



To: Dr. Charles Johns  
From: Rosanne Williamson and Ryan Bretag  
Re: New Course Proposals  
Date: January 9, 2023

**Recommendation:**

I recommend that new courses and curricular changes be presented for Board discussion on Monday, January 9, 2023, and that action on this item occurs no later than the Monday, January 23, 2023 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 9, 2023, 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. Rosanne Williamson  
**From:** Dr. Ed Solis  
**Re:** GBN New Course Proposals  
**Date:** November 2022

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

**INFORMATIONAL ONLY:**

**Level Change for Current Course Offerings:**

Course	Course Level	Proposed Level Change	Rationale
Game Design 1 & 2	10, 11, 12	Offer to 9, 10, 11, 12	When these courses were proposed almost 15 years ago, the elementary and middle schools did not teach programming. Now students are coming to GBN with the skill sets to be successful in this course.

**Prerequisite Changes for Current Course Offerings:**

Course	Proposed Change	Rationale
PLTW Intro to Engineering Design (IED)	Remove the prerequisite.	The course prerequisite for GBN is concurrent enrollment in Geometry 163 or higher. There is not a need for the prerequisite.
Culinary 2	Add the prerequisite Fit for Life. (This would be in addition to Intro to Culinary Arts 161, which is already a prerequisite.)	This would allow students to take upper-level culinary classes in their senior year.

**Course Change for Current Course Offerings:**

Course	Level	Proposed Change	Rationale
Physical Education Sophomore Boys 261 and Physical Education Sophomore Girls 261	10	Combine both courses into one non-gender specific course.	This will allow greater flexibility in scheduling while improving curricular opportunities.

**Course Name Changes:**

Current Course Title	Level	Proposed Title	Rationale
Fit for Life CARE	11,12	Wellness for Life	The new title is more suitable and makes course content easier to portray on transcripts.
Strength Training & Conditioning I	11,12	Strength Training & Conditioning	Strength Training & Conditioning II is now being changed to Sports Performance so there is no longer a need to label this course Strength Training & Conditioning I.
Strength Training & Conditioning II	11,12	Sports Performance	The new title is more suitable and makes course content easier to portray on transcripts.

**To:** Dr. Rosanne Williamson  
**From:** Cameron Muir  
**Re:** GBS New Course Proposals  
**Date:** November 20, 2022

The Glenbrook South Administration, with the approval of the Instructional Supervisors Council, recommends the following new course proposals for approval. The Glenbrook South Instructional Leadership Team supports these proposals and recommends 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.

**New Courses:**

Department	Course Title	Rationale	Impact on FTE, Budget, or Facilities
CTE	<a href="#">Baking &amp; Pastry 261</a>	Post-secondary majors in relation to Foods programs are either Culinary Arts or Baking/Pastry. Food & Nutrition 161's current curriculum exposes students to those two interests. By the time a student joins the current next course, Advanced Foods, they typically know their interest in either Culinary Arts or Baking/Pastry. By splitting Advanced Foods into two separate classes, we will be able to both adequately teach to the interest of the student and provide time to demonstrate and assess mastery of either baking & pastry or creative cuisines.	None
CTE	<a href="#">Creative Cuisines 261</a>	Post-secondary majors in relation to Foods programs are either Culinary Arts or Baking/Pastry. Food & Nutrition 161's current curriculum exposes students to those two interests. By the time a student joins the current next course, Advanced Foods, they typically know their interest in either Culinary Arts or Baking/Pastry. By splitting Advanced Foods into two separate classes, we will be able to both adequately teach to the interest of the student and provide time to demonstrate and assess mastery of either baking & pastry or creative cuisines.	None

Department	Course Title	Rationale	Impact on FTE, Budget, or Facilities
CTE	<a href="#">Entrepreneurship: Business Incubator 263</a>	We have had multiple students over the years choose to continue for a second year in the Business Incubator with funding, and have identified it as an independent study. By creating the 263 course, we will provide a more accurate representation on their transcript, and can offer a more credible experience.	None. Students would be stacked with Incubator 163
Science	<a href="#">Science Independent Research Study</a>	This directly supports our department's mission to promote students learning science by being the scientist. SIRS provides the opportunity for students to explore at the highest level of inquiry.	There would be no impact on the budget or facilities. This will be a science elective and may impact enrollment in other electives
World Language	<a href="#">Summer Study Abroad in Spain</a>	The purpose of this change would be to recognize an authentic learning experience, its academic and cultural value, and its impact on an individual's career pathways. They will continue to get precise feedback on their language skills, but will also be monitored on their cultural competencies through the proposed assessments. This feedback includes 1:1 teacher/student conversations along with self-reflection, which serves to create deeper and more powerful thoughts and interactions throughout the course.	None

