequence, both in vocabulary and grammar/structures. At the same time, 263-level students learn and practice communicating on AP topics at a pace more traditionally associated with the 263 level. Differentiation between the 263 and 273 levels occurs in all skills areas by providing students with a range of ways to experience thematic content and by giving them a variety of Integrated Performance Assessments (IPAs) to demonstrate what they have learned. Scaffolding, partner and small group work, experiential learning activities, technology integration, games, student-driven assessment choices, and other techniques are used to provide each student with the tools to acquire proficiency in German. By the end of the course, the majority of students are able to communicate well at the Novice High/Intermediate Low level through writing and speaking, as well as through interpreting authentic texts in the target language.

### **Recommendations:**

The German 263/273 curriculum will continue to be refined to increase differentiation and more self-reflection opportunities for students. Authentic materials continue to be updated and added. An ongoing focus on communication and culture will help motivate students to be engaged in the lessons, which leads to continued success in the program.



## **Course or Initiative: Japanese 263/273**

### **Findings**

Japanese 263/273 is a combined class, with most students being sophomores. The thematic-based curriculum was reviewed and re-organized with an eye towards the AP course themes, resulting in the following units: Self/Family, Daily school life, Food/Health, Fashion/Performing arts, Weather/Seasonal events, and Transportation/Travel.

*Genki Volume I*, a college textbook and workbook, is used in level 163 and throughout level 2 for building vocabulary including kanji (i.e., Chinese characters) and practicing basic sentence structures. Online learning materials (i.e. *Genki* site, Quizlet, Edpuzzle and Pear Deck) are often employed for student self-study, vocabulary/phrase practice & review, listening & reading exercises, formative assessments, and facilitating culture knowledge and skills.

Classes at this level typically begin with warm-up activities in which the teacher uses picture cards/printouts on classroom expressions, verb & adjective conjugations with basic sentences. After the warm-up, the class is divided into two different groups working on different skills. For example, one group works on vocabulary often with the use of technology, while the other group practices more challenging reading or writing skills with the teacher. The groups then switch their tasks. Towards the end of class, the teacher formatively assesses students through short conversation, writing practice sentences, and/or reading comprehension questions.

An important part of the level 2 course is the semester culture project, which serves as preparation for the cultural comparison in AP Japanese. Students develop skills in all 3 modes of the communication standard: interpretive through topic research and completing graphic organizers as peers present, interpersonal speaking while interacting with peers through the question and answer portion, and presentational writing and speaking

Students are required to learn more Chinese characters in addition to the two Japanese syllabic alphabets and more verb conjugations for expanding their communication skills both in spoken and written language. Despite the challenging coursework, most level 2 students continue to Japanese 3 or even level 4. Those who progress from level 2 directly to 4 are individuals with the goal of reaching AP by their senior year. Since students begin in level one, if AP (level 5) is to be pursued students must skip one level in the sequence; the specific level skipped is made on a case by case basis by the teacher.

### **Recommendations**

It is recommended that the teacher continue to explore additional technological components and a variety of activities, which will support student learning to a greater degree. It is also recommended that the teacher communicate well with other languages and/or Japanese teachers in order to seek feedback and advice.

## **Course or Initiative: Mandarin Chinese 263/273**

### **Findings**

Mandarin Chinese classes at level 2 increased students' ability to communicate in Chinese while gaining appreciation and understanding of Chinese culture. Through activities such as presenting about traditional Chinese and American festivals and comparing high school life here in the United States with what high school students are doing in China and how schools function there, as well as by learning about the contents of cultural creations, students have found the study of Chinese to be more relevant to their own life and the real world. Cultural background knowledge does not only provide students the context as to where the language is spoken but also helps students see the relevance of learning the language as a key to access a different part of the world.

It is clear that a carefully and strategically selected vocabulary list and radical studies improved character recognition in reading contexts, although we still saw some confusion of characters. This is seen as one of the main challenges of learning Chinese but will improve through frequent exposures from various angles, such as the news from the internet, a book, or a lyric verse.

