



To: Dr. Charles Johns
From: Ryan Bretag
Re: New Course Proposals
Date: January 10, 2022

Recommendation:

I recommend that new courses and curricular changes be presented for Board discussion on Monday, January 10, 2022, and that action on this item occurs no later than the Monday, January 24, 2022 Board meeting.

Process:

New courses and curricular changes have been thoroughly discussed in each building by relevant departmental and building-level committees, Instructional Supervisors, Associate Principals, and building principals. District-level administrators have also reviewed these proposals. The Board will note that they seek to meet the academic needs and interests of students in keeping with a comprehensive high school program. New course proposals, which may require additional FTE, will be covered within the building's authorized FTE allocation.

Building administrators who were closely involved in the development of these proposals will be available at the Board meeting on January 10, 2022, to address questions from the Board.

Board Policy: Curriculum Planning Strategy 7010 (procedures)

This is included in the packet so that Board members who wish to review our required timelines and forms concerning our process for new course approvals may do so.

To: Dr. Charles Johns
From: Dr. Ed Solis
Cc: Mr. Jason Markey
Re: Curriculum and Course Adoption Proposals
Date: November 2021

Glenbrook North High School
Curriculum and Course Adoption Proposals for 2022-2023

The Glenbrook North Instructional Leadership Team recommends the following curricular changes for your approval. In addition, GBN's Curriculum Council also reviewed and approved these proposals. Please let me know if you have any questions.

Glenbrook North proposes the following level and/or title change for current course offerings:

Course Changes	Current Course Level	Proposed Level & Title Change	Rationale
<p>CTE: Change Accounting offering to honors level and title to Principles of Financial Accounting</p>	<p>Accounting Honors 161</p>	<p>Principles of Financial Accounting 173</p>	<p>Over the past five years in the senior exit survey conducted by GBN's College Center, between 20-25% of our students declare a major in business. Of those, roughly a quarter have enrolled in the regular level accounting course. As accounting is the cornerstone of any business major, offering Accounting at the Honors level will better prepare students for the courses they will encounter in college. Moving from a semester-long course to a year-long honors level course will align us with Glenbrook South.</p> <p>We have recently hired a business teacher who is a Certified Public Accountant and an adjunct professor at two local colleges. This hire allows us to begin dual credit conversations for this course with Oakton Community College.</p> <p>This should cause no building FTE issues. The only movement that will occur will be from students in the semester class to the year-long class or from other business classes.</p>

Course Changes	Current Course Title	Proposed Title	Rationale
Fine Arts: Symphonic Band Title Change	Symphonic Band	Symphonic Band 1 Symphonic Band 2	Symphonic Band is composed of students in grades 10-12. Students are grouped by ability level and allowed to enroll for consecutive years. Although the composition of the bands will remain the same, the designation of Symphonic Band 1 and 2 will accurately reflect the progression through the band program on the students' transcripts and allow for better grouping to target instruction.
Course Changes	Current Course Title	Proposed Title	Rationale
Fine Arts: Drama 1 and 2 Title Change	Drama 1 Drama 2	Theatre 1 Theatre 2	The name change from Drama to Theatre reflects common practice in Theatre Education. This change also allows our program to bring multiple areas of concentration (including Technical Theatre and Theatre Club) under a common title.

To: Dr. Rosanne Williamson
From: Cameron Muir
Re: New Course Proposals
Date: November 28, 2021

The Glenbrook South Administration, with the approval of the Instructional Supervisors Council, recommends the following new course proposals for approval. These recommendations are supported by the Glenbrook South Instructional Council and agreed to recommend the following new course proposals/curricular changes for your approval. The following are the proposed curriculum and course adoptions for Glenbrook South. I am also attaching the new course proposal forms for each new course.

Department	Course Title	Status	Rationale	Impact on FTE, Budget, or Facilities	Evaluation
CTE	Fashion 561 Fashion 661 Fashion 761		The growth in the fashion design program has created more demand for upper level courses, and many students are repeating 461 several times. We are proposing adopting additional levels to support student progress, including those going on after high school in fashion design or related fields who will be creating additional pieces in building skills and developing portfolios.	No impact on FTE etc... since courses will continue to be stacked. This change will impact and allow for the recognition or advanced coursework completed by students in this field.	The course content presently exists and is already being implemented.
PE	Lifetime Individual Sports Link		The need for this course has been demonstrated with informal surveys with our current students, classroom observation by staff, and our current initiative with student identity and student choice. The purpose of the change would be for students to participate at a high level in the activities that they have the most interest in and to develop the skills needed to progress to that level.	None	Feedback from teachers on student participation rates in the various units of study.

