
**OFFICE OF THE ASSISTANT SUPERINTENDENT
FOR EDUCATIONAL SERVICES**

TO: DR. RIGGLE
FROM: DR. WILLIAMSON
SUBJECT: CURRICULUM REPORTS
DATE: FEBRUARY 9, 2017
CC: BOARD OF EDUCATION

At the regular board meeting on Monday, February 13, 2017 we will be bringing forward the curriculum reports from each school. While Associate Principals Cameron Muir (GBS) and Eric Etherton (GBN) will provide an overview of the findings, Instructional Supervisors will also be in attendance to address Board questions. Instructional Supervisors of like departments have worked together, whenever feasible, to align their review cycles and to share common issues and observations.

The Board will remember that these reports are a function of our ongoing educational planning process through which departments systematically review their entire curricula during a five-year period.

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 as well. Of most interest will be a brief description of the findings, subsequent recommendations, and departmental action plan to address student needs. Also included is an evaluation of any new courses after three semesters of implementation, if applicable.

Board Policy: Curriculum Planning Strategy 7010 (procedures) is included in the packet so that Board members who wish to review our required timelines and forms concerning our process may do so.

MEMO

To: Dr. Rosanne Williamson
From: Cameron Muir
cc: Lauren Fagel
Re: Curriculum Reports
Date: January 20, 2017

Many teams continued to focus their attention on better aligning the curriculum to the College Readiness Standards (CRS), discipline specific standards (those developed by national organizations such as National Council of Teachers of Mathematics – NCTM, and American Council on the Teaching of Foreign Languages - ACTFL), and the Common Core State Standards (CCSS). Many also designed and used assessments to understand whether those standards were met by students. Teams are learning more about effective assessment systems and the ways to analyze the data. Teams are developing intermediary assessments aligned to the relevant course standards, administering those assessments, and analyzing the data. These teams have indicated that they will continue this pursuit and will refine these assessments in the future, making adjustments that inform their instructional decisions.

Teams continue their progress in implementing the backward design process piloted during the 2011-2012 school year 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 will be embedded into the curriculum review work for all teachers in the future and will help GBS realize intentional alignment with standards, including the CCSS.

GBS Applied Technology Department Curriculum Report – November 2016

I. Introduction

A. Courses to be reviewed

- PLTW EDD 473 (New Program Update)
- Photography Courses will be addressed in Fine Arts report

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 Project Lead the Way teachers for Engineering Design & Development, and addressed findings and recommendations for the course. The above course is being reviewed as part of the new course evaluation after the first two years of implementation. Due to the shift of Photography courses to Fine Arts, our report schedule below has been adjusted in collaboration with Glenbrook North.

In addition, as Glenbrook South has been using the research-based curricular review and development model Understanding by Design, each course’s current review process is focused on working through Stage 2 on Assessment of this backward design model. Stage 1 on identifying course outcomes was completed last year.

Stage 2 involves evaluating assessments to ensure that they are aligned to the Stage 1 identified learning outcomes and are authentic.. This has and will continue to create new experiences for students to demonstrate skill and understanding.

C. Additional initiatives (outside of review process)

None

II. Report Schedule

| November 2017 | November 2018 | November 2019 | November 2020 | November 2021 |
|---------------|---------------|-------------------|---------------|------------------|
| Woods 161 | Woods DLS | Autos 161 | CAD 161 | Architecture 363 |
| Woods 261 | Woods TLS | Autos 261 | CAD 261 | Architecture 463 |
| Woods 361 | PLTW 173 | Autos Voc 363/463 | CAD 361 | PLTW EDD 473 |
| Woods 461 | PLTW 273 | PLTW 373 | | PLTW DE 573* |
| | | | | |

*note PLTW DE 573 ran for the first time in 2015-16 and our report will be submitted in November 2017 after the third semester has been completed

Approximate percentage of curriculum to be reviewed:

| | | | | |
|-----|-----|-----|-----|-----|
| 21% | 21% | 21% | 16% | 21% |
|-----|-----|-----|-----|-----|

Additional courses to be reviewed this year:

| |
|--|
| New course(s) to be reviewed after 3 rd semester: |
| Project Lead The Way Engineering Design & Development 473 |

Course or Initiative:

PLTW Engineering Design & Development 473 (New program update)

III. Findings

PLTW Engineering Design & Development 173 is the capstone course for the engineering pathway, and was introduced in the 2014-15 school year as part of an overall pre-engineering program of study. We received National Certification for our program in 2015 after completing an extensive review process, including a site visit and class observations. In our course proposal we identified the following criteria for evaluation of the program:

Superior pass rates on PLTW national exams (End-of-course Assessment)

The capstone course Engineering Design & Development does not have an end of course assessment given its focus on application of previous skills developed to solve an identified real-world problem. Most importantly, in lieu of an assessment score, students receive feedback and mentoring from industry professionals, and experience presenting and defending their solutions. Members of our PLTW Advisory Board representing the engineering field and post-secondary engineering programs agree that the experience gained from the Engineering Design and Development course runs parallel with the expectations found within the engineering career and collegial engineering programs.

Positive student surveys and retention.

Surveys and conversations with past students indicate they strongly agree that EDD provided experiences beyond those in previous engineering courses, and a greater challenge in solving a real-world problem. Students added skills in computer-aided design, fabrication and manufacturing, teamwork, time and construction management, and interaction/communication with professionals they felt were invaluable in addition to Advanced Placement classes in mathematics and science.

Increased number of students majoring in engineering

It is a bit early to truly assess our progress in students declaring engineering as we are only in the fourth year of implementation, but with enrollment of 343 students currently we expect to see very positive gains in coming years. EDD increased to two sections from one a year ago, and approximately 90% of seniors in EDD last year went on to pursue Engineering as a major in college.

Increase in enrollment including increase in female representation

We have greatly exceeded enrollment numbers prior to PLTW, providing greater access for students.

- Enrollment in the previous engineering sequence averaged 26 total students in our department for the three years prior to PLTW. We currently have more than 340 students pursuing engineering in PLTW courses.
- Females in PLTW grew from 22.8% of total enrollment in 2013-14 to 25% this year, definitely higher than the approximately 18-20% of females majoring in engineering in college.
- We have an active chapter of the Society of Women Engineers with over 30 active members who have initiated a series of speakers this year who represent STEM fields

IV. Recommendations

We will expand our authentic experiences in EDD this year with students competing in the Illinois EDD Competition hosted by the Tech Center of DuPage. We will also provide opportunities for EDD students to compete in an Engineering Design competition through SkillsUSA.

V. Department Action

| | | | | | |
|--|----------------------|----------------------------|-------------|----------|-----------|
| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|--|----------------------|----------------------------|-------------|----------|-----------|

| | | | | | |
|----------------------|------|------|------|------|------|
| Department Action | None | None | None | None | None |
|----------------------|------|------|------|------|------|

GBS Art Department Curriculum Report – November 2016

I. Introduction

Courses reviewed during past year:

- Drawing 1
- Drawing 2
- Drawing 3
- Photography 1
- Photography 2
- Photography 3
- Photography 4 & 5

A. Process

The review process for the courses listed above followed the curriculum model put forth by the Board of Education. The curriculum review committee consisted of Instructional Supervisor for Fine Arts, Mark Maranto, and art teachers Amie Elliott, Stephanie Fuja, Natalie Ingaunis, and Kurt Webb who analyzed data, test results, performance assessments, and information related to the disciplines mentioned above. They reviewed anecdotal information regarding vision, state of the program concerns, enrollment trends, and the changing needs of a diverse population. Glenbrook South has been using the research-based curricular review and development model Understanding by Design; each course’s current review process is focused on working through Stage 2 (Assessment) of this backward design model.

B. Additional initiatives (outside of review process)

None.

II. Report Schedule

| November 2017 | November 2018 | November 2019 | November 2020 | November 2021 |
|-------------------------|-------------------------|------------------|---------------|----------------------------------|
| Jewelry 1 | Ceramics 1 | AP Studio Art | Painting 1 | Drawing 1 |
| Jewelry 2, 3 and Honors | Ceramics 2 and Advanced | Advanced Jewelry | Painting 2, 3 | Drawing 2, 3 and Honors |
| | | DLS Art | | Photos 1 |
| | | Photos DLS | | Photos 2, 3, and Advanced Levels |
| | | Photos TLS | | |

Approximate percentage of curriculum to be reviewed:

| November 2017 | November 2018 | November 2019 | November 2020 | November 2021 |
|---------------|---------------|---------------|---------------|---------------|
| 13% | 17% | 22% | 13% | 35% |

Additional courses to be reviewed this year:

| |
|--|
| New course(s) to be reviewed after 3 rd semester: |
| None |
| |

Course or Initiative: **Drawing 1**

III. Findings

- Observation, imagination, basic drawing skills and design techniques should be emphasized in this course to help students create well-planned and effectively designed drawing compositions.
- The structure of the course should allow for students to learn through multiple modalities.
- Over the last four years, there has been a dramatic rise in student enrollment in the course, as well as an increase in student interest and excitement for art courses.

Stage 2: Assessment

Students are engaged in reading, listening, writing, speaking and “doing” in every block and are introduced to art history, critiques, and aesthetics throughout the semester. Students are assessed based upon their ability to apply the knowledge and skills learned, as well as a visual display of growth and improvement in skills, techniques, creativity, and imagination.

IV. Recommendations

- In response to the consistent and continuous growth of the art department in 2-D Art and Ceramics, recommendations include: refining of the curriculum in two-dimensional arts, collaborating with teachers on individual assignments, while promoting the growth of Metal Arts and Sculpture.
- Recruiting students who may work better with their hands in three-dimensional form. This growth of three-dimensional art forms would also increase student interest and pursuit of the 3-D AP Studio Art Course.
- A more comprehensive approach to drawing would encourage and inspire all students regardless of previously acquired skills or talent. The plan should include continuing with an elements and principles of design framework within an observation and imagination focused curriculum. The traditional approach evaluating artwork based on close likeness of an object may at times limit their creativity or potentially cause students with less technical skills to invalidate their own work. This possible new approach will focus students to ‘see’ what they are drawing (observation) which will ultimately create more perceptive students.
- For idea-based assignments (imagination) students should be encouraged to develop plans that visually communicate their intentions within a more open-ended framework.

V. Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|---------------------------|-----------------------------|-----------------------------------|--------------------|-----------------|------------------|
| Department Actions | None | None at this time | None | None | None |

Course or Initiative: **Drawing 2 & 3**

III. Findings

- Students in Drawing II should be introduced to a higher level of thinking, problem solving, design elements, and life drawing.
- Enrollment in Drawing I has increased dramatically over the past few years. This growth has had a great impact on the enrollment in Drawing II as well. In the last year, the numbers of student artists have doubled for the Drawing II course alone.
- Instructors should concentrate on helping students develop their own personal styles while being aware of the variety of styles present in our culture.

Stage 2: Assessment

Students are engaged in reading, listening, writing, speaking and “doing” in every block and are introduced to art history, critiques, and aesthetics throughout the semester. Students are assessed based upon their ability to apply the knowledge and skills learned, as well as a visual display of growth and improvement in skills, techniques, creativity, and imagination.

IV. Recommendations

Recommendations for these levels are the same as those for Drawing 1.

V. Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|--------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Actions | None | None at this time | None | None | None |

Course or Initiative: **Photography 1**

III. Findings

- With the redesign of the new classroom, a more vibrant, high definition projector and a larger screen have been added to help students follow along more easily with software demonstrations as much of the course content is visual. The difference has made critiques and student presentations more effective.
- The department has accumulated more than 40 SLR cameras to lend out to students for use during the semester. With the help of the library, the Photography instructor has set up a new barcode scanning system to check out equipment and a sign out/permission slip signed by parents, both of which will help track cameras and better hold students accountable for loss or damage. Having so many cameras has made a significant difference in the ability of low income students in particular to participate successfully in this class.
- At the start of work through the beginning curriculum, the instructor has noted a distinct lack of experience in visual thinking skills. That is, students have difficulty recognizing or identifying visual cues in not only fine art, but also advertising and movies. As their experience increases, through work and critiques, students become more adept at perceiving the overt and subtle messages being conveyed in various contexts and can speak from a more knowledgeable place about these messages.
- The GBS Photography website was developed two years ago to make the curriculum, calendars, tutorials, galleries of student work, and sources of inspiration available for students to access as a digital textbook. The site is continually evolving as new student work and other resources are uploaded.

IV. Recommendations

- The Photography instructor continues to evaluate what percentage of traditional darkroom versus digital imaging the students will experience based on the past year's work, new digital programs, and best practices in colleges, universities, and careers in the field. Students are required to use digital cameras for the first three assignments to introduce some of the core concepts so that the results of their choices are apparent before moving to film cameras.
- With eight beginning photo classes per year, the department must continue to repair, acquire, and accept donations of cameras to maintain the viability of the integral darkroom experience.
- Building students' visual thinking skills will benefit this class and other disciplines with a more comprehensive goal of being better consumers.

V. Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|--------------------|----------------------|----------------------------|-------------|----------|-----------|
| | | | | | |
| Department Actions | None | None at this time | None | None | None |

III. Findings

- With the relocation and design of the new classroom and darkroom, a more vibrant, high definition projector and a larger screen have been added to help students follow along more easily with software demonstrations as much of the course content is visual and viewing images accurately is essential. The difference has made critiques and student presentations more effective.
- The department has six DSLR (Digital Single Lens Reflex – cameras that allow the user to change settings, change lenses) cameras to lend out to students for use during the semester. With the help of the library, the instructor has implemented a new barcode scanning system to check out equipment and a sign out/permission slip signed by parents, both of which will help track cameras and better hold students accountable for loss or damage. Having these cameras has made a significant difference in the ability of low income students in particular, to participate fully and be successful in this class.
- More and more, families are using the cameras on their phones as their only image-making tool and cameras, specifically DSLR cameras are not as common. Having access to these cameras allows students to greatly increase the quality of their image making as well as giving them (and their families) the opportunity to try out this type of camera before deciding to invest in one for themselves.
- The instructor is planning/taking field trips that offer more diverse and unique opportunities for students to expand their repertoire--visiting places students would not think to go or places they might not have the opportunity to go by themselves. The class has traveled to the city for sunset and nighttime and sunrise shooting, the Illinois Railway Museum, and abandoned factories and church locations. These trips have enabled the students to think more critically and look more broadly at their choices when shooting.
- Photo 261 and 361 have more traditionally structured curricula. Photo 461 and up are for students who are able to work more independently. They may be building a portfolio for admittance into an art school/university and/or they may be interested in delving deeply into a particular theme or project. The difference between 261 and 361 is much greater than that between 361 and 461. 261 students need more attention (quantitative and qualitative). 361 and above are more experienced, confident and independent in their work. They are ready for bigger, more complex challenges and richer, more probing discussions. It has become apparent that the Photo 2 class could fill up, creating its own section, thereby offering the opportunity for the Photo 3 (4, 5, etc.) to evolve into a class where the climate of creativity and collaboration is much closer to a college-level, salon-type environment.

IV. Recommendations

- Given the impact of cell phones on photography, a new unit on mobile photography should be implemented. Students are all using their smartphones for picture-taking already, but they have not yet explored many of the more sophisticated tools available.

V. Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|--------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Actions | None | Possible | None | None | None |

GBS Business Education Department Curriculum Report – November 2016

I. Introduction

A. Courses reviewed during past year

- Accounting 163
- Accounting Honors 173
- Accounting Advanced Honors 273
- Web Design & Development 261
- Investment Strategies (new course update)

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 each of 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. In addition, as Glenbrook South has been using the research-based curricular review and development model Understanding by Design, each course’s current review process is focused on working through Stage 2 (Assessment) of this backward design model. Stage 1 was completed last year identifying course outcomes.

Stage 2 involves evaluating assessment to ensure that it aligned to the Stage 1 targets and is an authentic assessment for transfer. This has and will continue to create new experiences for students to demonstrate skill and understanding. For example, in our Investment Strategies course student teams pitch their proposed investment plan to clients given the information provided about their financial goals.

C. Additional initiatives (outside of review process)

None

II. Report Schedule

| | | | | |
|-------------------|----------------------|---------------------------|------------------|---------------------|
| November 2017 | November 2018 | November 2019 | November 2020 | November 2021 |
| Consumer Ed 161 | Info Processing 161 | Marketing 161 | Business Law 161 | Accounting 163 |
| Consumer Honors | Info Processing LA | Tech Essentials 161 | Intro to Bus 161 | Acctg Honors 173 |
| Consumer Ed LA | Digital Graphics 261 | Game Design 261 | Business Inc 161 | Acct Adv Honors 261 |
| Digital Multi 261 | | Investment Strategies 161 | | Web Design 261 |

Approximate percentage of curriculum to be reviewed:

| | | | | |
|---------------|---------------|---------------|---------------|---------------|
| November 2016 | November 2017 | November 2018 | November 2019 | November 2020 |
| 22% | 17% | 22% | 17% | 22% |

Additional courses to be reviewed this year:

Investment Strategies (new course update)

Course or Initiative:

Accounting 163

III. Findings

Through the curriculum review process, student surveys and reflections and analysis of student performance and interest, the teaching team identified several key findings with regard to curriculum.

- We have seen more students selecting Accounting 173 and a decline in Accounting 163
- We have seen a few high-achieving and motivated students in Accounting 163 move to Accounting Honors 173 at semester as they get confident and look for additional challenge
- Our curriculum aligns well with Oakton Community College's Financial Accounting 153 course.
- Majority of students at Glenbrook South continue to declare business as their major and many choose either accounting specifically as their degree major or as a minor

Stage 1 Understanding by Design Overarching Essential Questions

- Why is accounting so important in the business world?
- How is accounting information used in decision making?
- Why is accounting information so important for investors?
- How can an investor be certain that the accounting information he uses is accurate?
- What roles do accountants hold in a company's hierarchy?

Stage 2 Understanding by Design Assessment Progress

An assessment was created to track student growth in this curriculum, including a pre-assessment given to students in the first week of class to identify current knowledge. Student comprehension and skills will be assessed during the semester, and a final exit assessment will be given to students to track their overall growth.

IV. Recommendations

John Blix will be attending the Teachers of Accounting at Two Year Colleges (TACTYC) annual conference in Austin TX from May 18-20. His intent is to learn current approaches for greater student engagement being used at the junior college level that can be adopted in GBS' accounting curriculum.

The new edition of the McGraw-Hill text and online working papers adopted in the Honors Accounting course for 2016-17 will be used in this course moving forward

V. Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | None | None | None | None | None |

Course or Initiative:

Accounting Honors 173

III. Findings

Through the curriculum review process, student surveys and reflections and analysis of student performance and interest, the teaching team identified several key findings with regard to curriculum.

When Honors Accounting was launched in the 2011-2012 academic year, there were fewer than 20 students enrolled in the course. In the past two years we welcomed more than 100 students in four sections. In contrast, we have seen a decline in regular accounting sections.

We were fortunate to have three guest speakers in Honors Accounting this year, each a graduate of Glenbrook South. Brian Caisman, a partner for Price Waterhouse in New Jersey; Dana Hall, a partner for Ernst and Young in Chicago; and Bryan Olson, a CPA for RSM spoke to the Honors Accounting classes to offer advice about colleges and the accounting profession. In taking the opportunity to interview our professionals, they emphasized that accounting firms and the AICPA are continually seeking ways to attract the best high school students into the accounting profession, one of which is offering the class in high school. They encouraged us to continue to emphasize the same fundamentals that they learned 20 years ago.

In speaking with Jay Cohen, the department chairman of Accounting at Oakton, the topics we are covering in Honors Accounting coincide with much of what they are teaching their beginning students in the Financial Accounting 153 course.

Students have expressed an interest in exploring computerized accounting and we have incorporated a digital textbook and online platform which will allow the students to prepare many of their assignments on their Chromebook or laptop utilizing technology very similar to the top accounting software.

Stage 1 Overarching Essential Questions:

- Why is accounting so important in the business world?
- How is accounting information used in decision making?
- Why is accounting information so important for investors?
- How can an investor be certain that the accounting information he uses is accurate?
- What roles do accountants hold in a company's hierarchy?

Stage 2 Understanding by Design Assessment Progress

An assessment was created to track student growth in this curriculum, including a pre-assessment given to students in the first week of class to identify current knowledge, and a final exit assessment will be given to students to track their overall growth.

IV. Recommendations

Teachers will continue evaluation of assessments and alignment to curriculum map. We continue to work with Oakton and explore dual credit options.

V. Department Action

| | | | | | |
|--|----------------------|----------------------------|-------------|----------|-----------|
| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|--|----------------------|----------------------------|-------------|----------|-----------|

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|----------------------|------|------|------|------|------|
| Department Action | None | None | None | None | None |
|----------------------|------|------|------|------|------|

Course or Initiative:

Accounting Advanced Honors 271

III. Findings

After a 20 year hiatus, Advanced Accounting is back! Because of the increased enrollment of underclassmen in Honors Accounting, 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,

We interviewed two former GBS students, Brian Caisman and Dana Hall, who are now partners at Big Four accounting firms. Brian was actually a student the last time we offered Advanced Accounting, and stated how much studying accounting at GBS helped him in college (he received the highest score on the CPA exam in the state of Wisconsin) and subsequently in his professional career. As we took the opportunity to interview them about our curriculum, Dana and Brian stated that the most important thing we should be teaching our students are the fundamentals of accounting and how accounting information should be utilized in making strategic business decisions. In speaking with Jay Cohen, the department chairman of Accounting at Oakton, we are covering the material that they are teaching their students at the community college.

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.

Stage 1 Understanding by Design Overarching Essential Questions:

- Why is accounting so important in the business world?
- How is accounting information used in decision making?
- Why is accounting information so important for investors?
- How can an investor be certain that the accounting information he uses is accurate?
- What roles do accountants hold in a company's hierarchy?
- What job opportunities are available for people with an accounting background?

Stage 2 Understanding by Design Assessment Progress

An assessment has been created to track student growth in this curriculum, including a pre-assessment given to students in the first week of class to identify current knowledge, and a final exit assessment will be given to students to track their overall growth.

IV. Recommendations

Teachers will continue evaluation of assessments and alignment to curriculum map essential questions and enduring understandings as well as content and skills. We continue to work with Oakton and explore dual credit options.

V. Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | None | None | None | None | None |

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Course or Initiative:

Web Design 261

III. Findings

Through the curriculum review process, student surveys and exam analysis, the Business Education team identified several key findings with regard to curriculum:

- Web Design 261 has evolved to remain current with trends in web and mobile technologies: instead of focusing on proprietary point and click website building applications, there is a greater emphasis on coding in HTML and CSS focusing on the underlying architecture of the web. Student projects are built using text editing tools like Sublime Text, CodeAnywhere.com, and more, in conjunction with the graphic design tools provided in the Adobe Creative Suite - namely Photoshop and Illustrator.
- Students gain a greater appreciation for what's happening "under the hood" by examining, and writing code to produce a comprehensive website from scratch as part of a quarter long project known as the "Styles Conference Website." A project created for developers.
- Students are introduced to one of the web's most popular frameworks - Twitter Bootstrap which is used in industry to rapidly prototype websites and web-based applications.
- Enrollment shows numbers trending up over the past two years.

Stage 1 Understanding by Design Essential Questions

- Why is having an understanding of HTML and CSS essential to planning, designing, and creating a website?
- How has the proliferation of mobile devices changed the way we communicate and consume information?
- What formatting and layout techniques improve website design?
- How can you access, modify, and use the source code of a website to achieve design and development objectives?
- What tools should website designers and developers know how to use?
- In an ever changing field such as website design and development, how does one stay current with best practices?
- What "soft skills" are important for career readiness in the field of website design and development?
- What career opportunities exist in the web design and development industry?

Stage 2 Understanding by Design Assessment Progress

An assessment has been created to track student growth in this curriculum, including a pre-assessment given to students early in the semester to identify current knowledge and skills, and a final authentic project to track their overall growth.

IV. Recommendations

Continue to identify industry standard practice and build relevant skills to prepare students for success in college and career, while adapting to the dynamic changes in web-based applications.

V. Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | None | None | None | None | None |

Course or Initiative:

Investment Strategies (new course update)

III. Findings

Through the curriculum review process, student surveys and exam analysis, the Business Education team identified several key findings with regard to curriculum:

- Students consistently report that the curriculum is relevant and provides opportunities for them to apply investing strategies to real-world situations, as well as a clearer understanding of the careers in the financial industry.
- Student interest in this course and career field is strong, while the timing of when students take it may shift based on the adoption of the Business Incubator course.
- Several guest speakers including Lisa Dickholtz from Dickholtz Wealth Management and John Orticelli at JPMorgan Chase, were interviewed regarding our curriculum and indicated the importance of not only a strong financial background, but excelling at interpersonal skills to communicate with clients.
- The 1-to-1 environment has increased access for students, including participating in a broader financial community such as using the news aggregator application *Feedly*, to stay current with relevant investing news.

Stage Understanding by Design Overarching Essential Questions

How will I finance my short and long term financial goals?

How can I manage the risks present in my financial portfolio?

How can I use the time value of money to achieve my financial goals?

What is the best investment to meet my financial needs?

What are the risks associated with each type of investment?

Why is it important to research investments?

What strategies can I use to manage risk?

How do companies make financial products available to consumers?

How do market inefficiencies affect the individual investor?

Why is it important to be an informed and educated investor?

Stage 2 Understanding by Design Assessment Progress

An assessment has been created to track student growth in this curriculum, including a pre-assessment given to students early in the semester to identify current knowledge and skills, and a final authentic project to track their overall growth.

IV. Recommendations

Continue to build business connections and partnerships and include guest speakers to enhance the curriculum and connect students to potential careers in the financial industry.

V. Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | None | None | None | None | None |

GBS English Department Curriculum Report – November, 2016

I. Introduction

a. Courses reviewed during the past year

- TEAM English 263
- English 263 (Studies)
- English 263
- English 273 (Honors)

b. Process

In anticipation of the official start of the Sophomore Educational Planning Process during the 2015-16 school year, all four course-alike sophomore teams used the backward design approach and template to review curriculum. Each team started the process during the second half of the 2014-15 school year, and during the 2015-16 school year, course- and unit-level essential questions and enduring understandings were written or revised. New texts were piloted in 2015-2016, and conversations regarding potential adjustments in the English 263 curriculum have continued into this year.