Contextual and cultural background knowledge is also emphasized in the classes, especially before introducing a new unit or a new listening/reading piece. It is the reality that students always encounter new words while reading and listening to a new piece. Knowing the contextual and cultural background helps the students infer the meaning of new words correctly and equips them with a useful tool to maintain smooth communications in real world conversations.

### **Recommendations**

We recommend that in Mandarin Chinese 263/273 we continue to introduce new characters and radicals that are carefully selected as high-frequency characters and radicals to help retain what they learn. Authentic materials will continue to be used as the main reading/listening materials. Typing will continue to be the main writing form. Cultural contexts will continue to be an important component of the curriculum. Offering student choices will continue to be the main strategy to individualize learning and assessments.

## **Course or Initiative: Spanish 263 Studies**

### **Findings**

Spanish 263 Studies comprises mostly incoming freshmen who took two years of Spanish in middle school. It also includes sophomores, juniors, and seniors from different learning backgrounds that have taken Spanish 163 at GBS. It serves as an important foundational course for students who found the basics of language learning challenging. The majority of the class includes students with IEPs, 504 Plans, and issues with executive functioning skills. This presents a difficult task for the educators designing and implementing the Spanish 263 Studies curriculum.

Spanish 263 Studies continues to use the online textbook *Descubre 1* and a small reader called *Agentes Secretos y el Mural de Picasso*. The curriculum consists of seven thematic units, three taught during the first semester and four taught during the second semester. Each unit was designed to incorporate the ACTFL standards of communication, cultures, comparisons, communities, and connections as well as the three modes of communication. The units were designed beginning with a vocabulary theme in mind and evolved with assessments that assess the students' ability in the three modes of communication: interpretive, interpersonal, and presentational. All units also include a vocabulary and grammar "check", but the majority of assessments are focused on communicative proficiency in the three modes of communication in order to provide students with a solid foundation in Spanish that will support them in the subsequent Spanish courses they will be taking at Glenbrook South. Two units were eliminated from the curriculum, which allowed for the expansion of authentic materials, a slower pace, and an improved focus on the needs of individual students.

There has been extensive work on differentiated instruction, The educator has implemented ways to take into consideration different learning styles, interests, prior knowledge, comfort zones, level of readiness, and technology. By differentiating the content, process, and product, the needs of students that struggle are being better met. The educator has also incorporated mindfulness activities into the curriculum. By engaging students in mindfulness activities, students can better regulate their emotions and respond to situations calmly. Changes have been made to help students with executive functioning skills, including the use of strategies to develop time-management skills, focus, and organization needed to succeed in the class and in school life in general. This type of instruction has proved beneficial to students and it has improved their language skills, interest in the language, and emotional needs.

### **Recommendations:**

The Spanish 263 Studies team will continue articulation with the vertical Spanish sequence to assure that students are able to demonstrate level-appropriate proficiencies. Also, the educator will work on improving the target language usage in the classroom.

## **Course or Initiative: Spanish 263**

### **Findings**

Spanish 263 is the largest level two course at Glenbrook South. While the majority of incoming freshmen that take Spanish to begin in level 263, the course also includes sophomores, juniors, and seniors from different learning backgrounds. This makes the Spanish 263 course the beginning of a Spanish career here at Glenbrook South for so many and therefore is essential that the curriculum adequately support the needs of students.

Spanish 263 consists of six thematic units, three taught during the first semester and three taught during the second semester. Each unit was designed to incorporate the ACTFL standards of communication, cultures, comparisons, communities, and connections as well as the three modes of communication. The units were designed beginning with a vocabulary theme in mind and evolved with assessments that assess the students' ability in the three modes of communication: interpretive, interpersonal, and presentational. All units also include a vocabulary and grammar "check", but the majority of assessments are focused on communicative proficiency in the three modes of communication in order to provide students with a solid foundation in Spanish that will support them in the subsequent Spanish courses they will be taking at Glenbrook South.