PE	Lifetime Team Sports Link		The need for this course has been demonstrated with informal surveys with our current students, classroom observation by staff, and our current initiative with student identity and student choice. We would like to offer courses that provide opportunities for students to participate in activities that they enjoy and will maintain as part of their healthy lifestyle choices.	None	Feedback from teachers on student participation rates in the various units of study.
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APPLICATION FOR CURRICULAR CHANGE

School: Glenbrook South **Department:** Career & Technical Education **Date:** 10/20/21

Name of proposed curricular change: Fashion 561

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

The growth in the fashion design program has created more demand for upper level courses, and many students are repeating 461 several times. We are proposing adopting additional levels to support student progress, including those going on after high school in fashion design or related fields who will be creating additional pieces in building skills and developing portfolios. Apparel designs will increase in complexity at higher levels, with students designing and creating their own unique collections.

2. **Curriculum Planning Committee Membership**

a) List the members of the committee. Missy Pfister, Fashion teacher. Dawn Hall, Instructional Supervisor. Margaret Torres, Scheduler.

b) Give the rationale for the membership of this committee. Missy Pfister and Dawn Hall represent the department and Fashion sequence, and Meg Torres with awareness of student registration and need for additional course levels to represent the progression of advanced skills.

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.

Spring Semester 2021 - Registration Information on students enrolled.

This semester there are 11 juniors, 1 sophomore in level 361 with two semesters left at GBS and potentially would be looking for 461 and 561.

Level 461 has 3 juniors this semester with two semesters left at GBS and have completed the sequence.

Level 261 has 16 sophomores with 4 semesters left at GBS.

From 2017-2021 we identified that 22% (9 of 41) of all students who completed Fashion 461 repeated the course. This is significant as Fashion 461 typically runs at 30% or less juniors. Of the nine students, five repeated 461 twice; two repeated 461 three times; two repeated 461 four times. We believe this provides evidence that students would access the 561 and additional

advanced levels, particularly if they were aware of the sequence in their four-year planning.

Students who are serious in pursuing Fashion Design or related paths, have repeated the course multiple times. One student took eight sections of Fashion and is now at the prestigious Parsons School of Design, while another student who repeated 461 four times is studying Fashion Merchandising at Mercyhurst University.

Similar sequence in Radio and TV Broadcasting, up to 761 level.

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.

The additional course level for Fashion will provide an opportunity for advanced Fashion students to continue to progress in learning and skill development, with access and instructional support. For those who find their path in Fashion, the additional levels also recognize their commitment and interest in the content, and access to creating their collections and building a portfolio to pursue admission to design schools or universities.

- 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.

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.

Fashion students with an interest in continuing in the Fashion sequence at an advanced level, beyond four sections, and potentially identifying a career path. The curriculum change will provide additional access primarily for students in Fashion 361 and 461 to plan and prepare for more opportunities to learn and grow in skills. Approximate size of the group of 361/461 students moving on has averaged about 30 students, and specifically for 461 students typically average 12 students moving on to more advanced levels, starting with Fashion 561.

- b) Provide a tentative outline of the proposed course or program.

Fashion 561 would be the fifth fashion design course in the sequence. Students will continue to improve their sewing skills and incorporate more advanced skills to enhance their garments.

- Students will design & sketch a 4-piece collection, explore their fashion identity, and develop their brand's concept. For context, designing and creating a garment could take the majority of the semester, given the complexity and skill level.
- Students will be introduced to pattern making and draping using professional grade mannequins. This is a significant transition from working with commercial patterns to making their own, and will require practice for proficiency.
- Students will continue to build their portfolios for college/employment opportunities, and most design schools require a minimum of a 10-piece collection.
- Students will have the opportunity to plan an end of year fashion showcase.

6. Implications of the proposed change:

- a) What are the implications of this proposed change for staffing, facilities, and budget?