During the 2014-15 school year, the English Studies 263 course team revised their essential questions and piloted excerpts of a new major work. During the 2015-16, the team decided to drop one core text and adopt two new course texts that would better engage students and fit with the revised course theme.

During the 2014-15 school year, the English Honors 273 teams used the backward design process to create new summative assessments for each semester that reflected revised essential questions for the works they currently teach. During the 2015-16 school year, the team worked to vertically articulate the writing expectations across all honors and AP courses (this multi-year process is ongoing), and the team also decided to work on a curriculum project over the summer in order to connect their unit based on *Great Expectations* to more relevant contemporary American issues.

During the 2014-15 school year, teachers on the English 263 team used the backward design approach to review the course and unit level essential questions. They identified a need to better scaffold the reading and writing skills, and so they revised their course level essential questions and enduring understandings and also changed the order of their core texts. During the 2015-16 school year, the team created new summative assessments to reflect those changes, and upon generally reflecting on the changes to the curriculum, they identified a need for a richer unifying course theme. They worked to develop this course theme.

II. Report Schedule

| | | | | |
|-------------------------|---|----------------------------|---------------------|---------------------|
| November 2017 | November 2018 | November 2019 | November 2020 | November 2021 |
| English Studies 363 | English Studies 463 | Reading Skills Development | English 163 TEAM | English 263 Team |
| English 363 | English 463: Rhetoric/Humanities/World Literature | English Electives | English Studies 163 | English Studies 263 |
| AP English Language 373 | AP English Literature and Comp 473 | | English 163 | English 263 |
| | | | English Honors 173 | English Honors 273 |

Approximate percentage of curriculum to be reviewed:

| | | | | |
|---------------|---------------|---------------|---------------|---------------|
| November 2014 | November 2015 | November 2016 | November 2017 | November 2018 |
| 20% | 20% | 20% | 20% | 20% |

Course or Initiative: English TEAM 263

III. Findings:

The teachers of our TEAM courses used the same UbD method in a multi-year context in order to build students’ skills for the moment when they become part of the Studies level Junior year, the point at which our TEAM program ceases to be. TEAM teachers have started their curricular revision with the writing program and have developed a scope and sequence for the acquisition of skills through the Sophomore year. During the 2015-16 school year, the teachers also reviewed the reading component of the course and decided that no other revisions were necessary during the 2015-16 school year. Curricular changes regarding ancillary texts and the course’s themes were implemented, and emphasized a more interdisciplinary approach than had been previously used.

Many of the students in our TEAM classes struggle to transfer writing skills, or memory of writing instruction and experiences, from year to year. As a result, teachers report that they often need to review instruction in Sophomore TEAM. This has deepened the divide between the students from TEAM and the students from Sophomore Studies who converge in Junior English Studies. A reimagined writing program will minimize the impact of blending into the Studies classes as juniors. The teachers also believe that they can build greater competence in this particular area. Finally, they acknowledge the need to more closely monitor student progress in writing for the purpose of evaluating our own instructional practices.

IV. Recommendations:

The TEAM teachers have come to an agreement regarding the vertical alignment of writing assignments that includes a) a ninth grade program that emphasizes topic sentences, particular grammar competencies, and complete paragraphs, then, finally, the development of four paragraph essays; and, b) a tenth grade program that explicitly builds on that of the year before including: a four to five paragraph essay, emphasizes on the development of evidence, sophisticated punctuation and sentence structure, and an argumentative stance. The TEAM teachers also want to continue meeting at the end of each semester to discuss student writing as a multi-year team in order to develop processes that further support students.

V. Department Action:

| | | | | | |
|--|----------------------|----------------------------|-------------|----------|-----------|
| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|--|----------------------|----------------------------|-------------|----------|-----------|

| | | | | | |
|----------------------|-----|---|-----|-----|---|
| Department Action | N/A | <u>Completed Summer 2015:</u> TEAM writing maps | N/A | N/A | Time and Professional Development during school year to do the following: --Revise curriculum map for modifications based on ongoing assessment of new curriculum and instruction. --Further develop the reading/discussion side of the curriculum, including more interdisciplinary opportunities. |
|----------------------|-----|---|-----|-----|---|

III. Course or Initiative: English Studies 263

a. Findings:

During the 2013-14 school year, in anticipation of the Educational Planning Process in two years' time, the English Studies 263 teachers went through the backward design process and re-assessed their essential questions and enduring understandings for the course. The team increased the complexity of the course- and unit-level essential questions and texts in an effort to increase student engagement and to better align with the Common Core State Standards and College Readiness Standards. After developing new essential questions and enduring understandings, and after examining the existing units of study, the team decided to pilot excerpts of a new text for the following year.

During the 2014-15 school year, the team reflected upon the pilot of *The Odyssey* excerpts and decided to continue a formal integration of that text. During the 2015-16 school year, the team decided not only to adopt the piloted text for the next year, but also to enhance the number of diverse texts in the curriculum by adopting a new text, *Black Boy*, and dropping one that now seemed outdated in both complexity and content. The dropped novel is *Staying Fat for Sarah Byrnes*.

The extensive revision of the curriculum map over the last couple of years, incorporation of a new unit, and reordering of existing units will lead to more extensive revision of the final exams for both semesters of the course over the years to come. The course team worked on a curriculum project this past summer in order to create new material for *Black Boy*.

b. Recommendations:

The team needs to revisit the changes made to the course over the past two years to reflect on how well the new text, text placement/order, essential questions, and enduring understandings helped students reach the goals of the course. They should continue to revise unit plans, unit assessments and final exams to ensure that they are aligned to the essential questions, enduring understandings, and CCSS/CRS.

c. Department Action:

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|--|----------------------|----------------------------|-------------|----------|-----------|
|--|----------------------|----------------------------|-------------|----------|-----------|

| | | | | | |
|--------------------------|------------|--|---|------------|--|
| <p>Department Action</p> | <p>N/A</p> | <p><u>To be completed during Summer 2016:</u></p> <p>Preparing for <i>Black Boy</i>: Introducing a new book to Sophomore Studies</p> | <p>English Studies 263 has added two core texts: <i>The Odyssey</i> and <i>Black Boy</i>. A unit plan for <i>The Odyssey</i> has already been developed because of the 2014-15 piloting program. A unit plan for <i>Black Boy</i> will be developed during the course's 2016 summer curriculum project.</p> | <p>N/A</p> | <p>Time and Professional Development during school year to do the following:</p> <ul style="list-style-type: none"> --Reflect upon the curriculum project work and implementation of new texts. --Revise curriculum map for modifications based on ongoing assessment of new curriculum and instruction. |
|--------------------------|------------|--|---|------------|--|

III. Course or Initiative: English 263

a. Findings:

The English 263 team started the EPP process at the end of the 2014-15 school year. At that time, the team found that the entry point for the course needed greater scaffolding to bridge the skills from the Freshmen course. At that time, the team revised its curriculum map to acknowledge these adjustments. In doing so, the team changed the order of the units (and texts). That change provoked a change in final exam content, so during the fall of the 2015-16 school year, the course team members changed the expectations of the final for first semester from being text specific to being big idea/skills based. The team also evaluated the order of the texts for first semester and concluded that the changes were beneficial to the students.

Upon further meetings within the EPP process, the teachers decided to enhance the number diverse voices and authors in the course, as well as deepen the course's essential questions. With the help of an instructional coach, teachers revised the essential questions and the course theme, and constructed a learning map that shows the progression of the course theme throughout the year. Given this major change, the work during 2016-2017 has focused on evaluating these new essential questions, continuing to explore new texts, and writing refreshed unit-level essential questions.

The teachers of the course spent the summer completing two major curriculum projects to address the future needs of the course particularly given the new essential questions. Both reviewed potential multicultural voices and resulted in several teachers piloting two new novels this year, one from a Nigerian author, the other from Iran. This work also has resulted in a more diverse selection of ancillary materials that will be incorporated by all the teachers on the team and that will serve to connect core works to the values suggested by the new essential questions.

b. Recommendations:

The team now needs to revisit the changes made to the course over the past two years to reflect on how well the new texts, the order of these texts, the somewhat more complex essential questions, and the enduring understandings helped students reach the goals of the course. Teachers will continue to revise unit plans, unit assessments, and final exams to ensure that they are aligned to the essential questions, enduring understandings, and CCSS/CRS.

The sophomore team leader is currently working to ensure that all members of the team have access to and understanding of what piloted texts entail and what they require of teachers and students. The team should also evaluate the success of the new materials and student experiences, revising as needed.

Final exams for each semester need to be discussed and developed to align with the new course content. This work began in August of 2016.

c. Department Action:

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|---|--|----------|--|
| Department Action | N/A | <p><u>To be completed during Summer 2016:</u></p> <p>English 263 New Novel Pilot Materials</p> <p>Using Multicultural Paired Texts to Increase Student Engagement</p> | Some teachers on the English 263 team will pilot one or two novels next year. The novels will be determined at the end of July at the conclusion of the curriculum project work. | N/A | <p>Time and Professional Development during school year to do the following:</p> <p>--Revise curriculum map for modifications based on ongoing assessment of new curriculum and instruction.</p> <p>--Revise newly implemented formative and summative speaking, reading and writing assessments.</p> <p>--Create/revise final exams for each semester.</p> <p>--Assess novel pilots.</p> <p>--Explore the use of supplemental materials to enhance current units.</p> |

III. Course or Initiative: English Honors 273

a. Findings

During the 2015-16 school year, the course level teachers decided that the essential questions of the course and texts work well for their students and help them meet their goals. The teachers identified a need to discuss writing and to develop a clearer writing trajectory for the course. They participated in a meeting among all honors and AP teachers in the department. In that meeting, they shared the types of assignments that students complete at each level. The teachers of the sophomore level then took that information and worked through a coherent articulation for the types and forms of writing expectations. All the members of the team agreed that a revision of the scope and sequence of writing skills in terms of what they're teaching, why they're teaching it, and when they will be teaching it would be helpful.

The teachers also decided that the texts that they currently use are appropriate for now, though they have been working on increasing student engagement with these texts. Toward that end, teachers have worked toward units that emphasize current social issues related to their essential questions rather than solely a particular text and have incorporated a greater number of ancillary texts, including nonfiction, than they have used in the past.

b. Recommendations

This team has identified that they would like to review and revisit the progression of writing skills and instruction throughout the year in order to evaluate the changes made during the 2015-16 school year. The team members also need to reflect upon the summer curriculum project work, and decide if this larger scale method of unit construction should serve as a model for the rest of their texts. The team also gained two team members this year who have brought fresh opinions to the team. While the essential questions of the course were found to be relevant this year, the team members will examine how opening up the units to a greater number of ancillaries might affect these questions, and will keep an open mind toward potential adjustments.

c. Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook (s) | Staffing | Resources |
|-------------------|----------------------|--|--------------|----------|---|
| Department Action | N/A | <p><u>To be completed Summer 2016:</u></p> <p><i>Great Expectations</i> and Contemporary American Issues</p> | N/A | N/A | <p>Time and Professional Development during school year for the following:</p> <p>--Reflect upon the curriculum project work.</p> <p>--Further solidify writing skill scaffolding and trajectory.</p> |

GBS Family & Consumer Science Department Curriculum Report – Fall 2016

I. Introduction

A. Courses reviewed during 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 committee consisted of the current Family & Consumer Science education teachers for Child Development and addressed findings and recommendations for each course. The above classes were reviewed in terms of course objectives and alignment to industry practices, the career-ready practices of the Common Career Technical Core and the National Standards for Family & Consumer Science. In addition, as Glenbrook South has been using the research-based curricular review and development model Understanding by Design, each course’s current review process is focused on working through Stage 2 on Assessment of this backward design model. Stage 1 on identifying course outcomes was completed last year.

Stage 2 of Understanding by Design involves evaluating assessments to ensure they are aligned to the Stage 1 targets and serve as an authentic assessment of the knowledge and skills developed during the course.. This has and will continue to create new experiences for students to demonstrate skill and understanding.

C. Additional initiatives (outside of review process)

In our ongoing work to prepare students for college and career, Kim Kiraly (lead Child Development teacher) and Marie Baker attended training and received the certification to offer the Early Childhood Education Level 1 credential, providing skill development and increasing career readiness for our students. This credential will give students an advantage in seeking employment, and further prepare them for college success as the curriculum models current practice at the college level.

II. Report Schedule

| November 2017 | November 2018 | November 2019 | November 2020 | November 2021 |
|---------------|---------------------|--------------------------------------|-------------------------|-----------------------|
| Fashion 161 | Psych of Living 161 | Creative Textiles & Construction 161 | Foods 161 | Child Development 161 |
| Fashion 261 | | Foods DLS Foods TLS | Foods 261 | Child Development 261 |
| Fashion 361 | | Interior Design 161 | Careers in Culinary 361 | Child Development 361 |
| Fashion 461 | | | Foods LA | Child Development 461 |

Approximate percentage of curriculum to be reviewed:

| November 2014 | November 2015 | November 2016 | November 2017 | November 2018 |
|---------------|---------------|---------------|---------------|---------------|
| 24% | 24% | 4% | 24% | 24% |

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3rd semester:

none

Course or Initiative:
Child Development 161

III. Findings

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

- The need for ECE child care professionals has increased nationally.
- Students lack awareness of career readiness in the field of child care, human development and education
- The transition to the block schedule and 1-to-1 initiative provides opportunities to access and utilize digital content and curricular resources at a greater rate.
- Enrollment in Child Development 161 has increased 73% between 2012-2016, and we now have an additional teacher with a section of Child Development 161 each semester in the 2016-17 school year.

The Family & Consumer Sciences Team has acted on these findings in the use of technologies such as Google Sites, Google Classroom and Google Calendar which have been created and implemented for the 2016-17 school year. Teachers have also implemented the use of technologies for assessment including Kahoot, Socrative and Quizlet which allow for self-paced learning, review and remediation.

Stage 1 Understanding by Design Overarching Essential Questions:

- How do we best care for and support children?
- How does ECE impact our society?
- How do we effectively guide young children?
- How do we best care for and support young children?
- Why is ECE important?
- How can we best keep kids safe?

Stage 2 Understanding by Design Assessment Progress:

An assessment will be created and utilized to track student growth in this curriculum, including a pre-assessment given to students in the first week of class to identify current knowledge. At the end of every large unit assessment is given to monitor student comprehension of the material, and then a final exit assessment will be given to students to track their overall growth from the beginning to the end of the semester. These assessments have been integrated into the curriculum currently with no grade attached to get an authentic measure.

IV. Recommendations

Teachers will continue evaluation of assessments and alignment to curriculum map essential questions and enduring understandings as well as content and skills. Teachers will also revise the current curriculum map to fit the needs/requirements of the ECE Level 1 Credential.

V. Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|---|--|----------------|-----------|
| Department Action | None | CD 161: Alignment to ECE Level 1 Credential | INCCRA Student & Teacher Manual (HAVE) | Kiraly & Baker | |

| | | | | | |
|--|--|--|--------------------------|--|--|
| | | | No purchase required. | | |
|--|--|--|--------------------------|--|--|

Course or Initiative:

Child Development 261

III. Findings.

Child Development 261 students participate in teaching our preschool program in Titan Tots two days per week in the block schedule. The students create and execute lesson plans for preschoolers, and complete an FCCLA children's literature project. In the spring semester, students also participate in executing a field trip for preschoolers by taking them to Wagner Farm which coincides with our preschool Farm Unit. Through the extensive curriculum revision process of the Child Development sequence, Understanding by Design curriculum work, student surveys and assessment analysis, the Family & Consumer Science team identified several key findings with regard to curriculum.

- The need for Early Childhood Education (ECE) child care professionals has increased nationally
- The need for future teachers/educators has increased locally and nationally especially in the reading, science and math concentrations
- There is an increased need for students to be well versed in special education and ELL needs of learners
- Students lack awareness of career readiness in the field of child care, human development and education
- The transition to the block schedule and 1-to-1 initiative provides opportunities to access and utilize digital content and curricular resources at a greater rate
- Child Development 261 enrollment has grown from one section to four sections over the last four years
- Participation in FCCLA (Family, Career, and Community Leaders of America) has increased as students choose to showcase their skills in competitive events against peers from local and state schools

The FACS team has acted on these findings in the use of technologies such as Google Sites, Google Classroom, and Blogger which have been created and implemented for the 2016-17 school year. Teachers have also implemented the use of technologies for assessment iwhich allow for self-paced learning, review and remediation.

Stage 1 Understanding by Design Curriculum Review Findings:

Overarching Essential Questions:

- How do I effectively teach children?
- How do I communicate clearly and effectively with children?
- How do I effectively guide children in a classroom environment?
- Is it important to standardize education?
- How do we engage young children in learning?
- How do we create a positive learning environment?
- How do leadership skills in a classroom affect success or failure?
- What are developmentally appropriate practices?
- How do we know if developmentally appropriate practices are effective?

Stage 2 Understanding by Design Assessment Progress

Assessments were created to track student growth in this curriculum. A Google survey pre-assessment on the first day of class and a final exit assessment will be given to track their overall growth from the beginning to the end of the semester. These assessments have been integrated into the curriculum (no grade) to get an authentic measure of student knowledge on the topics of development, lesson planning, and learning theory.

IV. Recommendations

Teachers will continue evaluation of assessments and alignment to curriculum map essential questions and enduring understandings as well as content and skills, and revise curriculum based on changes in Child Development 161.

V. Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | None | None | None | None | None |

Course or Initiative:

Child Development 361

III. Findings

The students in Child Development 361 participate in teaching our afternoon preschool program in Titan Tots. The students create and execute lesson plans, communicate with parents, develop preschooler assessments and prepare a project for competition (fall semester). In the spring semester, students participate in executing a field trip for preschoolers by taking them to Wagner Farm. Students also participate in a service learning project where they design educational materials for global outreach programs, partnering the last three years with Camp Ohana, a youth leadership program in Kenya.

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

- The need for Early Childhood Education child care professionals has increased nationally
- The need for future teachers/educators has increased locally and nationally especially in the reading, science and math concentrations
- There is an increased need for students to be well versed in special education and ELL needs of learners
- Students lack awareness of career readiness in the field of child care, human development and education
- The transition to the block schedule and 1-to-1 initiative provides opportunities to access and utilize digital content and curricular resources at a greater rate
- Child Development 361 has consistently been requested by students throughout the last three years with enrollment steady at one section, and an average retention rate of 77% from students in 261
- Participation in FCCLA (Family, Career, and Community Leaders of America) has increased as students choose to showcase their skills in competitive events against peers from local and state schools

Stage 1 Understanding by Design Overarching Essential Questions

- How can you create a positive impact on our world and society through education?
- What creates a positive classroom display?
- How do we build relationships with children, parents and coworkers?
- How are you preparing to meet the changing face of education?
- Why do different learners need different instruction?
- How do we engage young children in learning?
- What will you bring to the future of education?

Stage 2 Understanding by Design Assessment Progress

An assessment was created to track student growth in this curriculum. A Google survey pre-assessment on the first day of class and a final exit assessment will be given to track their overall growth from the beginning to the end of the semester. These assessments have been integrated into the curriculum (no grade) to get an authentic measure of student knowledge on the topics of development, lesson planning, and learning theory.

IV. Recommendations

Teachers will continue evaluation of assessments and alignment to curriculum map essential questions and enduring understandings as well as content and skills, and align curriculum in progression from Child Development 261.

V. Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | None | None | None | None | None |

Course or Initiative:

Child Development 461

III. Findings

Through the curriculum revision process of the Child Development sequence, Understanding by Design curriculum work, student surveys and assessment analysis, the Family & Consumer Science team identified a few key findings with regard to curriculum. The students create and execute lesson plans, communicate with parents, develop and execute informal assessments and complete an FCCLA project (fall semester). In the spring semester, students participate in a service learning project where they design educational materials for various global outreach programs. The last two years we have partnered with the Inspiration Center, a center/school for children with disabilities in New Delhi, India.

- The need for ECE child care professionals has increased nationally
- The need for future teachers/educators has increased locally and nationally especially in the reading, science and math concentrations. Child Development 361 has consistently been requested by students throughout the last three years with enrollment averaging 21 students
- There is an increased need for students to be well versed in special education and ELL needs of learners
- Students lack awareness of career readiness in the field of child care, human development and education
- The transition to the block schedule and 1-to-1 initiative provides opportunities to access and utilize digital content and curricular resources at a greater rate
- Participation in FCCLA (Family, Career, and Community Leaders of America) has increased as students choose to showcase their skills in competitive events against peers from local and state schools
- Increased enrollment has created the need to expand our network of partner schools for teaching placements
- which now includes Lyon, Henking, Winkelmen, ABC Acres Day Care, St. Catherine's Labore, and Our Lady of Perpetual Help

Stage 1 Understanding by Design: Overarching Essential Questions:

- How can you create a positive impact on our world and society through education?
- What creates a positive classroom display?
- How do we build relationships with children, parents and coworkers?
- How are you preparing to meet the changing face of education?
- Why do different learners need different instruction?
- How do we engage young children in learning?
- What will you bring to the future of education?

Stage 2 Understanding by Design Assessment Progress

An assessments was created to track student growth in this curriculum. A Google survey pre-assessment on the first day of class and a final exit assessment will be given to track their overall growth from the beginning to the end of the semester. These assessments have been integrated into the curriculum (no grade) to get an authentic measure of student knowledge on the topics of development, lesson planning, and learning theory.

IV. Recommendations

Continue to collaborate on scheduling to support field observations of these students as they apply their skills in teaching internships. This upper level course is made up of students committed to a career in education and the authentic experience they get in teaching at the middle schools is invaluable.

V. Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|---------------------------------|-------------|----------|-----------|
| Department Action | None | CD 461 Curriculum Review/Update | None | | |

GBS Mathematics Department - November, 2016

Introduction

A. Courses reviewed during past year

- Algebra Team
- Algebra Studies (LA)
- Algebra 2 Team
- Algebra 2 Studies (LA)
- Computer Science Honors
- Advanced Topics – *Semester 2*

B. Process

The Instructional Supervisor, Phil Gartner, convened six curricular review committees, one for each of the courses listed above. The teachers working on these committees teach the course. Curriculum was reviewed with respect to the Common Core Standards for Mathematics, the NCTM Standards, College Board prescriptive guidelines, College Readiness Standards, and organizational goals. Teams used the backward design model to analyze curriculum. Attention is paid to vertical alignment with previous/subsequent courses, curricular organization, instructional materials, assessments, and integration of technology, to name a few. 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.

II. Report Schedule

| November 2017 | November 2018 | November 2019 | November 2020 | November 2021 |
|---------------------------------------|-----------------------|---------------------------|------------------|-------------------------|
| Precalculus with Statistics | Geometry Team | Decision Making with Data | Algebra 163 (LA) | Algebra Team |
| Precalculus with Discrete Mathematics | Geometry Studies (LA) | Calculus 663 | Algebra 2 | Algebra Studies (LA) |
| Precalculus Honors | Geometry | AP Calculus AB | Algebra 2 Honors | Algebra 2 Team |
| Advanced Topics (Sem1) | Geometry Honors | AP Calculus BC | | Algebra 2 Studies (LA) |
| Precalculus 463 | | AP Statistics | | Computer Science Honors |
| | | AP Computer Science | | Advanced Topics (Sem 2) |

Approximate percentage of curriculum to be reviewed:

| | | | | |
|-----|-----|-----|-----|-----|
| 20% | 17% | 26% | 13% | 24% |
|-----|-----|-----|-----|-----|

Course: Algebra Team

Findings

- The course has transitioned well from being co-taught with two math teachers to being staffed with one math teacher and one special education teacher with a math certification.
- Since 2014-15, the course has run with two sections. No longer a single section, there is now greater ease with scheduling and there are now four teachers collaborating instead of just two.
- The fact that the course meets every day on the block allows these students to enjoy greater success and build the skills needed for higher achievement in the future.
- The current curriculum was not meeting the needs of the students as well as newer options, nor was it designed in a way that fully leveraged the benefit of having two teachers. The structure and prescribed nature of the old curriculum was limiting and over the years, more and more supplements and teacher-created resources were used.

Recommendations

- There is a new textbook for 2016-17. The team is excited about the new materials, which are written to align with the Common Core Mathematics Standards. The quality of the materials, the order and organization, the activities, the online resources, and the way it lends itself to co-teaching strategies are all quite promising.
- The Algebra Team course team (two math teachers and two special education teachers) worked on the curricular changes and new textbook implementation over the summer.
- One of the perks of the new Algebra Common Core textbook is that it had Grant Wiggins as one of its consultants, so Understanding by Design is literally written into the text. This will be extremely helpful in clearly communicating course objectives to parents, students, and case managers.
- The team will continue to focus on co-teaching best practices. They have already attended a conference and have been reading academic literature on the topic. Further supports are provided by GBS in-house.

III. Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|--------------|----------|-----------|
| Department Action | | Approved for Summer 2016 | New adoption | | |

Course: Algebra Studies / Algebra Studies LA

III. Findings

- In 2014-2015 the Algebra Studies/Algebra Studies LA team implemented a new textbook: Carnegie Learning Algebra I. This text supports the Common Core State Standards as well the Standards for Mathematical Practice.
- In 2014-2015 the team implemented the Cognitive Tutor computer program designed to support the Carnegie Learning Algebra I text. Targeted students within the Algebra Studies sections are placed in a section of Math Enrichment where they use the program to support their learning from class. Algebra Studies LA students utilize the program within their class, as they meet every day and have twice the time.
- In the summer before the 2015-2016 school year, the team completed a summer project to update the curriculum map and build a year-long course timeline. They completed course essential questions and enduring understandings, unit level essential questions, a detailed list of the content and skills, a list of assessments, and a timeline.
- During the 2015-2016 school year, the team updated final exams and coded one unit level assessment as part of the Stage 2 backward design process. This coding led them to adjust the assessment as well as the curriculum map for that unit.
- During the 2015-2016 school year, the team created modules with Cognitive Tutor that directly align the computer work with our curriculum.
- During the 2015-2016 school year, the team participated in a variety of assessments to monitor student growth. All Algebra Studies students took the STAR test three times during the year. The team also developed a Type 3 assessment using this assessment.