This course was redesigned for the 2014-2015 school year in accordance with the *UbD* framework and has been used since. Using the *UbD* model has proven beneficial to the students in their communicative and interpretive abilities. By the end of the course, the majority of students are able to communicate well at the novice high level through writing and speaking as well as interpret authentic text and audio resources in the target language. For the 2019-20 school year we eliminated the chapter about "health" and for the 2020-21 school year we eliminated the chapter about "pastimes". This change was made based on feedback from our students and the 263 team members about a need for a change in pacing. The elimination of these two units has allowed us to further expand the use of rich authentic materials as well as provide more opportunities for the students to develop and demonstrate their proficiency (Novice High). We also continued the process of converting all formative and summative assessments into IPA (Integrated Performance Assessment) style assessments. This type of assessment has proved challenging to students but it has improved their reading skills, interpretive skills, and their vocabulary.

### **Recommendations**

The Spanish 263 team will continue articulation with the vertical Spanish sequence to assure that students are able to demonstrate level-appropriate proficiencies. In addition, all level 263 teachers should continue with the horizontal articulation process that was started seven years ago.

## **Course or Initiative: Spanish 273 Honors**

### **Findings**

Spanish 273 remains the introductory course in the AP vertical sequence. The vast majority of students in this course are freshmen and the average number of students taking the course is around 130 students. It is a proficiency-based course targeted at the novice-high/ intermediate-low level of proficiency according to the ACTFL Proficiency Scale with a focus on critical thinking skills and cultural comparisons. The course uses a backward-design model focusing on the three modes of communication and essential questions for each unit that promote cultural comparisons.

Unit-level essential questions are:

Unit 1: What is culture and how does it relate to school, family, and pastimes? Unit 2: How are shopping and clothing a product of culture?

Unit 3: What was your childhood like?

Unit 4: What is a hero? (*Don Quijote*)

Unit 5: How does food reflect culture?

Each unit consists of a combination of interpretive tasks taken from authentic reading or listening sources, presentational writing or speaking tasks, and interpersonal speaking tasks. More assessments have been added in the style of an Integrated Performance Assessment. All three modes of communication are assessed on a formative and summative basis with a focus on meaningful feedback. The course teachers are in alignment with teachers from the feeder schools to promote a more proficiency-based model rather than one dependent on discreet grammar instruction.

Lesson themes, vocabulary lists, and grammar practice are taken from the online edition of the *Descubre 1 & 2* textbook. A condensed version of *Don Quijote* and other authentic short stories are read and analyzed for major themes. Course themes and assessments are modeled after those found in the AP Spanish Language course.

### **Recommendations**

Include updates for interpretive sources and online modes of assessment.

## **Course or Initiative: Spanish for Heritage Learners 263**

### **Findings**

SHL 263 is the entry-level course for the Spanish for Heritage Learner program and includes those students who in the past would have been placed into SHL 163. The curriculum continues to incorporate rigorous and challenging learning goals with some modifications that incorporate additional activities and strategies to support the expanded development of literacy skills. Units are designed around the following themes: *Our Life within the Community*, *The Path of our Memories*, *The Migrant Experience and Family Relationships*.

The following essential questions guide the curriculum across levels:

- What does it mean to be bilingual and bicultural?
- How does identity influence how a person interacts and connects with his/her culture, community, and the world?
- What does it mean to be literate in Spanish?
- How does a person communicate effectively through the written and spoken word?

The updated SHL 263 curriculum provides the students with clear expectations that make the transition to the next level smoother, and learning maps have been designed to support students throughout every unit. Pacing has been adjusted to recycle content for better student retention and building of skills. Through the use of technology, students are provided diverse ways to engage with the materials, using tools such as PearDeck, FlipGrid, and Google Classroom. Implementation of the novel, Casi Una Mujer, and other supplemental resources such as infographics and articles have improved student access to content and increased connectedness with their interests.