**INFORMATIONAL ONLY:  
Course Name Changes:**

<b>Current Course Name</b>	<i>Weight Training and Conditioning I</i> Grade: 11,12 Length: 0.5 Sem Credit: 0.5 GPA: All Subject
<b>Proposed Course Name Change</b>	<i>Strength &amp; Conditioning</i> Grade: 11,12 Length: 0.5 Sem Credit: 0.5 GPA: All Subject
<b>Proposed Course Description</b>	This introductory course is designed to create an inclusive environment and pathway for students to engage more deeply in G.P.P. (general physical preparedness) with a strength and conditioning bias. Students will explore a variety of training methodologies to improve their cardiovascular fitness and overall functional strength while maintaining a focus on proper technique and safety within a fitness-based setting.
<b>Prerequisite</b>	None

<b>Current Course Name</b>	<i>Weight Training and Conditioning II</i> Grade: 11,12 Length: 0.5 Sem Credit: 0.5 GPA: All Subject
<b>Proposed Course Name Change</b>	<i>Sports Performance</i> Grade: 10,11,12 Length: 0.5 Sem Credit: 0.5 GPA: All Subject
<b>Proposed Course Description</b>	This course is intended for students who possess intermediate to advanced experience within resistance training and various fitness modalities. Students will engage in science-based, data-driven strength and conditioning programming intended to improve all aspects of athleticism and sports performance, while simultaneously improving safety and movement efficiency during competition.
<b>Prerequisite</b>	2 Semesters of Strength & Conditioning + a teacher recommendation OR For sophomores and juniors a Varsity level coach recommendation *New recommendation needed each year

<b>Current Course Name</b>	<i>Introduction to Journalistic Writing</i> Grade: 9,10,11, 12 Length: One Sem Credit: 0.5 GPA: All Subject
<b>Proposed Course Name Change</b>	<i>Introduction to Journalism Media Communication (Newspaper)</i>
<b>Proposed Course Description</b>	In this introductory course, which emphasizes writing, editing, journalistic ethics, and student First-Amendment rights, students learn the basics of writing news, features, sports stories, and editorials. Enrolled students become members of the school newspaper staff for the duration of the semester-long course and may have their stories published in the school newspaper. Students are also eligible to maintain membership on the school newspaper staff throughout the remainder of high school. The course is a prerequisite for the Newspaper and Honors Advanced Journalism courses.
<b>Prerequisite</b>	N/A

<b>Current Course Name</b>	<i>Honors Advanced Journalism</i> Grade: 10, 11, 12 Length: Full Year Credit: 1.0 GPA: All Subject
<b>Proposed Course Name Change</b>	<i>Honors Advanced Journalism Media Communication</i>
<b>Proposed Course Description</b>	Editors of the school newspaper and editors of the school yearbook are eligible to enroll in this advanced journalism and leadership course in which students are expected to demonstrate expertise in a variety of journalistic disciplines including reporting, writing, copy-editing, layout design, and photography. Students will make content decisions, manage staff deadlines, mentor staff members, and will learn a variety of organizational and management techniques to assist them in working with staff members. Honors Advanced Journalism is the culminating course in the print-journalism program at Glenbrook South and serves as a bridge to college and professional-level publication work.
<b>Prerequisite</b>	At least one year of yearbook or newspaper and consent of the instructor.