Minimal to no implication as these students would typically repeat 461, and the advanced levels would likely stack in with other advanced levels. For example, there could be a 461/561 stacked course rather than students repeating, and the 561 level recognizes the progression and passion for the content. Stacking is more typical in advanced courses, and given their advanced skills and knowledge, students are able to work more independently which allows the instructor to provide individual support as needed. Students also collaborate and can be inspired by the work of students demonstrating advanced skills.

- b) What are the implications of this proposed change for other courses in the department and for other departments in the school?

Minimal implication as the number of students will not be significant.

- c) What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?

No additional resources in personnel expected, and grant and department funds would support supplies as with all courses. Would anticipate summer curriculum projects to support planning and developing the curriculum for the course level, as well as resources supporting students' growth in knowledge and skill development.

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?

Enrollment in the additional advanced level and student feedback on the learning experience. Instructor would evaluate growth in the students' 4-piece collection and enhanced portfolio.

- b) What specific outcomes shall indicate success of the implemented proposal?

Evidence of access for students to continue their progression in advanced Fashion in enrollment in the Fashion 561 level, and positive student feedback on their experience and growth. Also, the instructors assessment of student work and portfolio.

APPLICATION FOR CURRICULAR CHANGE

School: Glenbrook South **Department:** Career & Technical Education **Date:** 10/20/21

Name of proposed curricular change: Fashion 661

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

The growth in the fashion design program has created more demand for upper level courses, and many students are repeating 461 several times. We are proposing adopting additional levels to support student progress, including those going on after high school in fashion design or related fields who will be creating additional pieces in building skills and developing portfolios. Apparel designs will increase in complexity at higher levels, with students designing and creating their own unique collections.

2. **Curriculum Planning Committee Membership**

a) List the members of the committee. Missy Pfister, Fashion teacher. Dawn Hall, Instructional Supervisor. Margaret Torres, Scheduler.

b) Give the rationale for the membership of this committee. Missy Pfister and Dawn Hall represent the department and Fashion sequence, and Meg Torres with awareness of student registration and need for additional course levels to represent the progression of advanced skills.

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.

Spring Semester 2021 - Registration Information on students enrolled.

This semester there are 11 juniors, 1 sophomore in level 361 with two semesters left at GBS and potentially would be looking for 461 and 561.

Level 461 has 3 juniors this semester with two semesters left at GBS and have completed the sequence.

Level 261 has 16 sophomores with 4 semesters left at GBS.

From 2017-2021 we identified that 22% (9 of 41) of all students who completed Fashion 461 repeated the course. This is significant as Fashion 461 typically runs at 30% or less juniors. Of the nine students, five repeated 461 twice; two repeated 461 three times; two repeated 461 four times. We believe this provides evidence that students would access the 561 and additional

advanced levels, particularly if they were aware of the sequence in their four-year planning.

Students who are serious in pursuing Fashion Design or related paths, have repeated the course multiple times. One student took eight sections of Fashion and is now at the prestigious Parsons School of Design, while another student who repeated 461 four times is studying Fashion Merchandising at Mercyhurst University.

Similar sequence in Radio and TV Broadcasting, up to 761 level.

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.

The additional course level for Fashion will provide an opportunity for advanced Fashion students to continue to progress in learning and skill development, with access and instructional support. For those who find their path in Fashion, the additional levels also recognize their commitment and interest in the content, and access to creating their collections and building a portfolio to pursue admission to design schools or universities.

- 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.

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.

Fashion students with an interest in continuing in the Fashion sequence at an advanced level, beyond four sections, and potentially identifying a career path. The curriculum change will provide additional access primarily for students in Fashion 361 and 461 to plan and prepare for more opportunities to learn and grow in skills. Approximate size of the group of 361/461 students moving on has averaged about 30 students, and specifically for 461 students typically average 12 students moving on to more advanced levels, continuing with Fashion 661.

- b) Provide a tentative outline of the proposed course or program.

Fashion 661 will be the sixth fashion design course in the sequence. Students will continue to refine their sewing, pattern making, and draping skills.

- Students will design & sketch a 4-piece collection that derives from their personal concept. For context, designing and creating a garment could take the majority of the semester, given the complexity and skill level.
- Students will formulate a business plan based on their concept and vision
- Students will create sample garments and showcase their unique designs
- Students will continue to build their portfolios for college/employment opportunities, and most design schools require a minimum of a 10-piece collection.
- Students will have the opportunity to plan an end of year fashion showcase

6. Implications of the proposed change:

- a) What are the implications of this proposed change for staffing, facilities, and budget?