The content and pacing are constantly being evaluated depending on the needs of the group. Students at this level are receiving the necessary skills to be successful at the next level of the SHL Program. The goal for all students in level 263 is to take at least one of the AP Spanish courses before graduation.

### **Recommendations**

At this time, all modifications have been made. Within the next two years, the entire SHL team will begin to look at the curriculum vertically to determine changes and modifications to the program at every level.

## **Course or Initiative: Spanish for Heritage Learners 273/363**

### **Findings**

The SHL 273/373 course was created with the purpose of preparing the honors heritage learners for transition to AP Spanish Language and AP Spanish Literature during their junior and senior years. The stacked course has been able to more appropriately meet the needs of this group of students. Now that the curriculum has been implemented for two cycles, minor modifications have been made so that it accurately reflects the pacing of the course.

The curriculum aligns well with the AP Language and AP Literature requirements and builds a bridge to provide heritage learners with the necessary base to be successful in the AP courses. Emphasis on the four skills (reading, speaking, listening, and writing) are reinforced throughout the units in each cycle.

The course, like the rest of the program, continues to focus on developing literacy skills while connecting students to their identity and culture through literature. That connection is an essential component of the class and one that makes it a unique and positive experience.

The themes that are studied throughout the two-year rotation of the SHL Honors 2 and 3 sequences are Cycle A: *The Meaning of our Lives, Our Life within the Community, Lazarillo de Tormes (novel), The Migrant Experience* and Cycle B: *The Path of our Memories, Imagination and Fantasy, Don Quijote de la Mancha (novel), Women.*

The following changes have been observed since the last 5-year EPP cycle:

- Increased enrollment in SHL honors courses
- Minor modifications for each unit with the elimination of some stories to allow for more in-depth and higher-level processing of the content
- Inclusion of supplemental activities such as current events through infographics and articles
- Implementation of activities that aid in social/emotional development
- Implementations of curriculum maps and updated rubrics to guide learners
- Continued consultation with AP teachers to ensure a smooth transition
- Use of technology that promote and support engagement

### **Recommendations**

The course will continue to undergo changes and modifications as the teacher observes the needs of the students and gets feedback from the AP teachers.

## GBS Business Education Department - Report Schedule

November 2022	November 2023	November 2024	November 2025	November 2026
Consumer Education 161	Digital Graphic Design 161	Marketing 161	Business Law 161	Accounting 163
Consumer Ed 161 LA	Digital Graphic Design 261	Game Design 261	Intro to Business Strategies 161	Accounting 173
Honors Consumer 173		Investment Strategies 161	Business Incubator 163	Advanced Accounting 273
			Game Design 161	Web Design 161
				AP Computer Science Prin. (math)

Approximate percentage of curriculum to be reviewed:

November 2022	November 2023	November 2024	November 2025	November 2026
18%%	12%	18%	23%	29%

New course(s) to be reviewed after 3 <sup>rd</sup> semester: None
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## GBS Family & Consumer Science Department - Report Schedule

<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>	<b>November 2025</b>	<b>November 2026</b>
Fashion 161	Psychology of Living 161	Instructional Foods & Nutrition 161	Culinary Arts 461	Child Dev 161
Fashion 261		Interior Design 161	Advanced Foods & Nutrition 261	Child Dev 261
Fashion 361		Interior Design 261	Culinary Arts 361	Child Dev 361
Fashion 461			Foods & Nutrition LA 161	Child Dev 461

Approximate percentage of curriculum to be reviewed:

November 2022	November 2023	November 2024	November 2025	November 2026
25%	6%	19%	25%	25%

Additional courses to be reviewed this year:

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## GBS Technology Education Department - Report Schedule

<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>	<b>November 2025</b>	<b>November 2026</b>
Woodworking 161	PLTW IED	Automotive 161	CAD 161	Architecture 373 (Renamed 163/173)
Woodworking 261	PLTW POE	Advanced Auto 263	PLTW CEA 373	Architecture 473 (Renamed 273)
Woodworking 363		Vocational Auto 363		PLTW Digital Electronics 573
Woodworking 463		Vocational Auto 463		PLTW Engineering Design & Development 473