<b>Current Course Name</b>	<i>Yearbook</i> Grade: 10, 11, 12 Length: Full Year Credit: 1.0 GPA: All Subject and Academic
<b>Proposed Course Name Change</b>	<i>Introduction to Journalism Media Communications (Yearbook)</i>
<b>Proposed Course Description</b>	The course offers on-the-job training for staff members and editors of the school yearbook. Students practice organization, design, layout, and journalistic writing skills. Students also learn about sales, advertising, and photography. The course may be repeated for additional credit.
<b>Prerequisite</b>	N/A



**Re:** GBN and GBS Pilot Blended Physical Education Course

**Date:** November 2022

Glenbrook North and Glenbrook South Physical Education Instructional Leadership worked together to create this blended physical education course as a pilot for the 2023-2024 school year. This course is not presented formally as a new course proposal at this time.

## **Rationale**

Enrollment is anticipated to be relatively low in this course; therefore, we plan to pilot this model to determine future sustainability in meeting student needs and the FTE commitment required to run the course.

## **Background**

It is anticipated this will be a lower enrollment course designed to meet the needs of elite athletes. These students are elite ranked athletes (or equivalent) by a National athletic association in their sport/performance (Club/Travel teams do not qualify) and the sport requires practice or competitions for a minimum of 5 days a week. The number of elite athletes within the District may vary annually but trends suggest that few students will meet this standard each year.

The most defining feature of this course is the blended learning approach. In this model, students meet with their teacher on a limited basis (once or twice a week) and participate in activities, instruction and assignments asynchronously. The potential FTE implications of this pilot is an additional 0.2 FTE across the district.

## **Goal**

The goal of this pilot is to provide students with a physical education experience that meets the learning outcomes and expectations of District 225 while honoring the unique schedule and physical demands of our elite athlete students.

## **Evaluation**

This pilot will require one year of implementation to determine if this learning model can meet instructional expectations and student needs. Programmatic success will be determined by a full program evaluation to be completed at the end of the 23-24 school year that will include:

- Curricular and instructional comparison analysis between existing course maps and outcomes of this blended course.
- Student survey and focus group
- Staff Survey and focus group
- Analysis of student data and records (grades, completion of learning standards, injury, practice/competition records submission etc.)

Glenbrook School District 225

**PILOT BLENDED PHYSICAL EDUCATION**

Application Packet

2023-24

### **INFORMATION/APPLICATION**

Glenbrook 225 School District believes that all students benefit from participating in physical education that is provided through a comprehensive standard-aligned program that integrates physical fitness into the broad range of activities that students enjoy. Quality physical education programs help all students develop health-related fitness, physical competence, cognitive awareness, and positive attitudes about physical activity, so they can adopt healthy and physically active lifestyles. With high-quality physical education instruction, students become confident, independent, self-controlled, and resilient; develop strong social skills; set and strive for personal, achievable goals; learn to assume leadership; cooperate with others; accept responsibility for their own behavior; and, ultimately, improve their academic performance.

The designation of an elite athlete means that a student competes at the highest level within his/her/their/sport of activity. The number of elite athletes within the District may vary annually but trends suggest that few students will meet this standard each year.

Students who participate in organized physical activities and have proven to be **elite athletes** in their particular activity may enroll in the District-approved Blended Physical Education Course to meet their school physical education requirement. Participation in “club sports” does NOT serve as a minimum standard for determining if a student is an elite athlete. Some elite athletes may choose to participate in club sports or school teams in addition to their other training but participation in club sports will not be taken into consideration in the qualification process.

Participation in the Blended Physical Education Course shall be determined by the Assistant Principal for Student Services. The Assistant Principal may confer with other appropriate school personnel to determine if a student qualifies as an elite athlete. Applications shall be submitted to the Assistant Principal for Student Services at least **two weeks** before participation. Students will be notified by the school after a decision has been made regarding their participation.

An Elite-Level Student athlete is a student that:

#### **Section A- Definition**

- 1) A student-athlete is an elite ranked athlete (or equivalent) by a National athletic association in their sport/performance (Club/Travel teams do not qualify); and,
- 2) The sport requires practice or competitions for a minimum of 5 days a week.

\*Olympic Athlete is defined under **Administrative Rules 7265**

#### **Section B- Determination of Status**

For the purposes of this administrative rule, the Assistant Principal for Student Services is responsible for determining a student's elite-level student athlete status.