Minimal to no implication as these students would typically repeat 461, and the advanced levels would likely stack in with other advanced levels. For example, there could be a 461/561 stacked course rather than students repeating, and the 561 level recognizes the progression and passion for the content. Stacking is more typical in advanced courses, and given their advanced skills and knowledge, students are able to work more independently which allows the instructor to provide individual support as needed. Students also collaborate and can be inspired by the work of students demonstrating advanced skills.

- b) What are the implications of this proposed change for other courses in the department and for other departments in the school?

Minimal implication as the number of students will not be significant.

- c) What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?

No additional resources in personnel expected, and grant and department funds would support supplies as with all courses. Would anticipate summer curriculum projects to support planning and developing the curriculum for the course level, as well as resources supporting students' growth in knowledge and skill development.

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?

Enrollment in the additional advanced level and student feedback on the learning experience. Instructor would evaluate growth in the students' 4-piece collection and enhanced portfolio.

- b) What specific outcomes shall indicate success of the implemented proposal?

Evidence of access for students to continue their progression in advanced Fashion in enrollment in the Fashion 661 level, and positive student feedback on their experience and growth. Also, the instructors assessment of student work and portfolio.

APPLICATION FOR CURRICULAR CHANGE

School: Glenbrook South **Department:** Career & Technical Education **Date:** 10/20/21

Name of proposed curricular change: Fashion 761

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

The growth in the fashion design program has created more demand for upper level courses, and many students are repeating 461 several times. We are proposing adopting additional levels to support student progress, including those going on after high school in fashion design or related fields who will be creating additional pieces in building skills and developing portfolios. Apparel designs will increase in complexity at higher levels, with students designing and creating their own unique collections.

2. **Curriculum Planning Committee Membership**

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b) Give the rationale for the membership of this committee. Missy Pfister and Dawn Hall represent the department and Fashion sequence, and Meg Torres with awareness of student registration and need for additional course levels to represent the progression of advanced skills.

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.

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

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advanced levels, particularly if they were aware of the sequence in their four-year planning.

Students who are serious in pursuing Fashion Design or related paths, have repeated the course multiple times. One student took eight sections of Fashion and is now at the prestigious Parsons School of Design, while another student who repeated 461 four times is studying Fashion Merchandising at Mercyhurst University.

Similar sequence in Radio and TV Broadcasting, up to 761 level.

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.

The additional course level for Fashion will provide an opportunity for advanced Fashion students to continue to progress in learning and skill development, with access and instructional support. For those who find their path in Fashion, the additional levels also recognize their commitment and interest in the content, and access to creating their collections and building a portfolio to pursue admission to design schools or universities.

- 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.

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.

Fashion students with an interest in continuing in the Fashion sequence at an advanced level, beyond four sections, and potentially identifying a career path. The curriculum change will provide additional access primarily for students in Fashion 361 and 461 to plan and prepare for more opportunities to learn and grow in skills. Approximate size of the group of 361/461 students moving on has averaged about 30 students, and specifically for 461 students typically average 12 students moving on to more advanced levels, continuing with Fashion 761.

- b) Provide a tentative outline of the proposed course or program.

Fashion 761 will be the seventh fashion design course in the sequence. Students will design their final 4-piece collection for their brand/label incorporating more advanced sewing skills

- Students will continue to refine their fashion sketching, sewing, pattern making, and draping skills with independent focus on design strategies in enhancing their brand/label.

- Students will create sample garments and showcase their unique designs as they create their final collection, incorporating more advanced sewing skills. For context, designing and creating a garment could take the majority of the semester, given the complexity and skill level.
- Students will add to their business plan based on their concept and vision
- Students will continue to build their portfolios for college/employment opportunities, and most design schools require a minimum of a 10-piece collection.
- Students will have the opportunity to plan an end of year fashion showcase

6. Implications of the proposed change:

- a) What are the implications of this proposed change for staffing, facilities, and budget?

Minimal to no implication as these students would typically repeat 461, and the advanced levels would likely stack in with other advanced levels. For example, there could be a 461/561 stacked course rather than students repeating, and the 561 level recognizes the progression and passion for the content. Stacking is more typical in advanced courses, and given their advanced skills and knowledge, students are able to work more independently which allows the instructor to provide individual support as needed. Students also collaborate and can be inspired by the work of students demonstrating advanced skills.

- b) What are the implications of this proposed change for other courses in the department and for other departments in the school?

Minimal implication as the number of students will not be significant.

- c) What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?

No additional resources in personnel expected, and grant and department funds would support supplies as with all courses. Would anticipate summer curriculum projects to support planning and developing the curriculum for the course level, as well as resources supporting students' growth in knowledge and skill development.

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?

Enrollment in the additional advanced level and student feedback on the learning experience. Instructor would evaluate growth in the students' 4-piece collection and enhanced portfolio.

- b) What specific outcomes shall indicate success of the implemented proposal?

Evidence of access for students to continue their progression in advanced Fashion in enrollment in the Fashion 761 level, and positive student feedback on their experience and growth. Also, the instructors assessment of student work and portfolio.

APPLICATION FOR CURRICULAR CHANGE

School: Glenbrook South **Department:** Physical Education **Date:** 10/1/21

Name of proposed curricular change: Lifetime Individual Sports **Length:** Semester

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

We are proposing to restructure our Lifetime Sports class and reorganize it into two courses: Lifetime Individual Sports and Lifetime Team Sports. This proposal focuses on the Individual Sports curriculum: individual sports such as tennis, pickleball, badminton, swimming, games, fitness/conditioning.

2. **Curriculum Planning Committee Membership**

- a) List the members of the committee.

Josh Stanton-Physical Education
Tim Cichowski-Physical Education
Kurt Hasenstein-Physical Education
Keith MacDonald-Physical Education

- b) Give the rationale for the membership of this committee.

These members are currently teaching our Lifetime courses within the GBS Physical Education Department.

Steve Stanicek is the Instructional Supervisor and will support the recommendation process.

- c) If outside experts or consultants are requested, give rationale for their inclusion, proposed revisions, and the curriculum vitae and fees.

No outside expertise requested, but discussion with professional colleagues as well as research and observation on related courses offered at other high schools has been completed.

3. **Need for the curricular change:**

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

The need for this course has been demonstrated with informal surveys with our current students, classroom observation by staff, and our current initiative with student identity and student choice. We would like to offer courses that provide opportunities for students to participate in activities that they enjoy and will maintain as part of their healthy lifestyle choices. In addition to the student demand, we have researched several high schools in the area (including GBN) that offer these types of courses and this type of format.

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.

The purpose of the change would be for students to participate at a high level in the activities that they have the most interest in and to develop the skills needed to progress to that level.

- b) If the committee considered other approaches to meeting the needs described above, describe those alternatives and indicate why each alternative was rejected.

There has only been one course of Lifetime Sports and it includes many of the recreational sports available. We have found that students choose which activities they like and will participate in those and not participate in activities they have no interest in. Due to the advanced skills of some students who enjoy those activities, other students will remove themselves from participating in the event.

- c) Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.

Since there is currently only one course of Lifetime Sports and it is one semester, two courses (individual, team sports) may provide more variety and be more engaging instead of repeating the same course for four semesters.

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.

This course is designed for students who are choosing a more recreational or general course setting for their PE credit. This is the course that has up to 10-12 sections per semester. This would affect approximately 300+ students, we feel it is likely that we will continue to have numbers like this within both of these new courses.

- b) Provide a tentative outline of the proposed course or program.

One Semester/Grade 11 and 12

Lifetime Individual Sports is a course for the student who wishes to participate in individual recreational activities. Students will learn a variety of skills and terminology where detailed aspects of these techniques are focused on the individual. Students will concentrate on a variety of activities such as badminton, pickleball, tennis, swimming, and individual games. The course will also include fitness related activities including: Yoga, Pilates, Cardio, and Strength training.

Activities/Sports Units

- Disc Golf/Golf
- Tennis
- Pickleball
- Badminton
- Swimming
- Leisure Sports (i.e. Bocce, Can Jam, Bags, etc.)

Learning Targets/Skill Acquisition -

Psychomotor: Of or relating to motor action directly proceeding from mental activity including:

- Gross Motor Skills* - abilities that let us do tasks that involve large muscles in our torso, legs, and arms. They involve whole-body movements, and are important to everyday physical activities like walking, running, throwing, lifting, kicking, etc.
- Fine Motor Skills* - the ability to make movements using the small muscles in our hands and wrists. Fine motor skills are complex, and we rely on these skills to do key tasks in everyday life (i.e. writing, eating, dressing, etc.)

Cognitive: Development of mental skills and acquisition/comprehension of knowledge to analyze, problem solve, make decisions, and be creative, specifically when it comes to rules and gameplay of sports and activities.

Affective: The manner in which individuals deal with things emotionally including feelings, attitudes, beliefs, etc. Relating to physical education, students will practice and grow in the following areas: sportsmanship, self-esteem, motivation, communication, leadership and respect for others.

Fitness Components

- Strength
- Flexibility/Mobility
- Cardiovascular
- Sport Related Fitness

Learning Targets/Skill Acquisition -

Strength: The foundation for all dynamic movement

1. Core muscle strength to stabilize the spine, trunk and pelvis.
2. Resistance Training using CrossFit principles towards improvement of functional movements.

Flexibility/Mobility: Yoga and Pilates routines use stretching and flexibility training to prevent injuries and increase mobility.

1. Yoga is beneficial in increasing body awareness, building deep flexibility and supporting core strength.

Cardiovascular: Cardio conditioning to improve functional movement over time.

1. Cardio training (running, biking, rowing, HIIT) and the use of HR monitors to assist with training zones, muscular endurance, and body awareness.

All of these fitness related skills which are beneficial and appropriate to the Team Sports curriculum.

Sport Related Fitness: Involves skills that will enhance one's performance in athletic or sports events.

- i. Agility
- ii. Balance
- iii. Coordination
- iv. Speed
- v. Power
- vi. Reaction Time

Prerequisite:

None

6. Implications of the proposed change:

- a) What are the implications of this proposed change for staffing, facilities, and budget?

No changes to staffing, facilities, or budget anticipated.

- b) What are the implications of this proposed change for other courses in the department and for other departments in the school?

No proposed changes for other courses or other departments.

- c) What additional resources in personnel and money shall be required before this change is implemented? Summer curriculum work required?

A summer curriculum project would be requested as part of the ongoing curriculum work for the new course.

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?

Data will be collected and evaluated on enrollment for the course as well as survey feedback regarding student participation.

Evaluations will include student performance, feedback surveys and instructor feedback.

b) What specific outcomes shall indicate success of the implemented proposal?

Positive student surveys on their learning experience, level of challenge, acquisition of skills. This course will build upon the basics of sophomore year and provide a higher level experience for students.

APPLICATION FOR CURRICULAR CHANGE

School: Glenbrook South **Department:** Physical Education **Date:** 10/1/21

Name of proposed curricular change: Lifetime Team Sports **Length:** Semester

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

We are proposing to restructure our Lifetime Sports class and reorganize it into two courses: Lifetime Individual Sports and Lifetime Team Sports. This proposal focuses on the Team Sports curriculum: sports such as football, soccer, basketball, volleyball, softball, water polo and fitness/conditioning.

2. **Curriculum Planning Committee Membership**

- a) List the members of the committee.

Josh Stanton-Physical Education
Tim Cichowski-Physical Education
Kurt Hasenstein-Physical Education
Keith MacDonald-Physical Education

- b) Give the rationale for the membership of this committee.

These members are currently teaching our Lifetime courses within the GBS Physical Education Department.

Steve Stanicek is the Instructional Supervisor and will support the recommendation process.

- c) If outside experts or consultants are requested, give rationale for their inclusion, proposed revisions, and the curriculum vitae and fees.

No outside expertise requested, but discussion with professional colleagues as well as research and observation on related courses offered at other high schools has been completed.

3. **Need for the curricular change:**

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

The need for this course has been demonstrated with informal surveys with our current students, classroom observation by staff, and our current initiative with student identity and student choice. We would like to offer courses that provide opportunities for students to participate in activities that they enjoy and will maintain as part of their healthy lifestyle choices. In addition to the student demand, we have researched several high schools in the area (including GBN) that offer these types of courses and this type of format.

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.

The purpose of the change would be for students to participate at a high level in the activities that they have the most interest in and to develop the skills needed to progress to that level.

- b) If the committee considered other approaches to meeting the needs described above, describe those alternatives and indicate why each alternative was rejected.

There has only been one course of Lifetime Sports and it includes many of the recreational sports available. We have found that students choose which activities they like and will participate in those and not participate in activities they have no interest in. Due to the advanced skills of some students who enjoy those activities, other students will remove themselves from the game.

- c) Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.

Since there is currently only one course of Lifetime Sports and it is one semester, two courses (Team, Individual sports) may provide more variety and be more engaging instead of repeating the same course for four semesters.

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.

This course is designed for students who are choosing a more recreational or general course setting for their PE credit. This is the course that has up to 10-12 sections per semester. This would affect approximately 300+ students, we feel it is likely that we will continue to have numbers like this within both of these new courses.

- b) Provide a tentative outline of the proposed course or program.

One Semester/Grade 11 and 12

Lifetime Team Sports is a course for the student who wishes to participate in Team recreational activities. Students will learn a variety of skills and terminology where detailed aspects of these techniques are focused on the Team. Students will concentrate on a variety of activities such as basketball, soccer, football, volleyball, handball, softball, water polo. The course will also include fitness related activities including: Yoga, Pilates, Cardio, and Strength training.

Activities/Sports Units

- Soccer
- Basketball
- Volleyball
- Football
- Softball
- Ultimate Sports
- Swimming

Learning Targets/Skill Acquisition -

Psychomotor: Of or relating to motor action directly proceeding from mental activity including:

- a. *Gross Motor Skills* - abilities that let us do tasks that involve large muscles in our torso, legs, and arms. They involve whole-body movements, and are important to everyday physical activities like walking, running, throwing, lifting, kicking, etc.
- b. *Fine Motor Skills* - the ability to make movements using the small muscles in our hands and wrists. Fine motor skills are complex, and we rely on these skills to do key tasks in everyday life (i.e. writing, eating, dressing, etc.)

Cognitive: Development of mental skills and acquisition/comprehension of knowledge to analyze, problem solve, make decisions, and be creative, specifically when it comes to rules and gameplay of sports and activities.

Affective: The manner in which individuals deal with things emotionally including feelings, attitudes, beliefs, etc. Relating to physical education, students will practice and grow in the following areas: sportsmanship, self-esteem, motivation, communication, leadership and respect for others.

Fitness Components

- Strength
- Flexibility/Mobility
- Cardiovascular
- Sport Related Fitness

Learning Targets/Skill Acquisition -

Strength: The foundation for all dynamic movement

1. Core muscle strength to stabilize the spine, trunk and pelvis.
2. Resistance Training using CrossFit principles towards improvement of functional movements.

Flexibility/Mobility: Yoga and Pilates routines use stretching and flexibility training to prevent injuries and increase mobility.

1. Yoga is beneficial in increasing body awareness, building deep flexibility and supporting core strength.

Cardiovascular: Cardio conditioning to improve functional movement over time.

1. Cardio training (running, biking, rowing, HIIT) and the use of HR monitors to assist with training zones, muscular endurance, and body awareness.

All of these fitness related skills which are beneficial and appropriate to the Team Sports curriculum.

Sport Related Fitness: Involves skills that will enhance one's performance in athletic or sports events.

- i. Agility
- ii. Balance
- iii. Coordination
- iv. Speed
- v. Power
- vi. Reaction Time

Prerequisite:

None

6. **Implications of the proposed change:**

- a) What are the implications of this proposed change for staffing, facilities, and budget?

No changes to staffing, facilities, or budget anticipated.

- b) What are the implications of this proposed change for other courses in the department and for other departments in the school?

No proposed changes for other courses or other departments.

- c) What additional resources in personnel and money shall be required before this change is implemented? Summer curriculum work required?

A summer curriculum project would be requested as part of the ongoing curriculum work for the new course.

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?

Data will be collected and evaluated on enrollment for the course as well as survey feedback regarding student participation.

Evaluations will include student performance, feedback surveys and instructor feedback.

b) What specific outcomes shall indicate success of the implemented proposal?

Positive student surveys on their learning experience, level of challenge, acquisition of skills. This course will build upon the basics of sophomore year and provide a higher level experience for students.