Approximate percentage of curriculum to be reviewed:

November 2022	November 2023	November 2024	November 2025	November 2026
25%	12.5%	25%	12.5%	25%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 <sup>rd</sup> semester:
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**GBS English/EL Department - Report Schedule**

<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>	<b>November 2025</b>	<b>November 2026</b>
English Studies 363	English 463	Reading Skills Development	English Frosh TEAM	English SOPH TEAM
English 363	English 463: Rhetoric/Human ities/World Literature/Conte mporary Lit	EL	English Studies 153	English Studies 253
AP English Language 373	AP English Literature and Comp 473		English 263	English 263
			English Honors 273	English Honors 273

Approximate percentage of curriculum to be reviewed:

20%	20%	20%	20%	20%
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## GBS Art Department Curriculum - Report Schedule

<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>	<b>November 2025</b>	<b>November 2026</b>
Sculpture 1	Ceramics 1	AP Studio Art & Design	Beginning Painting	Beginning Drawing
Sculpture 2	Ceramics 2 & All Advanced Levels	Instructional Art	Advanced Painting	Advanced Drawing

Approximate percentage of curriculum to be reviewed:

November 2022	November 2023	November 2024	November 2025	November 2026
20%	20%	20%	20%	20%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 <sup>rd</sup> semester:
None

## GBS Fine Arts Department Broadcasting Curriculum - Report Schedule

<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>	<b>November 2025</b>	<b>November 2026</b>
Beginning Radio	News & Sports Broadcasting	Advanced Radio	Instructional Introduction to Broadcasting	Introduction to Broadcasting
Beginning TV & Film Production		Advanced TV & Film Production		

Approximate percentage of curriculum to be reviewed:

November 2022	November 2023	November 2024	November 2025	November 2026
29%	14%	29%	14%	14%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3rd semester: None
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## GBS Music Department Curriculum - Report Schedule

November 2022	November 2023	November 2024	November 2025	November 2026
	Master Singers	Music Production & Technology	Freshman Band	
Bel Canto Chorale	Jazz Ensemble	Music Theory 1	Freshman Strings	Premier Chorus
Symphony Orchestra	Jazz Lab Band	AP Music Theory & Music Theory Honors	Girl's Glee Club	Symphonic Band
Symphonic Winds	Music Exploratory	Guitar	Titan Chorus FHR	Concert Band

Approximate percentage of curriculum to be reviewed:

November 2022	November 2023	November 2024	November 2025	November 2026
17%	22%	22%	22%	17%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 <sup>rd</sup> semester: None
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### GBS Mathematics Department Curriculum - Report Schedule

<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>	<b>November 2025</b>	<b>November 2026</b>
Precalculus	Geometry Team	Discrete Mathematics & Statistics	Algebra 163 (LA)	Algebra Team
Advanced Precalculus	Geometry Studies (LA)	AP Calculus AB	Algebra 2	Algebra Studies (LA)
Precalculus Honors	Geom. in Constr.	AP Calculus BC	Algebra 2 Honors	Algebra 2 Studies
AP Comp Sci Principles	Geometry	AP Statistics	Adv Data Structures & Alg Hrs	Computer Science Hrs
Multivariable Calculus (1st Semester)	Geometry Honors	AP Comp Sci A		Linear Algebra (2nd Semester)

Approximate percentage of curriculum to be reviewed:

19%	22%	22%	18%	19%
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**GBS Health, PE and Driver Education Department - Report Schedule**

<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>	<b>November 2025</b>	<b>November 2026</b>
PE Leaders Junior/Seniors	Weights I and II	Freshman Girls/Boys	Sophomore PE	Team Sports
Total Body Conditioning	Adventure Ed I and II	ARCH	Dance I & II	Individual Sports
Physical Management	Adaptive	Advanced Self-Defense Fitness	Driver Ed	Health
			LifeGuarding	Health CT Health LA

November 2022	November 2023	November 2024	November 2025	November 2025
18%	22%	18%	22%	22%

Additional courses to be reviewed this year:

None
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### GBS Science Department - Report Schedule

<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>	<b>November 2025</b>	<b>November 2026</b>
AP Physics 1 183	Horticulture 161, 162	AP Biology 283	Chemistry Studies 163	Biology Studies 163
Physics 163	Advanced Horticulture 263	AP Chemistry 283	Chemistry 163	Biology 163
Physics Honors 173	Horticulture LA	AP Physics C 283	Chemistry Honors 173	Biology Honors 173
Physical Science LA 163	Medical Technology 161	Forensics 161	Brain Studies 161	Biology LA 163
SELC Physics Honors 173	Astronomy 161	AP Environmenta l Science 283	SELC Chemistry Honors 173	SELC AP Biology 283

Approximate percentage of curriculum to be reviewed:

November 2022	November 2023	November 2024	November 2025	November 2026
~ 20%	~ 20%	~ 20%	~ 20%	~ 20%

## GBS Social Studies Department - Report Schedule

<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>	<b>November 2025</b>	<b>November 2026</b>
US History Studies 163	AP US History 183	Issues & Answers 161/162	Chicago History 161	World History 163
US History 163	AP Psychology 183	Sociology 161/162	Chicago: Problems & Solutions 162	World History Studies 163
US History LA	AP European History 183	Psychology 161/162	World Religions East 161/162	World History Honors 173
American Experience	AP World History 183	International Relations 161/162	World Religions West 161/162	World History LA
World History TEAM 163	AP Economics 183	Civics 161/162	The Pacific Rim 161/162	Global Geography LA
	AP Government 183		Latin American History 161/162	

Approximate percentage of curriculum to be reviewed:

November 2022	November 2023	November 2024	November 2025	November 2026
20%	20%	20%	20%	20%

## GBS Special Education Department - Report Schedule

<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>	<b>November 2025</b>	<b>November 2026</b>
Implementation of IEP goals in social studies	Implementation of IEP goals in the areas of Resource, Transition, and electives	Implementation of IEP goals in English and reading classes	Implementation of IEP Goals through math	Implementation of IEP goals through Science classes
Review needs of students and study skills courses offered				
Review science curriculum	Review of Resource, Transition, and electives	Review of Resource, Transition, and electives	Review of English and Reading curriculum	Review math Curriculum

Approximate percentage of curriculum to be reviewed:

20%	20%	20%	20%	20%
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## GBS World Languages - Report Schedule

<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>	<b>November 2025</b>	<b>November 2026</b>
American Sign Language 363	American Sign Language 463		American Sign Language 163	American Sign Language 263
French 363	French 463	French 563/573	French 163	French 263
French 373	French 473	AP French Language & Culture 583		French 273
German 363/373	German 463/473	AP German Language & Culture 583	German 163	German 263/273
Japanese 363/373	Japanese 463/473	AP Japanese Language & Culture 583	Japanese 163	Japanese 263/273
Mandarin Chinese 363/373	Mandarin Chinese 463/473	AP Mandarin Chinese Language & Culture 583	Mandarin Chinese 163	Mandarin Chinese 263/273
Spanish 363 Studies	Spanish 463 Studies			Spanish 253 Studies
Spanish 363	Spanish 463	Spanish 563/573	Spanish 163	Spanish 263
Spanish 373	Spanish 473	AP Spanish Language & Culture 583		Spanish 273 Honors
Spanish for Heritage Learners 363/463		AP Spanish Literature 583		Spanish for Heritage Learners 263
				Spanish for Heritage Learners 273/373

Approximate percentage of curriculum to be reviewed:

<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>	<b>November 2025</b>	<b>November 2026</b>
23%	20%	18%	14%	25%