#### **Section C - Enrollment Procedures**

The enrollment record of an elite-level student athlete will be managed accordingly:

- The student will continue to be enrolled in a physical education class.
- Students will be required to complete required testing and any other wellness activities as requested by the teacher.
- Students will be required to submit a monthly practice/competition log and a self reflection paper as requested by the teacher.

- Students will have in person meetings throughout the semester with the cooperating teacher at GBN or GBS.
- Students will complete a minimum of 20 hours per week of supervised practice.

**Students will receive a Pass/Fail grade.** Students who are in the program for eighteen (18) weeks, complete a minimum of 20 hours per week of supervised practice, competition, and/or performance, and turn in the activity log sheet by the announced deadline will receive a passing grade. Not meeting the conditions of the agreement will result in a failing grade and zero (0) credit.

If your application is approved, you must set up a meeting with the assistant principal for student services to complete the forms in this packet required by District 225. If your request is denied, you may set up a meeting with the assistant principal for student services for clarification.

-----Office Use Only-----

Application Approved

Application Denied

Denial Reason \_\_\_\_\_

\_\_\_\_\_

Assistant Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

Glenbrook School District 225  
Blended Physical Education Course

**CRITERIA and ELIGIBILITY to apply for Blended PE**

- Student is an elite ranked athlete (or equivalent) by a National athletic association in their sport/performance (Club/Travel teams do not qualify).
- Student is a **junior** or a **senior** enrolled in a physical education class that allows exemptions.
- Students must be competing and/or performing at the **National** level and MUST provide documentation of competition (practice and competition schedule).
- A full team cannot qualify for Blended PE. This is intended for individual students only.
- A student may not take an 8th class to qualify for Blended PE.
- A student's course schedule will need to be reduced to accommodate their practice schedule.
- A student approved for a Blended PE course must engage in a minimum of 5 days per week (20 hours) of training/competition associated with their elite ranking.
- A student approved for a Blended PE course must have their 20 hours supervised by qualified individuals responsible for coaching, documenting and verifying student participation, progress and performance. Parents will not be approved as a supervising coach for his or her child.
- Blended PE students in the 11<sup>th</sup> – 12<sup>th</sup> grade MUST meet healthy zone standards in all 4 tests in the previous Illinois Physical Fitness Test (IFT).
- Blended PE students MUST have passed their PE class freshman and sophomore year with a B or better. Not passing the previous year's class is grounds for automatic disqualification. Blended PE cannot be used to make up a failing grade in Physical Education. If a student fails Blended PE during the first semester they will be dropped and not eligible to enroll in future Blended PE.
- Blended PE students must demonstrate satisfactory educational progress in the previous grading period including but not limited to:
  - Blended PE students must be legally enrolled and progressing toward meeting graduation requirements.
  - Blended PE students must maintain a minimum GPA of 2.0 in all classes

**Application Process**

**STEP ONE**

*The following documentation must be submitted to the Assistant Principal of Student Services;*

1. Submit three letters:
  - a. Student fills out the Blended PE application
  - b. Letter from parent/guardian describing the nature and time commitment of the activity.
  - c. Letter from the coach confirming practice and competition times, locations, and the national level of competition.
2. Submit three schedules:
  - a. Glenbrook Class schedule
  - b. Competition schedule
  - c. Practice schedule
3. Once letters and schedules are submitted, the application will be reviewed by the Assistant Principal of Student Services.

## Blended PE Application

(To be completed by the student)

**Please print or type all information clearly**

Student Name (Last Name, First Name):		Student ID #:
School:		Grade Level:
Name of Proposed Sport or Activity:		
Home Address:	Home City:	Home Zip:
Home Phone:	Cell Phone:	
Parent/Guardian Name:	Parent/Guardian Email:	
Parent/Guardian Cell Phone:	Parent/Guardian Work Phone:	

**Please describe on a separate sheet of paper, the sport, activity and governing body you are participating in and the reasons you are applying for the Blended PE program. How will being enrolled in Blended PE benefit you and your athletic career?**

**Briefly describe on a separate sheet of paper why this proposed Blended PE course of study is requested and should be considered as a substitute for regular attendance and participation in the required school physical education program.**

**By signing below, you certify the information provided on and in connection with this form is true, accurate, and complete.**

Student:	Parent/Guardian:
Coach/Instructor:	Coach/Instructor: