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

TO: DR. RIGGLE
FROM: DR. WILLIAMSON
SUBJECT: CURRICULUM REPORTS
DATE: 1/4/12
CC: BOARD OF EDUCATION

At the regular board meeting on Monday, January 9, 2012 we will be bringing forward the curriculum reports from each school. While Associate Principals Cameron Muir (GBS) and Kris Frandson (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 a summative evaluation of any new courses after three semesters of implementation, if applicable.

GBS Applied Technology Department Curriculum Report – November 2011

I. Introduction

A. Courses reviewed during past year

- ☐ Automotives 263
- ☐ CAD 361
- ☐ Woods 363/463
- ☐ Photography 161

B. Process

The above classes were evaluated based upon student progress utilizing performance based assessments applicable within each discipline. Course objectives were evaluated in connection with ISBE core standards in Career Readiness.

C. Additional initiatives (outside of review process)

None

II. Report Schedule

November 2012	November 2013	November 2014	November 2015	November 2016
Automotives DLS	Automotives 463	Automotives 161	Automotives 363	Automotives 263
Engineering Design Fabrication	CAD 261	Drafting Architecture363	Arch-CAD 463	CAD 361
CAD 161	Photography 361	Woods 263	Woods DLS	Woods 363/463
Photography DLS	Woods TLS	Photography 461	Photography 261	Photography 261

Approximate percentage of curriculum to be reviewed:

November 2012	November 2013	November 2014	November 2015	November 2016
20%	20%	20%	20%	20%

Additional courses to be reviewed this year:

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

Course or Initiative: Automotives 263

III. Findings:

The present curriculum continues to prepare the students for the Vocational level class. The addition of new electronic resources such as Identifix's "Direct Hit" repair information along with its accompanying blogs allow students to research problems and analyze responses to complex issues. The area of automotive diagnostics and repair continues to evolve. This past year tire pressure monitoring systems (TPMS) technology was added to the 263 curriculum. This technology is now required by law on all 07 and newer vehicles. Lap top computers are now a mainstay of all technicians' tool boxes. As a tool they are vital to properly repair today's automobiles. Students are comfortable working in this medium and are proficient. Discussions with professional technicians have proven valuable in providing information about resources.

IV. Recommendations:

Establish advisory group of community based shops to provide a continuous dialog of new and innovative changes in this field.

V. Department Action:

None

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	none	none	None at this time	N/A	N/A

Course or Initiative: CAD 361

III. Findings:

CAD 361 is a 1 semester class for experienced CAD students to advance into 3D modeling utilizing AutoCad Architecture and Inventor software. A survey of these junior/senior students indicate that approximately 88% of them were unable to fit ARC363 or ENG363 (yearlong classes) into their schedule.

Rapid prototyping with a Dimensions printer and the recent addition of a Ray Jet Laser engraver allow the students to greatly expand their creative experiences. Students completing this course have a greater ability to evaluate their future in an Engineering discipline.

In the past 5 years this class has had three new editions of Auto CAD software, purchased and incorporated a 3D rapid prototype printer, purchased and incorporated laser cutting and engraving, and advanced the utilization of inventor software. Curriculum changes are necessary on a yearly basis to facilitate new and evolving technologies.

Project Lead the Way (PLTW) has been investigated and visits to schools that have incorporated this program revealed that our current software and equipment is on their required list. The 361 curriculum matches very well with the Engineering by Design class of PLTW.

IV. Recommendations:

Continue to monitor student access to classes.

Explore the implementation of Project Lead the Way.

V. Department Action:

None

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	N/A	N/A

Course or Initiative: Woods 363/463

III. Findings:

Students in this advanced level Woods class are independent in their project selection. This allows for students to stretch and challenge themselves based upon their individual skill level. The inclusion of more advanced mathematics such as compound angles and structural analysis has been used whenever possible. Recently vacuum bag technology was added to clamp complex curved surfaces to a pressure of 1500 psi.

Students are challenged to complete several large projects during the course of one year. This project based curriculum emphasizes a student's ability to estimate both time and materials, research solutions to complex problems and learn process sequencing that best serves their needs. Evaluations were individualized for each student's ability.

Whenever possible the students at this level enjoyed being able to take part in school based projects such as the court yard gazebo, entrance area benches, trophy cases and most recently the Titan showcase located near the auditorium. Completing their projects along with school related projects develops pride in quality and workmanship.

IV. Recommendations:

Continue to capitalize on math related lessons in the design and construction of project based learning.

Continue to facilitate meaningful service learning projects.

V. Department Action:

None

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	N/A	As needed

Course or Initiative: Photography 161

III. Findings:

This beginning level class continues to pair work in the traditional wet darkroom with an introduction to digital utilizing Adobe Photoshop. The lack of student owned SLR film cameras is becoming more prevalent. Digital cameras are being used for short periods of time to introduce visual concepts so that they may see results immediately and provide feedback opportunities when they might be most effective. There are presently 12 desk top and 12 laptop computers to accommodate all students.

An ongoing concern is the student's lack of visual thinking skills at this level. They have trouble recognizing visual clues in all media including fine art, movies and advertising. More time has been directed at this to help them be better citizens and consumers.

IV. Recommendations:

Continue to accumulate SLR film cameras for student use as these are becoming more difficult for students to obtain for the 161 level classes.

V. Department Action:

None

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	N/A	None

GBS Art Department Curriculum Report – November 2011

I. Introduction

A. Courses reviewed during past year

- ☐ Drawing 1,
- ☐ Drawing 2 (and advanced levels)

B. Process

The Instructional Supervisor and art teachers analyzed data, test results, performance assessments and information related to the disciplines mentioned above. We reviewed anecdotal information regarding vision, state of the program concerns, enrollment trends, and the changing needs of a diverse population. Stephanie Self, Natalie Ingaunis and Martin Sirvatka then met to revise the final report.

C. Additional initiatives (outside of review process)

None.

II. Report Schedule

November 2012	November 2013	November 2014	November 2015	November 2016
Jewelry 1	Ceramics 1	DLS Art	Painting 1	Drawing 1
Jewelry 2	Ceramics 2	AP Studio Art	Painting 2, 3	Drawing 2, 3 and Honors
Jewelry 3 and Honors	Ceramics 3 and Honors	Advanced Jewelry		
		Advanced Ceramics	<i>TLS Art</i>	

Approximate percentage of curriculum to be reviewed:

November 2012	November 2013	November 2014	November 2015	November 2016
21%	21%	21%	16%	21%

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

Drawing I is a beginning level art class with no prior knowledge of art. Introduction to the Elements and Principles of Design, basic drawing skills and design techniques are taught in this course. This course allows for any student at Glenbrook South to take Drawing I as their required fine arts elective, or to further their artistic and creative talents and skills. The structure of the course allows for students to learn through multiple modalities. Media explored in this class ranges from graphite pencil to charcoal, to ink and then colored mediums. Students are engaged in reading, listening, writing, speaking and “doing” on a daily basis. Course grades are based upon student’s ability to apply the knowledge and skills learned in the course, as well as a visual display of growth and improvement in skills and techniques. Over the last four years, we have noticed a dramatic rise in student enrollment in the course, as well as an increase in student interest and excitement for art.

IV. Recommendations

After much discussion, and aware of the recent growth of the art department recently, our recommendation includes tweaking of the curriculum in two-dimensional arts while promoting the growth of the three-dimensional art forms class. It is our hope to make better use of our new art room and target 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.

V. Department Action

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

Course or Initiative: **Drawing 2 (Drawing 3, when necessary)**

III. Findings

Drawing II (III) is an advanced level course taken after a successful completion of Drawing I. Students in Drawing II are introduced to a higher level of thinking, problem solving, design elements and life drawing. This course explores a variety of media ranging from cardboard, white charcoal, pastels, scratchboard, and ballpoint pen; it also challenges the students to apply what they learned in Drawing I to further and refine their drawing and design skills, abilities, and techniques. As previously stated, the enrollment in Drawing I has increased dramatically over the past few years. Of course, 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.

The Drawing II curriculum engages students in furthering their skills with an emphasis on idea development. At this level students are deeply engaged in self-realization as they begin to “find” themselves as artists. Instructors concentrate on helping students develop their own personal styles while being aware of the variety of styles present in our culture. As with all disciplines and media in the art department, assignments for every student are based on a particular idea or concept that originate from either current issues in the world today, historical accomplishments, or a concern from outside the classroom that intrigues the student.

IV. Recommendations

Our recommendations are the same for this level: develop and refine the existing curriculum in two-dimensional arts while promoting the growth of the three-dimensional art forms class. It is our hope to make better use of our new art room and target 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.

V. Department Action

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

GBS Business Education Department Curriculum Report – November 2011

I. Introduction

A. Courses reviewed during past year

- ☐ Business Law
- ☐ Web Design
- ☐ Information processing LA

B. Process

The Instructional Supervisor met with each teacher to review curriculum and discuss trends. State standards were utilized when applicable. Data containing student achievement scores were used to assess student progress.

C. Additional initiatives (outside of review process)

II. Report Schedule

November 2012	November 2013	November 2014	November 2015	2016
Accounting 163	Consumer Ed. LA	Marketing 161	Accounting 261	Business Law
Digital Media 261	Digital Graphics 261	Computer Applications 161	Game Design 261	Web Design
Consumer Ed. 161	Information Processing 161	Intro to Business 161	Intro to Entrepreneurship	Information Processing LA
DCE 163	Consumer Honors			

Approximate percentage of curriculum to be reviewed:

November 2011	November 2012	November 2013	November 2014	November 2015
23.7	23.7	17.5	17.5	17.5

Additional courses to be reviewed this year:

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

Course or Initiative: Business Law

III. Findings:

Data								
Sch Year	Min of Explore English	Max of Explore English	Min of Explore Math	Max of Explore Math2	Min of PSAT ACT Eng	Max of PSAT ACT Eng2	Min of PSAT ACT Math	Max of PSAT ACT Math2
2005	6	25	8	25	8	35	12	36
2006	10	25	12	25	13	36	13	36
2007	9	25	5	25	11	35	13	36
2008	9	25	7	25	9	35	14	36
2009	10	24	8	25	10	36	14	36
2010	9	25	11	25	10	36	14	35
Grand Total	6	25	5	25	8	36	12	36

The chart above represents the wide range of students who take Business Law.

The 5 year average range in English ACT scores is 10.1- 35.5

The 5 year average range in Math ACT scores is 13.3-35.8

This data was collected from the 823 students who have taken this class since 2005

Business Law continues to be a very popular course. With information at the touch of our students' hands they are able to closely follow current events, many of which deal with the law. They are eager to discuss these cases and discover the workings of the American legal system. As most of the cases that are debated in the media are extremely contentious, students enjoy formulating opinions and communicating their ideas with their classmates. Many of the classes of Business Law have more than 28 students, and it is difficult for each student to express his/her belief given the wide range of students. While the class discussions are excellent, it would be ideal for every student to be able to reveal his/her verdict.

We are presently looking at various technologies to engage more students in discussions on a daily basis.

IV. Recommendations:

Purchase Smart Response System, a student based responder with qwerty keyboard and interactive software.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	Curriculum development for responders.	none	none	Smart Response System

Course or Initiative: Web Design

III. Findings:

This one semester course has changed immeasurably since its inception. As the World Wide Web Consortium (W3C) standards have evolved, so has the content and direction of this course. Web architecture, operating systems, semantics, languages, services, browsers, devices, digital identity management and authorizing tools continue to evolve to meet societal demands. Each year, students enter high school with decidedly more technical knowledge, self-taught or otherwise. Staying ahead of student learning in technologically dominated subjects is a daily challenge.

E- Commerce curriculum including the addition forms, drop down menus and security features are being developed to be added to the class.

New texts have been purchased for Adobe CS5 which allowed us to have the rights to the digital version.

IV. Recommendations:

Add an E-commerce unit

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbooks(s)	Staffing	Resources
Department Action	None	No	None	None	None

Course or Initiative: Information Processing LA

III. Findings:

Information Processing LA has the same curricular blueprint framework as what is being taught in Information Processing. The use of the MicroType typing software along with a supplemental keyboarding textbook has been implemented to improve keyboarding skills while harnessing skills on proper formatting of business documents and reports. The demonstration and mastery of these business documents and reports are taught at a slower pace to facilitate better translations as needed. Students also must be familiar with Microsoft Word software. Most of the students are level II or III ELL and are prepared for the mainstream curriculum. A portfolio-like final examination that encompasses all the document types along with a final assessment of their typing ability provides an evaluation and snapshot of activities learned throughout the semester.

IV. Recommendations

An encouragement of ELL students to take Computer Applications and learn various Microsoft Office software programs such as Excel, Access, and PowerPoint would be beneficial for these students in the future, their post-secondary education, and eventually their careers. The practice and practicality of such a course will serve these ELL students very well in other courses.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No	No	none	none	None

GBS ELL Curriculum Report – November 2011

I. Introduction

A. Courses reviewed during past year

- ☐ Transitional English
- ☐ Transitional English Studies

B. Process

The ELL Coordinator met with the ELL Team, ELL Core Team and the teachers of Transitional English and Transitional English Studies classes regarding the issues and challenges surrounding English language learners at the transitional level. She also met with the Instructional Supervisor of the English, ELL, Broadcasting Department. Curricula and materials were evaluated particularly in light of ELL Team efforts related to the development of skills included in the College Readiness Standards as outlined in the GBS Organizational Goals. Enrollment trends and the impact of ACCESS Test score mandates were also considered.

C. Additional initiatives (outside of review process)

Two issues required additional attention:

- 1) Adaption of Bilingual Readiness: Quantitative Vocabulary as a full year RtI intervention
- 2) Implementation of local writing and objective assessments for ELLs

II. Report Schedule

November 2012	November 2013	November 2014	November 2015	November 2016
State mandates related to ACCESS & PSAT testing of ELLs	Beginning ESL	Intermediate ESL	Power Skills for Success/ Exploring Potential for Success	Transitional English
		ESL Reading/ Writing 2	Bilingual Readiness: Quantitative Vocabulary	Transitional English Studies
		Advanced ESL	Bilingual Vocational Survey	

Approximate percentage of curriculum to be reviewed:

November 2012	November 2013	November 2014	November 2015	November 2016
NA	20%	40%	20%	20%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3rd semester: **Composition, Language and Literature**

Course or Initiative: Transitional English Studies

III. Findings

This course was originally initiated to address the needs of second language learners who are less academically able and whose needs are better met in a class with less emphasis on higher level literary analysis and more focus on high interest reading and reinforcement of authentic writing in English. The class is a smaller group than the Transitional English classes which affords more opportunity to tailor the class activities to the needs of the students enrolled. Their needs vary because, while some students enrolled are recent immigrants who are struggling to acquire the English skills needed to move into mainstream English classes, others may have grown up here and may have attended local sender schools and received ELL support. Yet, they still struggle to develop adequate literacy skills to afford them success in English and other mainstream classes. The students enrolled, who represent all four grades, benefit from the inclusion of high interest young adult literature selections along with traditional selections, as well as the focused writing practice of paragraphs and multi-paragraph essays. Their average standardized test scores are typically similar to the average scores in Advanced ESL since most of these students were the lower achievers in the advanced class the previous year.