Overarching Essential Questions:

- What tools should I use to be most efficient and effective?
- What mathematics applies to this situation and this data?
- Have I represented the relationships between the quantities appropriately in context?
- Does my answer make sense?
- What should I do if I get stuck solving a problem?

Enduring Understandings:

- Mathematical situations and structures can be represented and analyzed using symbols to advance algebraic thinking.
- Change can be modeled in a variety of mathematical ways.
- Reflection on the process and reasonableness of the solution moves students from the symbolic to the practical.
- Flexibility in one's ability to read and interpret various forms is important in understanding problems and solutions.

Recommendations

- The team will need to continue its work coding the assessments of the course. This is part of the Stage 2 backward design process. They will continue to adjust assessments as well as the curriculum map based on the outcomes of this work.
- In the 2016-2017 school year, the team will add an additional teacher to the team. They will work as a group to mentor / assist the new teacher with the implementation of the curriculum.

IV. Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | | | | | |

Course: Algebra 2 Team

III. Findings

- Numerous conversations occurred with case managers, counselors, and guided study teachers to discuss the performance of individual students and their needs within the Team program. Of the 17 students in Algebra 2 Team in 2015-2016, nine have IEP's and one has a 504.
- Regular conversations took place with the Algebra 2 Studies teachers to compare curriculum and pacing. There was also collaboration on instructional matters.
- Each year the teacher, I.A., and I.S. review Algebra 2 Team student placement (from Geometry Team, in most cases). Student performance is analyzed and, where necessary, alternate placements are made. We are pleased when students are exited from the Team program and move up to Algebra 2 Studies. Of the 3 students who moved up to Algebra 2 Studies during the 2015-2016 year, 2 earned an "A" or "B", while one earned a "D".
- This is the final Team mathematics course in the sequence as it fulfills the three-year math requirement for graduation. Students can progress to Precalculus 463 for a fourth year of math. Many students require additional supports to achieve success in this course. The standards and expectations of this course are a great beginning transition to college-level mathematics.

Recommendations

- Students should be evaluated during the first several weeks of school to identify possible move-ups to Algebra 2 Studies.
- Growth of Algebra 2 Team students should be evaluated with a Type III assessment in 2016-2017.
- The performance of juniors moving to Precalculus 463 the following year as seniors should continue to be evaluated and supported.

IV. Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | | | | | |

Course: Algebra 2 Studies

III. Findings

- Due to the Common Core Standards, the Algebra 2 Studies course has undergone some major revisions the past two years. The team has met the past two summers to work on curriculum, create activities, devise notes and assignments, and write assessments. The course uses only a teacher-created binder and does not have a text that students purchase.
- Units were reorganized with an emphasis on mathematical models and functions at the beginning of the course, so that these topics could be streamlined and provide a framework and thread throughout the course.
- Topics such as domain and range, logarithms, and factoring were added to increase the rigor of the curriculum and better prepare students.
- The team created a homework packet of problems with a daily schedule as a cover page. This was done for every unit of study. This helps with organization and completion.
- Much time was spent updating the first and second semester review packets to align with the new curriculum. Both semester final exams were also revised to address the addition of new topics and the new course design.

Overarching Essential Questions:

- How do I use the tools of symbolic algebra to judge the reasonableness of mathematical representations?
- How do I use mathematical representations to model “real world” situations?
- How can I generalize patterns, describe relationships, and analyze functions?

Enduring Understandings:

- Mathematical language can be used to express ideas symbolically, numerically, and graphically.
- Understanding numbers, their representations, properties, and relationships assist in higher level thinking.
- Reflection on the process and reasonableness of the solution moves students from the symbolic to the practical.

Recommendations

- The Algebra 2 Studies team will continue to use the UbD curricular plan at the end of each school year to determine necessary adjustments.
- The team will need to meet with Geometry Studies teachers to see what changes have been made to their course that affect Algebra 2 Studies. Appropriate changes will then be implemented for students entering the Algebra 2 Studies course in the 2016-2017 school year.
- The team will need to meet with Precalculus 463 teachers to better vertically align for the 2016-2017 school year and to better prepare students for the next course in the sequence. Teachers will continue to revise the course in order to help students achieve success.

IV. Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|---|----------|-----------|
| Department Action | | | The text is teacher-created and is continually revised. | | |

Course: Computer Science Honors

III. Findings

- This class is self-paced (with deadlines). Students spend most of their time in class applying theory to programming projects. Most of the teacher time is spent helping students identify and fix problems with their thinking & coding. With the differentiation and individualized approach, having the help of the digital learning specialist has been tremendously beneficial for the students.
- Students use a teacher-authored textbook (offered at no cost to students). It is undergoing a revision this summer as the teacher updates the programming projects to move away from *Java* applets and to *Java* applications. This change is because applets are now disabled by default in all browsers (due to security concerns about malware).
- Enrollment has continued to increase (from 25 students in 2012-‘13 to 78 in 2016-‘17). We are particularly proud that female enrollment has jumped from 8% in 2012-13 to 33% in 2015-16.

Recommendations

- Continue to provide the assistance with a digital learning specialist.
- Look into moving the course from desktop application development to mobile application development (Android or iPhone). Android is the most logical choice since *Java* is the primary language option.
- Continue to make the course attractive to more students without “watering it down”.
- Continue to share the benefits of the class with prospective registrants (incoming freshman nights, elective fairs, and visits to classes) and find new ways to do so. Promote enrollment of females and other underrepresented populations in computer science.

IV. Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-----------------------|----------|---|
| Department Action | | | Revisions in progress | | Instructor training if move to mobile application development |

Course: Advanced Topics in Mathematics (Semester 2)

III. Findings

- This is a dual-credit course with Oakton Community College.
- During the 2015-2016 school year, teacher implemented a new textbook for the second semester of this course: *Calculus: Early Transcendentals (Seventh Edition)* by James Stewart. This is the same text that is used by students in AP Calculus BC, the course that most students take the prior school year. Students study approximately the first two-thirds of the text in AP Calculus BC and study the last one-third of the text in Advanced Topics. For those in need of a text, one is provided from a class set at no cost to students.
- During the 2015-2016 school year, teacher revised all course materials including notes, homework assignments, and assessments to align to this new textbook. This included significant time reading the text, doing selected problems from each section, and deciding how best to use the supplementary course materials.
- During the 2015-2016 school year, teacher created or updated *Mathematica* files which are dynamic computer files that serve to illustrate the abstract concepts being studied through visual representations. I use these files frequently during instruction to help students “see” the mathematics we do on paper.

Recommendations

- During the 2016-2017 school year, the teacher will adopt a new textbook for the Linear Algebra portion of Advanced Topics (first semester). This will further increase the mathematical rigor of the course since this textbook is used by universities where many of the students will attend. A summer project has been approved to implement the new text and adjust course materials accordingly.
- During the 2016-2017 school year, the teacher hopes to continue looking for ways to use more active learning strategies. Many students are engaged by virtue of their interest in the material. However, all students would benefit from active engagement, making meaning themselves, and communicating their learning with one another. The teacher continues to find additional ways to make instruction more student-centered and engaging.

IV. Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|---------------|----------|-----------|
| Department Action | | Approved for Summer 2016 | New requested | | |

GBS Music Department Curriculum Report – November 2016

I. Introduction

A. Courses reviewed during past year

- Concert Band
- Symphonic Band
- Premier Chorus

B. Process

The review process for the courses listed above followed the curriculum model put forth by the Board of Education. The curriculum review committee consisted of Instructional Supervisor for Fine Arts, Mark Maranto, and music teachers, Andrew Toniolo, Dan Ermel, Greg Wojcik and Aaron Wojcik who met together and then separately in their individual disciplines to review revised student portfolios, test results, quality of performances, and enrollment trend data. Glenbrook South has been using the research-based curricular review and development model Understanding by Design; each course’s current review process is focused on working through Stage 2 (Assessment) of this backward design model.

Additional initiatives (outside of review process)

None

II. Report Schedule

| November 2017 | November 2018 | November 2019 | November 2020 | November 2021 |
|--------------------|-------------------|---------------------------------|--|----------------|
| | Master Singers | Music Production and Technology | | |
| Bel Canto Chorale | Jazz Ensemble | Music Theory 1 | Freshman Band | Premier Chorus |
| Symphony Orchestra | Jazz Lab Band | AP Music Theory 2, 3 | Freshman Strings | Symphonic Band |
| Symphonic Winds | Music Exploratory | Guitar | Freshman Choirs: Girl’s Glee Club Titan Chorus | Concert Band |

Approximate percentage of curriculum to be reviewed:

| November 2017 | November 2018 | November 2019 | November 2020 | November 2021 |
|---------------|---------------|---------------|---------------|---------------|
| 22% | 17% | 22% | 22% | 17% |

Additional courses to be reviewed this year:

| |
|--|
| New course(s) to be reviewed after 3 rd semester: |
| None |
| |

Course or Initiative: **Concert Band**

III. Findings

- Students enrolled in this course tend to be those music students who desire to participate in band but do not choose to participate as members of the Glenbrook South Marching Titans (a curricular requirement in all other ensemble classes) or as a result of scheduling conflicts with other band classes.
- Instruction is best conducted in a traditional concert rehearsal environment.
- The curricular goals of Concert Band are to further refine tone production, ensemble playing, technique, and sight-reading.

Stage 2: Assessment

Knowledge is assessed through quarterly performance exams based upon excerpts from state level audition material. Students should be able to demonstrate continual improvement on instrumental proficiency in both individual and classroom scenarios. While ensemble performance is assessed daily, individual performance is assessed through periodic playing tests as well as electronically using Smart Music, an interactive music software.

IV. Recommendations

- In an effort to refine class routines and procedures, this ensemble is considering the adoption of a band method book in order to provide consistent opportunities to practice tone production, intonation, articulation, rhythm, and musicianship. Students will be able to transfer skills from the warm-ups to the performance repertoire.
- Increase use of Smart Music interactive music software--an application designed as a practice and assessment tool for students.

V. Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|--------------------|----------------------|----------------------------|------------------------------------|----------|---|
| Department Actions | None | None at this time | Research possible textbook options | None | Additional Smart Music licences for music dept. computers |

Course or Initiative: **Symphonic Band**

III. Findings

- The purpose of Symphonic Band is twofold: First, to serve as an intermediate course to transition sophomore and junior students from Freshman Band to Symphonic Winds; second, it serves as a musical course for students that may not advance to Symphonic Winds due to scheduling conflicts or holding performance proficiency not on track with more advanced peers enrolled in Symphonic Winds.
- Students are advised to initiate or continue participation in other music department offerings such as jazz ensemble, choir, orchestra, music production and technology and music theory.
- The Symphonic Band's involvement at the North Shore Concert Band Festival held at Northwestern University has enhanced student performance ability. A clinic by the Northwestern faculty is provided along with a performance recording from Pick-Staiger Concert Hall. Individual students may participate in the solo and ensemble portion of this event.

Stage 2: Assessment

Knowledge is assessed through quarterly performance exams based upon state level audition material. Students should be able to demonstrate continually improving instrumental proficiency alone and within the ensemble. Instrumental proficiency is assessed throughout the year via individual playing tests, as well as electronically, through the use of Smart Music interactive music software. Prepared repertoire is performed at public concerts held at Glenbrook South in the fall, winter, and spring.

IV. Recommendations

- In an effort to refine class routines and procedures, this ensemble is considering the adoption of a band method book in order to provide consistent opportunities to practice tone production, intonation, articulation, rhythm, and musicianship. Students will be able to transfer skills from the warm-ups to the performance repertoire.
- Increase use of Smart Music interactive music software--an application designed as a practice and assessment tool for students.

V. Department Action

| Department Actions | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|--------------------|----------------------|----------------------------|------------------------------------|----------|---|
| | None | None at this time | Research possible textbook options | None | Additional Smart Music licenses department computers |

Course or Initiative: **Premier Chorus**

III. Findings

- While the majority of members have experienced choral methods in either Titan Chorus (for boys) or Girls Glee Club (girls) as freshmen, there are several students each year that enter the program at this level, some of whom have had no previous experience in choral singing; therefore, proficiency and skill level widely vary.
- Enrollment has decreased over the past five years from over 50 students in 2010 to 38 members in 2016.

Stage 2: Assessment

Emphasis is placed on sight reading, technique development, ensemble singing, and tone production. Students are introduced to a wide variety of literature ranging in style and at varying difficulty levels. Using appropriate music terminology, classroom discussion is focused on the understanding of basic principles and elements pertaining to the music being performed. Such knowledge is assessed through frequent, natural formative assessments in addition to a summative written assessment administered at the end of each semester. Students continually demonstrate improving vocal proficiency alone and within the classroom ensemble. We will continue to measure growth every year at checkpoints throughout the school year, utilizing concerts as formative assessments.

IV. Recommendations

- The GBS music department has implemented a department-wide initiative to focus on areas of music fundamental literacy in the interest of student growth and improvement. With rhythm as the continued current focus, a comprehensive rhythm literacy program has been integrated into the choral curriculum. An additional focus is sight-reading, and as such, frequent exposure to solfeggio syllables and sight-singing examples should be implemented.
- The Choral Portfolio introduced over the last few years is still being utilized as a resource to catalogue various skills and theory-related aspects of music.
- Students should be placed into Bel Canto or Premier depending on what the needs of both the student and the choir are. In the past, female chorus members of Premier are those who have not yet reached the same proficiency as those in Bel Canto. Instructors hope to have Bel Canto and Premier at similar levels of excellence, so that every chorus holds the same level of integrity and confidence.

V. Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|--|----------------------|----------------------------|-------------|----------|-----------|
| | | | | | |

| | | | | | |
|-----------------------|------|----------------------|------|------|------|
| Department Actions | None | None at this time | None | None | None |
|-----------------------|------|----------------------|------|------|------|

**GBS Health, PE and Driver Education Department Curriculum Report
November 2016**

Introduction

A. Courses Reviewed

- Lifetime Sports
- Health
- LA and Team Health
- Swim Fit

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. 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. Mr. Keith MacDonald, Tim Cichowski, Chrissy Zagorski, Courtney Middleton, Kelley Oziminski, Laura Duffy, Dana Boehmer and Mr. Steve Stanicek met with the course review committees several times to coordinate the work for this report. The committees consisted of teachers currently teaching their respective courses and/or stakeholders in the course.

C. Additional initiatives

A recommendation for the 2016-2017 school year includes continuing to implement and analyze our fitness goals and standards 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 new type 3 assessments as well as the State requirement for submitting fitness scores in 2016-17. 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 with our stage 2 assessment piece of our backward design initiative. The department used many professional mornings to gain an understanding of backward design curriculum and best instructional methods. Curriculum maps are currently being analyzed and revised. The departments and staff are continuing to support 1 on 1 learning by developing Google Classroom sites for their classes.

I. Next Year’s Work

| <u>November 2017</u> | <u>November 2018</u> | <u>November 2019</u> | <u>November 2020</u> | <u>November 2021</u> |
|----------------------------|-------------------------------------|--------------------------------------|------------------------|-----------------------|
| PE Leaders | Weights / Conditioning I & II | Freshman | Sophomores | Lifetime |
| Total Body Conditioning | Adventure Ed I & II | DLS | Dance | Health |
| Physical Management | Adaptive | TLS | Driver Education | LA and Team Health |
| | | Advanced Self-Defense/Fitne ss | Life-Guard Training | Swim Fitness |

Approximate percentage of curriculum to be reviewed:

| November 2017 | November 2018 | November 2019 | November 2020 | November 2021 |
|---------------|---------------|---------------|---------------|---------------|
| 17% | 17% | 22% | 22% | 22% |

Additional courses to be reviewed this year:

| |
|------|
| NONE |
|------|

Course Reviewed: Lifetime Sports

Findings:

- Curriculum maps needed to incorporate an assessment piece.
- Current curriculum map was outdated and did not reflect the current Lifetime Sports/Fitness course.
- Rubrics needed to be updated to assess student growth in both skills and fitness for the current course curriculum.
- Curriculum needed to be re-aligned with current state and national standards for Physical Education.
- State Mandated fitness score reporting will take place in 2016-17.

Recommendations:

- The team developed a curriculum map for Lifetime Sports/Fitness based on current course content. The team revised and created new essential questions and a new curriculum map was formed to reflect our current teachings (ultimate Frisbee) (swim added safety skills as well as a 12 min swim).
- To create a Google Doc. site for students to review course curriculum and our syllabus.
- The team revised current activities offered in order to improve our physical fitness scores and our collection of that data.
- Aligned curriculum with standards, essential questions, and enduring understandings.
- Created rubrics for formative and summative assessment to measure student growth.

Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|-------------------|----------------|
| Department Action | | None | None | Staff Development | Curriculum map |

Courses Reviewed: Health

Findings:

- We reviewed the skills/knowledge, assessment and resource sections and aligned each section with current assessment tools, instructional strategies and resources.
- Our assessments needed to be differentiated by type (formative and summative).
- Assessment and resource sections needed to be updated by using specific names of videos, worksheets, activities to make lesson plans more universal to all teachers.
- Our calendars and the amount of time spent in each unit needed to be reviewed and adjusted accordingly.

Recommendations:

- We updated the skills/knowledge, assessment and resource sections of our curriculum maps and aligned each section with current assessment tools, instructional strategies and resources.
- 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 to supplement lessons.
- Attend as well as present at IAHPERD to continuously develop our Health curriculum.

Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------------------------|----------|-----------|
| Department Action | None | None | Continue to use on-line text. | None | |

Courses Reviewed: Team Health and LA Health

Findings:

- We reviewed the skills/knowledge, assessment and resource sections and aligned each section with current assessment tools, instructional strategies and resources.
- Our assessments needed to be differentiated by type (formative and summative).
- The current textbook was outdated and is not an effective resource.
- Assessment and resource sections needed to be updated by using specific names of videos, worksheets, activities to make lesson plans more universal to all teachers.
- Our calendars and the amount of time spent in each unit needed to be reviewed and adjusted accordingly.

Recommendations:

- Research option for new online textbook.
- We updated the skills/knowledge, assessment and resource sections of our curriculum maps and aligned each section with current assessment tools, instructional strategies and resources.
- 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 to supplement lessons.
- Attend as well as present at IAHPERD to continuously develop our Health curriculum.

Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | None | None | None | None | None |

Courses Reviewed: Swim Fitness

Findings:

- The aerobic level of conditioning plans was appropriate for the students enrolled
- The curriculum moves from stroke technique, to aerobic conditioning to self-sufficiency to workout design.
- Students are assessed within their ability to improve their skill and fitness level to adequately complete specific time based pre and post test.
- The majority of the class consists of adequate swimmers that are interested in swimming as an alternative conditioning and a lifetime skill.
- Unless space restrictions are resolved, this class works well as a first semester course only.

Recommendations:

- Continue to promote and support our Early Bird Swim class as part of our Junior and Senior elective classes.
- To pursue the possibility of having students complete worksheets and design workouts online.
- Chart the 12 minute swim results from year to year.
- Use the 12 minute swim to chart progress throughout the year.
- Explore combining with Lifeguarding class if numbers dictate that EB classes are going away.
- Keep the course as a first semester course only. Second semester involves Water Polo practicing in both pools in the morning. This presents space issues in the spring months.

Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | None | None | None | None | None |

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) compare to students within their age group both locally and nationally. The department will continue to re-evaluate our curriculum and using backward design to update essential questions and our curriculum maps. We will continue to research best teaching methods and curriculum to ensure our students have a positive experience.

GBS Science Department Curriculum Report – November 2016

I. Introduction

A. Courses reviewed during the past year:

Biology Team 163
Biology Studies 163

Biology 163
Biology Honors 173
Biology LA 163

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 for each course consisted of a course team that addressed findings and recommendations for questions posed by the team and the Instructional Supervisor.

Glenbrook South’s recent curricular work on assessment, the science department’s continued alignment work of curriculum and assessments to the Next Generation Science Standards, and the transition to a co-teaching model in our Team classes, have significantly shaped the curriculum review work in the summaries that follow. The reader will also see some reports reference the inclusion of POGILs at various places within a course’s curriculum. POGIL, or Process Oriented Guided Inquiry Learning, is a learning cycle of exploration, concept invention and application as the basis for many of the carefully designed materials that students use to guide them to construct new knowledge. POGIL is a student-centered strategy where students work in small groups with individual roles to ensure that all students are fully engaged in the learning process. In addition, the inclusion of Chromebooks in the hands of all students has allowed for many new learning tools to be part of our biology classrooms. The reader will see findings and recommendations that reflect the use of many online formative assessment tools, the transition online texts, and using Chromebooks as data collection devices when paired with our Vernier probeware.

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

II. Report Schedule

| <i>November 2017</i> | <i>November 2018</i> | <i>November 2019</i> | <i>November 2020</i> | <i>November 2021</i> |
|---------------------------|---------------------------|------------------------------|-----------------------|----------------------|
| Physics Studies 163 | Horticulture 163 | AP Biology 283 | Chemistry Studies 163 | Biology Team 163 |
| Physics 163 | Advanced Horticulture 263 | AP Chemistry 283 | Chemistry 163 | Biology Studies 163 |
| Physics Honors 173 | Horticulture LA 163 | AP Physics 283 | Chemistry Honors 173 | Biology 163 |
| Physical Science Team 263 | Medical Technology 161 | AP Environmental Science 283 | Brain Studies 161 | Biology Honors 173 |

| | | | | |
|----------------------------|---------------|---------------|------------------------------|----------------------------|
| Physical Science LA 163 | Astronomy 161 | Forensics 161 | STEM Chemistry Honors 173 | Biology LA 163 |
| STEM Physics Honors 173 | | | | STEM Biology Honors 173 |

Approximate percentage of curriculum to be reviewed:

| | | | | |
|---------------|---------------|---------------|---------------|---------------|
| November 2017 | November 2018 | November 2019 | November 2020 | November 2021 |
| 20% | 20% | 20% | 20% | 20% |

III. Findings

Over the past year, the Biology Studies course team has focused their curricular attention in the **review of assessments**. Their work has included reviewing and adapting both formative and summative assessments in light of two frameworks: (1) the course's enduring understandings and essential questions as developed by the team over the last several years, and (2) characteristics of NGSS-aligned assessments.

Through the team's work, five important findings have been made that are worth noting in this summary:

- **Formative Assessment Work** – The growing intentionality with which quality formative assessments have been developed has helped teachers and students in the Biology Studies course in two ways: (1) the teachers have gained a much better ability to assess student learning prior to unit tests, and (2) this work has impacted their students' self-awareness of their own understanding, strengths, and gaps.
- **Inclusion of POGILs** - The recent incorporation of **POGIL** (Process Oriented Guided Inquiry Learning) activities, which have been modified for the reading level of the Biology Studies classroom, have encouraged deeper thinking, greater student collaboration, and employ a constructivist inquiry approach to learning.
- **Need for More Differentiated Assessments** – With high numbers of IEPs (17%, 24 students) and 504s (12%, 17 students) in the Biology Studies classroom, it is apparent that modes of assessment need to be modified and differentiated for our students
- **Diverse Range of Students** – The team has found it challenging to address the needs of all students because of the wide range of student abilities. This is an area that will need additional focus in the future.
- **Reading Levels** - Students reading level impacts assessment outcomes when assessments are in written form.

IV. Recommendations

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

- **Continue Intentional Development of Formative Assessments** - The team is currently working on the development of shared formative assessments within each unit to better inform instruction. Many of these involve **online tools** (GoFormative, EdPuzzle, Socrative, Google Forms) done between classroom activities as well as through the use of more traditional entrance/exit slips.
- **Development of Differentiated Assessments** – The team seeks to develop new, **differentiated** assessment—both formative and summative—to meet the needs of students with 504s and IEPs.
- **Assessment to Address Diverse Skills of Students** – Using **brain-based learning** approaches, the team is also developing new student-centered learning experiences that will allow for the assessment of students in a way other than written assessments.

V. Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|-------------------------|---|-------------|------------------------|---|
| Department Action | No new course proposals | Yes, project was worked on during Summer 2016 | No change | No additional staffing | Utilizing student Chromebooks in new ways |

III. Findings

The Biology 163 team has focused their attention on curricular alignment to the **Next Generation Science Standards**. These standards, which represent intersection of **science and engineering practices** (skills), of **disciplinary core ideas** (content), and **cross cutting concepts** (themes), have been embraced by our staff. The following findings summarize this team's curricular work thus far as they continue their curricular alignment work in this first science course that the majority of GBS science students will take:

- **Areas of Current Alignment** - Biology 163 is already aligned with NGSS in many of the eight core **science and engineering practices** woven through the standards. These include areas such as planning and carrying out investigations, analyzing and interpreting data, constructing explanations, engaging in argument from evidence, and obtaining, evaluating, and communicating information. **Disciplinary core ideas** in cell biology, energy, and Mendelian genetics also represent places of strong alignment. Furthermore, previous work centered on enduring understandings and essential questions has allowed for greater emphasis on the **cross cutting concepts** which run throughout the standards.
- **Areas Needing Further Alignment** - The team has recognized that Biology 163 is lacking alignment with NGSS in the particular areas of feedback mechanisms, macromolecules, hydrosphere/geosphere/carbon cycling, and group behavior. Future alignment work will be needed in these areas.
- **Going Beyond Standards** – While the standards are ‘meaty’ in that they make *students* take the role of scientists and engineers in high level critical thinking, the team recognizes that they go beyond the disciplinary core ideas outlined in topics such as reproduction, biodiversity, and human body systems.
- **Student-center Approach to Learning Biology** – The team is proud of the work they have done in building a student-centered curriculum that truly addresses the **science and engineering practices** outlined in NGSS. Students are not just learning about science in this course, they are truly designing experiment, analyzing real data, and communicating their results in the manner that real scientists do.

IV. Recommendations

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

- **Course Level Realignment** - Over the 2016-17 and 2017-18 school years, plan and implement a significant realignment of Biology 163 units to better align with NGSS disciplinary core ideas. This will involve re-ordering some units and eliminating human body systems as a unit (and dispersing it throughout the curriculum) where appropriate.
- **Unit Level Realignment** – The team has identified a specific list of adjustments to be made in the following areas: ecology, cells, energy, reproduction, genetics, evolution, and biodiversity. The team plans to create a culminating week-long project focusing on systems, possibly developing solutions to human induced environmental dilemmas or homeostasis disruptions within an organism.

V. Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|-------------------------|--|--------------|------------------------|------------------------|
| Department Action | No new course proposals | The team anticipates the need to submit a proposal for Summer 2017 | N/A | No additional staffing | Time to meet as a team |

III. Findings

The Biology Honors 173 teams selected three areas of focus on which they centered their work over this review year: (1) **learning by doing**, (2) the development of **POGILs** (Process Oriented Guided Inquiry Learnings, and (3) the realignment of **summative assessments**. Their review of curriculum in these three areas has led the team to three primary findings:

- **Learning by Doing** – The team has recognized the value of recent lab updates in which students have become more engaged in the curriculum and anecdotally seem more invested in the learning activities. Introducing a new concept with an **experience** in which students are engaged has served as a valuable student-centered and partner-centered approach to learning. These activities have allowed students to **construct their own conclusions** and **critically think** about concepts before the class discussions occur. It is encouraging to note that 2015-16 summative assessments demonstrated measurable student achievements as compared to past years.
- **POGILs** – Revised POGILs have enabled students to engage in independent and collaborative learning through a **guided inquiry** approach, which has enhanced the lab-based curriculum. Higher order thinking skills, as well as application of problem-solving skills to novel scenarios, have stretched students’ thinking.
- **Summative Assessments** – The realignment of **summative assessments** has allowed for recent changes to unit objectives. These assessments now include more critical-thinking questions, address data analysis skills, and include narratives that mirror real life scenarios.

IV. Recommendations

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

- **Keeping Labs ‘Cutting Edge’** - Continue to investigate new activities and labs in order to keep the Biology Honors curriculum up-to-date. This includes pursuing emerging **bio-technology labs** such as PCR. Continue to keep course objectives updated with new biological developments and discoveries. In addition, the team seeks to discuss with students how they may continue their interest in these biological concepts at the college level and beyond.
- **Guided Inquiry** - Continue to develop and add **guided inquiry** learning activities within the curriculum to encourage higher order thinking skills, application to novel situations, and student collaboration with peers.
- **Team’s Professional Learning** - Continue to participate in outside **professional development** opportunities which can lead to the development of new labs and activities.

V. Department Action

| | | | | | |
|--|----------------------|----------------------------|-------------|----------|-----------|
| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|--|----------------------|----------------------------|-------------|----------|-----------|

| | | | | | |
|-------------------|-------------------------|-----|--|------------------------|--|
| Department Action | No new course proposals | N/A | Transition to new edition during the 2018-19 school year to include the newest biological developments | No additional staffing | Seeking team support to attend conferences and for professional development activities in order to explore the use of new laboratory equipment (mini PCRs, for example) and to stay current in the field |
|-------------------|-------------------------|-----|--|------------------------|--|

III. Findings

The science department's Team courses have recently transitioned to a **co-teaching model** (regular education teacher paired with special education teacher). In the second year of such a transition, the Biology Team teachers set this as an area of focus for their recent work. Five findings are articulated below:

- **Co-teaching Models** – The team reviewed the co-teaching models used within their classrooms. “**Parallel Teaching**,” each teacher working with a subset of the class in order to differentiate based on student needs or abilities, has been a valuable method of co-teaching. The “**Teach and Assist**” model has been the most frequently used model. In this approach, one teacher leads while the other helps particular students with supports and redirection. In either model, both the science teacher and special education teacher serve as equals and are equally viewed by students as content experts.
- **Co-Planning and Responsiveness to Students** – Every other day, the team meets during a common plan period to review the previous lesson and plan for the next. During this time, the co-teaching team will often review formative and summative assessments. They use this information to decide what type of co-teaching strategy will be most effective in order to reach students at different levels of understanding.
- **Large Numbers of IEPs** – With a high percentage of IEP students (56%) and additional students with 504 accommodations, it can be difficult to reach the diverse needs of all students.
- **Textbook Needs Updating** – While the current textbook is at an appropriate reading level for the students in the Biology Team classes (approximately 8th grade reading level), the textbook is dated and currently no electronic version of this text is available.

IV. Recommendations

After reflecting on the above findings, the team has set out the following recommendations:

- **Continue Co-planning and Responsiveness to Students** – The team has recognized the power in their co-planning work and their ability to be responsive to the needs of students. They desire to continue to monitor class data (differentiated formative and summative assessments) to best discern the needs of their students and implement the most appropriate co-teaching strategies.
- **Professional Development Opportunities** – Recognizing that this is new territory, the team sees great value in **continuing to learn** how to best utilize co-teaching models. They desire to attend co-teaching professional development opportunities.
- **Update Textbook and Supportive Materials** – The team wishes to adopt a new textbook for Biology Team course for the 2017-18 school year. They are currently evaluating possible textbook options. The team recognizes that new homework assignments, reading strategies, and other supportive materials will need to be developed to most effectively support students as they use a new text. The team seeks to develop such resources in conjunction with this textbook transition.

V. Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|-------------------------|---|--|------------------------|--|
| Department Action | No new course proposals | A summer curriculum project may be requested for the Summer 2017 to support the above recommendations | New text being evaluated for implementation during 2017-18 school year | No additional staffing | Support to attend workshops and conferences related to co-teaching |

III. Findings

The Language Assisted Biology course is the capstone course in the science department's language assisted offerings. As such, this course is critical in helping support the transition from the language assisted science classroom to the general science offerings. At the same time, however, students in the Biology LA classroom have both a wide range of academic backgrounds and abilities as well as are diverse in their proficiency of the English language. In light of this, the team has decided to focus efforts in the area of **differentiated instruction** to support the academic abilities and different ELL levels in the Biology LA classroom. It is in this focus area that the following findings have been made:

- **Collaborative Activities Allow Students to Support Each Other's Language Development** – With the wide range of ELL levels in the Biology LA classroom, students **collaborating in pairs** or small groups enables them to engage in meaningful discussions of science concepts while advancing their conversational skills. Furthermore, varying group formation based on a variety of factors (skills, interests, readiness, reading level, choice) has allowed for students to learn biology from each other, to make friends as they acclimate to a new country and language, and to grow in their proficiency of the English language is a safe and nurturing environment.
- **Tiered Activities Support Different Needs** – A diverse student population can grow at their own pace when **activities are scaffolded**. While all learners in the Biology LA classroom work to develop the same core understandings of biological concepts and skills, students are allowed to proceed through these at their own pace and with unique levels of support, challenge, and complexity.
- **Differentiating Takes Time** – Building **differentiated materials** is hard work and takes a significant amount of time. Given that this course is taught by a single teacher does not allow for the sharing of roles to support such differentiation.

IV. Recommendations

In light of the above findings, the following recommendations are made:

- **Continue to Create Differentiated Materials** - Continue to **create differentiated daily materials**, formative, and summative assessments. While it takes time to develop strong differentiated activities, this is an area of continued focus and development. Sharing such ideas with and learning from other Language Assisted teachers both within and outside the science department may be a way to share great ideas from course teams that often consist of an individual teacher.
- **Seek Out Instructional Technologies that Support Differentiation in the Language Assisted Classroom** - Look for **technology tools** available to help engage students while also allow for the matching of instruction to the student's academic and language development level.
- **Effectively Use Classroom Instructional Aide** - Continue to work closely with the **instructional aide** so that each student feels supported in class. This can include giving her responsibilities to work with small groups, working one-on-one with students who

need extra support or who need to be appropriately challenged, and helping to manage the effective implementation of differentiated activities.

V. Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|-------------------------|----------------------------|--------------|------------------------|--|
| Department Action | No new course proposals | N/A | N/A | No additional staffing | Support from other language assisted instructors |

GBS Social Studies Department Curriculum Report—November 2016

I. Introduction

A. Courses reviewed during the past year:

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

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. A list of relevant questions was created for each course, available data was 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

II. Report Schedule

| <i>November 2017</i> | <i>November 2018</i> | <i>November 2019</i> | <i>November 2020</i> | <i>November 2021</i> |
|------------------------|-------------------------|--|--|---------------------------|
| US History Studies 163 | AP US History 183 | Issues and Answers in Philosophy 161/162 | Urban Studies I: Chicago 161 | World History Studies 163 |
| US History 163 | AP Psychology 183 | Sociology: Human Relationships 161 | Urban Studies II: Problems & Solutions 162 | World History 163 |
| US History LA 163 | AP European History 183 | Sociology: Crime and Deviance 162 | World Religions East 161/162 | World History Honors 163 |
| US History Team 163 | AP World History 183 | Psychology 161/162 | World Religions West 161/162 | World History LA 163 |
| World History Team 163 | AP Economics 183 | International Relations 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:

| | | | | |
|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>November 2017</i> | <i>November 2018</i> | <i>November 2019</i> | <i>November 2020</i> | <i>November 2021</i> |
| 25% | 20% | 10% | 20% | 25% |

Course: World History Studies

III. Findings

Since the prior curriculum review, the World History Studies teachers have worked to update the curriculum map to reflect modifications necessitated by the adoption of the block schedule, reaffirming the course's Essential Questions and Enduring Understandings that had been developed earlier, but streamlining units to allow for greater instructional intensity in key skill areas.

A significant focus of this course is on student reading skills; research has shown that reading skills are best taught as an organic part of a larger process of knowledge attainment. A majority of the learning activities in the course are designed to help students access and understand information concerning the development of civilization and the subsequent challenges that have emerged over the course of human history, and this process is heavily dependent on student reading comprehension. The challenge for the course is to balance the focus on reading with other activities and skills critical to the social studies, such as writing, utilization of technology, and oral communication.

The World History Studies teachers have focused their work on evaluating and adjusting course assessments to align with course and unit essential questions. This continues to be an ongoing process, with the revised course map providing a guide for assessments. Regular formative reading assessments are being given to continue strengthening student reading skills, and when students employ the reading strategies they show improved reading scores. A continued effort will also be made to utilize more written assessments over multiple choice assessments.

Course enrollment has remained relatively consistent, comprising approximately 5 sections. The majority of students in the course have lower than average reading scores and may have struggled academically in middle school. These students require greater support in terms of learning organizational and study skills as well. The World History Studies teachers recognize that many of their students have significant challenges, both academically and outside of school, and their communication with counselors and deans is a critical component of their work with their students.

IV. Recommendations

- The World History Studies team recognizes the potential benefits of being able to collaborate with teachers of other freshman Studies level classes in other departments, particularly as they focus on skill development that is cross-disciplinary, such as non-fiction reading and note taking. They desire to reach out to teachers in other

departments to develop common strategies and work with department leaders to coordinate opportunities for interdisciplinary collaboration.

- The team will continue to focus on exploring and implementing best practices in reading instruction, while also redesigning assessments to involve more student writing as a demonstration of their understanding over multiple choices assessments.

V. Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbooks | Staffing | Resources |
|-------------------|----------------------|----------------------------|-----------|----------|---|
| Department Action | None | None | No Change | None | Opportunities to meet with other Studies teachers |

Course: World History

III. Findings

The World History course is one of the largest in the department, with approximately 17 sections serving the vast majority of freshmen. Increased communication and articulation between instructors from GBS and feeder schools has proven to be very productive, as many students are coming in prepared with skills such as Cornell note-taking strategies and proficiency in short answer responses. The course text, *World History: Patterns of Interaction*, is appropriate for a 9th grade reading level, and the move to the eBook in the past year has been positive in terms of the related materials available in electronic format for students, such as audio versions of sections, note taking techniques, review questions, and short ancillary videos. In addition to the digital text, the World History Course Team teachers have each created a dedicated Google Classroom site that provides access to course materials and facilitates communication between students and their teacher.

A re-examination of the curriculum map identified several areas that needed to be revised based on block scheduling as well as general modifications of course content. The course team decided to make some adjustments by reducing or eliminating less crucial content in order to maximize the instructional time afforded by the block. The team also utilized time during the Professional Learning Mornings to complete a thorough review of the course Essential Questions and Enduring Understandings. The team affirmed that the current Essential Questions and Enduring Understandings continue to be appropriate. However, unit essential questions were reviewed and where appropriate, modified to better align with course objectives. The instructors also reviewed and modified unit and semester assessments to ensure that assessments are aligned to course objectives and unit essential questions. While the team operates using a common calendar and specific content material that all students are accountable for, teachers have flexibility in designing individual lessons that are appropriate for the students in their classes.

A new supplemental text was added to the curriculum for the unit on Africa. *An Ordinary Man*, an autobiographical book about the genocide in Rwanda, gave teachers the opportunity to further improve student reading skills while delving deeper in several areas of the College, Career, and Civic Life (C3) Framework for Social Studies Standards, such as understanding how historical context shapes people's perspectives and analyzing multiple and complex causes and effects of events.

IV. Recommendations

- With the positive impact of the new supplemental text in the curriculum, attention should also be paid to other course materials and resources. The committee recognizes the need to update some of the supplemental resources in the course, particularly videos that have been used for many years and should be updated both in terms of format (VHS to DVD) as well as current scholarship.
- Because this course is taken by so many freshmen at GBS, it presents an opportunity to collect data on and monitor student reading growth. Teachers should have access to student reading scores as well as be more proactive in designing lessons in furthering reading instruction, with appropriate support, tools, and collaboration. The team will also be exploring more ways to develop common language and standards around freshmen student writing, including collaboration and alignment with English teachers.

V. Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbooks | Staffing | Resources |
|-------------------|----------------------|----------------------------|-----------|----------|-----------|
| Department Action | None | None | No Change | None | None |

Course: World History Honors

III. Findings

The Honors World History course is a highly demanding and challenging class, and while students often initially underestimate the rigor, most are able to adapt and be successful. There is a sharp learning curve for many incoming freshmen who are being significantly more challenged with the demands of honors level curriculum in high school Social Studies. While there are those students who do not yet read above grade level and struggle in the course, there has also been a recent trend of students who are recommended for honors level but opt to take the regular level World History, likely due to concerns about academic overload freshman year. Certainly, student overall wellness is important in course selection. Our goal is to encourage students to take courses at the appropriate level of challenge and support them, as this will best prepare them should they choose to take honors or AP courses the following year.

In 2014 the updated eBook edition of *World History* was adopted for the course, which contains more current material. Interestingly, several students have purchased the paper edition as well, suggesting that students are utilizing different resources to meet their learning needs. A key part of this course is to begin student preparation for AP level coursework. So in addition to significant reading, instructors have been placing greater emphasis on AP-style writing in terms of short answer questions and thesis development. Contemporary connections are also an important part of making the course content relevant to the students, and further use of periodicals, newspapers, websites, and blogs enhance those real world connections and facilitate application of historical knowledge to events unfolding today.

The course team has worked on bringing their assessments into closer alignment with the course and unit essential questions. An increased focus on written assessments will continue to facilitate this alignment, and greater use of primary sources on assessments will also provide information concerning student reading comprehension. The development of effective and varied assessments continues to be a course goal.

IV. Recommendations

- The team is concerned about the overall workload and stress level of students who are in several or all honors classes. The district's work on creating guidelines for best practices in homework will be a useful tool in facilitating conversation for the instructors regarding meaningful homework. Likewise, conversations with other honors level teachers in other departments would be highly beneficial as well.

- While the adoption of an updated text has been positive, further exploration of how to help students with reading comprehension during long, sustained periods of reading from a screen would be useful for teachers.

V. Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbooks | Staffing | Resources |
|-------------------|----------------------|----------------------------|-----------|----------|-----------|
| Department Action | None | None | No Change | None | None |

Course: World History LA

III. Findings

A comprehensive review of the World History Language Assisted course has been driven by implementation of UbD principles, the transition to the block schedule, and a greater focus on reading and writing skills. The primary goals of these changes were to increase student engagement, as well as strengthen student's critical thinking, reading and writing skills.

Using the backward design model of curriculum planning, Course and Unit Essential Questions were recrafted and Enduring Understandings were created; daily lessons were tailored to highlight essential questions and all formative and summative assessments were rewritten in correlation with these essential questions. This resulted in an updated curricular map for the 2014-2015 school year. Each topic of study is now also aligned to the Common Core State Standards and College Reading Standards. In addition, the instructor for this course is working to align the analytical writing with the writing skills being taught in ESL 2 and ESL 3. While the current textbook continues to be appropriate and effective for this course, recently a new edition was published, which may prompt an update in textbook selection. The instructor will be examining this text to see if it will better meet student needs.

The course enrollment of World History L.A. has remained steadily between 15 to 20 students in each of the 2 sections. The course still caters to a diverse groups of students from countries around the world, but reflects what seems to be an increasing number of students from India, Pakistan and Mongolia. Students in this class are closely monitored for their reading, writing and verbal skills and are quickly placed in more appropriate classes if it becomes apparent that they are either above or below the course level.

Students provide feedback on surveys at the end of the year. Students generally say that they enjoy the content and the daily lessons of the course. Some students report that while they generally do not prefer to take notes as they read, they acknowledge that they understand the information better when they do so. The student survey results also revealed a strong student interest to discuss more current events in class, so this will be incorporated more within the course content.

IV. Recommendations

- Continued collaboration and articulation with the ESL teachers is recommended, particularly in the area of reading and vocabulary building skills.

V. Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbooks | Staffing | Resources |
|-------------------|----------------------|----------------------------|--------------------------------|----------|-----------|
| Department Action | None | None | Possible move to newer edition | None | None |

Course: Global Geography LA

III. Findings

Global Geography L.A. serves students who enter GBS at a relatively low English acquisition level, and while historically it has been comprised of a highly diverse body of students ethnically and linguistically, it has also become increasingly diverse in terms of the levels of prior academic preparation students come into the course with. Thus, while in the past most of the students entering this course could be expected to have had some exposure to English in their countries of origin, this is becoming less definite, requiring continual modification of the course to meet student needs. Another recent demographic trend has been the relatively high numbers of students from Mongolia (10 of the 12 students in the class last year were from Mongolia, and nearly all of them had exceptionally low English acquisition levels). Based on discussions with many of the Mongolian students in the ESL program, GBS may continue to see this trend of greater numbers of Mongolian families arriving in the coming years.

Based on the ongoing need to adapt to the changing population of students enrolled in the course and their learning needs, it became apparent that the recent textbook adoption for this course was no longer appropriate for the majority of the students enrolled. The textbook that was adopted for the 2015-2016 school year, a book that would have been at an appropriate reading level of the majority of students in the past, was considerably too difficult for many of the students in Global Geography L.A. that year, who had very limited exposure to English prior to coming to GBS. The teacher made adjustments first semester by using readings from a variety of different sources and using parts of the previous year's textbook during the second semester.

While the materials and instructional strategies for the course are constantly being revisited and modified, the instructor has been able to adhere to the established curricular units of study. Several years ago the curricular map was updated and all topics of study were aligned with the Common Core State Standards and College Reading Standards. Since then, as part of ongoing curricular reexamination and the UbD process, Course Essential Questions and Enduring Understandings were created. The instructor then focused her work on rewriting the unit essential questions, and correlating formative and summative assessments with these essential questions. The nature of this course and the students enrolled will require ongoing intensive revisiting of this work.

IV. Recommendations

- The instructor will continue to examine the curriculum of the course, with a greater attention to differentiation in assignments and assessments for the broader range of students.
- Possibilities for other more suitable and perhaps more flexible textbooks and materials for this course should be explored.
- As with the World History LA course, continued collaboration and articulation with the other ESL courses would be greatly beneficial for the students in the course.

V. Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbooks | Staffing | Resources |
|-------------------|----------------------|----------------------------|---------------------------------------|----------|-----------|
| Department Action | None | None | New textbook options will be explored | None | None |

GBS Special Education Department Curriculum Report – November 2016

I. Introduction

A. Courses reviewed during past year

Practical Science

B. Process

Over the course of the past four years, building and department initiatives have steered positive curriculum work for the department. However, it led to misalignment with the GBN Special Education Department. Due to retirements, curriculum review for Transition was completed earlier than scheduled and review in Science began earlier. The GBS Special Education Department and General Education Department Science teachers met during department and team meetings, professional learning mornings and during summer curriculum working sessions to better define the DLS Practical Science curriculum and development of sequences in Biology Concepts and Physical Science Concepts.

C. Additional initiatives: study of Resource/Study Skills course as related to transition assessments and self-directed IEPs

II. Report Schedule

| November 2017 | November 2018 | November 2019 | November 2020 | November 2021 |
|---|---|--|--|---|
| 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 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:

| | | | | |
|-----|-----|-----|-----|-----|
| 20% | 20% | 20% | 20% | 20% |
|-----|-----|-----|-----|-----|

Additional courses to be reviewed this year:

| |
|--|
| New course(s) to be reviewed after 3 rd semester: N/A |
|--|

Course or Initiative: DLS Practical Science - Biology Concepts

III. Findings

The faculty members involved in the Educational Planning Process (Special education teachers, General education teachers, IAs) reviewed current and past practices in DLS Practical Science over the course of the school year. Work was continued during a summer curriculum project by the two special education teachers who are teaching DLS Science course. Focus was directed to current student need(s) as specified in individual student IEP as well as incorporation of the Next Generation Science Standards.

The curriculum project began with a review of both the Team Biology and the Biology Studies Curriculum. Taking into consideration DLS students’ interests and needs, units were determined as related to practical application of skill. Each unit then was determined, skills and objectives identified. Once each unit was determined, student-friendly objectives were developed to guide planning. While both teachers had background in teaching Science within a Special Education setting, additional research and education on the unit topics was warranted. Topics from Team Biology and Biology Studies served as a starting point in planning as the teachers modified the curriculum to meet the above mentioned student needs. Four complete units were planned throughout the summer and work continued this Fall as the course began. The team established objectives for the remaining units and will continue working on the day-to-day planning throughout the year. While incorporating real-world applications and skills in each unit, the NGSS will guide the curriculum to offer a solid foundation in Biology.

IV. Recommendations

1. Research and Review materials and curricular options for all courses.
2. Review both formative and summative assessments to monitor student growth
3. Continue to investigate blended learning aspect (i.e, continue review of related and supplemental materials and technology)
4. Further development of new course proposals over the course of next school year

V. Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|------------------------------------|----------|-----------|
| Department Action | | Physical Science Concepts | Examine and/or Review text options | | |

GBS World Languages Department Curriculum Report – November 2016

I. Introduction

A. Courses reviewed during the past year:

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

B. 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 in the three modes of communication, as outlined in ACTFL's communication standards: interpersonal, interpretive and presentational.

In order to fully develop novice mid to intermediate low students' skills, course teams were also charged with reviewing the quantity and quality of authentic resources used for reading, listening and viewing. While textbooks and other materials created for student use are valuable building blocks, students must be taught to interpret sources they would find in real life situations in the target countries. Therefore, curricular teams reviewed their progress in the implementation of authentic resources since the previous formal curricular review cycle, which took place well over five years ago.

II. Report Schedule

| November 2017 | November 2018 | November 2019 | November 2020 | November 2021 |
|----------------------------|----------------|----------------------------------|----------------------------|--------------------------------|
| American Sign Language 363 | | | American Sign Language 163 | American Sign Language 263/273 |
| French 363 | French 463 | French 563/573 | French 163 | French 263 |
| French 373 | French 474 | 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 263 Studies |
| Spanish 363 | Spanish 463 | Spanish 563/573 | Spanish 163 | Spanish 263 |
| Spanish 373 | Spanish 473 | AP Spanish Language & Culture 583 | | Spanish 273 |
| Spanish for Heritage Learners 363/463 | | AP Spanish Literature 583 | Spanish for Heritage Learners 163 | Spanish for Heritage Learners 263 |
| | | | | Spanish for Heritage Learners 273 |

Approximate percentage of curriculum to be reviewed:

| November 2017 | November 2018 | November 2019 | November 2019 | November 20201 |
|--------------------------|----------------------|----------------------|----------------------|---------------------------|
| 23% | 18% | 18% | 16% | 25% |

Course or initiative: American Sign Language 263

III. Findings

The 2015-2016 school year was the first year that two ASL teachers taught and collaborated on the curriculum for the ASL 263 course. Having the ability to work together and analyze the curriculum not only strengthened the lesson concepts, but also improved the students' skill level by the end of the school year. The high enrollment in the course (3 sections of level 2) can be attributed to the way in which it meets the diverse needs of students. Many students who find a written or spoken language to be challenging often want to try a visual-gestural language. The statistics identifying some of our academically-challenged group of students remain typical from year to year. More than 30% of the students receive special education services, and other supports such as 504 Plans, TEAM, Guided Study, and Transitional Study. Almost 25% of the students also participate in the Free and Reduced Lunch program, another indicator for lower academic achievement.

The curriculum is supported by two text resources, both of which are used in levels 163 and 263. *Basic Course in American Sign Language* supports the development of vocabulary and grammar practices. *Signing Naturally* provides models and activities to improve students' skill development. The latter also includes a DVD that students view at home for practicing. This combination along with a variety of teacher-created materials and videos have helped students become better signers.

During first semester, students study Deaf culture in more depth by reading a chapter from *For Hearing People Only*. This book was created by Deaf and Hard of Hearing individuals and is based on questions featured in *Deaf Life Magazine*. These questions were posed by hearing readers. Students analyze a chapter of their choice, present a detailed lesson to the class, lead a discussion and create a mini-assessment. To further promote understanding of the complexities of deafness in the family, we've incorporated two feature length films. Both films focus on the lives of Children of Deaf Adults.

Daily emphasis continues to include students' ability to communicate with each other in the target language (interpersonal mode). Focus is on dialogue and conversation incorporating newly acquired grammar skills and vocabulary. By the fourth quarter, students are asked to 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 the recording device. They practice both recording expressive narratives (presentational mode of communication), evaluating their work and providing peer feedback. This further allows them to focus on both their strengths and weaknesses in order to sharpen their self-analyzation tools.

IV. Recommendations

The primary recommendation is to continue the use of technology to better support attaining learning outcomes for individual students and groups. We would also like to incorporate authentic resources (videos) to advance the students' receptive ability in a narrative setting, connected with the ASL concepts taught in class (interpretive mode of communication).

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | None | None | None | None | None |

Course or initiative: French 263

III. Findings

French 263 underwent an entire curricular review and change during the 2014-2015 school year. During the 2013-2014 school, Matthew Bertke, the French 263 teacher worked to redesign the course with Spanish and German 263 colleagues using the *Understanding by Design* model. In doing that, Mr. Bertke created a course that was based on the overarching essential question “Who am I and How can I function in a French-speaking country?” Using that question and the ultimate goal that the student would achieve a novice-high proficiency rating on the American Council on the Teaching of Foreign Languages rating scale, units were created, unit-level goals and assessments, vocabulary and grammar were decided, and measurable daily lesson objectives were created. Clear objectives were laid out and rubrics were explained to students so that they could understand the ratings and monitor their progress and evaluate feedback to use for self-reflection throughout all of the eight thematic units.

Another change in this course was the switch from a traditional communicative grammar approach to a more lexically based communicative approach with grammar consciousness-raising activities to be introduced but not explicitly taught. In order to monitor progress towards this goal, the teacher used rubrics to evaluate students and their progress. Common errors were identified, and students worked on a variety of activities to focus on correction through a teacher-guided feedback loop. Students felt very successful as they progressed towards their goal of a novice-high proficiency.

IV. Recommendations

In the future, there will be a few considerations made for the progress of this course. The teacher will continue to take student input into consideration. One unit that the students did not find interesting has already been modified and vocabulary that students wanted to learn has been added to each of the units. Student voice will continue to be a powerful part of this course so that they feel they are learning the most important material and that they matter in the course. Also, assessments are being modified to use more and more technology in the classroom, from using Google Maps to assess students on their map reading abilities to using Twitter for short cultural readings about current events.

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | None | None | None | None | None |

Course or initiative: French 273

III. 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 was highly textbook and workbook-driven through the 2012-2013 school year. The teachers tried many different programs, but none achieved the communicative abilities and proficiency in speaking, reading, writing, and listening that they were seeking. Therefore, during the summer of 2013-14, they designed a thematic, *UbD*, proficiency-based curriculum which consisted of eight units, four taught each semester. With each unit, the assessments designed were also proficiency-based, in the interpretive, interpersonal, and presentational modes. In the 2014-2015 school year, the French teachers changed or refined each unit in the course because they found that either the focus was too close to a unit that is taught in the French 373 course (this was the case in two units) or it was simply not interesting to students. The version of the course that was unrolled in 2014-2015 was a much better fit for the students, and resulted in a much higher level of engagement. The redesigned assessments helped students to show just how much they had learned. Then, in the 2015-2016 school year, the French team determined (during a vertical articulation meeting about grammar) that a realignment of the grammar in the French 273 course was necessary. The teachers decided to spend more time on the present tense, and thus this moved the other verb tenses to different spots in the course. In addition, topics such as pronoun use- direct and indirect objects among other topics- were augmented. This realignment once again affected assessments and daily coursework and progression. The 2016-2017 school year will complete these grammatical revisions. In addition, during the 2015-2016 school year Integrated Performance Assessments (IPA) were added to the course.

IV. Recommendations

French 273 has evolved considerably over the last four years, and continues to improve in order to inspire and maximize student proficiency. The French team of teachers plan to add IPA-style assessments to each unit, along with practice versions. The teachers will continue to update the authentic resources (videos, articles, and other readings) in the course in the absence of textbook materials. Overall, people are becoming more satisfied with the course, and the smiles on students' faces as well as their communicative abilities at the end of the year suggest that French 273 is on the right track.

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | None | None | None | None | None |

Course or initiative: German 263/273

III. Findings

The German 263 / 273 course uses the textbook *Portfolio Deutsch 2* to organize themes and to identify language functions for specific units; however the majority of the in-class instructional materials and assessments are created by the teacher. The textbook serves as reinforcement of the material and to structure the vocabulary lessons in a thematic manner. Listening activities come from authentic sources such as television and radio reports, television and radio advertisements, films, and songs. The textbook is used to provide additional practice and support as needed.

Interpretive skills are developed with the use of authentic fiction and nonfiction material in the form of articles, stories, poems, songs, graphs, charts, maps, advertisements, letters, and websites. Reading and writing skills are advanced by building upon the themes begun in German 1 while increasing vocabulary, grammar and structure skills at the second, spiraled 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 giving them a variety of Integrated Performance Assessments to demonstrate what they have learned. Scaffolding, partner and small group work, experiential learning activities, technology integration, games, and other techniques are used to provide each student with the tools to acquire proficiency in German.

IV. Recommendations

The German 2 teacher will increase collaboration with horizontal teams, especially with French and Spanish level 2 teachers. Assessments and other learning activities can be shared so that student proficiency is being developed in all 3 modes of communication. Essential questions can be reviewed as each team strives to refine what has already been outlined.

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | None | None | None | None | None |

Course or initiative: Japanese 263/273

III. Findings

In the school year of 2014-2015, the Japanese 263/273 textbook and workbook were changed from *Yookoso I: An Invitation to Contemporary Japanese* to another college textbook *Genki Volume 1* with its workbook. The latter is used by levels 1-3, is more economical and provides students with better content to support the thematic units created for the course: 1) Self & Family, 2) Hobbies & Leisure, 3) School/Everyday Events, 4) Holidays, 5) Foods/Cooking on special occasion, 6) Health & Injury 7) Weather and 8) Travel/Transportation/Shopping. These themes align with the AP themes and the curriculum is designed to develop skills at the novice-high/intermediate-low level.

Yookoso I provided appropriate audio materials and some useful learning activities, however, the textbook placed too much emphasis on detailed grammatical structures. It also lacked updated cultural information, which is now included in the new resource. *Genki* includes richer, thematically based vocabulary and students have easy access to online exercises and resources including picture cards for self-study and classroom activities. Its workbook exercises are very useful for students to gain basic Japanese language skills, keeping in mind that this language includes 3 different alphabets for students to learn.

Japanese 263 and 273 have been a mixture of multi-level learners in one stacked class. In order to meet the needs of a very diverse group of regular and honors students, the teacher makes use of both *Genki* online activities and other resources such as [Erin's Challenge](#) units and [Learn Japanese on the web](#) for additional practices. Students are provided opportunities to have access to these resources both at school and at home.

In Japanese 263/273 class, 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. In spite of the challenging coursework, so far most level 2 students promoted to either Japanese 373 or even level 4 Japanese in their third year.

IV. Recommendations

It is recommended that the teacher continue to research additional technological components and a variety of activities, which will support student learning to a greater degree. It is also recommended that the teacher continue to collaborate with Japanese teachers at other local high schools.

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | None | None | None | None | None |

Course or initiative: Mandarin Chinese 263/273

III. Findings

During 2015-2016 both teachers implemented several major changes: 1) depart from the textbook and use purely authentic materials as instructional materials, 2) instruct using 90% target language goal, 3) assess mastery in the three modes of communication: Interpretive, Interpersonal and Presentational, and 4) per growing research on Mandarin learning, modify student writing to typing only. The latter was a particularly successful change where more students were able to refine their pronunciation and reinforce character recognition at the same time. In addition, students could command significantly more characters than handwriting. Other changes include expectations for fewer written vocabulary terms than before and increased focus on radical recognition to help fine tune meaning and character relationships. About 40 radicals are introduced or reviewed. Collaboration for preparing lessons helped the teachers to see the many steps involved in building Chinese literacy. A significant amount of time was used to determine high frequency characters in public signages and website headlines, tabs, and banners. A heavy reliance on authentic materials proved to be very useful. Assessment in Google Forms was implemented for interpretive reading and vocabulary reading exercises because the format introduced authentic materials in color and students were able to make personal responses.

During second semester there is a focus on improving presentational typing skills, such as by composing a short descriptive paragraph using commonly used transitional phrases based on a video prompt. Level 273 students are required to produce longer sentence structures, while level 263 students were asked to communicate using solid simple sentence structures. Both groups showed improvement and readiness to apply new vocabulary. As expected, the students' presentational typing level was below their speaking communication level.

While both 263/273 increased their ability to create conversation, plan a birthday for a classmate, plan an activity to do together, and learn about the contents of each other's digital storybook, 263 clearly lacks a strong foundation for pinyin accuracy to build on more language and lacks a strong radical recognition to build on more character recognition. Per ACTFL's StarTalk research, these two are both important steps for Chinese literacy.

IV. Recommendations

It is recommended that the teachers increase students' listening and speaking vocabulary by activating pinyin skills and radical recognition, but not necessarily by introducing more characters. For example, teachers can teach students to negotiate to purchase an item exercising a cultural haggling function, but not expect students to record the same interaction in characters. Teachers will continue to work with a smaller batch of character recognition, carefully choosing high frequency characters, so students can retain more of what they learn.

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | None | None | None | None | None |

Course or initiative: Spanish 263 Studies

III. Findings

The curricular design of the Spanish 263 Studies is similar to that of the Spanish 263 course in that it is standards-based, thematically organized and regularly assesses the 3 modes of communication, based on OPI and ACTFL guidelines. In the summer of 2015, a redesign of the course took place to increase formative and summative assessments and vocabulary lists were created to be more consistent with the Studies level. Also, starting in 2015-16, the use of Class Cuadernos (notebooks) which remain in the classroom was implemented to better guide students and used for pre and post reflection as well as some note taking in class. This inclusion has helped students to better organize themselves, to focus and to engage their personal thoughts and opinions surrounding the lessons at hand. The VISTAS supersite is used as a supplement since the course is more thematic in nature rather than book-topic driven. The number of themes and order of such vary from the 263 level according to the needs and interests of the Studies students. The type of assessments used as well as level of readings reflect the 263 Studies Level of Oral Proficiency, as well as the appropriate College Readiness bandwidth and support student development of skills required to successfully communicate at a novice-mid/high level.

Authentic resources are incorporated into homework assignments and daily lesson plans and may include readings, listening, viewings and/or writing and speaking activities written by and intended for native speakers. For example, the teacher incorporates a variety of thematic Memes and in some cases a famous cartoon character such as Gaturro (a cat from Argentina) for class openers, and articles pertaining to themes studied in order to interpret similarities and differences in cultural practices. Another curricular difference from that of the Spanish 263 is the inclusion of 2 beginner level readers: *Piratas del Caribe* and *Los Agentes Secretos y el mural de Picasso*. While they are not authentic, these have proven to challenge and motivate students, and have allowed the teacher to integrate authentic cultural content such as geography, history and art.

For the past five years, an Instructional Assistant has supported the teacher; at times the IA works 1-on-1 with students as well as serves as a leader for the larger group while the teacher works with students needing more attention and support. This teaming has helped to keep many students in world languages; many would otherwise drop out due to poor attendance, to health situations, and due simply to cognitive difficulties in pacing. This ability to succeed in level 2 Spanish Studies and to continue to the next level is essential for students who in the past have struggled with language acquisition. It opens the doors for them to apply to colleges that require at least 2 years and sometimes more years in a World Language.

IV. Recommendations

Draw in a more structured cultural elements surrounding the topics studied beyond the readers- such as inclusion of more poetry, a variety of famous Hispanic celebrities, and music to further inspire learning. Continue to develop and incorporate Can-Do Statements in a structured manner to better support student learning of the themes and related to essential questions of each unit. Further explore ways to differentiate and individualize the learning process for students of this level.

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | None | None | None | None | None |

Course or initiative: Spanish 263

III. Findings

Spanish 263 is the largest language course at Glenbrook South. While the majority of incoming freshmen who take Spanish begin in level 263, the course also includes sophomores and juniors from different learning backgrounds. This makes the Spanish 263 course the beginning of a language career here for many students here at GBS. Therefore, it is an important foundational course, which presents a challenging task for the team of educators designing and implementing the Spanish 263 curriculum.

Spanish 263 consists of eight thematic units, four taught during first semester and four taught during 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 courses.

This course was redesigned for the 2014-2015 school year in accordance with the *UbD* framework and has been used for the last two years. Using the *UbD* model during the last two years 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 2015-2016 school year the Spanish 263 team of teachers eliminated the unit about “family” and added one on “school” to provide more vocabulary and to explore cultural school-based experiences in other countries. This change was made based on articulation with the Spanish 363 course in order to better align our curriculum. The teachers also began the process of converting all formative and summative assessments into Integrated Performance Assessments (IPA). This type of assessment has proved challenging to students but it has improved their reading skills, interpretive skills and their vocabulary. Because these changes have proven effective they will continue to be implemented in the 2016-2017 school year.

IV. Recommendations

The Spanish 263 team will continue articulation with the vertical Spanish sequence to ensure that students demonstrate level-appropriate proficiencies. In addition, all level 263 teachers should continue with the horizontal articulation process that was started two years ago. A final recommendation is to continue to implement the IPA style for summative and formative assessments.

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | None | None | None | None | None |

Course or initiative: Spanish 273

III. 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 has been restructured over the past five years using the model of backward-design (*UbD*) while focusing on the three modes of communication. Essential questions were created to drive each thematic unit and in turn to promote cultural comparisons and awareness. The course also includes the study of a great work of literature which is the condensed version of *Don Quijote*, while also integrating other authentic literary readings throughout these thematic units. The readings, such as the short story “El lío de mis pantalones,” are chosen to appeal to students of this level and to help prepare them for the rigors of an AP vertical sequence.

Each unit is now comprised of a theme, a culturally rich essential question and a variety of interpretive tasks taken from authentic readings and listening sources. The themes are similar to many of those recommended by the College Board for Advanced Placement of Spanish Language and Culture, themes such as Family, Beauty, Personal and Public Identity, and Contemporary Life. Through the study of these themes and with the guidance of the Essential Questions students engage in thought-provoking interpersonal and presentational speaking and writing tasks. All three modes of communication are regularly assessed on a formative and summative basis with a focus on meaningful feedback to improve student performance. The *Vistas* Supersite/online text, a resource also used in Spanish levels 163, 263 and 263 Studies, is used in this course as a further resource to support the acquisition of vocabulary and grammar which in turn enhances the quality and accuracy of the communicative tasks used to explore and discuss the thematic units and their essential questions.

In the summer of 2015, a curriculum project was completed, which focused on the development of proficiency-based questions, interpretive tasks based on authentic materials and the creation of more interpersonal formative assessments. The result of such project has been invaluable in supporting the course objectives.

IV. Recommendations

It is recommended that the Spanish 273 teachers continue their work to enhance alignment with the Advanced Placement Vertical Team. It would also be beneficial to all parties involved for teachers of 273 to maintain active involvement in articulation and collaboration with the township sender schools.

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | None | None | None | None | None |

Course or initiative: Spanish for Heritage Learners 263

III. Findings

The SHL 263 course is the entry level course for the majority of the students in the Spanish for Heritage Learners Program. This student population is considered at-risk and need very strategic guidance to develop and progress in their literacy skills. The SHL team has spent two years restructuring the curriculum with the guidance of the Spanish Language Arts Standards, Common Core and College Readiness Standards. The curriculum reflects a more rigorous and challenging sequence that incorporates activities and strategies that help students with the development of their literacy skills as well as providing for consistency to ease transitions as students progress to the next course. The team has de-emphasized the teaching of explicit grammar but still maintain the development of writing skills through real world tasks and contexts.

The SHL program has the following essential questions that guide the curriculum across all 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?

These themes are explored through short stories, poems, a novel, and films that help students connect to the each one personally and require a high level of critical thinking.. Several works are found in the *Sendas* textbook levels 1-2, which we acquired as part of the old Illinois Textbook program, while others are works found by the teacher. The themes for level two are reflected in the updated map:

- *Our life within the Community*
- *The Path of our Memories*
- *The Migrant Experience*
- *Family Relationships*

IV. Recommendations

Teachers in the program are in daily contact about what is or isn't working in order to modify and change activities. The SHL team is currently working on modifying rubrics so that they better reflect the expectations of formal writing activities. Teachers in the team will be evaluating these modified rubrics as the year progresses. Eventually, the goal is to have all levels implement rubrics in which students are self evaluating and reflecting on their own work.

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | None | None | None | None | None |

Course or initiative: Spanish for Heritage Learners 273/373

III. Findings

The SHL 273/373 course was developed four years ago with the purpose of best ensuring the transition of students to AP Spanish Language & Culture and AP Spanish Literature their junior and senior years. Before the course was created, the heritage honors students would be mixed in with SHL regular courses. The expectation was for the honors students to do projects and read independently outside of class. Although this was an appropriate arrangement at one time, the honors students were not being guided appropriately for the required independent work and high-level of required reading. The students in the program tend to be studies and regular level students who lack some of the academic skills required for success in AP. They require a lot of scaffolding and guidance to better prepare them for the rigor of an AP course, and so they are exposed to two years of curriculum that aims to build a bridge and provide heritage learners with the necessary base to be successful with the college-level work of Advanced Placement.

Since its redesign, the course has been a work in progress. The teacher has been consulting with the AP Language and Literature teachers throughout the cycle to get feedback on what this population is lacking. Recently, the SHL honors teacher attended the summer AP training offered by the College Board so that she can continue to implement the necessary activities specifically reflected in the AP Language course.

Naturally, the heritage program prepares students for AP Literature because the curriculum is based on literacy (reading and writing) and explicitly exposes students to authors, stories and novels that will be analyzed in the AP Literature class. The course, like the rest of the program, continues to focus on developing study skills while connecting them to their identity and culture through literature. This is still an essential component of the class and one that makes it a unique experience that is the most appropriate for this group. The course continues to go through changes as the curriculum adds more activities that specifically practice AP-like tasks.

The themes that are studied throughout the two years of SHL Honors sequence are:

- The Meaning of our Lives -Our Life within the Community- Lazarillo de Tormes (novel)*
- The Migrant Experience-The Path of our Memories -Imagination and Fantasy*
- Don Quijote de la Mancha (novel) -Role of Women in Society*

IV. Recommendations

The teacher will continue to be an active member of the AP Vertical Team, and will continue to consult with the AP teachers as needed. Student success and ease of transition into AP will be reviewed.

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | None | None | None | None | None |

To: Dr. Rosanne Williamson
From: Eric Etherton, Interim Associate Principal
cc: Dr. John Finan, Principal
Re: Curriculum Reports
Date: January 20, 2016

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:

- Departments have continued to focus on alignment of curriculum to the College Readiness Standards, 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.
- All departments have continued to emphasize implementation of literacy across all curricular areas based on GBN's professional development goals from the past several years, while transitioning to our current focus on growth and community mindsets.
- Each Instructional Supervisor has worked with their teachers in designing and implementing assessment instruments to meet the requirement of two type 3 assessments for the Performance Evaluation Reform Act (PERA).
- The PE Department has developed and implemented pre and post fitness testing on students per State requirements.
- GBN has collaborated with GBS on implementation of curriculum to meet the State requirement that students complete a Civics course prior to graduation.
- The World Languages Department is in year two of incorporating performance-based assessments into each level of curriculum to promote speaking, proficiency and cultural competence.

GBN Applied Technology Curriculum Report- November 2016

Introduction

Courses reviewed during past year:

Metals 161, 263

Metals Tech 163, 263

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 Applied Technology curriculum team members. 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.

Additional initiatives (outside of review process): N/A

Report Schedule

| November 2017 | November 2018 | November 2019 | November 2020 | November 2021 |
|--------------------------------------|--|------------------------------------|---|------------------------------|
| Woods: 161, 261, 361 | Welding: 161 & 261 | Automotives: 161, 261, 361, 461 | Architecture: 363 & 463 | Metals: 161 & 263 |
| Construction Skills and Services 161 | Small Engines: 161 | Game Design and Theory: 161 & 261 | PLTW Civil Engineering & Architecture 273 | PLTW Digital Electronics 573 |
| | PLTW Intro to Engineering and Design 173 | PLTW Principles of Engineering 273 | | |
| | Sci Tech 163 | | | |

Approximate percentage of curriculum to be reviewed:

| November 2017 | November 2018 | November 2019 | November 2020 | November 2021 |
|---------------|---------------|---------------|---------------|---------------|
| 18% | 23% | 31% | 14% | 14% |

Additional courses to be reviewed this year: PLTW Principles of Engineering 273

Course or Initiative: PLTW Principles of Engineering 273 (new program update)

Findings:

Project Lead the Way's Principles of Engineering (POE) is one of two 2nd level PLTW courses offered at Glenbrook North High School. All students entering the course must have completed Introduction to Engineering Design to qualify for enrollment.

The units covered in the curriculum include topics such as energy and power, materials and structures, control systems, statistics, and kinematics. Additionally, a summer curriculum project and adoption of the textbook, *The Martian*, occurred during this current review cycle. The obstacles overcome throughout the novel are deeply investigated and align with the units of study in the POE course. Student response to the novel has been highly positive in terms of content relevance and general enjoyment. The text adoption also conforms to the school wide literacy goals as well as current mindset goals (overcoming failure, perseverance, problem solving).

Now in our third year of offering the PLTW curriculum, we have found that we are completing the required curriculum ahead of PLTW's national schedule. With this added time, the instructor has begun to design projects that expand the standard curriculum and include an end of year course review to prepare students for the national PLTW end of course assessments. This assessment is similar to an Advanced Placement test where students may earn college credit based on their scores, majors, and the university they choose to attend. Each university has different policies and practices regarding potential college credit, some granting credit for a required degree course or an elective course. The national average for the end of course assessment is 4.5 out of 9. Glenbrook North's mean score is an 8 out of 9 and is one of the highest cumulative averages in the North Shore.

Recommendations:

- Continue to develop and integrate enhanced/enrichment projects throughout the curriculum.
- Continue to use the novel *The Martian* as course curriculum.
- Present the use of *The Martian* novel at the next National PLTW Conference.

Department Action:

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | N/A | N/A | N/A | N/A | N/A |

Course or Initiative: Metals 161, 263

Findings:

In Metals 161, students are introduced to the metalworking process and the tools and materials used in industry. Students put into practice the fundamentals of computerized machining and design using CAD/CAM and CNC lathe and mill. In Metals 263 emphasis is placed on planning and development of computerized machining and design to produce a variety of student created projects using the 3D printers, laser engraver, and CNC lathe and mill. The curriculum in both courses continues to be updated based on industry demands and software updates.

Both Metals 161 and 263 have been using Mastercam X for the last four years and this summer the lab was updated with Mastercam 2017. This is the most current CAD/CAM software used in industry and puts our students at the pinnacle of CAD/CAM design work to be competitive in the job market and in college.

Recommendations:

- Continue to update the curriculum based on industry standards and software updates.

Department Action:

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | N/A | N/A | N/A | N/A | N/A |

Course or Initiative: Metals Tech 163 & 263

Findings:

In Metals Tech 163, students study a wide range of technologies in a high-tech world including CAD/CAM and CNC machining. In Metals Tech 263 students design and engineer advanced projects using the manufacturing and design lab.

In recent years, there has been a decline in enrollment in these two courses in part due to the implementation of Project Lead the Way.

Recommendations:

- Archive Metals Tech 163 and Metals Tech 263.
- Review the PLTW Computer Integrated Manufacturing course as an option students interested in the manufacturing process.

Department Action:

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|---|----------------------------|-------------|----------|-----------|
| Department Action | Possible adoption of PLTW Computer Integrated Manufacturing in the 18-19 school year. | N/A | N/A | N/A | N/A |

GBN Business Curriculum Report- November 2016

Introduction

Courses reviewed during past year:

Accounting 161

Advanced Business Topics 261

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 Business 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.

Additional initiatives (outside of review process) N/A

Report Schedule

| November 2017 | November 2018 | November 2019 | November 2020 | November 2021 |
|------------------------|-----------------------|---------------------|------------------------------|--|
| Consumer Ed 161 | Sports Management 161 | Marketing 161 | Management & Leadership 161 | Accounting 161 |
| Consumer Ed G 161 | Keyboarding 161 | Computer Apps 161 | Business Law 161 | Adv Business Topics 261 |
| Honors Consumer Ed 171 | Career Placement 161 | Multimedia Apps 261 | Introduction to Business 161 | Entrepreneurship: Business Incubator 163 |

Approximate percentage of curriculum to be reviewed:

| November 2017 | November 2018 | November 2019 | November 2020 | November 2021 |
|---------------|---------------|---------------|---------------|---------------|
| 25% | 25% | 25% | 25% | 25% |

Additional courses to be reviewed this year: N/A

Course or Initiative: Accounting 161

Findings:

Accounting 161 curriculum utilizes industry standard accounting software (Peachtree Accounting and Microsoft Excel) to study accounting transactions, income tax preparation, financial reporting, payroll, and career exploration.

Accounting is the language of business and an integral aspect of all business activities. Mastery of fundamental accounting concepts, skills, and competencies is essential to making informed business decisions. Regardless of students' chosen course of study or career path, accounting prepares them to be educated business professionals and informed consumers.

After comparing the current curriculum with NBEA (National Business Education Association) learning standards, we found that our current course does not cover all of the accounting standards recommended.

Recommendations:

- Adopt Glenbrook South's Accounting Honors course to provide students a strong business foundation for college.
- Align the current Accounting 161 curriculum with the NBEA standards.

Department Action:

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|--|--|---|----------|-----------|
| Department Action | Adopt Glenbrook South's Board approved Accounting Honors course. | Summer curriculum project to prepare for adopted course. | Adopt GBS's Board approved accounting textbook. | N/A | N/A |

Course or Initiative: Advanced Business Topics 261

Findings:

In this capstone course, students investigate deeper into one or more areas of business (finance, marketing, management, entrepreneurship, business law, hospitality) career interests and/or DECA competition. The course is designed around choice-driven challenge-based learning to foster critical thinking, problem solving, and literacy skills in real-world applications. Students must have taken at least one business course prior to enrolling.

Advanced Business Topics gives students the opportunity to construct and format proper business communications including business emails, letters, blogs, agendas, and meeting minutes. Students focus on business etiquette in their writing, personal interactions, and digital footprint. The curriculum includes critiquing current marketing techniques used in business, analyzing the success of these campaigns, and creating new promotions for companies. There are opportunities to investigate companies that have an international branch and explore new options for advancing their presence in the marketplace. Students gather, organize, and interpret financial information of a company and then interpret the success of that company by comparing annual reports, stock information, and other financial data. Students evaluate various ethical business situations and defend their stance on the subject. Current events in each of these areas are used as talking points at the start of each class. Business owners from the community discuss their personal experiences in each of the areas of study.

During the development of the Advanced Business Topics course David Boyle, GBN College Counselor, indicated that top universities look for students who have had experiences in internships, observations, and working with local businesses to solve problems. We have had two student projects that included job shadow/interview components. Students found it was a highly valuable form of experiential learning.

This course incorporates performance-based assessments, which include researching, writing proposals, and/or making presentations to solve business problems that are aligned with DECA's competitive events and the National Business Education learning standards.

Recommendations:

- Provide opportunities for students to visit a corporate office and interview employees in areas of their career interest.
- Provide opportunities for students to shadow business professionals in their area of study.
- Review the Internship course at GBS to see if it meets the needs of GBN students.

Department Action:

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | N/A | N/A | N/A | N/A | N/A |

GBN Family & Consumer Science Curriculum Report- November 2016

Introduction

Courses reviewed during past year
 Introduction to Human Growth & Development 161
 Educational Foundations 261
 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. The Committee 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.

Additional initiatives (outside of review process): N/A

Report Schedule

| November 2017 | November 2018 | November 2019 | November 2020 | November 2021 |
|---------------------------------|----------------------|-------------------------------|--|--------------------------------------|
| Fashion Construction Studio 161 | Psych for Living 161 | Fashion & Interior Design 161 | Introduction to Culinary Arts 161 | Introduction to Human Growth 161 |
| Fashion Construction Studio 261 | FCS Career 163 | Fashion Design Studio 461 | Culinary Arts 261: Baking and Pastry | Educational Foundations 261 |
| Fashion Construction Studio 361 | | | Culinary Arts 361: Catering & Meal Preparation | Advanced Educational Foundations 361 |
| | | | Senior Foods 161 | Teaching Internship 461 |

Approximate percentage of curriculum to be reviewed:

| November 2017 | November 2018 | November 2019 | November 2020 | November 2021 |
|---------------|---------------|---------------|---------------|---------------|
| 20% | 13% | 13% | 27% | 27% |

Additional courses to be reviewed this year: N/A

Course or Initiative: Introduction to Human Growth 161

Findings:

In this course students learn about child development topics of health, safety and nutrition. They also learn about families through the lens of infant, toddler, preschool, and early elementary aged children. Students have numerous opportunities throughout to implement what they have learned in the classroom the semester in the GBN preschool. Students earn an 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 and can be used as a prerequisite of employment in early childhood programs.

This summer the instructor began examining the process for offering dual credit for students who take both the Introduction to Human Growth & Development and Educational Foundations GBN courses with Oakton Community College (ECE102 - Child Growth and Development). There are a few topics that we do not cover in our curriculum that need to be added before dual credit can be awarded. We anticipate students will be able to enroll for dual credit starting the spring semester of 2018.

Recommendations:

- Continue to align with Oakton Community College curriculum.
- Create a course outline for Introduction to Human Growth & Educational Foundations incorporating Oakton’s program requirements.
- Allow students to enroll in dual credit starting in the spring semester of 2018.

Department Action:

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | N/A | N/A | N/A | N/A | N/A |

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 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.

This summer the instructor began examining the process for offering dual credit for students who take both the Introduction to Human Growth & Development and Educational Foundations GBN courses with Oakton Community College (ECE102 - Child Growth and Development). There are a few topics that we do not cover in our curriculum that need to be added before dual credit can be awarded. We anticipate students will be able to enroll for dual credit starting the spring semester of 2018.

Recommendations:

- Continue the curriculum alignment with Oakton Community College.
- Create a course outline for Introduction to Human Growth & Educational Foundations incorporating Oakton's program requirements.
- Allow students to enroll in dual credit with Oakton starting in the spring semester of 2018.

Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | N/A | N/A | N/A | N/A | N/A |

Course or Initiative: Teaching Internship 361

Findings:

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

Students can enroll in this course twice to gain insights on 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:

- Research opportunities for additional dual credit with Oakton Community College.

Department Action:

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | N/A | N/A | N/A | N/A | N/A |

GBN English Curriculum Report – November 2016

Introduction

Courses reviewed during past year:

- 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 comprised of the teachers of sophomore English, the reading specialist and the Instructional Supervisor for English, examined the current curricula and recommended changes as necessary. Included in this process were the review of course goals, curriculum, state standards, resources, PERA requirements and current teaching pedagogy. Teachers attended conferences, read professional journals, and participated in district and school professional development activities throughout the process. Much of the professional development experiences were provided through the school's literacy initiative.

The school's literacy initiatives tied directly to the curricular and instructional goals of the English Department. Supporting the current reading, writing and oral communication goals for the school, teachers in the English Department readily connected these school goals to the sophomore English course goals. Reflecting on past practice, teachers prepared for any needed revisions to current instruction and curriculum. This was the case for the school and department's reading assessment goal. The focus during the English/Language Arts Township meeting and during several school professional development days was improving our close reading instruction. Teachers generated and shared activities during the year to apply to all levels of instruction.

As part of the process, the teachers considered the use of electronic devices during instruction versus the importance of classroom interactions without computers present. Teachers considered those activities that were best suited for using technology and those that were best left for face-to-face interactions. Teachers continue to use the suite of Google tools to enhance student learning when appropriate.

Report Schedule

| November 2016 | November 2017 | November 2018 | November 2019 | November 2020 |
|----------------------------|---|---|--------------------------------|-------------------------|
| English 363GT | English 463GT | English Electives | English 163GT | English 263GT |
| English 363 | 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 |
| Junior A.P. English 383 | 483: AP Literature and Composition 483:AP Language | Reading Skills Development 162,163GT, 263 | Honors Freshman English 173 | Honors Sophomore 273 |

Approximate percentage of curriculum to be reviewed:

| November 2016 | November 2017 | November 2018 | November 2019 | November 2020 |
|----------------------|----------------------|----------------------|----------------------|----------------------|
| 20 | 20 | 20 | 20 | 20 |

Course or Initiative: English 263 GT

Findings:

English 263 GT provides students an integrated curriculum focused on building the foundational reading and writing skills needed for success. The students placed in English 263 GT were in the second year of the Team program. Students who need more focused support in all areas of communication enrolled in the course. The curriculum and instruction for this integrated social studies and English course is designed to make the content approachable, while still including much of the same learning activities a regular level student experiences. Teachers were selective when choosing content for the English 263 GT course, and considered student reading levels and interests as priorities. After further examining the content of the current English 263GT course, it was determined the inclusion of regular level texts is benefiting students. Students are engaging successfully in their content and a feeling of knowing they are reading the same texts as their classmates at other levels is helping instill academic confidence. This was the case with the reading of Barbara Kingsolver's *The Bean Trees* and Loraine Hansberry's classic, *A Raisin in the Sun*. The English 263GT teachers continue to provide the skill support, building on the English 163GT course.

During the 2015-16 school year the department used the STAR reading assessment program for all sophomores to identify current reading skills and document student growth. This test is conducted twice during the school year. Feedback from teachers has supported the continued use of STAR assessments for the 2016-17 school year. These assessments assist with course recommendations, identify students who are in need of support, provide data for IEP meetings and inform teachers of areas where students need additional instructional assistance.

Recommendations

- Include common texts in English 263 GT and provide the reading support needed for a successful shared experience with the English 263 students.
- Teach students in English 263 GT how to use online tools to support their reading.
- Use STAR data to inform the decisions made for supporting and placing Team students

Department Actions

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | N/A | N/A | N/A | N/A | N/A |

Course or Initiative: English 263 and 273

Findings:

Teachers found an assessment instrument that satisfies the requirement of two type 3 assessments for PERA. During the process, teachers of English 263 and 273 reviewed the current curriculum and determined where and how to implement a new assessment instrument that contained a pre and post-test. After developing an assessment and administering it during the pilot year in 2015, teachers revised the test to better match the curriculum. The teachers finalized an instrument to meet the requirements for PERA, but more importantly, used the instrument to help measure student growth. Teachers determined not to tie the assessments to a final exam, but instead, connect it to a core text. In this way, teachers were able to use a relevant assignment and complete the PERA requirement at the same time.

During the sophomore year, students continue to actively engage in the challenging readings provided. Students in English 263 and 273 begin to move beyond the gathering of information, discovering new ideas and raising new questions. Developing good readers also develops good thinkers who know the difference between reacting and reflecting. During the sophomore year, teachers continued to guide students through the process of active reading, providing strategies for approaching new genres and opportunities to develop more specialized methods of annotating these texts. Skilled readers began to recognize there are different strategies for different kinds of texts. They decided what their purpose is as they sought answers to their questions. Teachers of English 263 and 273 determined to include more activities that help foster growth. The close reading activities were contained in an electronic folder for all teachers of sophomores to share. Teachers applied these strategies such as, the rereading and synthesizing of text to develop critical thinking skills.

Teachers in English 263 and 273 determined to further see the ARC as the source where oral communication skills were developed. After reviewing many of the speaking experiences, the ARC staff developed a plan for all sophomore students to use the ARC to practice and process their speech activities. Discussion, presentation, speeches and debate are now a part of this collaboration. It was determined that this common place to learn oral communication would help to prepare students for the communication skills they need for further success.

During the 2015-16 school year the department used the STAR reading assessment program for all sophomores to identify current reading skills and document student growth. Feedback from teachers has supported the continued use of STAR assessments for the 2016-17 school year. These assessments assist with course recommendations, identify students who are in need of support, provide data for IEP meetings and inform teachers of areas where students need additional instructional assistance.

Recommendations

- Develop close reading strategies that align with the ability levels for all sophomores.
- Utilize PERA and STAR testing to inform teachers of student growth.
- Use PERA and STAR assessments to determine reading and writing support for students.

- Use the ARC to present a common workshop for all sophomore students in the area of oral communication.

Department Actions

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | N/A | N/A | N/A | N/A | N/A |

Fine Arts Curriculum Report - November 2016

Introduction

Courses reviewed this past year:

1. Ceramics - all levels
2. Guitar
3. Orchestra - all levels
4. Television Broadcasting
5. Sports Broadcasting\

Additional initiatives:

- Increased collaboration and articulation with the junior high sender schools in Band. This year, 8th graders from all junior highs performed in the first Northfield Township Band Festival on October 18 in the CPA.
- We began a pilot program with 75 freshmen and sophomores in choir that focuses on Strengths, Mindsets, and Engagement. We are utilizing the *Strengths Quest* assessment tool and are working with a consultant from the Gallup organization to help us process and utilize the data.

Report Schedule

| November 2017 | November 2018 | November 2019 | November 2020 | November 2021 |
|-----------------------|---------------------------------|-------------------------------|------------------------------|-------------------------|
| Photography | Graphic Design | Advanced Improvisation | Performance Skills | Ceramics |
| Drama | Art Studio | Advanced Acting and Directing | Band | Guitar |
| AP Theory | AP/Honors Art | Choir | Introduction to Broadcasting | Orchestra |
| Intro to Music Theory | Music Production and Technology | | Radio Broadcasting | Television Broadcasting |
| Drawing and Design | | | | Sports Broadcasting |

Approximate percentage of classes to review:

| | | | | |
|-----|-----|-----|-----|-----|
| 24% | 19% | 14% | 19% | 24% |
|-----|-----|-----|-----|-----|

Course or Initiative: Ceramics 161, 261, 361, and 461

Introduction:

The Visual Arts department reviewed all four levels of Ceramics; one of the electives that students can take their freshman year without completing Art Studio.

Justin Gerbich, Lee Block, and Rob Milkowski met to review goals and assignments of the course in order to assess their relevance to critical thinking and higher learning as stated in course goals and objectives.

The data that was reviewed has been a culmination of changes in the Ceramics department. The approach to various projects has been re-worked to present students with a better understanding of the Principles of Design and current art history trends. The development of ideas and presentation of materials are made possible by through experience and through access to new and different processes in the Ceramics and Educational fields.

Assignments in classes are set up to link knowledge in a sequential order. As projects build upon one another, students are able to 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 product has been increasing yearly. Students are developing greater insight into their own work and their strengths by taking advantage of all the opportunities that have been put into place.

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

Findings:

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 and learn to express themselves on a more personal level as they advance in their study of Ceramics. They also develop greater insight into their own work and recognize their strengths, such as the techniques with which they build their pieces, the materials, which they can use to convey their ideas, and the glazes with which they are successful.

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 instructor, and incorporate this information into their subsequent work. The department requirement for all advanced levels of 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 principles of design is now going hand in hand with the execution of a three-dimensional form.

The curriculum has been improved over the last nineteen years by the increased attention to art history and the influence of the instructor's travels to Mexico and China. Students have benefited from their direct exposure to the artwork of the instructor and by his personal quest for new and interesting materials and processes. The development of new Ceramic sites on the internet has also exposed students to a vast array of resources on Ceramic form, history, and ideas. The need for an electronic portfolio by students has also been increasing. Even though students may not study art in college, it is beneficial for students to have as much information as they can to present to possible colleges.

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.

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 that works extremely well at sharing ideas and projects, as well as the love and passion for art. This effort has had a positive effect on all of the Ceramic classes as well as on the entire department.

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 with an emphasis on balance in the form.

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 and how these potters articulate and execute their ideas. 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.

Course or Initiative: Guitar

Introduction:

This is a beginning guitar class. No prior musical knowledge or playing experience is required. Basic guitar playing technique, including tuning, note reading, tablature reading and chord playing is included. Grades are based on knowledge of guitar plus playing ability in chords and traditional note reading. The nature of this class allows for a broader cross-section of the student population to have an opportunity to participate in a music class. From an instrumental standpoint, most of our departmental offerings are not beginning classes. Guitar class provides a path to instrumental instruction and performance for the total beginner. Additionally, it provides the music department another outlet to provide instruction in music literacy to more students.

Findings:

Most often, the students enrolled in the guitar class are students who are not enrolled in other curricular music offerings. As such, instruction is centered on the music core fundamentals of notation, rhythm, structure and theory, ear training, terminology, and the recognition of various musical styles and forms. Students should leave the semester class with a basic ability in those concepts and a clear understanding of how to progress forward if desired. Instruction for this class is primarily teacher lead through the use of the text (Jerry Synder's *Guitar School, Book 1*) and a significant amount of supplemental material. Students learn melodies of traditional and popular songs via standard musical notation as well as tablature. They also learn chords to these songs and will play along with the recordings and each other. Evaluation is done on an individual basis based upon the student's ability when they enter the class and the progress that they make from that point. Assessments are either one to one with the instructor or in small groups. If the student wishes to continue guitar study beyond the semester length of the class, he/she may choose to repeat the course and advance further, or may also take advantage of private guitar instruction at school/outside of school.

Recommendations:

The primary goal of this class is for students to learn the basic tools required for them to play guitar and to develop the ability to continue to learn on their own. Upon completion of this course, students will have the skills to seek out and learn additional repertoire. Over the last few years, Mr. Chapman (course instructor) has compiled a comprehensive library of exercises and supplemental material that allow him to tailor his instruction to the level of the class in a given semester. He is constantly adding to this library and evaluating the relevance of the material in it. The text for the class has been quite effective and should be continued.

Course or Initiative: String Ensemble and Symphonic Orchestra

Introduction:

The orchestra program currently has two levels of courses in the program curriculum: freshman string ensemble and symphony orchestra (strings). String students in grades 10-12 at GBN and GBS are enrolled in Symphony Orchestra. Additionally, the co-curricular Glenbrook Symphony Orchestra (GSO) meets on Wednesday evenings for two hours per week. The GSO is the crux of the orchestra program and includes all string students from grades 10-12, very select advanced Freshmen String students, and 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 competitive auditions each fall, are expected to practice their parts on their own and be prepared for the weekly rehearsals. The time commitment, dedication, and preparation required on the part of the wind and percussion player are significant.

Findings:

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. About 80% of the class tends to be students who began string instrument instruction in the elementary public schools in 4th or 5th grade. Roughly 15% began their string education between the ages of 3-8 through private instruction, most often following the Suzuki method. A small percentage of freshman students have three years or less of string education. As the incoming level of fundamental musical achievement in this student group tends to be inconsistent, and often the median level is significantly weak enough to merit a total review of many basic concepts, much time is spent adjusting curriculum to address areas of specific deficiencies each year. A main curricular goal of the freshman class is to assess, identify, and strengthen areas of fundamental musical literacy of each individual and the freshman ensemble as a whole, as pertaining to the performance objectives of the overall orchestral program. This is approached through multiple levels of instruction involving remediation, reinforcement, and advancement of skills through both practical and theoretical models. Primarily, these skills of musicianship and fundamentals are taught and assessed within the context of rehearsal and performance of orchestral repertoire. Specific concepts and skills are isolated through the use of various instructional materials (rhythm sheets, theory worksheets, etc.) and curricular projects (the circle of fifths major scale small group project, chamber ensembles, etc.). Musicianship and literacy skills are addressed in tiers, which provide the ability to both accommodate and challenge all members of the class – skills are built upon gradually with the expectation that the levels of achievement will

continually increase by the added layers of incorporating string techniques to the basic musical concepts and fundamentals taught. Grades in both levels are based upon daily class participation, homework/practice assignments, rehearsal preparation, individual progress, and performance evaluations.

Recommendations:

In the years since our last review of the orchestra curriculum (2011-12), there has been a noticeable decline in the musical preparation and skill level with the incoming freshman students. The deficiencies include incorrect posture and bow set up, limited note reading ability, limited concept of musical structures such as scales, very little experience with music in meters other than 4/4, or of key signatures with more than 2 sharps or flats, and lack of advanced technique such as shifting and refined bow strokes. Another issue across the district is the challenge of balancing the instrumentation for the orchestra program. All of these factors contribute to the significant overhaul of the freshman curriculum that we have made in the last few years. The majority of the first quarter is spent re-teaching the students how to play with good posture and good bow position, as well as getting them to recognize the notes by note names and not fingers. We have purchased a new method book that does a good job of explaining and enforcing positive habits in their fundamental technique. While we are still able to continue activities such as chamber groups, the scale project, and the rhythm sheet, these projects come later in the year since fixing remedial work is the top priority in the first quarter.

As the ultimate goal of the freshman course is to strengthen and prepare students for participation in the advanced symphony orchestra, further implementation of rhythmic and music fundamental initiatives are required in order to elevate the achievement level of the students entering the symphony orchestra. The program goal of creating stronger music literacy through a focus on rhythmic theoretical comprehension and practical proficiency has been implemented and will continue to be expanded upon in both courses. Given the positive impact of the skills and retention of the freshman scale project demonstrated by sophomores through seniors, such projects should remain an integral part of the freshman curriculum. Peer coaching models have proven very successful in promoting progress and motivation within the program.

Course or Initiative: Television Broadcasting 161, 261, 361, and 461

Introduction:

The curriculum for television broadcasting has evolved through the years based on best practices and student focus. This is our advanced course in broadcasting that 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 a hands on experience producing video content (creative and informational) that will help them grow as producers, directors, and filmmakers. They will both understand the technical and performance roles in producing television and film content.

Findings:

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

- 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 is based on the video categories of the Midwest Media Educators Association. After learning concepts, students created videos in areas 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 come to understand that every type of project is quite unique and has different roadblocks along the way. Students also have many opportunities to utilize the great equipment Glenbrook North has to offer from iMacs to MacBook Pro laptops, to 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 that is used in our classroom and lab. However, much of the equipment in the studio is aging, so continued updates/replacement of inventory in the studio space is desired.

Recommendations:

Television broadcasting is an important part of our program and it is important that we continue to develop the course to be valuable and exciting to potential students. We will continue to add and alter current curriculum to reflect the changing role of broadcasting. Our enrollment has been between 1-2 sections per semester over the past 5 years.

Student surveys tell us that students not only enjoy the class but also often times recommend it to others. Between our three offerings beyond our introduction course, we have retained about

35% of our students into our advanced courses. Year by year it varies as to which of the advanced courses are more popular. Each year, we evaluate how our current projects could be enhanced to increase student interest.

This course can be technical at times, so it is important that students be given one-on-one training time on audio editing, video editing, basic camera operation, and studio training. Smaller class sizes allow the instructor to meet individually with students to assess their levels of understanding and to provide instruction that is tailored to the needs of the individual.

We will continue to integrate the 1:1 devices (Chromebooks) into our daily classroom activities. We are using Google Classroom to monitor student learning and enhance their learning experience.

Course or Initiative: Sports Broadcasting 161-461

Introduction:

At various points in time, the Sports 161 course has been taught as a stand-alone course in the sequence of Sports casting classes. For the past ten years, due to enrollment fluctuation and scheduling issues, the courses have been combined in various ways during the 90-minute block. Best practice is teaching the 161 course as a standalone course and then grouping the 261-461 students together. This semester the 161s are paired with the 361s during one block and the 261s are paired with the 461s during another block. The thinking behind this pairing was to create opportunities for individual work as well as peer-to-peer instruction.

Findings:

Sports 161: This course builds on some the skills that are acquired in the Introduction to Broadcasting course. The first nine weeks of Introduction to Broadcasting covers radio content and the assignments are designed to prepare students for on-air broadcasts and in-class assignments. The second nine weeks of Introduction to Broadcasting covers television content and are designed to prepare students for more detailed instruction on television production. Much of the time is devoted developing video and audio editing skills, interviewing skills, presentation skills, sports talk radio show development, and the importance of creating and telling a story to an audience. Sports 161 students are expected to shoot file footage and learn how to film sporting events for highlights. They are expected to contribute to the Fall, Winter and Spring Sports Awards Videos but are not directly responsible for one of the videos.

Sports 261: This course builds on the skills that students acquire in the Sports 161 course. Students are expected to be able to use equipment for remote shoots and are taught about framing shots and telling their story using equipment correctly. They are expected to be able to work with one or more partners on a variety of production assignments and complete a various assignments during the course of the semester. One of the most visible projects that is created in this course sequence are the Fall, Winter and Spring sports awards assembly videos. Students are expected to shoot and edit footage in this assignment. In addition, the 261 students are expected to become more proficient with editing software, graphics and production techniques. Sports 261 students are taught the principles of play-by-play announcing and color commentary. They are expected to announce a game once a quarter.

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. One of the most visible projects that is created in this course sequence are the Fall, Winter and Spring sports awards assembly videos. Students are expected to shoot and edit footage in this assignment. Sports 361 students are expected to take a leadership role in their production teams and complete their projects on time with attention to detail and deadlines. 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 a game once a quarter.

Sports 461: This course builds on the skills that students acquire in the Sports 361 course. Students are expected to take the lead on a Sports Awards Video, are assigned the more challenging portions of the project and are expected to provide guidance to the younger students in the program. Sports 461's are expected to actively prepare and plan for their production assignments incorporating all of their team members. Students will serve as hosts of shows that include a diverse set of sports topics. Script writing will also be a focus at the 461 level. Students are expected to improve upon the principles of play-by-play announcing and color commentary. They are expected to announce a game once a quarter and take a leadership role in the broadcast set up and take down. The 461 students may be assigned special projects at various points in the semester.

All four levels include projects that involve interviewing staff, students and community members. In addition, feature creation requires maturely looking at a topic and addressing it in a way that educates, informs and entertains the listening audience. They also include an element of responsibility and maturity when presenting material on the World Wide Web.

Recommendations:

Sports Broadcasting continues to be a relevant course for Glenbrook North students to select as an elective. Over the past five years, I have developed new assignments that are designed to assist students with their public speaking and presentation skills as well as their writing skills. The emphasis is on developing students who are able to communicate clearly and to do so with confidence and creativity.

It is my observation that students take great pride in their class projects, especially the Fall, Winter and Spring Sports Awards Videos. They and make the choice to commit to a video and are expected to shoot footage in order to create the video. The completed project is one that the students enjoy creating and it is a cornerstone of the assemblies.

The 161-461 mixed level format presents some challenges to students and instructor; however, it also allows the advanced students to mentor the newer students. This has proven to be valuable in keeping students in the radio program.

The addition of the GBN broadcasting website and High School Cube has proven to be valuable and has increased our viewership beyond the limited access that was available on our Comcast cable station. The technology department continues to work with our department to give us a presence on the Glenbrook North homepage.

We will continue to integrate the 1:1 devices (Chromebooks) into our daily classroom activities. Students are encouraged to create scripts on their devices and on their phones.

We will continue to work with our radio engineer, Broadcasters General Store, the GBN Technology Department and attend the National Association of Broadcasters Annual Convention to ensure that our production facilities are current and prepare students for college radio broadcasting.

GBN Health, Physical Education and Driver Education Department
Curriculum Report – November 2016

Introduction

Courses reviewed this year:

- Lifetime Sports- Ryan Dul and Tiffany Kim
- Aquatics- John Fournier
- Health- Kirby Tripple, Bridget Matsunaga, Jessica Roby and Cayt Chittenden
- Team Health- Bridget Matsunaga
- Sophomore Strength Training- Justin Georgacakis and Kirk Ziemke

Process:

The Instructional Supervisor for Physical Education, Health & Driver Education, Bob Pieper, and Department Assistant, Mike English met with the teachers from the courses listed above. During this review, we discussed the course curriculums, guidelines, course syllabi, study guides as well as the student assessment process.

Additional initiatives:

- Teachers working on the State’s new type 3 assessments.
- Teachers will continue to review their specific curriculum.
- Peer assessments are now being used in the behind the wheel component of Driver Education
- Completing State mandated fitness testing.

Report Schedule

| November 2017 | November 2018 | November 2019 | November 2020 | November 2021 |
|----------------------|--------------------------|----------------------|----------------------|----------------------|
| Team Sports | Strength Training I & II | Freshman Girls | Sophomore | Lifetime Sports |
| Phys Man | High Adventure I & II | Freshman Boys | Dance I & II | Aquatics |
| Leaders | Fit For Life | TLS/DLS | Driver Education | Health |
| | | | | Team Health |
| | | | | Soph STC |

Approximate percentage of curriculum to be reviewed:

| November 2017 | November 2018 | November 2019 | November 2020 | November 2021 |
|----------------------|----------------------|----------------------|----------------------|----------------------|
| 17 | 17 | 17 | 22 | 27 |

Additional courses to be reviewed this year: N/A

Course or Initiative: Lifetime Sports

Findings

- The curriculum continues to introduce students to a wide variety of sports that can be enjoyed the rest of their lives.
- Teachers create an interest in each sport by teaching the fundamentals and skills needed to be successful participants.
- Fitness remains an important part of the curriculum. Teachers utilize all of our facilities and fitness equipment to target a student's cardiovascular fitness, muscular strength, endurance and flexibility.
- Field trips provide students an opportunity to practice their golf and bowling skills away from the school setting.
- Students are given a written assessment after each unit along with a skills assessment when they are in the swimming unit.

Recommendations

The Physical Education department recommends:

- The Lifetime Sports curriculum should continue to introduce students to a variety of lifetime activities and sports that can be enjoyed throughout their lives.
- Teachers should continue to develop the student's basic fundamental skills in each sport to increase their enjoyment and participation.
- The curriculum should continue to emphasize all components of physical fitness. Teachers should continue to use their creativity to design lessons that utilize all of our facilities and fitness equipment.
- Use field trips to practice the skills they learned in class.
- Continue to use written and skill tests to measure student growth.

Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | None | None | None | None | None |

Course or Initiative: Aquatics

Findings:

- The curriculum continues to emphasize 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 curriculum includes 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 teacher 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.

Recommendations

The Physical Education department recommends:

- The Aquatics curriculum should continue to emphasize water safety and participation for our students.
- Students should continue to have the opportunity to receive their Red Cross Lifeguard certification.
- SCUBA certification should continue to be emphasized as a part of the curriculum.
- Fitness activities should remain an integral component of the curriculum.
- Written and skill assessments should continue to identify students who are eligible for certification.

Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | None | None | None | None | None |

Course or Initiative: Health

Findings:

- 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 and sexual assault.
- Students have the opportunity to be certified in CPR/AED.
- We use an on-line textbook that allows the teachers to use a variety of resources from the book that support the learning outcomes of each unit.
- Students are given written assessments at the end of each unit and a comprehensive final exam at the end of the semester.

Recommendations:

The Physical Education department recommends:

- Continue teaching life skills and developing health literate students.
- Emphasize health teachers working together as a collaborative group to design new lessons and activities that give students a personal meaning with the curriculum.
- Continue to teach the state mandated topics.
- Use of guest speakers to enhance the student’s knowledge of depression, suicide and sexual assault.
- Continue certifying students in CPR/AED.
- Continue to use the on-line textbook and all of the resources it provides.
- Use written assessments to measure student understanding and growth.

Department Action:

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|--------------|----------------------|----------------------------|-------------|----------|-----------|
| Dept. Action | None | None | None | None | None |

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 tries to teach 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 on-line textbook that allows the teacher to use a variety of resources from the book to support the learning outcomes of each unit.
- Students are given written assessments at the end of each unit and a comprehensive final exam at the end of the semester. Assessments are modified depending on individual IEP's and 504 plans.

Recommendations

The Physical Education department recommends:

- 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.
- Emphasize health teachers working together as a collaborative group to design new lessons and activities that give students personal meaning with the curriculum.
- Teacher will continue to teach the state mandated topics.
- Use of guest speakers to enhance the student's knowledge of depression, suicide and sexual assault.
- Continue certifying students in CPR/AED.
- Continue to use the on-line textbook and all of the resources it offers.
- Use written assessments to measure student understanding and growth. Modify tests as needed.

Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|--------------|----------------------|----------------------------|-------------|----------|-----------|
| Dept. Action | None | None | None | None | None |

Course or Initiative: Sophomore Strength Training

Findings:

- Sophomore Strength Training introduces basic lifting terminology, safety procedures, equipment and lifting techniques.
- The curriculum focuses on teaching the students bench press, goblet squat, RDL, dead lift, and the hang clean. These 5 core lifts will provide a strong foundation for the students when they enroll in Strength Training I.
- Students work on the hinge movement concept and the importance of good hip flexibility in the execution of their lifts.
- Introduction of Yoga has given students a low impact workout that has helped with their muscle recovery and flexibility.
- Students film their classmates performing different lifts and then will post the videos online so peer assessments can be made.

Recommendations:

The Physical Education department recommends:

- 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.
- The hinge movement concept and hip flexibility will remain an important component of the curriculum.
- Yoga should continue 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.

Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|--------------|----------------------|----------------------------|-------------|----------|-----------|
| Dept. Action | None | None | None | None | None |

Mathematics Department Curriculum Report - November 2016

Introduction

Courses reviewed during past year:

- Algebra G 163
- Algebra GTA 163
- Algebra 2GA 263
- Algebra 2G 263

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 2015-2016 school year for each of the aforementioned courses. The teachers working on these committees teach either the current course or a course of the previous/subsequent course. Curriculum was reviewed with respect to the Common Core Standards for Mathematics and College Board guidelines (where appropriate), along with student performance and achievement, and success in previous and subsequent courses.

Additional initiatives (outside of review process):

The GBN Math Department working along with the GBN Career and Life Skills department is exploring the addition of an AP Computer Science Principles course in the near future, as well as considering a Geometry in Construction course in the near future. The following chart depicts the GBN Math Department proposed 5-year review cycle of offered courses.

Report Schedule

| November 2016 | November 2017 | November 2018 | November 2019 | November 2020 |
|-----------------|--------------------|----------------|---------------------|----------------------|
| Algebra G163 | Pre-Calculus 173 | Geometry 173 | AP Calculus AB | Algebra 1 163 |
| Algebra GTA163 | Pre-Calculus 163 | Geometry 163 | AP Calculus BC | Algebra 2 Honors 273 |
| Algebra 2G 263 | Pre-Calculus G163 | Geometry G 163 | AP Statistics | Algebra 2 263 |
| Algebra 2GA 263 | Pre-Calculus GA163 | Geometry GA | AP Computer Science | Discrete Mathematics |
| | | | Advanced Topics | |

Approximate percentage of curriculum to be reviewed:

| November 2016 | November 2017 | November 2018 | November 2019 | November 2020 |
|---------------|---------------|---------------|---------------|---------------|
| 19 | 19 | 19 | 24 | 19 |

Course: Algebra G 163

Findings:

Since the last curriculum review of the Algebra G 163 curriculum, we have rearranged the order of the topics we cover so that the order is consistent with Algebra GTA. The units are ordered as follows:

- Quarter 1: Arithmetic & Order of Operations, Equations, Inequalities
- Quarter 2: Graphing, Writing Equations of Lines, Systems of Equations
- Quarter 3: Linear Inequalities & Statistics, Exponents, Polynomials
- Quarter 4: Factoring, Radicals, Quadratic Equations

We are covering the same topics that we covered at the time of our last curriculum review. However, we added a unit on statistics during the 2014-2015 school year. This was done to account for statistics being a part of the Common Core. While Common Core assessments will no longer be given, we will keep this unit as part of our curriculum, as we believe it is important for students to understand the statistics they encounter in life on a daily basis.

During the 2015-2016 school year, we introduced a subscription-based computer program called IXL into the course. This allows students to practice individual skills and receive personalized instruction and guidance based on their progress. IXL is used in class as formative assessment and used to supplement homework assignments. Many students report that they find IXL useful, as it gives them feedback on where they are going wrong and gives suggestions to help fix errors.

We have used the same textbook (albeit in different editions) for more than 10 years. The book has a fair amount of skill-based problems, but we often have to supplement with critical thinking problems. We would like to explore other textbook options that could better serve our students' development as problems solvers.

Recommendations

- Explore options for a new textbook, as we have had this textbook for more than 10 years.
- Continue using IXL
- A summer curriculum project that involves the creation of problems that encourage critical thinking for each unit would help us to encourage a growth mindset in our classrooms.

Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|-----------------------------|--|---|-----------------|------------------|
| Department Action | N/A | Creation of relevant, thought-provoking challenge problems that encourage a growth mindset | Explore a new textbook adoption in the next 1-2 years, to replace our current, dated textbook | N/A | N/A |

Course: Algebra GTA 163

Findings:

Algebra GTA 163 is the only TEAM (co-taught) math course offered at Glenbrook North High School. It is also the only course at this level that meets for 90 minutes on one day and 45 minutes on alternate days. Students are encouraged to use the remaining 45 minutes of the block on alternate days to access additional help from the teachers as necessary. The concept for this course, is that students meet the same learning objectives as students in the Algebra G 163 course mentioned above, but are given more time to do so and class activities are designed to help lower-achieving students process the material and better build conceptual understanding. Without this course (and the extra time and student/teacher ratio it provides) these students would likely not be able to meet the challenges and demands of an Algebra 1 course in a way which would prepare them to successfully transition into a Geometry course. Since the last curriculum review, the selection of teachers for the course has changed. Previously, the course was co-taught by two math teachers. We have recently moved to a model where the course is co-taught between a math teacher and a special education teacher with a math background. As the enrollment of students with additional needs and Special Education challenges in the class has risen, this structure seems to benefit these students and the teaching/learning process of all students in the course. After students complete this course, they will move either into Geometry GA or into Geometry G. Both are general education courses, the difference between those classes involves level of content and the use an Instructional Assistant in the GA course. Another important component regarding the success of the course is enabling co-teachers to have a common planning period in which meetings across the curriculum are regularly scheduled.

Since the last curriculum review of Algebra GTA 163, we have rearranged the order of the topics we cover so that the order is more consistent with Algebra G 163. We did this during the 2014-2015 year to allow an easier transition for students between the levels if deemed necessary at the semester. The first semester is now perfectly aligned with the Algebra G course. During the second semester, the statistics unit is in a different location, but all of the same material is covered, so there is no conflict for students moving into Geometry G or Geometry GA the next year. The units are ordered as follows:

- Quarter 1: Arithmetic & Order of Operations, Equations, Inequalities
- Quarter 2: Graphing, Writing Equations of Lines, Systems of Equations
- Quarter 3: Exponents, Polynomials, Factoring
- Quarter 4: Radicals, Quadratic Equations, Statistics

We are covering the same topics that we covered at the time of our last curriculum review. However, we added a unit on statistics during the 2014-2015 school year. This was done to account for statistics being a part of the Common Core. While Common Core assessments will no longer be given, we will keep this unit as part of our curriculum, as we believe it is important for students to understand the statistics they encounter in life on a daily basis.

During the 2015-2016 school year, we introduced a subscription-based computer program called IXL into the course. This allows students to practice individual skills and receive personalized instruction and guidance based on their progress. IXL is currently primarily used in class to reinforce new skills, as an alternate to homework assignments, and an optional study tool that

students may utilize in preparing for assessments.

The instructors of the course continue to focus on district initiatives and goals. With respect to the newest initiative regarding mindsets, the instructors continue to include problems that appropriately challenge students, as well as activities that allow them to discover content for themselves. For instance, students learn about the graphs of quadratic functions through a series of calculator activities that allow them to explore these functions. Furthermore, there is much discussion about developing beneficial learning and studying behaviors, as well as opportunities to problem solve and discuss improvement plans when students face academic setbacks. Teachers work to enhance literacy in mathematics, as there is a strong emphasis on mathematics vocabulary, and the use of active reading as the students work through word problems. Finally, teachers encourage the use of our digital platforms by posting the daily notes and materials in Google classroom and using IXL on the Chromebooks, as discussed above.

We have used the same textbook (albeit in different editions) for more than 10 years. The book has the appropriate amount of skill-based problems that we need, but problem-sets can sometimes be outdated and it would be nice to be able to provide students with a version of the textbook that can be accessed online.

Recommendations:

- While it is not necessary to pursue a new textbook adoption, the teachers in the course would like to consider the option in the next 1-2 years. The purpose of this search would be to see if a comparable (and more up-to-date) text is available with a digital option for students to access from their Chromebooks.
 - Instructors should work to further implement use of IXL within the classroom.
 - Instructors should continue to work on implementing activities that enhance student engagement within the classroom.
 - Convene a committee with the special education math teachers and GA/GTA math teachers to discuss curriculum, classroom expectations, and transition between the two programs.

Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|-----------------------------|---|--|--|------------------|
| Department Action | | Develop activities that further enhance student engagement and foster a growth mindset. | Consider a new textbook in the next 1-2 years. | Consider additional FTE to assist with lowering class sizes of TEAM courses. | |

Course: Algebra 2G 163

Findings:

The curriculum for this course was revised for the 2015-2016 school to better align the course with the CORE standards and better prepare students for the PARCC test. Content coverage of rational functions and equations, radical equations, and conic sections was eliminated. Topics added included sequences and series, probability, and statistics. Logarithms and exponential functions were moved to the end of the second semester from the beginning of the second semester. With the elimination of the PARCC test, we should consider if these changes are still appropriate. In particular, we believe that the course was more closely aligned with college-level/college-readiness Algebra 2 standards before CORE changes were made. The Algebra 2 G class aligns well with the Algebra 2 GA course. We continue to use a common textbook and have roughly similar content. Differences are simply due to the need for the GA class to move at a slower pace. The addition of material on sequences and series and the deletion of conic content coverage (which is now covered in Pre-Calculus G) enabled the content of this class to be better aligned with that of Algebra 2 263, which has long included material on sequences. We believe that this class, with its emphasis on application-based and real-world problems serves students well in promoting a growth mindset. The assigned problems can take genuine effort and perseverance and students learn that this effort can be rewarded with success that does not come if one gives up too quickly. In addition, the use of the Interactive Mathematics Program unit on quadratics promotes reading and writing as well as discovery and problem solving. Over time, we have experimented to determine the value of IMP for teaching/learning. Whether these materials should be used in all sections is a discussion we need to pursue. In general, the feeling of the teachers teaching this class continues to be that it serves its intended population very well. Students receive many opportunities to practice the procedures and skills of algebra as well as develop their problem solving skills. We believe that the textbook continues to be an excellent choice for this class due to its large number of ‘real-world’ problems, clarity of exposition, and organization of the topics.

Recommendations:

Issues to be considered in the future include the role of the unit using the Interactive Mathematics Program, whether or not the changes made for the PARCC test should be maintained and the extent to which greater use should be made of the Nspire calculator. Additionally, although we are happy with the current textbook, there may be a book that we are not aware of, which may even better suit our needs. In recent years, we have made some use of the Desmos graphing program with the Chromebooks, and this has been very successful. We should consider if the Desmos program can be more widely used in the class.

Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|-----------------------------|---|---|-----------------|------------------|
| Department Action | N/A | Consider a curriculum project that would enhance implementation of IXL program in class, aligning IXL lessons to class lessons. Consider a curriculum project to revise lessons to include activities that are more engaging. | Continue use of the current textbook. Investigate whether a better resource exists. | N/A | N/A |

Course: Algebra 2 GA 263

Findings:

During the past few years there have been several changes in the course curriculum. Within the past two years, we have reordered the topics of the course to try and parallel the content covered in Algebra 2G.

Quarter 1: Data and Linear Representations, Operations with Numbers, Properties of Exponents, Operations with Functions, Inverse Functions.

Quarter 2: Solving Systems of Equations using Substitution, Elimination, and Graphing, Linear Programming

Quarter 3: Solving Quadratic Functions using the Quadratic Formula, Completing the Square, Extracting the Square Root, Working with Complex Numbers

Quarter 4: Properties of Logarithms, Solving Logarithms, Operations with Rational Expressions, Solving Rational Equations

In the past, students in this course had been using a program called Key Train. This online resource prepared students for the types of questions that they encounter on standardized testing. Due to student need and to better address the learning needs of students in a way that naturally blends into classroom instruction, we have shifted over to IXL. IXL is an online math program that offers math practice *individually* designed for each student. If a student misses a problem, a popup screen gives the correct answer and displays an “explanation”. The student then practices similar problems until they demonstrate proficiency. IXL is adaptive and each student’s problem sets are individually selected to ensure students are well versed at all the skills assigned. Students receive immediate feedback on each problem they complete. The program has been working really well as a supplement to lessons, and effortlessly provides teachers with several checks of formative assessment on student knowledge.

Another positive change to this course is with lesson design. Students enrolled in this course need engaging activities to keep them focused throughout the class as well as constant practice with routine problems. These daily activities are designed with emphasis on critical thinking, perseverance, and peer-to-peer interaction and are seamlessly interwoven into each lesson.

The Algebra 2 GA textbook, which is the same as the Algebra 2 G textbook, seems to have level-appropriate problems for students. While a new textbook is not necessary at this time, updated calculator activities and problem sets should be taken into account when selecting a new textbook.

Recommendations

- Develop a curriculum project that clearly aligns daily lessons with IXL lessons.
- Continue implementing various activities that promote student engagement.

Department Action:

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|-----------------------------|--|-----------------------------------|-----------------|------------------|
| Department Action | N/A | Develop curriculum project that clearly aligns daily lessons with IXL lessons. Develop a curriculum project to revise and create engaging daily classroom activities. | Continue use of current textbook. | N/A | N/A |

GBN Science Curriculum Report – November 2016

Introduction

Courses reviewed during past year:

- Biology Honors 173
- Biology 163
- Biology GT 163

Process:

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

All Levels of Biology

1. What curricular adjustments are needed to support the adoption of the Next Generation Science Standards?
2. What core content should our students be exposed to as a result of a first year biology course at Glenbrook North?
3. What supplementary units of study will best support advanced learning in biology and increase student interest in biology-related topics.
4. How can the curriculum be aligned among levels to allow for an increase in teacher and student collaboration throughout the year?

Additional initiatives (outside of review process)

- Next Generation Science Standards curriculum alignment review in all core science courses: Biology, Physics, Earth Science, and Astronomy & Space Science.

Report Schedule

| November 2017 | November 2018 | November 2019 | November 2020 | November 2021 |
|----------------------|--|------------------------------|------------------------|--|
| 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 (9 th & 11 th grades) |
| Intro to Physics 163 | Plant Science 161 (Spring & Fall) | AP Chemistry 283 | Intro to Chemistry 163 | Biology GT –163 |
| | Sci-Tech 163 | AP Environmental Science 283 | Brain Studies 161 | |
| | Anatomy & Physiology: Bones, Muscles, and Nerves 161 | Earth Science 163 | | |
| | Anatomy & Physiology: Body Systems 162 | Earth Science GT-TEAM 163 | | |
| | | Forensic Science 163 | | |
| | | Material Science 173 | | |

Approximate percentage of curriculum to be reviewed:

| November 2017 | November 2018 | November 2019 | November 2020 | November 2021 |
|----------------------|----------------------|----------------------|----------------------|----------------------|
| 22 | 11 | 16 | 28 | 23 |

Course or Initiative – All Levels of Biology

Findings:

- After a thorough review of current curricula in Biology GT 163, Biology163, and Biology Honors 173 as well as the Next Generation Science Standards, it was evident, that the students would benefit from a change in sequence and identification of objectives for core content in all levels of biology.
- Hands-on learning experiences, data analysis and inquiry-based laboratory exercises support the Scientific and Engineering Practices outlined in the Next Generation Science Standards.
- Human impact studies in both genetics and ecology units support the Earth and Human Activity Standard outlined in the Next Generation Science Standards.
- Core content was taught at all levels, however, the sequence of topics varied by level and instructor
- Some units of study were deemed important learning to support the development of a well-rounded biology student, however were not supported by the Next Generation Science Standards.

Recommendations:

- Collaboratively identify core units of study to support essential topics in biology as identified at Glenbrook North as well as the Next Generation Science Standards.
- Collaboratively develop and implement Culminating Learning Outcomes in all levels of Biology.
- Identify supplemental units of study to support advanced learning in biology and allow for teacher and students the flexibility to delve into various branches of biology as time permits.
- Continue to utilize hands-on learning experiences, data analysis and inquiry-based laboratory exercises but incorporate additional authentic experimental design, prototype testing and presentation of findings support the Scientific and Engineering Practices outlined in the Next Generation Science Standards.
- Re-sequence core units of student to increase teacher collaboration among levels and student collaboration outside of class

Department Action:

| | New Course Proposals | Summer Curriculum Projects | Text book | Staffing | Resources |
|-------------------|----------------------|----------------------------|-----------|----------|-----------|
| Department Action | N/A | N/A | N/A | N/A | N/A |

GBN Special Education Curriculum Report – November 2016

Introduction

Courses reviewed during past year:

Developmental Learning Services (DLS) Program

DLS Science

Therapeutic and Academic Support Continuum (TASC) Program

TASC Science

Process:

Throughout the 2015-2016 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 and their general education co-teachers met to review curriculum in these content areas. The DLS reading committee provides ongoing input into the incorporation of research-based reading and writing strategies into content area instruction for the relevant special education courses. The Instructional Supervisor for Special Education coordinated the review of curriculum and summarized the findings in this report.

Additional initiatives (outside of review process):

The department has continued to systematically review math curriculum for at-risk learners in partnership with general education math teachers. A second focus has been to consider how to incorporate the new state requirement for Civics into the DLS and TASC self-contained curriculum in cooperation with the general education Social Studies department.

Report Schedule

| November 2016 | November 2017 | November 2018 | November 2019 | November 2020 |
|---|---|---|--|--|
| Implementation of IEP goals through science classes | 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 |
| Review needs of students and study skills courses offered | | | | |
| Review science curriculum | Review of social studies curriculum | Review of resource, transition, and elective services | Review of english and reading curriculum | Review math curriculum |

Approximate percentage of curriculum to be reviewed:

| November 2013 | November 2014 | November 2015 | November 2016 | November 2017 |
|----------------------|----------------------|----------------------|----------------------|----------------------|
| 20 | 20 | 20 | 20 | 20 |

Additional courses to be reviewed this year:

| |
|-----|
| N/A |
|-----|

Course or Initiative: DLS Science

Findings:

The faculty members involved in the EPP reviewed curriculum in self-contained special education science offered in the DLS program. The team identified areas of strength, where it seems that students’ needs are being met, and other areas where students may benefit from changes to 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 is aligned to the Next Generation Science Standards. The DLS Science class utilizes a combination of material mostly consisting of teacher-made materials that are individualized to student needs. Similar to all DLS 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. A major strength for the DLS Science curriculum is that the course is co-taught with a general education science teacher. Lessons are individualized to meet the special education needs of students forcing teachers to deviate from lesson plans at times.

Recommendations:

- Continue to provide all special education teachers with professional development related to integrating research-based reading and writing strategies into content area instruction.
- Continue to provide teachers with flexibility to design individualized lesson plans that meet the needs of unique learners in special education courses.

Department Action:

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|-------------|----------|-----------|
| Department Action | None | None | | | |

Course or Initiative: TASC Science**Findings:**

The faculty members involved in the EPP reviewed curriculum in self-contained special education science classes offered in the TASC program. The team identified areas of strength, where it seems that students' needs are being met, and other areas where students may benefit from changes to curriculum. 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 meets the Next Generation Science Standards and reflects some of the topics that are covered in the team level or introductory level mainstream courses. The TASC Science class utilizes high school level textbooks that are also utilized in the general education program. Teachers collaborate with general education content area specialists to assist in developing the scope and sequence. In order for students to access the curriculum, the science teachers supplement the text with teacher-made materials. As is the case with 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. Further, teachers incorporate many behavioral and environmental strategies to set the students up for a successful learning experience considering their social and emotional needs. Providing choice in activities and assessments is one way that the class is modified from the mainstream versions. In addition, access to social workers and the support of a classroom Instructional Assistant provide greater support for the students. Lessons are individualized to meet the special education needs of students forcing teachers to deviate from lesson plans at times.

Recommendations:

- Provide special education science teachers with opportunities to meet with general education science teachers to review and develop curriculum for students with disabilities.
- Continue to provide all special education teachers with professional development related to integrating research-based reading and writing strategies into content area instruction.
- Continue to utilize the same textbooks that are utilized in mainstream classes to increase students' exposure to the same content as same age peers.
- Continue to provide teachers with flexibility to design individualized lesson plans that meet the needs of unique learners in special education courses.

Department Action:

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|---|------------|-----------|
| Department Action | None | None | Continue to review general education mainstream textbooks | No changes | None |

GBN Social Studies Department Curriculum Report – November 2016

Introduction

Courses reviewed during past year: HWC 163 and 173, HWC GT

Process

The review process for all of the above courses followed the District #225 Board of Education review model. A Curriculum Review Committee was formed for all of the reviewed courses, each comprised of all teachers currently teaching the course. These Committees consulted with their Instructional Supervisor as part of the process. The teachers reviewed the course goals, curricula, requirements, resources, and other information specific to each course.

Additional initiatives (outside of review process)

In response to recently passed Illinois state law, our Political Science 161 class will be renamed Civics 161 /162 and will be offered both semesters, not just the fall.

Next Year's Work (*What will be reviewed, 5-year cycle*)

| November 2016 | November 2017 | November 2018 | November 2019 | November 2020 |
|---------------|------------------|---------------|-------------------------|---------------------|
| HWC 163 | US History 163 | AP Euro | Geography | European History |
| HWC 173 | US History 173 | AP US | International Relations | Sociology |
| HWC GT | American Studies | AP Government | Psychology | Comp. Global Issues |
| | US History GT | AP Psychology | Simulation | Political Science |
| | Law/Issues GT | AP World | Urban Studies | Anthropology |
| | | AP Economics | | |

Approximate percentage of curriculum to be reviewed:

| November 2016 | November 2017 | November 2018 | November 2019 | November 2020 |
|---------------|---------------|---------------|---------------|---------------|
| 20 | 25 | 15 | 20 | 20 |

Course or Initiative: HWC

Findings:

In preparation for review, HWC team members and instructional supervisor held an in-school retreat on May 13, 2016. In preparation for that retreat, HWC teachers responded to series of survey questions that formed the basis for conversation. The survey results showed that while our HWC teachers love the course and believe that they are doing great work, there is strong consensus on the desirability of some change. Seven of nine teachers agreed that specific content is not as important as the skills they impart to students. Yet during the discussion, teachers agreed that it is difficult to part with content, as it feels important to them. A powerful example of this emerged in response to other survey questions. Every teacher agreed that students must learn Western (Classical Mediterranean and West European) history. Yet they also agreed unanimously that students need to learn non-Western history. And they unanimously agreed that students must learn older content, yet must also learn recent content and should, ideally, learn to really think like historians, not just learn content. How can one possibly accomplish all of this? Indeed, seven of nine responded affirmatively to the statement “I wish I could teach fewer chapters and do a better job with less content” and the same number of teachers indicated desire to explore thematically taught content. In 2012, the HWC team produced a list of themes such as “Power and Authority” as well as some associated essential questions. The team agreed that these themes have been put to use, but sporadically and unevenly among the teachers. Additional and related findings were that teachers would like to focus more on common skill emphasis, such as “historical” skills such as causation, comparison and contextualization as well as general academic skills such as research, public speaking and writing.

Recommendations

The HWC team of teachers wants to make this dialogue and curricular development process ongoing. To that end, two of our HWC teachers completed summer curriculum work for which they created multiple thematic units. The HWC 173 teachers have met several times already this semester during lunch hours to continue coordinating and developing plans. As three of these teachers also teach HWC 163, there is hope that the ideas they are generating are cross-pollinating into the regular courses as well. However, we need to follow up on all levels.

Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook(s) | Staffing | Resources |
|-------------------|----------------------|---|----------------------------|----------|---|
| Department Action | N/A | Necessary for continued development toward goals. | Possible. We will explore. | N/A | Summer curriculum and professional development monies |

GBN World Languages Department Curriculum Report – October 2016

Introduction

Courses reviewed this year:

1. Chinese 263/273
2. French 263/273
3. Hebrew 263/273
4. Russian 263/273
5. Spanish 263G
6. Spanish 263
7. Spanish 273

Process

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

- Chinese 263/73: Wanyin Chou
- French 263/73: Amanda Vogg
- Hebrew 263/73: Josh Morrell
- Russian 263/73: Svetlana Borisova
- Spanish 263: Jon Sorkin, Annahi Hart,
- Spanish 273: Jenny Figiel, Danielle Holden
- Spanish 263G: Todd Keeler

Additional initiatives (outside of review process)

The department is engaged in year two of incorporating performance-based assessments into each level of curriculum to promote speaking proficiency and cultural competence. These skills are part of the new student growth measure incorporated into the new teacher evaluation system under PERA as of 2016.

During the 2015-2016 school year, the level two curriculum team met once a quarter to plan units based on AP themes and NCSSFL-ACTFL Can-Do statements. In addition, this group of teachers established a level appropriate department rubric for each of the three modes that are assessed in our discipline. As a result of common planning and common assessment, students are beginning to have a similar experience in all level 2 language courses regardless of their choice of language. For the 2016-2017 academic year the level 2 teachers continue to meet and refine what was created last year.

German and Latin will no longer be evaluated as part of the EPP report. German had its final class of level 3 and 4 during the 2015-2016 academic year. Latin is currently offering its final class of level 3 and 4 for the 2016-2017 school year. The GBN administration has decided that these programs were no longer sustainable due to a sharp decline in enrollment in these

course offerings over the past three years. Therefore, we are removing both languages from our curriculum guide and from the EPP report.

Report Schedule

| November 2016 | November 2017 | November 2018 | November 2019 | November 2020 |
|---------------|---------------|---------------|----------------------------------|---------------|
| Chinese 263 | Chinese 363 | Chinese 463 | Chinese 563* | Chinese 163 |
| Chinese 273 | Chinese 373 | Chinese 473 | Chinese 573* | ----- |
| French 263 | French 363 | French 463 | French 563 | French 163 |
| French 273 | French 373 | French 473 | French 573 | ----- |
| ----- | ----- | ----- | French 583 AP Lang. & Culture | ----- |
| Hebrew 263 | Hebrew 363 | Hebrew 463 | Hebrew 563 | Hebrew 163 |
| Hebrew 273 | Hebrew 373 | Hebrew 473 | Hebrew 573 | ----- |
| Russian 263 | Russian 363 | Russian 463 | Russian 563 | Russian 163 |
| Russian 273 | Russian 373 | Russian 473 | Russian 573 | ----- |
| Spanish 263 G | Spanish 363 G | Spanish 463 G | Spanish 563 G* | Spanish 163 G |
| Spanish 263 | Spanish 363 | Spanish 463 | Spanish 563 | Spanish 163 |
| Spanish 273 | Spanish 373 | Spanish 473 | Spanish 573 | ----- |
| ----- | ----- | ----- | Spanish 583 AP Lang & Culture | ----- |

*Currently not offered at GBN.

Approximate percentage of curriculum to be reviewed:

| November 2016 | November 2017 | November 2018 | November 2019 | November 2020 |
|---------------|---------------|---------------|---------------|---------------|
| 24% | 24% | 24% | 16% | 13% |

Additional courses to be review this year: None

New course(s) to be reviewed after 3rd semester: None

Course or Initiative: Chinese 263

Findings

We have offered one section of the second year regular and honors Mandarin Chinese for many years. The number of students enrolled varied from 15-25 students per class. This year we have a second year regular and honors combined section of 24 students. All of the Chinese 163 students from 2015-2016 moved up to Chinese 263/273 which represent half of the class. Nine freshmen who took Mandarin Chinese at Maple middle school were placed in this class. There are two transfer students and one heritage student. The heritage student took the placement examination and was placed accordingly. The course addresses interpersonal, interpretive, and presentational skills via reading, writing, listening, speaking and culture in both regular and honors levels.

The curriculum of Chinese 263/273 presents some changes this year. In the past years, the curriculum emphasized equally in speaking, writing, reading, listening, and culture. Starting last year, the curriculum focused more on the communication skills - interpersonal, presentational, and interpretive. This change is in accordance with the goals set out by 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. In previous years, all of the Chinese 263/273 students continued their study except those who have had a schedule conflict.

Recommendations

This is the second year that this class has used the electronic version of the textbook, Chinese Link Level 1 Part 1 and 2. Additional authentic reading and listening materials are provided by the teacher to enhance students learning for these 2 levels.

Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbooks(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|---|----------|--|
| Department Action | NA | NA | Chinese Link; Level 1 Part 1, Level 1, Part 2 | N/A | Rhymes & Rhythm for Learning Chinese; Chinese Breeze - Learn with Ease |

Course or Initiative: French 263 and 273

Findings

In the past three years, we have offered three sections of French 263 and 273. This year is the first year of the three that there have been two sections of 273 instead of 263. The sections range from 11-25 students per class. This year, we have one section of second year regular with 16 students and two sections of second year honors with 12 students each. The level two course addresses interpersonal, interpretive and presentational skills via reading, writing, listening, speaking and culture in both the regular and honors levels.

This is the second 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 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 are able to 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. Students are better able to track their progress in the course by being reminded of the can-do statements. Finally, the teacher found that students benefit greatly from using the same rubric until the class all year because the expectations are clearly stated in comprehensible phrases.

There are challenges that present themselves in levels 263 and 273, as well. The teacher is still exploring best practices in building accuracy and vocabulary. Due to the increased amount of written assessments, the teacher finds it difficult to give feedback as quickly as she would like. Finding authentic resources at an appropriate level has been difficult and has led to an increase in planning time. Despite the time constraints, the teacher finds the new curriculum extremely beneficial to students and is excited to continue to improve the program.

The second year regular and honors students will move to third year regular or third year honors. Last year, approximately 90% of 263 and 273 students continued on to the third year of French. We have been able to run three sections of levels 263 and 273 for the three years that the teacher has been involved with Glenbrook North High School.

Recommendations

French teacher Amanda Vogg believes that at present time, we should continue utilizing and developing the current thematic-based curriculum for French 263 and 273. Currently, she is not using a textbook and feels that a textbook would not enhance lessons. She is enjoying working with the Level 2 Curriculum Team to perfect the lessons and assessments. In the 2017-2018 school year, she hopes to continue to grow the classes by promoting the French program at the local middle schools.

Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbook (s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|--------------|----------|-----------|
| Department Action | NA | NA | | NA | NA |

Course or Initiative: Hebrew 263 and 273

Findings

We have offered one section of first year regular and honors and enrollment has varied from 16-23 students per class over the past six years. This year we have a second year regular and honors combined section of 19 students. In the regular and honors combined track, there have been levels three and four over the last five years and an honors five (Advanced Topics in Modern Hebrew) level as well over the last three years. All these sections have varied from 12-22 students in different sections. 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 presents some challenges. Over the past four years, with the focus of instruction adhering towards the goals set out by the benchmarks set forth by the American Council for Teachers of Foreign Languages (ACTFL), Hebrew 263/273 has transitioned from a grammar based course to a 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, we are trying to transition from our former primary resource *Hebrew from Scratch: Part A* to a more interactive and engaging resource. Furthermore, the focus on assessments are is now that of performance-based. While the teacher has not felt the need to sacrifice grammar due to the increased value placed on culture and immersion (presentational and interpersonal skills specifically), creating new content has increased planning time. However, there are options available and ready to be used in order to enrich the students' learning experience in Hebrew 263 and 273 such as the *Ulpan Or: Hebrew for Beginners*. At this moment, however, the teacher is happy without the use of a textbook as he is able to collaborate regularly with members of the Level 2 curriculum team in his department in an unofficial capacity as well as other Modern Hebrew language teachers in the Chicagoland area.

The second year regular and honors students will move to third year regular or third year honors. Roughly 80 percent of the students go onto third and fourth year while about 40 - 50 percent study Hebrew language at Glenbrook North through year five. The second year regular level class has run every year since the 2010-2011 school year while the second year honors course has run every year since 2011-2012.

Recommendations

Hebrew teacher Josh Morrel believes that at the present time, we should stick to the current materials used for Hebrew 263/273. At the moment, he is employing *Ulpan Or: Intermediate to Advanced Hebrew* with his three regular and honors, fourth regular, honors and fifth year honors courses. In the 2017-2018 year, he would like to continue running levels two regular and honors without the use of a primary text or e-book. It his recommendation that if the

new resources is successful in the former levels, Hebrew 263 and 273 should pilot selected materials from *Ulpan Or* in the 2017-2018 school year.

Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbooks(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|--|----------|------------------------|
| Department Action | NA | NA | Begin selecting specific materials from <i>Ulpan-Or's</i> online platform to pilot for Hebrew 263 and 273 for the 2017-2018 school year. | NA | <i>See Textbook(s)</i> |

Course or Initiative: Russian 263/273**Findings**

During the 2015-2016 school year there was only one section of level 263 and 273 combined. This year, this is the first time when Russian 263 and 273 is a separate section and the enrollment is 17 students.

This is also the first 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 for the AP exam. The class focuses 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 99% of the block. The course covers the following themes: Identity, School, Hobbies/Pastimes, Food, House, Family, Clothing, and Environment.

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

While the teacher has not felt the need to sacrifice grammar due to the increased value placed on culture and immersion (presentational and interpersonal skills specifically), creating new content has increased planning time. At this moment, however, the teacher is happy without the use of a textbook as she is able to collaborate regularly with members of the Level Two curriculum team in her department.

The second year regular and honors students will move to third year regular or third year honors. Roughly 80-90 percent of the students go onto third and fourth year while about 40 - 50 percent study Russian language at Glenbrook North through year five.

Recommendations

Russian teacher Svetlana Borisova believes that we should continue utilizing and developing the current thematic-based curriculum used for Russian 263/273. In the 2017-2018 year, she would like to continue running levels two regular and honors 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.

Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbooks(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|--------------|----------|-----------|
| Department Action | NA | NA | N/A | NA | N/A |

Course or Initiative: Spanish 263 G

Findings

This year (2016-2017) there are two sections of Spanish IIG (Spanish 253) with 19 students in each class. Both classes are taught by Todd Keeler who has been teaching this class for the past 15 years. One of the classes has an aide (Mr. Rodolfo Perez) in it. The other does not. Our G classes are slower-paced classes for students with special needs. Up until about three years ago, the course had more of a grammatical focus supplemented with methodologies such as TPR/S (Total Physical Response/Storytelling) and Read Naturally. The Spanish IIG curriculum has removed the grammar book as of three years ago but still uses the aforementioned teaching methods to varying degrees; however today the class has much more of a communicative, performance-based emphasis incorporating interpersonal, interpretive and presentational skills via reading, writing, listening and speaking. Moreover, Spanish IIG classes regularly post and add “Can-Do” statements to their class goals throughout the year. These statements succinctly state what students can do in the target language (i.e. “I can ask and answer several simple questions about my personal preferences.”).

The Spanish IIG curriculum continues to incorporate goals and standards set forth by the American Council for Teachers of Foreign Languages (ACTFL). Through networking with colleagues inside and outside our school and our attendance at various conferences and at Northfield Township/District 225 initiatives, Mr. Keeler continues to hone the curriculum. Spanish IIG lesson plans are being formally drawn up and placed on a department-accessible Google doc site. This will facilitate reflection and promote understanding and idea sharing/development among all Level II World Language teachers at Glenbrook North.

This year the Spanish IIG curriculum has started to formally connect thematic units with other Level II classes in GBN’s World Language Department. As much as possible during this busy time of transition, Glenbrook North’s Level II language teachers continue to meet, to share ideas, to reflect and to adjust for improvement.

Recommendations

Mr. Keeler believes that we should continue to stick to our vigorous effort to more-fully transition to a more performance-based curriculum, which aligns with national standards. Mr. Keeler’s aforementioned attendance at conferences and district/township initiatives towards this end is imperative. He also believes that as we continue to align this curriculum horizontally with other GBN Level II teachers, Spanish IIG also needs to align itself vertically with Spanish IIIIG and Spanish IVG--especially in the area of “Can-Do Statements.” Creatively re-introducing Spanish IIG “Can-Do” statements (a.k.a as “spiraling”) in these subsequent classes in their respective thematic units will increase the vocabulary depth, confidence and overall proficiency in the target language among these students, Mr. Keeler feels.

Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbooks(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|--------------|----------|---|
| Department Action | NA | NA | NA | NA | ACTFL ICTFL Township & Dist. 225 colleagues |

Course or Initiative: Spanish 263

Findings

This year we have five sections of Spanish 263. The average class size in Spanish 263 is 28-30 students. The Spanish 263 course focuses on the 3 skill areas of interpersonal, interpretive, and presentational mode via reading, writing, listening, speaking and culture. The large class sizes make it difficult to effectively manage an environment where we are requiring the students to speak and to work in groups in the target language. Also, it is a challenge to have sufficient interaction between students and the teacher.

The Spanish 263 curriculum has made a transformation over the past 2 years from a course that followed a text and had a clear grammar component. The 263 curriculum no longer follows a textbook, but instead is driven by units that adhere towards the goals set out by the benchmarks set forth by the American Council for Teachers of Foreign Languages (ACTFL) and uses assessments that are performance and proficiency-based. Presently, we are still gauging what is the ideal amount of grammar to expose the students to, given that students come to us early in their studies of the grammar and are still building a foundation of the very basics. *One of the challenges at this level continues to be the varying exposure that students receive at their respective feeder schools, which in turn contributes to groups of students with differing skill levels.* 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 that contribute to an environment of cooperative learning and are useful for purposes of interacting in the target language. Instructors of Spanish 263 work together to plan lessons and find appropriate resources and activities to execute lessons. Spanish 263 teachers also collaborate with other 2nd year instructors to create uniformity across the languages and levels.

Almost all of Spanish 263 students move on to take Spanish 363. Some 263 students take a placement exam early in the 2nd semester to request a change to the honors track and some students go down to the G level. The vast majority of Spanish 263 students stay in this track all 4 years.

Recommendations

The Spanish 263 teachers have the following recommendations:

1) If possible, there should be a common planning time carved out for teachers of the same level. It is often not feasible for teachers with different schedules to meet with the necessary frequency that writing a new curriculum demands.

2) The 263 sections are large classes. The teachers of Spanish 263 feel that the large class sizes make it difficult to effectively manage in an environment where students are required to speak and to work in groups in the target language. It is a challenge to effectively manage and keep students fully engaged in the target language. It is also difficult to have sufficient

interaction between the students and the teacher during presentations and interviews. Having smaller class sizes allows the teacher to interact with each of the students on a more regular basis.

Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbooks(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|--------------|----------|--|
| Department Action | NA | NA | | NA | <i>Time to plan new curriculum and find authentic resources.</i> |

Course or Initiative: Spanish 273

Findings

This year we were able to run four sections of Spanish 273, whereas in the past, it has typically only been three sections. The average class size in Spanish 273 is 23 students. This number is a comfortable one as far as student-teacher ratio, because it allows for sufficient interaction between students and teacher. Additionally, this is a healthy number in terms of how many seats are filled within each section. The Spanish 273 course focuses on the 3 skill areas of interpersonal, interpretive, and presentational mode via reading, writing, listening, speaking and culture.

The Spanish 273 curriculum has made a transformation over the past 3 years from a course that followed a text and had a clear grammar component with chapter & unit exams adapted from the text test bank, to a course that no longer follows a textbook. Instead, the course is now driven by units that adhere towards the goals set out by the benchmarks set forth by the American Council for Teachers of Foreign Languages (ACTFL) and uses assessments that are performance-based. Presently, we are still gauging what is the ideal amount of grammar to expose the students to at the honor's level, given that students come to us early in their studies of the grammar and are still building a foundation of the very basics. *One of the challenges at this level continues to be the varying exposure that students receive at their respective feeder school, which in turn contributes to groups of students with differing skill levels.* Currently, the class is instructed in target language at least 90% of class with instructional time spent in one or more of the three mode activities mentioned above. All resources used are authentic and consist of video, audio, and readings. Students in Spanish 273 are seated in groups of four or five, which contributes to an environment of cooperative learning. Instructors of Spanish 273 work together to plan lessons and find appropriate resources and activities to execute lessons. Spanish 273 teachers also collaborate with other 2nd year instructors to create uniformity across the languages.

Over 95% of Spanish 273 students move on to take Spanish 373 with the remaining 5% moving to the Spanish 363 level. The vast majority of Spanish 273 students stay in this track all 4 years here at GBN and finish their last year with AP Spanish.

Recommendations

The Spanish 273 teachers have two recommendations:

- 1) If possible, there should be a common planning time carved out for teachers of the same level. It is often not feasible for teachers with different schedules to meet with the necessary frequency that writing a new curriculum demands.
- 2) The teachers are encouraged to find their own resources to supplement the course in terms of grammar and culture, as opposed to the adoption of a textbook supplement or online component. The resources are available to us online and free of charge.

Department Action

| | New Course Proposals | Summer Curriculum Projects | Textbooks(s) | Staffing | Resources |
|-------------------|----------------------|----------------------------|---|----------|------------------------|
| Department Action | NA | NA | Discontinue use of current textbook in favor of using GBN-created curriculum. | NA | <i>See Textbook(s)</i> |

Section A - Introduction

These procedures, outlined below, are intended to facilitate the systematic processing of curriculum development proposals for making modifications in the instructional program of District #225. The curriculum shall be defined to consist of all courses of study offered by the district.

Modifying the curriculum shall be defined as:

1. Adding or deleting a course, an entire sequence of courses, or a program.
2. Significantly changing the goals of an existing course or program.

Decisions concerning the administrative operation of the curriculum shall not be subject to the curriculum planning strategy. Decisions concerning such items as the following shall be made by the appropriate administrative staff:

- 1) assignment of the instructional staff,
- 2) development of the master class schedule,
- 3) assignment of students to classes,
- 4) recommendations concerning instructional materials, subject to the provisions of Policy 7180: Instructional Materials,
- 5) changes in course or program titles,
- 6) utilization of facilities,
- 7) classroom methodology or individual teaching strategies,
- 8) use of new instructional technologies.

Section B - Procedures

1. Each instructional supervisor, in conjunction with the associate principal for instruction and the department staff, shall conduct an annual evaluation of approximately twenty percent (20%) of the department's courses and programs. It is the expectation that all courses within a department will be reviewed at least once during the five-year cycle. The courses and programs to be reviewed will be determined through a collaborative process involving the associate principals for instruction and instructional supervisors at both schools. This review will be used as a base for the Instructional Supervisor Curriculum Report.
2. The impetus for curriculum change may be such factors as, but not limited to, the following: a demonstrated need for learning outcomes not met by current curriculum; data on student learning; demographic data on students; professional expert advice from educational consultants or representatives of higher education; the conclusions of educational research. Upon seeing a curricular need, staff members, students, parents, and members of the community may submit ideas for curriculum changes to the instructional supervisor of the appropriate department. Principals also shall inform parents and members of the community about curricular issues and shall invite representatives to join curriculum planning committees when appropriate. Experts and consultants may be engaged to provide input to the process when deemed appropriately by the respective principals.
3. Upon receiving a suggested change in curriculum, the instructional supervisor may convene an ad hoc departmental curriculum planning committee to address the need for the curricular change. This curriculum planning committee, after studying the perceived need, may write a curriculum proposal. If the proposed change affects more than one department, the principal may convene an ad hoc interdisciplinary committee to address the perceived need.
4. The proposal of the departmental committee must include the need, the rationale, a description, and the implications of the curricular change, as well as a method of evaluating the success of the implemented proposal (Appendix B).
5. All proposals recommended by the departmental or interdisciplinary committees shall be reviewed by the building's instructional supervisors and principal. Accepted proposals shall be acted on successively by the principal, superintendent, and the Board.

The decision or recommendation of each of the above-listed individuals or groups shall be communicated in writing to the committee submitting the proposal. A timeline for the strategy is contained in Appendix A of these Procedures.

6. No proposal shall be implemented unless approved by the principal, the superintendent, and the Board. The instructional supervisors shall serve in an advisory function.
7. Each year proposals shall be submitted to the Board for approval as indicated in the timeline in Appendix A of these Procedures. Under extraordinary circumstances, the superintendent may authorize the submission of a proposal to the curriculum planning process or to the Board at any time during the year.
8. One year after the implementation of a curriculum change, the instructional supervisor and the designated administrator shall evaluate each proposal approved by the Board in order to determine whether the proposal was successful in meeting its goals and fulfilling the educational needs. A report of this evaluation, together with a recommendation as to the continuance or modification of the implemented change, shall be shared with the appropriate committee that had proposed the curriculum change and shall be submitted to the superintendent and the Board no later than the end of the third semester that the course is offered.

APPENDIX A

CURRICULUM PLANNING STRATEGY
ANNUAL TIMELINE *

| <u>Deadline</u> | <u>Activity</u> |
|-----------------------|---|
| March 15 to August | Collaboration between instructional supervisors and principal or associate principal for instruction at both schools to review department curriculum in light of data on student learning and to consider curricular changes. |
| August to October | Instructional supervisors set up committees for suggested curricular changes. Committees meet, plan, elicit input from various constituencies, and write proposal applications. |
| By November 1 | Curriculum planning committees submit applications for curriculum changes to the instructional supervisors. |
| By November 15 | Instructional supervisors review proposals and submit recommendations to the principals. |
| By December 1 | Principals accept or reject proposals and, if accepted, send them to the superintendent including any resource implications. |
| Prior to Winter Break | Superintendent accepts or rejects proposals and gives rationale for actions. |
| By February 1 | Superintendent informs the Board of Education and submits accepted proposals for Board action. |
| By March 1 | Instructional supervisors submit proposals for summer curriculum work to develop course outlines and instructional resources. |

By March 15

Superintendent either approves the proposal for summer project and designates funding for summer curriculum project or rejects the proposal. Instructional Supervisor Curriculum Reports are due to the superintendent. These reports are based on curriculum review conducted or modifications made during the past year and identified curriculum directions for the ensuing year(s). The reports should also include an evaluation and recommendation for any course that has completed the third semester of implementation.

Note: Under extraordinary circumstances, the superintendent may authorize the submission of a proposal to the Board at any time during the year.

*** This timeline will be coordinated with but not limited by the district budget timeline process.**

APPENDIX B

APPLICATION FOR CURRICULAR CHANGE

School:

Department:

Date:

Name of proposed curricular change:

1. **Brief description** of the curricular change

2. **Curriculum Planning Committee Membership**
 - a) List the members of the committee.
 - b) Give the rationale for the membership of this committee.
 - c) If outside experts or consultants are requested, give rationale for their inclusion, proposed revisions, and the curriculum vitae and fees.

3. **Need** for the curricular change:
 - a) Present and analyze data on student learning that point to a need for change.

or
 - b) Present other data (demographic, anecdotal, research, and others) that point to a need for change.

or
 - c) Summarize opinions of experts (researchers, higher educational professionals, business people, parents, community members) who speak to a need for change.

4. **Rationale** for addressing the need through a curricular change:
 - a) State the purpose of the change, indicating specifically how this curriculum change shall improve student learning by meeting the needs described in #3 above.
 - b) If the committee considered other approaches to meeting the needs described above, describe those alternatives and indicate why each alternative was rejected.
 - c) Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.

APPENDIX B (Continued)

APPLICATION FOR CURRICULAR CHANGE

5. **Description** of proposed change:
 - a) Describe the students for which this curriculum change has been designed and the approximate size of the target group.
 - b) Provide a tentative outline of the proposed course or program.
6. **Implications** of the proposed change:
 - a) What are the implications of this proposed change for staffing, facilities, and budget?
 - b) What are the implications of this proposed change for other courses in the department and for other departments in the school?
 - c) What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?
7. **Method of evaluating** the success of the proposal after it is implemented:
 - a) If the proposal is approved and implemented, how shall it be evaluated?
 - b) What specific outcomes shall indicate success of the implemented proposal?

Adopted: November 21, 1977
Revised: October 9, 1995
Revised: November 27, 2000
Revised: August 11, 2003