IV. Recommendations

1. Continue to offer this course as an alternative to Transitional English for less academically able students and those who struggle with literacy development.
2. Continue to work with Advanced ESL teacher and sender school teachers to identify students who would benefit from this class.
3. Students who pass this class, but who do not reach the state ACCESS scores required to exit from ELL, should continue to be placed into a studies level mainstream English class with Bridge Study Support to assist them in continuing to build skills with ongoing second language assistance. These students should NOT be placed into Transitional English following Transitional English Studies because that class does not address the needs of those performing at lower academic levels.
4. Incorporate additional non-fiction reading units linked to reinforcement of basic literacy skill development.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	(1) A general project will be proposed to further build College Readiness Standards w/ELLS* (2) A project to create a non-fiction study component to this course	No change	No change	Grant funding to support ELL summer projects

*See Department Action listed in last Additional Initiative of this report.

Course or Initiative: Transitional English

III. Findings

This course continues to prepare ELL students to transition out of sheltered language arts and into a full mainstream program. Annually, almost all students who continue at GBS following completion of this transitional class meet the state-mandated ACCESS cut scores to qualify to exit from second language support. The support offered by this class is similar to the “Composition, Language & Literature” class initiated in 2010-2011 for students who met state-mandated ACCESS score minimums without having completed Transitional English. Since the ACCESS scores are not released until late April and class recommendations for the following year are made in January, it is difficult to anticipate how many students might achieve those scores and possibly qualify for the Composition, Language and Literature class, if offered. Also, having both students who had met the state scores as well as some who did not in the same Transitional English class do not appear to pose problems for the students or teachers involved. Those who are excused from 2012 ACCESS testing due to their previous year’s test scores are not yet fully ready to move into mainstream English classes. Therefore, allowing those students to enroll in this class prior to mainstream placement is very appropriate for them. In addition, the state may raise ACCESS cut scores in the future.

IV. Recommendations

- Continue to work with Advanced ESL teacher to identify students who would benefit from this transitional level class.
- Continue to offer curricular selections from the mainstream curriculum or equivalent and comparable writing activities to ensure an appropriately challenging language arts experience for those enrolled.
- If there is insufficient enrollment to offer Composition, Language and Literature class for any given year, continue to allow students recommended for Transitional English to remain in the class even though they might meet the state-designated ACCESS Test scores. This culminating year of support is highly beneficial to English language learners prior to moving into mainstream English classes.
- Incorporate non-fiction selections to ensure the integration of related reading skills.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook (s)	Staffing	Resources
Department Action	None	A general ELL project will be proposed to further build College Readiness Standards w/ELLS*	No change	No change	Grant funding to support ELL summer project

*See Department Action listed in last Additional Initiative of this report.

Additional course to be reviewed this year: Composition, Language and Literature

III. Findings: The new Composition, Language and Literature class was initiated as a mainstream English class for advanced second language students who have met the state-mandated minimum scores on ACCESS Test prior to completion of a transitional class due to the state's initial directive that students meeting the minimum scores could no longer be served in TBE/TPI programs. Although these students are no longer required to take the ACCESS Test, they are not fully prepared to move into mainstream English classes. The state later modified its position to state that the students meeting cut scores could no longer be counted as LEP (Limited English Proficient) on TBE/TPI grant applications, but could be served at the discretion of local districts. During 2010-2011, fourteen students qualified for this new class and additional transfer students were also added. For 2011-2012, only seven current students and two incoming ELL freshmen attained the required cut scores to qualify them to exit the ELL Program and enroll in Composition, Language and Literature. This was an insufficient number to warrant again running the class, and therefore it is not receiving a typical new course review during its third semester. In place of this class, it was decided that those students who had qualified would remain in Transitional English or Transitional English Studies class for which each had been recommended in order to provide them the support they need prior to moving into mainstream English. An additional consideration was the proposal to explore reorganizing the sequence for transitional ELLs by offering Composition, Language and Literature to juniors and seniors while placing freshmen and sophomores into Transitional English, regardless of students' ACCESS scores. This was proposed because the transitional needs of the younger students are not as extensive as those of upper classmen who may have only one more year to prepare for college study.

IV. Recommendations

- If an insufficient number of students qualify for this class, continue to place them in one of the transitional classes as an appropriate alternative.
- Set aside the option of running parallel transitional classes with Composition, Language and Literature as the choice for upperclassmen and Transitional English for freshmen and sophomores because this would create scheduling challenges since each would be a singleton class due to current enrollment totals.
- Investigate the placement of long-term ELLs served in varied other lower track mainstream classes into Composition, Language and Literature which may better address their learning needs.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	No changes	No changes	No additional needs

Additional Initiative: Adaption of Bilingual Readiness as full year RtI Tier 2 initiative

III. Findings

Students in Prealgebra-LA are in the most basic mainstream math course. They benefit from extra support provided to help build their math skills. The placement of these students in the bilingual elective “Bilingual Math Readiness: Quantitative Vocabulary” during second semester of 2010-11 and the implementation of the ALEKS computer-based program in that class to reinforce their math skills were very positive decisions. This class provided students with an additional period of bilingual support focused on math skills and vocabulary using a program that allows for individualized student pacing. Offering it to students in 2011-12 for both semesters rather than beginning the support half way through the year was desirable, but staffing was a concern since the lowest performing students need unique bilingual support. Because the Bilingual Vocational Survey elective had insufficient enrollment requests last spring, it was decided that the bilingual teacher for that class should instead offer Bilingual Readiness as an RtI Tier 2 intervention during both semesters of the 2011-12 school year. As a result, there was no impact to overall staffing with this change. To support all students enrolled in Prealgebra-LA, it was further decided to schedule all of those students into Bilingual Readiness regardless of their native language, in order to provide an additional opportunity to reinforce the students’ math vocabulary and skills.

IV. Recommendations

- Continue to monitor progress of Prealgebra-LA students in Bilingual Math Readiness: Quantitative Vocabulary to verify the impact of this intervention.
- Maintain flexibility in staffing the bilingual offerings based on where the support is most beneficial to the students involved.
- Offer this two-semester intervention for credit as a partner class to Prealgebra-LA, whenever possible.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	No changes	No changes	No additional needs

Additional Initiative: Implementation of local assessments for ELLs

III. Findings

In line with organizational goals and mainstream English Department efforts to improve student performance related to College Readiness Standards (CRS), the ELL Core team initiated efforts to enhance CRS growth with English language learners as well. Following a vertical articulation study of the ELL curriculum, the core teachers identified key CRS on which to focus and developed a writing rubric based on these standards as well as state English Language Development Standards for ELLs. They next developed writing prompts to be administered annually each spring and committed to meeting as a group to rate these with their rubric. This will allow for the tracking of students' writing progress with a local instrument and help teachers to identify areas of strength and areas needing improvement based on essay results. As a summer curriculum project, ELL team members also developed four objective tests, one per level, using ACT-format to further track the CRS skill development of students in the ELL program. This will provide a local means to track student growth with CRS since many of the ELL students are not enrolled in GBS from their freshman through junior years to take EXPLORE, PLAN and PSAT tests to monitor their growth, or do not have sufficient proficiency in English for these instruments to appropriately document their growth related to CRS skills.

IV. Recommendations

- Administer the new ELL local writing assessments each spring to all ELLs to document students' progress with CRS related to writing development.
- Rate the essays as a team using the ELL writing rubric created locally.
- Track the writing progress of students as they move through the ELL program, as well as the areas of strength and weakness within and across ELL levels.
- Administer the four ACT-like objective assessments as pre and post-tests to beginning, intermediate, advanced and transitional classes annually to monitor progress related to CRS.
- Track the progress of students from the fall to the spring administration of these objective tests in order to monitor individual student growth over the course of a year and identify areas of strength and weakness within and across ELL levels.
- To infuse ongoing reinforcement of CRS skill development using ACT-like format, develop a series of "bell-ringer" activities to provide additional practice and reinforcement for students at all levels in the ELL Program.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook (s)	Staffing	Resources
Department Action	None	A general project will be proposed to further build CRS w/ELLS through "bell-ringer" activities for each level.	No change	No change	Grant funding to support ELL summer project

GBS English Department Curriculum Report –2010-2011

I. Introduction

A. Courses reviewed during past year

- ☐ Sophomore English 263
- ☐ Sophomore Honors English
- ☐ Sophomore English Studies
- ☐ Sophomore Team English

B. Process

All four sophomore teams engaged in the curricular review with the leadership of Stephanie Bailey. Out of the four course teams, the Sophomore English 263 necessitated the most direction because of the number of teachers who are on the team, nine in total. The Sophomore English 263 discussion of the EPP began in the spring of 2010, one semester prior to the official start of the EPP. The sophomore team leader asked the team to consider the depth and breadth of curriculum, and asked the question, “What are some criteria that we should use in choosing texts for sophomore year?”

The team chose the following criteria:

- a. personal connections
- b. multiple perspectives
- c. mix of canonical and contemporary literature
- d. range in sophistication and language
- e. age-appropriate content
- f. male and female representations
- g. variety of narratives and voices
- h. international perspectives
- i. variety of genres

Within this discussion, teachers also expressed concern with the theme and lack of definition for English 263. This discussion determined the starting point for the EPP in the fall of 2011.

At the initial EPP meeting in the fall of 2011, the current curriculum map was reviewed, the above discussion was revisited, and then the group determined that the entry point into the process would be a review of the current theme of identity and the essential questions. To further determine the process, the Moodle discussion forum was used to share our ideas of guiding questions for the EPP. After much discussion, the team settled on the following guiding questions and order for the EPP:

EPP Guiding Questions 2010

Literature

1. What should the common theme be?
 - a. Should we consider a theme about the personal and societal moral and behavioral codes?
 - b. Is there a theme that unifies the sophomore curriculum, or is this a survey of literature?
 - c. What ideas (more specific than identity) serve as transitions between texts or create cohesion in the course?
 - d. Are there purposes that certain texts serve, or questions they raise, that are not currently on the curriculum map but should be part of our course even if the texts themselves are replaced?
 - e. What essential questions should we address?
2. What criteria should we use to select texts for the class?
 - a. What are our criteria for age-appropriate literature? (This question can include a broad range of considerations: from reading level to content appropriateness).
 - b. What types of texts should sophomore students experience?
3. What reading skills should be explicitly taught and practiced to improve sophomore comprehension?

Writing

4. What styles of writing should sophomores practice? How often?
 - a. What writing experiences should we provide sophomores in order for them to assert various identities as writers?
5. What grammatical concepts do we want sophomores to learn by the end of 1st semester? What do we want them to learn by the end of the year?
 - a. What is the role of grammar in the sophomore curriculum?

Vocabulary

6. What vocabulary skills do we want them to develop? How do we want students to develop vocabulary?
 - a. What is the role of direct vocabulary instruction in the sophomore curriculum?
 - b. How do sophomores best increase their vocabulary skills?
 - c. What vocabulary skills are students developing through the use of the current vocabulary book?

Research

7. What research skills do we want sophomores to develop by the end of the year? What discreet skills are we hoping to teach?

Additional questions:

- How will we integrate the College Readiness Standards into the course?
- What purpose does the Sophomore Resource Booklet play in our instruction? How can it be best utilized?
- Are there common skills that should be taught across all sophomore courses (all levels)?
- Should the first semester final exam reflect students' development of skills or accumulation of content knowledge or both? Does the final exam (or each part) assess what we want students to learn/know?
- What data should we look at?
- What assessments will we use?

The team leader talked with the instructional supervisor about the large scope of review that the team was addressing. The suggestion was made that the team view the process as a two-year course of action to ensure the integrity of the process. The team chose to tackle the literature questions during the first exploratory year of the EPP to create a context in which to determine answers for the remaining guiding questions. Plus, literature is the foundation of this course, and a solid foundation was needed on which to build. Also during the first year, the writing questions were discussed to allow the team to work on how to best address the College Readiness Standards (CRS) as soon as possible. In the second implementation year of the EPP, vocabulary, research and the additional questions will be addressed so that those elements can better support the new theme, essential questions and writing instruction. For the rest of this first year, English 263 teachers focused on the new theme and essential questions.

The Sophomore Honors English, Sophomore Studies and Sophomore TEAM teams met throughout the year to discuss new curriculum and corresponding changes. English Honors teachers focused on refining the service learning project and identifying gaps in grammar and editing instruction addressed in the CRS. Because only two teachers teach the course, they met on a regular basis to explore questions they developed regarding the issues mentioned above. English Studies teachers worked with Sharon Kaltman to develop guides and activities that strengthened 'close reading' and critical thinking skills as well as reviewing content and grammar and editing skills addressed in the CRS. English TEAM teachers focused on revising the curriculum and book choices utilizing a backward-design planning model. Both teachers who teach TEAM took the Tier 1 course, which they used to guide their process.

C. Additional initiatives (outside of review process)

None

II. Report Schedule

November 2012	November 2013	November 2014	November 2015	November 2016
			Freshman English TEAM	Sophomore English TEAM
English Studies 363	English Studies 463		Freshman English Studies 163	Sophomore English Studies 263
English 363	English 463: Rhetoric English 43: Humanities English 463: World Literature	Electives	English Communications 161/2 English 161/2	Sophomore English 263
AP Language and Composition	AP Literature and Composition		Honors Freshman English 173	Honors Sophomore English 273

Approximate percentage of curriculum to be reviewed:

November 2012	November 2013	November 2014	November 2015	November 2016
20%	20%	20%	20%	20%

Additional courses to be reviewed this year:

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

Sophomore Team English

III. Findings

The sophomore TEAM program has become much more integrated over the past five years. English and history teachers work together frequently to find connections between the content areas to enrich students' curricular experiences. Sophomore TEAM History focuses on U.S. History, which students on TEAM take their sophomore year rather than their junior year. Upon review of the curriculum, TEAM English teachers chose to make book changes to strengthen the curricular connections and explicitly address essential questions.

In their review of curriculum, teachers noticed that the instructional principles that aid students in the understanding of content and scaffolding of skills could be strengthened with a new design.

IV. Recommendations

In an effort to strengthen the connection between English and History, the English TEAM teachers chose to drop *Macbeth*. Although this text has been common among other sophomore English courses, sophomore History TEAM curriculum focuses on U.S. History; so the text of *Macbeth* inhibited the integrated TEAM mission that students can benefit from learning about related subjects from teachers and materials that are connected. In addition, teachers wanted to round out the voices in the literature that are taught by adding more female voices and featuring more diverse authors. The two English TEAM teachers decided to adopt new texts to optimize that experience for students. The books that teachers selected, *House on Mango Street*, *Night* and *Lord of the Flies*, will allow students to see the history they are learning in narrative form and make other relevant connections. Both *House on Mango Street* and *Night* support a discussion of culture, ethnicity and identity. Also, *Lord of the Flies* allows teachers and students to explore the formation of government and unique narrations.

TEAM teachers agreed that they will extend their efforts to improve the reading ability of TEAM students as well as prepare them for the natural promotion they get after exiting TEAM and entering Junior English Studies. Preparing for that promotion means that teachers deliberately focus on skills such as identifying main ideas, sequencing events, thinking inferentially and determining meaning through context, to name a few. With the addition of new texts to the course, TEAM teachers need to deliberately create lessons that attend to student needs, build on the aforementioned skills, and connect themes and idea presented in the U.S. History curriculum. In addition, teachers will apply what they have learned about backward design and differentiation as part of this year's Tier 1 program.

Consequently, the teachers of TEAM wrote a new scope and sequence for the course:

Scope and Sequence:

House on Mango Street

- What is the role of culture in identity?
- Cultural, economic, societal, gender equity issues
- Esperanza is trying to define her identity and reacting to societal expectations; she negotiates complex societal codes and wonders where she belongs in the world
- She reacts to societal codes first by detaching and then coming to accept who she is and where she is from; she recognizes that power for her can come from her writing about her experiences
- Personal writing; narrative



Transcendentalism and *The Hurricane* or *The Power of One*

- How are people, to some extent, defined by their circumstances? What empowers a person?
- Emerson's "Self-Reliance" and "Nature"
- Thoreau's "Civil Disobedience"
- Connections to Martin Luther King, Jr. and "Letters From a Birmingham Jail"
- Frost's "Birches"
- Personal writing; journal responses

The Crucible

- What happens when something disrupts societal codes? What happens when your personal belief system is in conflict with society? What happens when defined formality is challenged or compromised? What are we when our personal code is challenged?
- In this book, societal codes are formally established – religion and state – morality is intertwined
- Lies vs. honesty – what empowers a person? How?

Independent Reading Unit and Animoto Presentations

- What is conflict?
- What is an individual's role in the conflict? Bystander
- How is the conflict of your book resolved? What complicates the resolution?
- Style and Voice

To Kill a Mockingbird

- The complete disruption of societal codes
- How far would you go to defend a principle? (May go back to Thoreau and “Civil Disobedience” here; remind students of Gandhi presentations from freshman year)
- Lee's text talks about changing the code and reforming it, and we see this through both the eyes of the kids and Atticus – How can one successfully challenge a code or defend a principle, yet remain respected and part of society?
- Marginalization, Misperception, Dehumanization
- Expository writing – focus on elaboration of argument and quote integration
- Basic research skills (possible)

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	Curriculum planning using Understanding by Design-Differentiated Instruction model in TEAM English 263-completed summer 2011	Dropped <i>Macbeth</i> ; added <i>House on Mango Street</i> and <i>Night</i>	None	None

Sophomore English Studies

III. Findings

Upon inspection of the instructional practices and student performance, the Studies teachers discovered that the instruction in the course did not support 'close reading' and critical thinking skills as well as specific grammar, writing and editing skills outside of individual writing conferences. It was decided that interactive study guides needed to be developed to support students' work with close reading and analytical skills. To strengthen student writing and advance student understanding of academic writing, teachers chose to add more explicit instruction of grammar, writing and editing skills that align with the College Readiness Standards (CRS). Also, the Studies teachers discussed the importance of establishing continuity in writing skills between the Freshman Studies and Sophomore Studies.

IV. Recommendations

Interactive study guides were created to use as teaching aids in the classroom. The study guides are very different from the traditional question/vocabulary guides. They have numerous activities aligned with reading assignments and instruction to strengthen students' analytical skills. In addition, Sophomore English Studies teachers worked with Sharon Kaltman to develop activities that include writing, grammar and editing skills addressed in the CRS, which are included in the study guides as well. These activities include definition, examples and practice in the skills important to student understanding and development of ideas. The two teachers, along with Ms. Kaltman, chose skills that are level-appropriate, align with the CRS, and strengthen or advance skills introduced in Freshman Studies. To deepen student understanding of the skills in context, the examples in the activities were taken from the course texts.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action Sophomore English Studies					Time in the year to: Develop grammar and editing activities that address content and the CRS Gather and examine student test scores on English questions

III. Findings

When the team examined the current curriculum map with the theme of identity and corresponding essential questions, the earlier belief that the theme of identity is too broad and does not give a unifying context for classroom discussion or cohesion of texts was confirmed. Specifically, teachers felt that the theme of identity does not provide a foundation for meaningful book choices. Also, it was found that the essential questions no longer reflect genuine classroom discussions on characters and conflicts. The team also recognized a need for book changes after the new theme and essential questions were established.

When the team examined the skills as outlined on the curriculum map, it was discovered that they were too generally stated and did not include the grammar, writing and editing skills that we explicitly instruct and practice in class, which align with the skills in the College Readiness Standards.

IV. Recommendations

As a result of the examination of the curriculum map and deep discussions on what is done and should be done in the classroom, the team chose to change the theme of the course. Using Moodle, team members brainstormed themes that are not only appropriate and high interest for sophomores, but that also elevate their understanding of themselves and their place in the world. In the team's brainstorming and ensuing discussions, the team gave much consideration to themes that emanated from the texts that we decided, for reasons of skills and content, must stay in the course.

The decision-making began by reading the curriculum maps and notes of the freshman and junior years to inform our decision of a theme for sophomore year. Ideas to build on, start or stay away from were discussed. Then, the team reviewed the brainstorming that was done on Moodle to begin to formulate possibilities for the theme- the topics, relevance to our books, essential questions, etc. By the end of that meeting, the team decided on the theme and structure of the semesters:

1. The theme will be 'codes' with a consistent question of "what happens when our personal codes and societal codes conflict with each other?"
2. For each book, classes will explore what happens when codes come in contact with reality, what conflict, if any, that causes, and what our reaction is to that conflict. The reaction will provide the structure of the semesters.

Codes → Reality → Conflict → Reaction

→ Rebel

→ Detach

→ Reform

→ Accept

3. In semester one, the texts and discussions will focus on the reactions of rebellion and detachment. In semester two, the texts and discussions will focus on the reactions of reformation and acceptance.
4. Teachers can cover the books and pieces in whatever order they want, but must cover the same topics of reaction (rebellion, detachment, reformation and acceptance) and books in each semester.

Essential questions were chosen that will be consistent throughout the year. The essential questions include:

1. What codes do we live by and why do we live by those codes?
2. Do we need codes?
3. Who determines those codes?
4. What are the consequences of breaking those codes?
5. What happens when codes come in conflict?
6. How do internal and external codes construct reality?
7. What happens when reality doesn't meet our expectations?
8. What happens when some breakdown occurs?
9. Is order natural?
10. Do you feel you have a responsibility to society?

After the theme and essential questions were chosen, the current book choices and their fit with the new theme were examined. This examination led the team to the decision to keep *Catcher in the Rye* and *Macbeth*, which both support the theme and essential questions and whose content, reading level and writing is appropriate for sophomores. However, the team wanted to complete a more thorough investigation of second semester texts, *In the Time of the Butterflies* and *The Color of Water*.

In order to objectively and fairly evaluate the relevancy and usefulness of the texts, the team developed questions for book selections. The questions and considerations are as follows:

Final Guiding Questions for Book Selection

1. How do the texts in our curriculum expose students to a variety of voices and perspectives?
2. What historical and modern perspectives do our texts represent?
3. How does our curriculum expose students to a balance of genres (nonfiction, fiction, poetry, plays, etc)?
4. How does the genre of this text address the needs, understanding and extension of the theme?

5. How does this text allow students to make personal connections that are meaningful and useful and also expand the reach of their interests?
6. How does this text challenge students and require them to hone their critical reading skills? In what ways will students require assistance?
7. Does this text provide students an opportunity to read in and out of the class? Are there parallel or supplemental texts? In what ways does this prompt students to read?
8. Does this text address the themes, questions and issues of the course?
9. How does this text address the skills and goals of the course?
10. How does the text fit into the 4-year sequence?

Considerations:

- Appropriateness of language and content
- Inclusion of one Shakespeare (tragedy or comedy)
- Could a text of short stories enhance the theme of the course?
- What are the expectations of work for each text? How would this text modify or eliminate expectations?

After tackling the literature portion of the EPP Guiding Questions, the English 263 team moved to organizing the grammar, writing and editing skills that align with the College Readiness Standards. The team chose the progression of skills based on complexity. In addition to tracking the explicit instruction of skills, the team organized a summer curriculum project titled “Developing Bell Activities that Address College Readiness Standards”, in which a team of teachers created activities that incorporate the course content into the writing skills for students to complete as they come into the classroom at the beginning of the period. Work will continue throughout the 2011-2012 school year.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbooks	Staffing	Resources
Department Action	None	Developing Bell Activities that Address College Readiness Standards-completed summer 2011 with approved 24 hours of teacher time.	None	None	Time during school year to: Continue to develop work that addresses the CRS, discuss current book choices and new book choices that address the new theme and essential questions.

Sophomore English Honors

III. Findings

Upon inspection of the curriculum, the honors teachers chose to eliminate the book *Nervous Conditions* for multiple reasons. First, teachers observed that the content of the book replicated themes from another existing piece. Also, teachers noted that students were not interested in the plot, and therefore, students were not actively reading or discussing the book. Finally, teachers discovered that the book is no longer in print.

IV. Recommendations

To replace the *Nervous Conditions* unit, teachers added a service-learning unit that enhanced and strengthened the research skills embedded in the course. Sonja Meyer worked extensively with Jim Shellard to design the service component that would contribute to the skill instruction of the course. The required service involvement in the project provides opportunities for authentic assessment; provides a clear link between researched material and the real world; provides understanding of the issue as it affects their community; and facilitates the connection between small actions and larger positive outcomes. In addition, teachers found that the high student interest kept students active and engaged throughout the project.

V. Department Action

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

GBS Family & Consumer Science Dept. Curriculum Report – November 2011

I. Introduction

A. Courses reviewed during past year:

- ☐ Child Development 261
- ☐ Foods and Nutrition 261
- ☐ Clothing /Fashion 261

B. Process:

The Instructional Supervisor Steve Kornick along with various content teachers met to review course objectives. ISBE standards for Family and Consumer Science were reviewed where applicable.

C. Additional initiatives (outside of review process)

None

II. Report Schedule

November 2012	November 2013	November 2014	November 2015	November 2016
Child Dev. 161	Psych for Living	Creative Textiles and Construction 161	Child Dev. 361	Child Dev. 261
Careers in Culinary Arts 361	Child Dev. 461	Foods DLS	Foods & Nutr. 161	Foods & Nutr. 261
Fashion & Apparel 161	Foods LA	Interior Design 161		Fashion& Apparel 261

Approximate percentage of curriculum to be reviewed:

November 2011	November 2012	November 2013	November 2014	November 2015
21.4%	21.4%	21.4%	14.3%	21.4%

Additional courses to be reviewed this year:

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

Course or Initiative: Child development 261

III. Findings:

Through discussions with GBS and GBN colleagues, some changes have been made to the Child development 261 curriculum map. This has included increased course material on lesson planning to align with the ISBE Early Childhood learning standards, research on learning theorist, and the implementation of an FCCLA story telling project as part of the course curriculum. Use of technology within the curriculum is increasing as students use online resources/research to develop projects using iMovie and Photostory applications.

Student enrollment data for Child Development 261 for the 2010-11 school year has been encouraging. Approximately 50% of the students enrolled in 161 are enrolling in 261. Due to scheduling restrictions and conflicts we have been offering independent study options. The average grade for the course during 2010-11 is 91.5% showing students are interested and engaged in its content.

The current text book copy write 2006 does not adequately address changes in standards and is no longer available. An updated version is projected for the fall of 2012.

IV. Recommendations:

Utilize video recording to increase the students' ability to reflect on their teaching experiences in the Titan Tot room.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	New text request for 2013-14	None	None

Course or Initiative: Foods and Nutrition 261

III. Findings:

This course is for the student who wants to further their experiences in the kitchen, including advanced lessons on baking, pastry, and international cooking. Over the past year, we have implemented the use of Moodle and the Flip video camera to incorporate more technology in the classroom. We have also started FCCLA (Family, Career, & Community Leaders of America) club that has participated in culinary competitions at the regional and state levels. The 2010-11 Food and Nutrition 261 course attracted 30 students 1st semester and 21 students 2nd. The 1st semester grades are as follows: A=67% B=26% C=5% D=5% F=0%

Data collected from the 1st semester 261 students included:

- 74% of the students used the Foods & Nutrition Moodle course website to access recipes.
- 96% of the students believed that the use of the Flip video camera to demonstrate their final was helpful to their final grade.

IV. Recommendations

As the technology advances and students become increasingly savvy, the use of more tech enabled devices such as laptops and tablets will enhance learning. The effective use of technology to research and post recipes, cooking videos and demonstrations will create a more engaging environment for all levels of learners in the foods lab.

Tablet computer has been purchased to facilitate summer curriculum project.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	Tablet curriculum exploration and development	None	None	1-tablet computer.

Course or Initiative: Clothing/Fashion 261

III. Findings

Enrollment numbers for students progressing from 161 to 261 reflects exactly 50%. The interest expressed in student enrollment, along with a growing number of students investigating both fashion and textile related colleges and careers have led to some changes in the curriculum.

Utilizing a new set of classroom texts, internet sites and research of the current fashion market the following topics were added to the project based curriculum:

History of fashion, Fashion sketching, Fashion critique, Fashion merchandising project and Fashion designers.

IV. Recommendations

Purchase Embroidery machine to facilitate advance design along with commercial opportunities for students and clubs.

Continue to utilize and expand classroom resources.

The evaluation and review of embroidery machines has been completed with the purchase of a Brother 6000 in September 2011.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	Embroidery equipment

GBS Health, PE and Driver Education Department Curriculum Report

I. Introduction

A. Courses Reviewed

- ☐ Lifetime
- ☐ Health/Team Health
- ☐ Swim Fitness

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. Dr. Nancy Giebel, Mrs. Michelle Scheinkopf, Mr. Keith MacDonald, Mr. Tim Monahan, 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 2011-2012 school year includes implementing a set of core fitness goals and standards for the PE department as well as a set of department goals and standards. To incorporate these standards into our students' participation and fitness grade and to track students' fitness scores over a four year period using the TriFit software.

The physical education department is exploring and implementing the use of heart rate monitors during fitness days as well as during activities units to assess students' fitness levels during activity as well as to educate students on how their body is feeling and reacting during exercise (low/high intensity).

The physical education department is also implementing a self-defense course for our freshman and sophomore students in their curriculum. Students were surveyed in January of 2010 and students showed a high level of interest in self-defense. We will also be exploring the development of an advanced self-defense unit for juniors and seniors.

II. Next Year's Work

November 2012	November 2013	November 2014	November 2015	November 2016
PE Leaders	Weights / Conditioning	Freshman	Sophomores	Lifetime
Aerobics	Adventure Ed I & II	DLS	Dance	Health
Physical Management	Adaptive	TLS	Driver Education	Team Health
				Swim Fitness

Approximate percentage of curriculum to be reviewed:

November 2012	November 2013	November 2014	November 2015	November 2016
19%	19%	19%	19%	25%

Additional courses to be reviewed this year:

NONE

III. Findings:

Course Reviewed: Lifetime Sports Curriculum

- The scope and sequence of activities was appropriate for the students enrolled in the Lifetime Sports course.
- Teachers noted the activities presented in the Lifetime Sports curriculum were appropriate, however the committee found some of our fitness goals and skill assessments needed to be re-evaluated.
- Teachers wanted to begin to incorporate the use of HR monitors during a fitness unit to assist with the introduction of the FITT principles and the proper use of the HR monitor.
- Teachers found that students' skill level assessment could be accomplished by using a Game Play Rubric to assess skill development during game play.

IV. Recommendations:

Lifetime Sports Curriculum

- The addition of a Fitness unit was suggested for inclusion into the Lifetime Sports curriculum. Lifetime teachers were pleased with the current activities offered. It was discussed to possibly add a 3 week fitness unit on Tuesday and Thursday fitness days. This unit would include activities to improve cardiovascular endurance, strength and flexibility to review of proper use and training methods using heart rate monitors.
- The Lifetime committee noted the interest (from students and staff) for the development of an advanced self-defense unit within the elective curriculum. It is recommended that an advanced self-defense unit be piloted during 2nd semester during a specific PE class. The curriculum and scope and sequence could be developed and finalized during a summer curriculum project.
- To develop a Game Play Rubric to assess students skill level during game play. Students who have been skill tested as individuals during their freshman and sophomore years, could be pre and post skill assessed during game play.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	Advanced self-defense and fitness	Advanced self-defense and fitness	None	Staff Development	Game Play Rubric

Courses Reviewed: Swim Fitness

III. Findings:

Swim Fitness Curriculum

- The scope and sequence of activities was appropriate for the students enrolled in the Swim Fitness course. The aerobic conditioning activities were also appropriate for the students who were in enrolled.
- The curriculum moves from stroke technique drills, to aerobic conditioning, to self-assessment and workout design.
- Students are assessed by their ability to improve as well as their ability to adequately complete specific time based standards.
- Curriculum map was developed to reflect course description and state and department goals.
- The make-up of the student population in the course consists of above average swimmers who are interested in swimming as a means to a healthy exercise enriched lifestyle.

IV. Recommendations:

- Continue to promote and support our Swim Fitness unit within our freshman and sophomore population.
- To continue discussions of goals and benchmarks for fitness assessment during the unit.
- To research the idea of having students record or journal into work-out sheets and to design their own programs on-line.
- To pursue the possibility of the class completing an inside triathlon as part of the cross-conditioning program.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	Investigating On-Line programs or web sites for fitness program development.

Courses Reviewed: Health / Team Health

III. Findings:

Health/Team Health:

- Health Education is a survey class lasting 18 weeks. Due to the short amount of time we have to teach 8 units, it is suggested that Physical Education take over the responsibility of teaching the benefits of regular physical activity and present the basics of a fitness program. This would add back 3 days to our curriculum.
- Health teachers have totally embraced the school's goal for improved student reading. A reading strategies curriculum was written two years ago. 10% of a student's grade is based on reading activities that are from this curriculum. The curriculum is constantly being updated with new reading articles pertaining to topics discussed in class and engaging activities to bring the written word to life. The students find these articles more relevant and interesting than the chapters in the textbook.
- Health teachers continue to value the importance of our CPR certification program as part of our Health curriculum. All of our Health students receive their Red Cross CPR/AED certification during their sophomore year through our Health curriculum.
- We found that our focus is more on developing and using skills for healthy living i.e. problem solving, decision-making, assertive communication, goal setting, rather than focus on content that can be accessed easily on the internet. Health Education is about the action, the doing and the developing of healthy habits for lifelong health.

IV. Recommendations

- Due to the dynamic ever-changing nature of health information as well as the wide range of adolescent health issues, many health textbooks on the market become outdated in a short amount of time. A case in point is first aid. This past June, the American Red Cross totally revamped emergency first aid procedures. Consequently, this section of the textbook is no longer valid. During the 2011-12 school year, the health teachers will research new resources for possible adoption to the health curriculum.
- It would be recommended that Physical Education take over the responsibility of teaching the benefits of regular physical activity and present the basics of a fitness program.
- Health staff to review and revise using backward design the Health curriculum map. This would include big ideas and essential questions guide the Health curriculum.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	Research text books relevant to the curriculum	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 (cardio vascular, upper body/core strength and flexibility) compare to students within their age group both locally and nationally. This feedback will assist with our adjustments within our fitness curriculum alignment and activities during our fitness days. The additional use of HR monitors during classroom practice and the implementation of our fitness goals and standards will assist in the improvement of GBS fitness levels.

GBS Mathematics Department Curriculum Report – November 2011

I. Introduction

A. Courses reviewed during past year

- ☐ Algebra Team
- ☐ Algebra Studies
- ☐ Algebra II with Trigonometry Team / Studies
- ☐ Algebra III with Trigonometry Studies
- ☐ Computer Science Honors
- ☐ Advanced Topics (Semester 2)

B. Process

The review process for all of the above courses followed the District #225 Board of Education model. Curriculum Review Committees convened to study various data and reflect on possible improvements to the course. Curriculum was reviewed with respect to the NCTM Standards, College Readiness Standards, and organizational goals. The committees were comprised of teachers currently teaching the respective courses or who have a pronounced interest or expertise in the course.

C. Additional initiatives (outside of review process): None

II. Report Schedule

November 2012	November 2013	November 2014	November 2015	November 2016
Precalculus with Statistics 463	Geometry Team 263	Pre-Algebra 163-LA	Algebra 163 (LA)	Computer Science Honors 371
Precalculus with Discrete Math 563	Geometry Studies 263 (LA)	Decision Making with Data 561	Advanced Algebra 363	Algebra Team 163
Precalculus Honors 573	Geometry 263	Calculus 663	Advanced Algebra Honors 373	Algebra Studies 163 (LA)
Advanced Topics Honors 873 (Sem1)	Geometry Honors 273	AP Calculus AB 683		Algebra II with Trig Studies 363
		AP Calculus BC 683		Algebra III with Trig Studies 463
		AP Statistics 683		Advanced Topics Honors 873 (Sem2)
		AP Computer Science 483		

Approximate percentage of curriculum to be reviewed:

15	17	30	13	24
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Course or Initiative: Algebra Team

III. Findings

- For the 2010-11 school year, 50% are special education students and 43% qualify for free/reduced.
- Students demonstrated steady growth through the year as judged by the curricular based measurements given eight times throughout the year.
- Not surprisingly, there is a marked difference between the average scores for Team versus Studies (evidenced in AAIMS, Explore, Terra Nova). For instance, for the final administration of the AAIMS probes, Algebra Team averaged 14 while the average for Algebra Studies was 23.5.

IV. Recommendations

- Continue to incorporate ACT problems that help review important concepts and relate to concepts learned in class.
- Pursue professional development in differentiation, co-teaching, and working with special education students. Partner with Team Coordinator and other Team teachers to address this need in-house, as well.
- Continue to use AAIMS data, Explore scores, and course assessments to identify students in need of additional support.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	The Team program will be studied and recommendations for changes will be made for 2012-13.	Working on vertical articulation throughout Studies/Team and aligning to College Readiness Standards	N/A		Professional Development

Course or Initiative: Algebra Studies

III. Findings

- With two of the three teachers being new to the course, there were some new ideas and improvements made in curriculum and instruction.
- Students demonstrated steady growth through the year as judged by the curricular based measurements given eight times throughout the year.
- In analyzing Explore and a post-test, there is data on areas where every student showed significant growth (in general, the algebra strand). On the other hand, there are some areas that showed little growth (for example, items requiring a significant amount of reading) and these will be a focus for the future.

IV. Recommendations

- Continue to incorporate ACT problems that help review important concepts and relate to concepts learned in class.
- Continue to employ the AAIMS probes to monitor student learning throughout the year and identify students in need of further assistance.
- Continue to examine the College Readiness Standards and their alignment to the curriculum.
- Incorporate more questions that require reading and foster strong comprehension strategies for students in the mathematics context. Enlist the reading specialist to assist in training and developing plans / materials.
- Include some additional activities and project-based learning in the curriculum. Often these will be hands-on and allow students of varying learning styles to engage in the class more successfully and differentiate instruction.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Working on vertical articulation throughout Studies/Team and aligning to College Readiness Standards, working on incorporating a variety of activities to further vary instructional approaches	N/A		

III. Findings

- The course is undergoing major changes. There is a new textbook for the course 2010-11 and several new teachers to the course.
- The committee studied results from the ACT for students in this course. When looking by subcategories, it was interesting to note that students struggled more with “Elementary Algebra” than the other categories when compared to their peers in regular Advanced Algebra.
- Based on the data gathered from course assessments, students struggle with questions that involve a significant amount of reading. They also tend to be weaker where a great deal of symbolic manipulation or multi-step evaluation is required.

IV. Recommendations

- Use ACT-style opener problems, particularly which are Elementary Algebra. These will link to current material being taught as well as review topics they should have secured from prior courses.
- Augment the curriculum to include more higher-level, multi-step questions
- Amend the course to require more reading of students in their daily work and problem sets. Assessments should have significantly more reading and writing in both the questions and answers.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Working on vertical articulation throughout Studies/Team and aligning to College Readiness Standards, working on incorporating a variety of activities to further vary instructional approaches	N/A		

Course or Initiative: Algebra III with Trigonometry Studies

III. Findings

- The course team continually is improving course materials for this senior course. The emphasis has been on incorporating rich problems in context, more reading, and items to better prepare students for college mathematics courses. Chapters on quadratics and polynomials required the most significant rewriting, reorganizing, and/or supplementing.
- Of students attending Oakton Community College, approximately 75% of the students from this course were placed into a math class that would transfer to a 4-year university. This percentage is comparable to students from other local high schools.
- Students should be developing habits and independence to be more likely to be successful beyond high school. There has been intentional focus on developing strategies and habits that engender student growth in knowledge as well as academic maturity.

IV. Recommendations

- Continue to include items like those found on typical college placement tests in the course.
- Administer a GBS-created mock placement test (developed from sample tests from Oakton and four-year universities) to give at the beginning of the year (benchmark) and again throughout the year using different forms of the original test. This will help students and teachers monitor progress through the year and identify strengths/weaknesses as students prepare for college mathematics.
- Topics that students struggle with the most need to be more adequately addressed. This is being done through some of the re-working of course materials in the chapters mentioned above.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Working on vertical articulation throughout Studies/Team and aligning to College Readiness Standards, working on incorporating a variety of activities to further vary instructional approaches	N/A		

Course or Initiative: Computer Science Honors

III. Findings

- There will be a major revision to this course. The teacher has been updating and rewriting much of the material for this course. He has combined the expository material that he authored along with the lab work and homework questions they do in class into a book.
- Enrollment has increased in both 2010-11 and 2011-12 when compared to recent years. This is due in part to more thorough recruitment efforts and good word-of-mouth from older students who have taken the course.

IV. Recommendations

- Drop the current text for the 2012-13 school year. Instead, investigate the possibility of having a custom, teacher-created text. With such a fluid and ever-changing field, the textbooks for such a course become out-of-date rather quickly.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	A teacher-created set of materials will be replacing the current textbook for 2010-13.		

Course or Initiative: Advanced Topics (Semester 2)

III. Findings

- Students are enjoying this course and finding it quite helpful for college. Anecdotally, students report back how very well-prepared they are for university mathematics at top institutions across the country.
- Many students enjoy the survey nature of the course in that it exposes them to important material from 3rd semester Multivariable Calculus, Linear Algebra, and Differential Equations. Equally important, it pushes students to become stronger thinkers and problem solvers.
- Students like the dual credit option for this course. While some attend universities that do not grant the college credit, it is helpful to some and the nominal fee is easily worth the opportunity to potentially gain credit.

IV. Recommendations

- Facility with advanced software is helpful as a learning tool and will be expected at many universities and in the technical careers most of these students pursue. The course will continue to incorporate Mathematica software into the curriculum.
- Consider changing to a Multivariable version of the current Calculus textbook so the treatment is more uniform from their Calculus course to this one. On the other hand, keeping the current book (which is out of stock but we have our own supply to lend) keeps cost down. The current book aligns well with the Oakton Community College requirements for the course.
- As the current teacher prepares to retire after 2013, a teacher preparing to teach the course 2012-13 will be observing Advanced Topics classes (during that teacher's preparation period) and working with the current teacher during the 2011-12 school year. The current teacher will have one year left (2012-13) to still work with the new teacher while he takes over the course. The new teacher will need some professional development.
- The focus of the course will continue to be on working problems and developing meaning to the answers.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	A new textbook may be proposed for 2012-13.		Professional development for new teacher

GBS Music Department Curriculum Report – November 2011

Introduction

A. Courses reviewed during past year

- ☐ Premier Chorus
- ☐ Symphonic Band
- ☐ Concert Band

B. Process

The Instructional Supervisor, Marty Sirvatka, and the music teachers, Stevi Marks, Greg Wojcik and Mark Toliuis met together and then separately in their individual disciplines to review test results, quality of performances, performance assessments, and enrollment trend data. We also discussed anecdotal information concerning student scheduling conflicts and the new Choral Portfolio which will be introduced to all of the choir members in the program beginning in the fall of 2011.

C. Additional initiatives (outside of review process)

II. Report Schedule

November 2012	November 2013	November 2014	November 2015	November 2016
	Master Singers	Electronic Music	Freshman Band	
Bel Canto Chorale	Jazz Band	Music Theory I	Freshman Strings	Premier Chorus
Symphony Orchestra	Jazz Ensemble	AP Music Theory 2,3	Girl's Glee Club FHR	Symphonic Band
Symphonic Winds	Instrumental Exploration	Guitar	Titan Chorus FHR	Concert Band

Approximate percentage of curriculum to be reviewed:

November 2012	November 2013	November 2014	November 2015	November 2016
22%	17%	22%	22%	17%

Additional courses to be reviewed this year:

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

III. Findings

Premier Chorus is composed of mostly sophomores who have entered the second year of the choral discipline. While the majority of members have experienced choral methods in either Titan Chorus (for boys) and Girls Glee Club (girls) as freshmen, there are several students each year who *enter* the program at this level, most of whom have had no previous experience in choral singing; therefore, proficiency and skill level widely vary. It is also an entry level class for those who have special needs. Instructors are therefore charged with the daunting responsibility of preparing and readying all kinds of students to perform four concerts every year at an acceptable level of excellence. Instruction is conducted in a rehearsal environment. In this setting, it is possible to assess the fundamental skills (including music literacy) that students have developed at the beginning level, while identifying areas which are deficient and in need of improvement. Students are encouraged to participate in the annual variety show and the combined district spring musical. Furthermore, students are encouraged to arrange for private lessons offered to all music students of varying ability levels.

Enrollment has increased over the past decade from 25 students in 2001 to over 50 members in 2010. Based on past experience, a few additional students are expected to add the class for the second semester. Like the freshman choir, curricular emphasis is placed on tone production, ensemble singing, technique development, and sight-reading. 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 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.

IV. Recommendations

The GBS music department has implemented a department-wide initiative to focus on areas of music fundamental literacy in need of student growth and improvement. We in the choral music department will see the fruit of this labor as the students continue in program throughout their tenure at GBS. With **rhythm** as the current focus, a comprehensive rhythm literacy program should be integrated into the choral curriculum. We are currently investigating the compilation of a variety of supplementary materials and resources in the form of an official **Choral Portfolio** to aid in providing appropriate interventions to help student who are not only struggling with literacy, but also for those who simply desire to better their skills in sight-reading.

It is also the recommendation of the directors to “cast” Premier Chorus for 2011-2012 school year with students who have achieved high scores on their Freshmen Glee Club summative assessments in January of 2011. Historically, Premier female chorus members are the members who have not met the same standards as those entering Bel Canto Chorale. It is our hope that we might create two high level performing intermediate choruses with students of both high and low ability levels. We will

measure the success of this decision after we evaluate the Fall Concert performance in November of 2011.

V. Department Action

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

Course or Initiative: **Symphonic Band**

III. Findings

Symphonic Band is one of two upper level bands in the program. The purpose of Symphonic Band is twofold: first to serve as an intermediate, developmental course to transition advanced sophomore and junior students from Freshman Band to Symphonic Winds, and second as a musical home for those students who may not advance to Symphonic Winds due to scheduling or a need to improve their current performance proficiency. Instruction is conducted in a traditional concert band rehearsal environment. In this setting, it is possible to assess the fundamental skills that students developed in Freshman Band, while identifying areas which are deficient and in need of improvement. Students are encouraged to initiate or continue private lessons on their respective instruments of study (taught by highly qualified specialists during class), and are also advised to initiate or continue participation in other music department offerings (choir, orchestra, and music theory). The Symphonic Band performs and is given a clinic at the Northshore Concert Band Music Festival at Northwestern University. Individual students may also elect to participate in the solo and ensemble portion of that event. In addition to daily concert band instruction, students enrolled in Symphonic Band are required to participate as members of the Glenbrook South Marching Titans.

The curricular emphasis of Symphonic Band is a continuation of the sequence started in Freshman Band. Students continue to refine tone production, ensemble playing, technique, and sight-reading, while applying those skills to intermediate repertoire at grade level 3 and above. Common language using appropriate music terminology is used to discuss the understanding of the principles and elements pertaining to the music being performed. Such knowledge is assessed through a summative written assessment administered at the beginning and end of each academic year. Students should be able to demonstrate continually improving instrumental proficiency alone and within the classroom ensemble. Instrumental proficiency is assessed in a formative fashion throughout the year via individual playing tests, as well as electronically using SmartMusic interactive music software. Prepared repertoire is performed at public concerts held at GBS in late fall, winter, and spring.

IV. Recommendations

Private lessons are vital to the development of the young musician. While many GBS Symphonic Band students already study privately, it is important to see that percentage increases. We will investigate establishing a small scholarship program to aid those who are in need of the funds required to take lessons. An increase in the number of student studying with a private teacher should also raise the number of students performing at a proficiency level adequate for promotion to Symphonic Winds, adding greater depth to the GBS band program overall.

A more explicit and predictable audition process for promotion to Symphonic Winds should be incorporated into the semester 1 final exam. This exam would include:

- IMEA scales (4 lines)
- Selected passages from both the fast and slow IMEA audition etudes

Further refinement of the daily warm-up routine should improve tone production, ensemble playing, technique, and sight-reading. The daily sight-reading of a new march, along with sufficient lesson plan dedication to chorales, will aid in continual student progress with those objectives.

V. Department Action

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

Course or Initiative: **Concert Band**

III. Findings

Concert Band is a course designed to accommodate those students who are unable to participate in Freshman Band, Symphonic Band, or Symphonic Winds. Students range from grade levels 9-12. Typically, Concert Band students either have scheduling conflicts with the other bands, or opt not to participate as members of the Glenbrook South Marching Titans. Instruction is conducted in a traditional concert band rehearsal environment. In this setting, it is possible to assess the fundamental skills that students developed at the junior high level or in previous years at GBS, while identifying areas which are deficient and in need of improvement. Students are encouraged to initiate or continue private lessons on their respective instruments of study (taught by highly qualified specialists during class), and are also advised to initiate or continue participation in other music department offerings (choir, orchestra,

and music theory). Concert Band members join the Symphonic Band for all performances, including a performance and clinic at the Northshore Concert Band Music Festival at Northwestern University. Individual students may also elect to participate in the solo and ensemble portion of that event.

The curricular emphasis of Concert Band is to further refine the tone production, ensemble playing, technique, and sight-reading of not only the freshmen, but also of the returning students. Skills are applied to intermediate repertoire at grade level 3 and above. Common language using appropriate music terminology is used to discuss the understanding of the principles and elements pertaining to the music being performed. Such knowledge is assessed through a summative written assessment administered at the beginning and end of each academic year. Students should be able to demonstrate continually improving instrumental proficiency alone and within the classroom ensemble. Instrumental proficiency is formatively assessed throughout the year via individual playing tests, as well as electronically using SmartMusic interactive music software. Prepared repertoire is performed at public concerts held at GBS in late fall, winter, and spring.

IV. Recommendations

Private lessons are vital to the development of the young musician. While many GBS Concert Band students already study privately, it is important to see that percentage increases. An increase should raise the number of students performing at a proficiency level adequate for promotion to Symphonic Winds (requiring participation in the GBS Marching Titans), as well as strengthening the overall GBS band program. A more explicit audition process for promotion to Symphonic Winds should be incorporated into the semester 1 final exam. This exam would include:

- IMEA scales (4 lines)
- Selected passages from both the fast and slow IMEA audition etudes

Further refinement of the daily warm-up routine should improve tone production, ensemble playing, technique, and sight-reading. The daily sight-reading of a new march, along with sufficient lesson plan dedication to chorales, will aid in continual student progress with those objectives.

V. Department Action

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

GBS Science Department Curriculum Report – November 2011

I. Introduction

A. Courses reviewed during the past year:

- ☐ *Biology Team 163*
- ☐ *Biology Studies 163*
- ☐ *STS 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. A Curriculum Review Committee, consisting of a group of teachers responsible for the course curriculum, was convened for each course. Each committee brainstormed a list of relevant questions, collected and analyzed data relating to these questions, and made recommendations based on data.

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

II. Report Schedule

<i>November 2012</i>	<i>November 2013</i>	<i>November 2014</i>	<i>November 2015</i>	<i>November 2016</i>
Physics Studies 163	Horticulture 161	AP Biology 283	Chemistry Studies 163	Biology Team 163
Physics 163	Advanced Horticulture 262	AP Chemistry 283	Chemistry 163	Biology Studies 163
Physics Honors 173	Horticulture LA 161	AP Physics 283	Chemistry Honors 173	Science-Technology-Society (STS) Biology 163
Chem/Phys Honors 173	Medical Technology 161	AP Environmental Science 283	Engineering Physics Honors 273	Biology Honors 173
Chem/Phys Honors 273	Astronomy 161	Forensics 161	Brain Studies 161	Biology LA 163
Physical Science Team 263				
Physical Science LA 163				

Approximate percentage of curriculum to be reviewed:

November 2012	November 2013	November 2014	November 2015	November 2016
24%	19%	19%	19%	19%

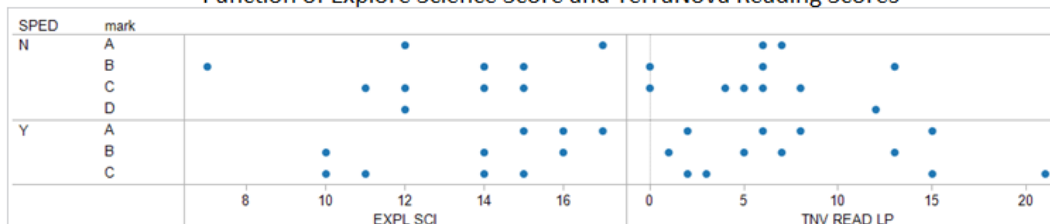
Additional courses to be reviewed this year:

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

III. Findings

In order to better understand and serve the Biology Team students, teachers of this course sought to evaluate the effectiveness of the Tier 1 strategies (reading, scaffolding, engagement) along with Tier 2 interventions used to support students in this course. In addition to the internal and somewhat qualitative analysis of these strategies, the team collected and analyzed student data including EPAS performance, Gates and TerraNova reading scores, study habit ratings, 504/IEP accommodations and special education services, and placements in Transitional Study and/or Guided Study. Of the many relevant findings, a few are summarized below:

Comparison of Grades Earned Special Education Supported Biology Team Students as Function of Explore Science Score and TerraNova Reading Scores



Summary of a Few Key Findings	Supports & Accommodations: While 50 % of the students served in Biology Team are in special education, those receiving the accommodations and special education support earn slightly better grades compared to their non-special education counterparts who have scored in approximately the same range on Explore and TerraNova assessments.
	Reading Strategies: Current reading strategies built into the course are effective and do support Team students' understanding, but fluency and comprehension levels continue to be well below grade level.
	Engagement Strategies: While laboratory experiences serve as a significant part of the course, additional instructional strategies that serve to engage students are not being used to their full extent.

IV. Recommendations

The following recommendations are suggested in order to address the findings listed above:

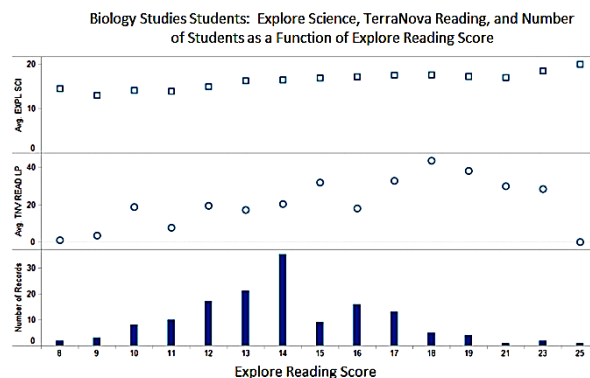
Recommendations	Attention to student engagement strategies, strategies that support multiple learning modalities, are critical in helping Team students make meaning of what they are learning. In support of the school's instructional goal, these strategies need to be incorporated more intentionally.
	Biology Team teachers should continue to implement and embed reading strategies into the Biology Team curriculum. During the 2011-12 school year, the team will focus on using a single research-based reading program on a weekly basis. This will be used during the first several weeks of the year and then on a bi-weekly basis for the remainder of the year.
	Biology Team teachers should continue to assist students in developing and maintaining strong study habits on a daily basis. A variety of strategies will be used including assignment notebooks, putting agendas/daily objective on the board, making use of Moodle and other web-based tools to make sure that students understand the lesson's objective as well as why the objective is important.
	To better tailor the curriculum and instruction to the students, the team has requested that data be provided early in the year regarding reading and test scores and study habits. The IS for Science will work to provide this data for the teachers.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	None at this time.	No change	No additional staffing	Data early in year to inform team of student's needs

III. Findings

Similar to the Biology Team study, in order to better understand and serve the Biology Studies students, the Biology Studies team sought to qualitatively evaluate the strategies (reading, scaffolding, use review games and homework assignments) used in this course and their effectiveness in reaching their students. In addition to internal analysis of these strategies, the team collected and analyzed quantitative student data including EPAS results, reading scores, study habit ratings, 504/IEP accommodations and special education services, and placements in Transitional Study and/or Guided Study. The following are some of the key quantitative findings:



Summary of Findings	Explore Reading: Average Score 14.7; Range from 9-25
	TerraNova Reading: 25 th Average Local Percentile
	Success in Biology: There is a high correlation between the TerraNova and Explore reading scores and success in Biology Studies (C or better).
	Study Habits: With some exceptions, there is a significant correlation between study habits and the grade earned in Biology Studies.
	Supports & Accommodations: 45 % of the students served in Biology Studies are either in special education, Transitional Studies, Guided Studies, or have a 504 plan
	Student Make-up: 75% are freshmen; 24% are sophomores; 1% are juniors

IV. Recommendations

Based on the quantitative findings summarized above, as well as the internal evaluation of strategies used to support struggling learners, the following recommendations have been made by the Biology Studies team:

Recommendations	Continue to implement and embed current and new reading strategies that have been created and aligned to the new textbook in Biology Studies. Encourage students to transfer these skills across this curriculum and in other classes.
	Maintain rigorous scaffolding within the Biology Studies course as it appears to contribute to the learning, development, and reinforcement of enduring study habits.
	Continue to develop daily study habits, including continuous feedback from teacher, prompt posting of assessments on HomeLogic, and use of school provided agendas (daily planners and on Moodle).
	Continue to develop Moodle as an online resource for students. This resource includes unit schedules, class notes, review materials, and online review games.
	At the beginning of the year, provide teachers with student information for Biology Studies students including reading scores and study habits to allow the teachers to better tailor their instruction.
	Continue to monitor the distribution of special needs students within each Biology Studies section.

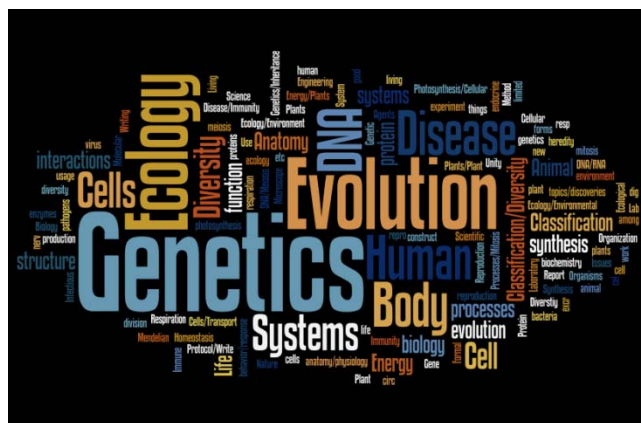
V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	Not at this time	Already in 1 st year of new textbook	No additional staffing	Data early in year to inform team of student's needs\$4

Course or Initiative: STS Biology 163

III. Findings

Beginning a major, two-year review of the STS Biology curriculum, the team set out to answer the question, “What essential biological strands should be present in this biology course?” Collecting survey responses from all biology teachers, as well as feedback from area schools, along with a review of state standards (1. Cell Biology; 2. Heredity; 3. Evolution; 4. Organismal Biology/Diversity; 5. Ecology; 6. Matter and Energy/Organization in Living Systems), the team organized their data in several formats. One such format was the creation of the wordle (to the right) which helped the team visualize what the team believes should be essential components of the course.



Two additional significant findings are summarized below:

GBS biology teachers agreed that the essential strands (overarching essential questions) include:

- How does structure determine function in living systems?
- How does energy flow through a living system?
- How do living organisms change over time?
- Why is life on Earth so diverse? Why is biodiversity valuable?

Strands clearly correlate with biology state standards:

- “Structure determines function” (correlates with Biology State Standards 1, 3, 4, 5)
- “Energy flow through a living system” (correlates with Biology State Standards 1, 4, 5, 6)
- “Living systems change over time” (correlates with Biology State Standards 2, 3, 4, 5)
- “Diversity on Earth” (correlates with Biology State Standards 2, 3, 4)

IV. Recommendations

Two major recommendations have come as a result of this study:

1. The STS Biology team is streamlining the curriculum to emphasize these four essential strands/questions through an enhanced inquiry framework.
2. Using the Backwards Design Model, the STS Biology team intends to create new pre-assessment, formative, and summative assessments, along with newly designed differentiated activities aligned to essential questions and the above strands. Unit essential questions and objectives are being developed during the 2011-12 school year.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	Probably during summer 2012	In first year of a new text	No additional staffing	Meeting with Instructional Coach this year to use UbD model to backward design course

III. Findings

Asking a more focused question than other courses going through the Educational Planning Process this year, the Biology Honors team analyzed the value of integrating more student-directed, kinesthetic model building experience into the Biology Honors curriculum. Performing an action research project, the team collected multiple assessment data in an attempt to measure their students' comprehension of two major concepts that are representative of biology themes that lend themselves to model building experiences. Two groups of approximately 120 students were used. Group 1 consisted of students for whom these model building experiences were not provided; Group 2 consisted of students for whom these model building activities were provided in lieu of a more teacher-directed approach. The findings illustrated in the table below.

	Group 1 without Model Experience	Group 2 with Model Experience	Gains
Meiosis Models	79%	82%	+3%
DNA Models	78%	83%	+5%

While these gains were not huge, they may be significant and illustrate the merits of taking time to present such learning opportunities for students in lieu of more teacher directed modes.

IV. Recommendations

While there were only small gains noted, the team would like to continue to pursue using these models. Research has shown that in addition to providing hands-on opportunities for students, there is also value in and enjoyment of students looking at biological processes through such kinesthetic activities. The team would also like to investigate additional models that may aid instruction in additional areas.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	Not at this time.	No	No additional staffing	No

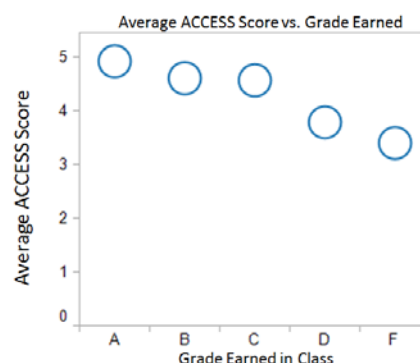
Course or Initiative: Biology LA 163

III. Findings

Two primary questions precipitated the study that was done by the Biology LA team during this year's EPP work:

- (1) State exit criteria (ACCESS scores) requirements for ELL students have been lowered this past year. Should students who now meet the newly established exit criteria (who would not have met exit criteria in previous years) remain in language assisted content classes (such as Biology LA) or should they be placed in non-language assisted content courses?
- (2) Placement in language assisted science classes has primarily been based on a student's ACCESS (reading) scores indicating his/her level of proficiency with the English language. Is this placement criterion still appropriate for Biology LA, our department's most vocabulary rich ELL science class?

Along with qualitative and anecdotal feedback, data was collected to determine if a correlation exists between ACCESS scores and success in Biology LA (as measured by grade earned). Three years of students were included in the graph to the right which illustrates the findings.



The data shows a slight correlation between ACCESS reading proficiency level and a student's success in the Biology LA class.

IV. Recommendations

While placement based on ACCESS scores should continue to play a role in Biology LA placement, this analysis suggests that these scores should not be the only factor, and perhaps not even the most important factor in determining placement. In order to challenge all students appropriately and expand the science opportunities for our ELL students in science, it is recommended that some students who have exited the ELL program based on the lower ACCESS cut scores be placed in non-language assisted science classes as well. It is also recommended, however, that additional criteria such as past grades and study habits be used to determine whether or not an additional year of this language sheltered environment is best suited for some students.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	None at this time	No	No additional staffing	No

GBS Social Studies Department Curriculum Report – November 2011

I. Introduction

A. Courses reviewed during past year

- ☐ World History Studies 163
- ☐ World History 163
- ☐ World History Honors 173
- ☐ World History LA 163
- ☐ World History Team 163

B. Process

The review process for the courses listed above followed the curriculum review model put forth by the Board of Education. A Curriculum Review Committee was convened for each course and consisted of a subset of teachers responsible for the course curriculum. Each committee brainstormed a list of relevant questions, collected and analyzed data relating to these questions, and made recommendations based on data. Each committee also reviewed and revised course descriptions and curricular maps.

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

II. Report Schedule

November 2012	November 2013	November 2014	November 2015	November 2016
U.S. History 163	AP U.S. History 183	Issues and Answers 161/162	Urban Studies I 161/162 Urban Studies II 162	World History Studies 163
U.S. History Studies 163	AP Psychology 183	Sociology: Marriage and Fam. Crime and Dev. 161/162	World Religions East 161/162 World Religions West 161/162	World History 163
U.S. History LA 163	AP European History 183	Sociology: Dating and Fam. Behavior & Crime 161/162	Pacific Rim 161/162	World History Honors 163
U.S. History Team 163	AP World History 183	Psychology 161/162	Brain Studies 161/162	World History LA 163
	AP Macroeconomics 183	Latin American History 161/162	Political Science 161/162	Global Geography LA 163
		International Relations 161/162		

Approximate percentage of curriculum to be reviewed:

March 2012	March 2013	March 2014	March 2015	March 2016
20%	15%	20%	20%	25%

Course or Initiative: World History Studies 163

III. Findings

Enrollment trends have been consistent for the many years - 5 sections per year. The majority of the students who take World History Studies continue to be students who score in the 13-16 range on the Explore Reading Assessment. While this course is a social studies course, a significant focus is improving student reading skills. Research has shown that the best way to impact reading skills is organically as part of a greater process of knowledge attainment. The majority of learning activities in this course are designed to help students gain access to an understanding of information concerning the development of civilization and the subsequent challenges that have emerged over the course of human history. This process is dependent on reading ability. A critical challenge is to not ignore other skill areas that are necessary for continued success in social studies and at Glenbrook South in general. Activities that utilize technology, writing, and oral communication will help the course avoid becoming solely a reading course. As part of the new text adoption plan, college reading readiness activities and assessments have been created through a summer curriculum project. Data collected from teacher created reading assessments indicate that students in World History Studies need more focused work with finding the main idea of passages and making inferences.

IV. Recommendations

- Continue to implement reading strategies that make the adoption of the *World History Patterns of Interaction* text (used in World History 163) more assessable to “studies level” students.
- Continue development of reading support materials with assistance from reading specialists.
- Continue to monitor student progress carefully with hopes of moving qualified students into the regular level of World History at the end of the first quarter or first semester.
- Review and revise current writing assessments and rubrics.
- Refine course essentials questions and begin to explore the Backward Design curriculum model.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	No	Not at this time	No additional staffing	No additional resources at this time

Course or Initiative: World History 163

III. Findings

Most students are correctly placed into World History 163. Those who are determined to have been misplaced are identified during the first quarter and moved to either World History Studies or Honors World History. This process has been more easily facilitated due to the World History Studies level following the same schedule of units as 163. The majority of students are meeting course goals as indicated through a review of unit and semester exam test data, and data collected from reading assessments. The World History teachers assert that our current text book, “World History, Patterns of Interaction” is an appropriate resource for meeting the baseline needs of our students for course content and skill development. In order to improve student reading teachers have concluded that students benefit from additional practice in reading skills such as: finding the main idea of a passage, making inferences and determining the meaning of words in context. These reading essential skills continue to be stressed in this course. Students in World History 163 are given the opportunity to participate in “reading the textbook” and “how-to” note-taking skills mini-sessions in cooperation with reading personnel from the TLC. This is an opportunity to demystify the process of reading a textbook for understanding, as well as setting the model for proper note taking across the social studies curriculum. We have addressed the improvement of student reading expectations with the inclusion of two specific reading activities each quarter that focus on understanding inferences, determining the main idea, meaning of words in context and author’s tone or point of view. The inclusion of reading passages on unit tests reflect the importance that we have placed on students to improve these skills. Reviewing the data from these various assessments remains a work in progress.

IV. Recommendations

- Continue to implement ACT Reading Readiness assessments, record data, and monitor student progress.
- Continue to explore the nationally recognized program titled *World History For Us All* as an innovative curricular model for the study of world history.
- Continue to refine course essentials questions and begin to explore the Backward Design curriculum model.
- Begin to assess course writing expectations in conjunction with the National Common Core Standards. Consider coordinating this effort with freshman teachers of English 163.
- Continue to improve the culminating collaborative research project.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	No additional resources are needed.

Course or Initiative: World History Honors 173

III. Findings

1. Based on unit and semester assessments the majority of the students placed in World History Honors are meeting course goals and are appropriately placed. The primary concern about students taking the course is their lack of initial understanding of the rigor and demands of the course. This concern simply may be the nature of freshman entering high school but seems to be particularly acute in social studies where incoming students often assume a modest effort will result in a maximum grade at the honors level. Those students who grasp the need for additional effort are experiencing success in the course while those who maintain an average level of effort are less likely to experience the success that they believe they deserve. In addition to effort the other major contributor to success in the course is reading ability. Students who are not reading at or above grade level (22-25 on the Explore Test) are less likely to be successful at the honors level. An issue has emerged in recent years with students who should be taking the course (based on 8th grade data) but have opted to take World History 163. These students often are concerned about academic overload in their freshman year. Some seek to switch placement at the semester or will enter the honors track sophomore year. While forcing students to take an honors course is not recommended, an increased effort should be made to identify these students and encourage them to reconsider. The current textbook used in this course has become outdated. Attention will be given to selecting a text with an e-version. A key component of this course is to begin student preparation for AP level coursework. To initiate this process emphasis has been placed on thesis development with the end goal of writing a five paragraph in class essay for an AP style prompt. The departmental citizenship goal has been a major focus of the course and many activities including the Deliberation in Democracy Model are designed to increase student awareness of their role as citizens on the local, regional, national, and global levels.

IV. Recommendation

- Increased emphasis needs to be placed on non-multiple choice assessments that do not give students answer choices, but require them to formulate their own responses.
- In regards to the College Reading Readiness Standards, students in this course must be exposed to more complex readings and be required to do something with the material beyond recognizing the answer to a multiple choice question.
- Begin to assess course writing expectations in conjunction with the National Common Core Standards. Consider coordinating this effort with freshman teachers of English 173.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	Yes	Yes	No	No

Course or Initiative: World History LA

III. Findings

Enrollment trends have been declining in World history LA 163. For many years this course had two sections of approximately 16 students, however only 19 students registered for the 2011-12 school year and only one section was granted. Teaching one section of 19 LA students has been indeed challenging for the instructor. Students do succeed in this class as indicated on unit and semester exams scores and are prepared to go on to take a sophomore elective in social studies, or US History LA as juniors or seniors. Special emphasis has been placed on engaged learning in this course. Historical content has been de-emphasized and students are expected to complete a variety of interesting inquiry-based projects (e.g., the different perspectives of Socrates project, creating a play based on the novel *Facing A Lion*). Special emphasis has also been placed on CRS reading skill development. The current textbook *AGS World History* has been used for five years and is still believed to be suitable for students enrolled in this course. Students continue to work on writing persuasive and argumentative papers throughout the year.

IV. Recommendations

- Refine course essentials questions and begin to explore the Backward Design curriculum model.
- Continue to reduce the amount of historical content in this course and place increasing emphasis on key historical themes. Investigate the goals and objectives of the nationally acclaimed *World History For Us All* program.
- Revise unit assessments as needed.
- Develop additional high interest student projects for selected units.

V. Department Action

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

Course or Initiative: World History Team 163

III. Findings

Enrollment numbers have remained stable for the past several years. Most students are correctly placed into the Team program. Those who are determined to have been misplaced are identified early and moved to a more appropriate level at the end of the first quarter if work performance merits a level change. Recent trends indicate that a higher percentage of Special Education students as well as Hispanic students are being placed into the Team program. There is also a trend of more males than females. Some Team students struggle with social-emotional issues that keep them from being successful in an educational environment. These issues present challenges for teachers that are challenging to address - such as student behavior, chronic lack of attendance, and general resistance to learning. Regularly scheduled Team meetings during the past two years have made good inroads into collectively identifying students that are struggling, and determining solutions to best assist them.

Improving student reading comprehension remains a key aspect of the World History curriculum, with emphasis placed upon finding main ideas, of passages, determining the meaning of words in context, and making inferences. The new text used in the course is successfully meeting the reading needs of students. A conscious effort has been made by instructors to place emphasis on College Reading Readiness skills, and subsequently to place less emphasis on historical content. Unit assessments are reviewed and adjustments are made based on class profiles. There has been an increase in the number of non-multiple choice assessments that involve the writing of short answer responses and/or paragraph essays.

IV. Recommendations

- Continue to address social-emotional issues that often impede learning in the Team program at quarterly Team teacher meetings.
- Continue to utilize various reading improvement programs as recommended by Alyson VanderPlas (Team Coordinator/Special Education).
- Continue to seek the correct balance between the need for essential literacy skills and the need for some historical content knowledge.
- Continue to meet as an entire Team faculty to review literacy data, and to create common strategies that address individual student needs.
- Review the National Common Core Standards in writing and incorporate these into the Team program.

V. Department Action

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

GBS Special Education Department Curriculum Report – November 2011

I. Introduction

A. Courses reviewed during past year

As part of the Educational Planning Process this year, the department spent time reviewing the implementation of IEP goals as related to the English and reading classes.

B. Process

The GBS Special Education Department met on several occasions primarily at department and team meetings and during Professional Development mornings to review needs and IEP goals of students enrolled in both English and reading classes. Data looked at included student IEP's along with student files and teacher and case manager records. Small groups of case managers also met to review the data regarding student's overall course selection, materials used, along with accrued credits and class progress. Discussions revolved around individual and groups of students by need and/or grade level and means of delivery (i.e., type of special education services and programming). Feedback was obtained through these discussions and meetings along with IEP and transcript reviews.

A subgroup of the department along with representatives from general education and building and district administration also met several additional times in school and one time during an all-day visioning retreat. Another subgroup attended the GBS June data retreat. At that venue, EPAS data was reviewed and dissected. Reading scores and related test information was shared, discussed and from that, hypotheses and conclusions were made. An initial plan was made as to how to share information with staff and to what extent the data could and should continue to be reviewed and used as a basis for department, curricular and student IEP decision making. We also discussed, as a group, the current curriculum and courses both department and building-wide, RtI initiatives, special education compliance issues, staffing, building, and possible budgetary constraints and current and future professional development needs. As always, more student specific and individual discussions regarding student needs and services and the writing and evaluation of related IEP goals occurred at weekly team meetings and during IEP meetings.

C. Additional initiatives (outside of review process)

None. Changes and improvements regarding the integration and implementation of reading skills and strategies– both building and district wide – will be ongoing.

II. Report Schedule

November 2012	November 2013	November 2014	November 2015	November 2016
Implementation of IEP goals through science /social studies classes	Implementation of IEP goals through Study Skills classes	Implementation of IEP goals in math and consumer education	Implementation of IEP goals in Transition – STEP, Living etc	Implementation of IEP goals in English and reading
	Review needs of students and study skills courses offered		Review needs of students/current delivery of services	
Review of Science/Social Studies curriculum	Review Study Skills curriculum	Review of math and consumer curriculum	Review courses/curriculum addressing transition	Review of English and reading curriculum

Approximate percentage of curriculum to be reviewed:

November 2012	November 2013	November 2014	November 2015	November 2016
Science/Social Studies 20%	Study Skills 20%	Math/Consumer 20%	Transition Services 20%	English/Reading 20%

Additional courses to be reviewed this year:

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

Reading Skills: Development and Integration

III. Findings

1. Current goals and programs address primarily reading comprehension not decoding or fluency.
2. Students in DLS classes for repeat years fared better on overall reading assessments than those that moved to general education.
3. Student scores in science were a bit lower – standardized science assessments tend to rely on the integration of literal and inferential reading skills.
4. Current progress monitoring tool – AimsWeb CBM for fluency not discerning enough-measures fluency which is predictor of comprehension but does not directly measure comprehension

5. Students need to be exposed to researched based interventions. Special education teachers are using some formal programs and many formal and informal strategies and teaching techniques.

IV. Recommendations

1. READ 180 addresses comprehension and most students make solid to significant gains. The department added the use of System 44 for one class period to better meet the needs of identified students; additionally, purchased SRA Corrective Reading to meet individual needs.
2. There is a need to find ways to address reading skills across the special education curriculum; Options for this include redefining the study skills course to allow for specific skill instruction or to address and support individual student needs, adding Read Naturally and SRA's Read to Achieve to lower and mid-levels; along with continuing to partner with general education for higher level DLS courses in hopes of raising scores and of preparing students for better transition to mainstream.
3. The study skills course was split to more accurately reflect course content and to allow opportunities for direct instruction and transfer to general education curriculum; Creation of the Bank of Student Strategies (BOSS) to boost reading skills across the curriculum and help the transfer of knowledge and skills. Also, next year's EPP will look at Science and Social Studies and will focus on integration of reading skills.
4. Decision to add AimsWeb MAZE and CWS for writing (writing is culmination of reading and speaking).
5. Summer curriculum project to create BOSS and plan for dissemination of information, ongoing use and expansion of, and integration of into curriculum.
6. Split DLS Study Skills - have DLS Study Skills course for .5 credit and grade, class to address specific study skills including reading; have a DLS advisory time for .25 credit and P/F option.

V. Department Action

New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
None	DLS Reading intervention(s): 1. Review researched based reading programs to identify which one(s) would be appropriate to not only meet the widest array of needs given a diverse population but also to identify where and how to implement and integrate into current course offerings and			Time for review, revision, collaboration with general education

	<p>curricula, 2. Review and learn use of System 44 3. Create a database of researched based (formal and informal) instructional strategies</p>			
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GBS World Languages Department Curriculum Report – November 2011

I. Introduction

A. Courses reviewed during past year

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

B. Process

The review process for the courses listed above followed the curriculum review model put forth by the Board of Education. Curricular Review Committees were convened, in which relevant questions pertaining to the courses were discussed, researched, and analyzed. Each committee, comprised of teachers currently teaching the course, then made recommendations for future action. Since this was the second round of the curricular review cycle, a specific focus on how the courses are contributing to the school's organizational goals was taken.

C. Additional initiatives (outside of review process)

Spanish Studies 463 was reviewed as a new course in its third semester.

II. Report Schedule

November 2012	November 2013	November 2014	November 2015	November 2016
			American Sign Language 163	American Sign Language 263
French 363	French 463	French 563	French 163	French 263
French 373	French 473	AP French Language 583		French 273
German 363/373	German 463/473	AP German Language 583	German 163	German 263/273
Japanese 363/373	Japanese 473	AP Japanese Language and Culture 583	Japanese 163	Japanese 263/273
Mandarin Chinese 363/373	Mandarin Chinese 463/473	AP Mandarin Chinese Language and Culture 583	Mandarin Chinese 163	Mandarin Chinese 263/273
Russian 363/373	Russian 463/473	Russian 581	Russian 163	Russian 263/273
Spanish 363 Studies	Spanish 463 Studies			Spanish 263 Studies
Spanish 363	Spanish 463	Spanish 563	Spanish 163	Spanish 263
Spanish 373	Spanish 473	AP Spanish Language 583		Spanish 273
		AP Spanish Literature 583		Spanish 463 Studies
Spanish for Heritage Learners 363/373	Spanish for Heritage Learners 463		Spanish for Heritage Learners 163	Spanish for Heritage Learners 263/273

Approximate percentage of curriculum to be reviewed:

November 2012	November 2013	November 2014	November 2015	November 2016
20.41	20.41	18.37	16.33	24.48

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 rd semester:	
Spanish Studies 463	

Course or Initiative: American Sign Language 263

III. Findings

The newly updated curriculum has been very effective at increasing student learning, and is also quite user friendly for both the instructor and students. When the students purchase the *Vistas Signing Naturally* text materials, they also receive a workbook as well as two accompanying DVD's featuring native signers. These visual resources are used to reinforce vocabulary, grammatical concepts, and language in action including both monologues and dialogues. The students have the DVD's at their disposal to learn, to review and to do homework assignments at any time. The teacher has also been able to make the DVD resources available on the ASL 263 *Moodle* site, which has allowed resource teachers from Special Education or Guided Studies a concrete way to keep their students on track.

In addition to the improved course materials, students have also begun to use *Moodle* as a tool to self-assess and reflect on their own classroom presentations as well as those made by peers who volunteered to have their work reviewed by classmates. This has greatly improved students' ability to better understand the tenets of a high quality performance, with the goal of then applying specifically observed communication strategies of ASL to their own language use. Students have been very receptive to this practice and the teacher has observed through students' written self-reflections, that they have a higher level of awareness of their personal strengths and weaknesses as a communicator.

One of the challenges of the ASL 263 curriculum is that the revised materials of Signing Naturally, such as the DVD's, were only created by the publisher for a portion of the content. Dawn Sign Press is currently finalizing the second part of the project, which will be a welcome addition since the first part has been so successfully implemented in the GBS program. Without these resources, the teacher has made adjustments to other classroom materials which have been reflected in the course curriculum map.

IV. Recommendations:

- The use of instructional technology should continue to evolve in order to further improve student learning.
- New materials from Dawn Sign Press should be adopted once they are complete.
- Continued participation in ASL workshops and conferences and continued collaboration with other area instructors of ASL should be supported.
- The feasibility of proposing an ASL 363 course should be considered.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook	Staffing	Resources
Department Action	Will consider ASL 363 in the future but not at this time.	No new action required	No new action required	No new action required	

Course or Initiative: French 263

III. Findings

The French 263 course adopted a new textbook, *Bien Dit*, in the 2009-2010 school year to replace materials that had been used for over 15 years. While progressing through the first year of implementation, the French team took time to evaluate the effectiveness of the materials and to make changes as it saw fit. The textbook has proven effective in the number of resources available to the students. The core text also provides many interpersonal and presentational speaking resources that provide an appropriate context for using new grammar and vocabulary. The team determined that *Bien Dit* also has many shortcomings in the presentation of grammar, vocabulary fluidity and writing resources for the students. Much of the first year was spent reorganizing topics in the text to align with a more appropriate curricular sequence, creating better lessons for grammar instruction, and developing more meaningful writing themes for the students.

During the second year, the 2010-2011 school year, the French team continued implementing the changes in the curriculum that were written and determined that they were effective in creating a stronger course. The members then looked at the entire French sequence from French 163 – French 563 to determine if the courses were vertically aligned through themes, grammar/usage and functions. This data was used to inform the scope of French 263, and the team determined that the content and expected skill level of students progressed appropriately from level to level. At the same time, the team did recognize a primary area in need for improvement in the French 263 course: the need to locate and integrate authentic materials for interpretive (reading, listening, and viewing) tasks. It was determined that although the readings, audio, and video resources from the textbook were appropriate, students needed to be exposed to authentic sources to fully develop their skills.

IV. Recommendations

- French 263 should continue to add literature and other authentic readings into the curriculum.
- Continue to incorporate authentic audio-visual media into the French 263 curriculum.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook	Staffing	Resources
Department Action	None	None	None	None	None

Course or Initiative: French 273

III. Findings

The textbook series *Debuts* was adopted for the 2009-2010 school year, and it has been very successful. It integrates the study of vocabulary, grammar, and culture with the feature-length film *Le Chemin du Retour*. The pacing and level of content is proving to be very appropriate. With the new textbook, assessments, language lab activities, and integrative projects have been updated to reflect our new technologies and focus.

The French teachers met on several occasions to produce a document detailing the vertical alignment of structures, functions, themes, and vocabulary. Two questions provided the guidelines for our articulation efforts:

1. How does our content transition from one level to the next across the curriculum? That is, how well does the content of French 273 transition to French 373 in terms of grammar/usage, thematic and functional development?
2. Further, what authentic sources of literature and audio/ visual media best support this curriculum?

The vertical team meetings revealed that the alignment of skills between French 273 and 373 is very appropriate. It was determined, however, that the second year course is lacking additional authentic resources for interpretive skill development. Therefore it is recommended that the French 273 course teacher continue to incorporate authentic materials for reading, listening, and viewing. Without these additions, it will be difficult for students progressing through to the Advanced Placement level of French due to its focus on authentic communication.

IV. Recommendations

- Continue to add film and video clip selections to the French 273 course.
- French 273 should continue to add literature selections to its curriculum.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook	Staffing	Resources
Department Action	None	None	None	None	None

Course or Initiative: German 263/273

III. Findings

Enrollment in level one German varies from year to year, however the enrollment for the 2010-2011 school year created the need for an additional section. Due to this scenario, there are currently 2 sections of second year German in the 2011-2012 school year. One of the greatest challenges in the German program is the mixed-level classes. While this allows for whole-class instruction on any given theme, it also requires considerable differentiation of not only instructional methods but also required production of language. There is a fairly large span of language abilities within one classroom, which calls for tricky maneuvering to strive to push students at just one level above where they are (L+1). Due to having successfully scheduled the level 2 honors and regular students into separate sections, the mixed-level classroom will not impact these students until next year.

The German 263 and 273 classes are now continuing with the goals established in the German program last year by preparing students for a more comprehensive language learning experience with a focus on the ability to communicate. In their level one class these students practiced listening and reading more authentic documents and expressing their understandings. With this in mind, as well as the general pedagogical shift toward backward design of curriculum, the level two program now needs to take a more thematic approach. This will better align the course vertically, preparing the students for authentic communication, which will not only prepare them to interact in German personally but also begin to prepare them for the AP exam should they opt to take it.

Throughout the German curriculum there had been a general lack of reading, yet students need to become more proficient in reading not only level-appropriate readers but also authentic articles and readings. While students at level 2 will not be able to read for 100% comprehension of an authentic text, they need to develop skills of reading for general themes and contexts. Another weakness of the evaluated level 2 curriculum is that technology was not incorporated sufficiently. Students should be able to interact with each other and native speakers through the internet. They can also get authentic input through reading and listening, given the right tools and web addresses. These skills will help the students begin to enter the “cyber world” as global, dual-language citizens.

IV. Recommendations

- Reading and writing, which is often neglected in many lower-level language courses, should continue to be expanded.
- Authentic resources for listening, reading, and viewing need to be implemented.
- Technology needs to be used to provide students with the most up to date cultural and linguistic content.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook	Staffing	Resources
Department Action	None	None	None	None	None

Course or Initiative: Japanese 263/273

III. Findings

With the Japanese 263/273 curriculum in its fourth year of use, it was important to look at how it was currently serving the Japanese 26/273 students. Each year the teacher had seen most of the students continue on to either Japanese 363 or Japanese 373. A few Japanese 2 students even jumped up to Japanese 473 aiming at AP Japanese in their senior year. For some reason, a few 263 students decided not to continue Japanese. A few others were forced to drop out of their class due to insufficient academic performance (often based on performance in other classes, not necessarily Japanese class) at the end of the first semester so that the student could fit an academic or supportive intervention into his/her schedule.

For the previous four years, the *Adventures in Japanese 2* materials along with classroom resources created by the teacher provided students with a robust assortment of activities and culture projects such as researching and giving a presentation on Japanese cities. However, the teacher has found that students would greatly benefit from having access to appropriate on-line resources that align with the textbook and its workbook. There is also a need to have materials that are culturally updated and are standards-based in order to better prepare the level 2 students for the more advanced courses. For these reasons, a new textbook that met these needs was adopted.

IV. Recommendations

- The curriculum should continue its revision process to reflect a standards-based level 2 program;
- Continue to make use of the newly adopted on-line resources inside and outside the classroom;
- Research additional on-line resources/technological components that will support student learning to a greater degree; and
- Collaborate with other Japanese teachers at local high schools for exchanging ideas and opinions.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook	Staffing	Resources
Department Action	None	None	Adopted for this year.	None	None

III. Findings

The Mandarin Chinese 263/273 course has been explicitly geared to improving students' overall language skills in all 4 areas: listening, speaking, reading and writing. Among the 4 skills, students found speaking and writing the most challenging at the beginning of the school year. As more activities and class time were devoted to works in these two areas, the second semester test scores indicated strong improvement in students' speaking and writing performances. Although, initially, it was difficult for the students to adjust to a new teacher and new course expectations, the majority of the students have made the decision to continue on to the next level of the language program – Mandarin Chinese 363/373.

The amount of material covered was adjusted according to the needs of the students during the course of the school year. The curriculum had been designed based on the anticipated level of skill development from students' first year of learning; the teacher discovered, however, that students needed a higher level of support. More class time was dedicated to either recycling previous knowledge or adding new fundamental language content to the course. The change from intended coverage has been reflected on the updated curriculum map.

The focus on developing skills in the all 4 areas (listening, speaking, reading and writing) will not only promote students' motivation to continue learning the language, but also will help improve their critical thinking skills and further their college readiness for success. The teacher has also incorporated technology in order to integrate authentic cultural materials and Moodle has been established as resource to support student learning.

IV. Recommendations

- Curriculum must continue to be evaluated to ensure that it is meeting the needs of the students in the course.
- Technology should continue to be integrated into instruction so that students benefit from the use of authentic materials.
- Ongoing formative assessment of student skill development must continue to drive instruction in order to maximize student learning.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook	Staffing	Resources
Department Action	None	None	None	None	None

Course or Initiative: Russian 263/273

III. Findings

The second year Russian course, similar to other courses in the district, is dependent upon sufficient enrollment. Since there were not enough students to run a Russian 163 class the previous year, the Russian 2 course that was run in the curriculum evaluation year consisted of students primarily with heritage backgrounds. Although students in this second year program still need to develop all language skills (listening, speaking, reading and writing) a significant component is the introduction of Russian literature. Most of the students surveyed at the end of the school year commented on the study of novels from authors such as Pushkin, Lermontov, Krilov, Tolstoy and Chekhov. The students indicated an agreement with the order of the stories read, because the level of difficulty gradually increased. Students enjoyed some of the learning activities such as presenting role plays, but for the students of the regular 263 level it is more challenging.

After reviewing the survey data, it is clear that although the students are performing at the average and above average level, there are clearly some new approaches that could be implemented to better serve the students; specifically in regards to introducing them to Russian literature. The instructor has worked to increase students' level of reading comprehension through various class activities including workshop suggestions, role plays, and PowerPoint presentations. In addition to improving reading comprehension, these activities have attempted to encourage class participation and discussion as well.

An additional finding of this curricular review is that students need to be evaluated more in reading. A variety of formative and summative assessments should be created to help students access the texts more effectively and also to provide the teacher with a clear idea of what support students still need. Finally, students need to have more opportunities to read short stories in Russian to be prepared for level 363/373 reading and comprehension.

IV. Recommendations

- Formative and summative assessments of reading and thinking skills should be increased.
- Professional dialogue with other world language instructors teaching literature should be established and ongoing.
- Instructor will investigate methods of how to better build student engagement in class discussions.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook	Staffing	Resources
Department Action	None	None	None	None	None

Course or Initiative: Spanish Studies 263

III. Findings

There have been multiple changes to the Spanish Studies 263 curriculum over the past five years, such as increased performance based assessments and higher expectations for student and teacher use of the target language in the classroom. In order to better align it with the literacy goals of Glenbrook South (Organizational Goal 1) as well as the College Readiness Standards and Illinois Learning Standards for reading comprehension, this year's EPP work was focused on reading. A primary goal of these most recent revisions was to incorporate more reading into the course because reading has been the one area where the second year Spanish Studies students struggle the most. The team made the decision to look for a novel or lengthier selections that would give students sufficient practice in developing their interpretive skills as well as provide a level of continuity from which to design a comprehensive unit. In addition to identifying appropriate reading selections, it was essential to incorporate fully developed pre-reading, during-reading and post-reading activities that would enhance the students' fluency and literacy.

Identifying appropriate materials, such as novels, that are accessible to beginning-level language learners, is challenging, but finding resources that are culturally relevant, comprehensible *and* engaging to a 15-year old is even more daunting. The team was able to find two novels that will be piloted during the 2011-2012 school year. One of the novels, which will be incorporated during first semester, also includes an audio component so that students can increase competencies by using their stronger aural skills in the beginning of the unit. Once the pilot unit is complete, the instructor will assess students' interests, abilities and engagement and then will determine which novel would be more appropriate to pilot in the second semester.

IV. Recommendations

- The development of reading skills, in addition to the other interpretive mode of communication (listening) should be continuously monitored in order to make future enhancements to improve student learning. Students' ability to meet College Readiness Standards in reading, as aligned to the K-12 Performance Guidelines (ACTFL) should be documented and evaluated for future planning.
- Identification of culturally authentic learning materials should be incorporated on an ongoing basis.
- Continued collaboration to gauge student development in interpersonal and presentation communication is needed.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook	Staffing	Resources
Department Action	None	Project completed summer of 2011	Possible adoption of novel(s) based on evaluation of pilot	None	None

Course or Initiative: Spanish 263

III. Findings

Numerous significantly positive changes have taken place since the previous formal curricular review. There is a high level of teacher collaboration which has impacted student learning. Monthly meetings are held, in addition to ongoing informal sharing, to discuss best practices, student engagement, pacing, and assessments. There is equity among classes though the creation and implementation of common unit exams, common assessment rubrics, and prompts for evaluation of writing and speaking. All students now have opportunities to use the language lab during class time and the benefits of and strategies to effectively use the lab as well as other instructional technologies are shared by all.

Writing skills have strengthened through the creation and implementation of common writing assessments, correction codes and rubrics. The team, as well as the entire vertical sequence, has implemented a list of correction codes to help students understand their errors and improve their skills. Quarterly writing assessments are assigned in which students respond to various writing prompts relating to current areas of study. These assessments are coded by the teacher and students have the opportunity to rewrite and correct their mistakes. Feedback reviewed by the Spanish 363 team indicates an improvement in the student's ability to effectively communicate in the presentational mode through writing. The Spanish 263 team also has noticed an overall improvement in the writing portion of the semester final exams.

In order to address the interpretive mode of communication, additional readings have been incorporated and enhanced lesson plans with an emphasis on current reading strategies have been implemented. The types of readings now include short stories, poetry, news articles, advertisements, and cultural information. Due to the emphasis on reading skills, the team has observed improved student engagement and comprehension. Going forward the team plans to use the "College Readiness Standards for Reading" and the "ACTFL Performance Guidelines for K-12 Learners" to create a working document to help assess and concretely measure students' reading levels and to determine areas for further growth.

IV. Recommendations

- Evaluate reading portion of the unit tests to better gauge students' ability to go beyond basic comprehension to include higher-level thinking skills such as compare/contrast and inference. Evaluate the inclusion of more culture via reading.
- Review the correction codes for writing assessment in order to align them better with what students are learning in this course. This will help students focus on one or two areas in which individually, each student could improve.
- Research available technology such as online assessments and other activities to better engage student interest in the subject.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook	Staffing	Resources
Department Action	None	None	None	None	None

Course or Initiative: Spanish 273

III. Findings

The course is ending its first year after a major revision in its curriculum that took place prior to the 2010-2011 school year. The previous text that was used for over ten years, *Ven conmigo*, was replaced with *Vistas*. There was concern that there would be difficulty incorporating a first-year college text into a high school program for students that had previously studied Spanish. This was not the case; the first four units were covered quickly and served as a comprehensive review for our students who come to GBS from over five different feeder districts.

In addition to the new text, the curriculum continues to evolve with a focus on preparing students to effectively communicate in the three modes which are outlined in the ACTFL National Standards for Foreign Language Learning: interpretive, interpersonal, and presentational. Team members feel that the change in curriculum has resulted in increased language proficiency and by continuing with the same text in Spanish 373 there will be increased continuity and more consistent recycling of previous content. It appears that the grade averages for the course have dropped slightly, which is not surprising due to the increased rigor of the curriculum.

IV. Recommendations

- We recommend that the team continue to work with other members of the AP Spanish Vertical Team to further incorporate the presentational, interpretive and interpersonal aspects of proficiency into the course and to make students aware of these different types of communication.
- While the reading of authentic literary pieces remains as an essential component of the curriculum, additional authentic resources for reading and listening are recommended to provide an even deeper cultural component to ground the communicative skills.

V. Departmental Actions

	New Course Proposals	Summer Curriculum Projects	Textbook	Staffing	Resources
Department Action	None	None	None	None	None

III. Findings

We know through the state tests, placement tests and national tests such as those from the College Board ACT that this group of students is academically at-risk. The heritage Spanish courses are designed to help these students with their academic needs. The course focuses on literacy skills, which the students lack. Three years ago, we initiated an independent reading program in which all heritage learners spend at least one quarter reading independently during part of the week. The goal of this initiative is to provide an opportunity for this group of students to read for pleasure and, in turn, increase their literacy level.

It is evident that the Spanish for Heritage program is providing this group of students the skills they need to transfer to other classes in order for them to have a better chance of success. The implementation of independent reading completed its third year and students have embraced it in a positive way, for the most part. Academic expectations still remain high for this group of students, which is essential to their future success.

This course changes slightly every year depending on the needs of the students. However, the goal of the course remains the same: build literacy skills. With that goal in mind, the curriculum map has been revised to include the College Readiness Standards for Reading for each month of the school year. The students mostly work on the standards for 16-19 for the first half of the year and then move to the standards for 20-23 for the second part of the year. We need to continue to work as a school to provide this group of students the opportunities to reach state goals; particularly in reading and writing.

IV. Recommendations

Changes will be made year to year as needed depending on the academic needs of the students. More efforts will be made to include nonfiction reading for every unit and in the future this endeavor might require a summer curriculum project. The team will continue to determine how the curriculum can best address the needs of the honors students who will be going to the AP Spanish classes in 2 years.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook	Staffing	Resources
Department Action	None	None	None	None	None

Course or Initiative: Spanish Studies 463 (new course in its 3rd semester)

III. Findings

Several questions were posed in order to review the curriculum that was initially created for the Spanish 463 Studies course:

- *Are the learning goals appropriate to the level of the learners?*

The curriculum continues to evolve in order to appropriately challenge and engage the learners of the course. Student learning goals include acquiring new vocabulary, reviewing key grammatical structures, but most importantly, using the Spanish language in all skills: listening, reading, speaking, and writing. Learning goals will align with the ACTFL National Standards for Foreign Language Learners, and will document expected student progress in the three modes of communication: interpretive, presentational, and interpersonal.

- *Do students gain enough confidence in the development of their language skills in order to continue to the Spanish 563 course?*

A review of semester grades indicate that students should have both the confidence and the language skills necessary to continue in the Spanish 563 class if they so desire. Unfortunately only one student each year (2009-2010 and 2010-2011) has made that move even though the great majority of students are juniors. Based on exit interviews that the teacher conducted with the students in May 2010 and 2011, many report using Spanish outside of school and find themselves communicating in Spanish in real life situations at work, restaurants, and stores. Many also report an increased desire to travel or to study abroad. This indicates that students appear to have an interest in continuing their language studies, yet they are not doing so. The team must continue to explore this issue.

- *Does Imagina adequately support student growth in language and cultural knowledge?*

The *Imagina* text is easily adaptable to any level of student. It includes history, art, modern and pop culture, music, authentic poetry and short stories from all Spanish speaking countries. The technology resources are also of the highest quality.

IV. Recommendations

- It is recommended that GBS continue offering students the Spanish Studies 463 course; all of the students are college bound and this 4th level of Studies allows students to complete a four year sequence of study.
- It is recommended that articulation and ongoing collaboration with vertical Spanish Studies team increase to refine curricular goals and to improve student outcomes.
- It is recommended that the team continues to focus on preparing students for success in the next level if they choose to pursue another year of Spanish at GBS or study Spanish at the college level.

V. Departmental Action

	New Course Proposals	Summer Curriculum	Textbook	Staffing	Resources
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		Projects			
Department Action	None	None	None	None	None

Career & Life Skills Applied Technology Curriculum Report

I. Introduction

A. Courses reviewed during past year

Arch Studio 263
Autos 261
Metals Tech 163
Plastics 161

B. Process

The Instructional Supervisor met with the Applied Technology teachers to review course objectives, discuss trends, and make recommendations for the curricular areas of Architecture, Autos, Metals Technology, and Plastics.

C. Additional initiatives (outside of review process)

- Review Applied Technology course offerings.
- Create a second level Game Design & Theory course to meet the demands of students who wish to continue their study in game design.
- Work with Oakton Community College to offer a dual credit course in the automotive program.

II. Report Schedule

November 2012	November 2013	November 2014	November 2015	November 2011
Autos 361	Small Eng 161	MetalsTech263	Arch 163	Arch 263
Drafting/CAD161	Welding 161	Arch 363	Woods 161	Autos 261
Woods 261	Cons Skills161	Welding 261	Metals 161	MetalsTech163
Sci-Tech 163	Game Des 161	Autos 161	Arch 463	Plastics 161

Approximate percentage of curriculum to be reviewed:

November 2012	November 2013	November 2014	November 2015	November 2016
20%	20%	20%	20%	20%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 rd semester:
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Course or Initiative: Architecture Studio 263

III. Findings

- The current topics of the course focus on preparing students for the tasks they will encounter as part of an architecture program at the collegiate level. Former students visit from college and share their architecture curriculum from the university. This information is used to update the curriculum to better prepare students for what they will experience in college.
- Students in Architecture 1 learn about orthographic projection. Architecture 2 students transition that knowledge to include architectural documentation.
- Residential construction techniques and processes are studied in the context of model making units involving balsa and other applicable materials.
- Composition is studied in the context of architectural advertising through the use of Photoshop.
- CAD is used to assist all designs and projects.

IV. Recommendations

- Continue to integrate college curriculum into the classroom.
- Continue to include unit(s) on foundation construction, residential framing, and finishing.
- Continue to use and maintain CAD license for student use.
- Modify and integrate a MIT studio architecture project involving columns and planes into the curriculum.

V. 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: Auto 261

III. Findings

- This course is designed to enhance the student knowledge in the mechanical aspect of the automobile engine as well as the electronic ignition and fuel systems. The students learn how these systems work and how they interact for an engine to run properly. They also learn how to diagnose these systems using state of the art diagnostic equipment.
- The current topics of the course focus on preparing students for the tasks they will encounter as part of an automotive program at the collegiate level.
- The curriculum has been revised to increase the amount of time students learn in the shop.
- New tools were purchased to allow students to keep pace with industry standards and techniques.
- Enrollment has remained similar from year to year and is male dominated. However, due to female participation on the GBN Engine Team there has been an increase in female enrollment in the automotive program.

IV. Recommendations

- Continue to integrate college curriculum into the classroom.
- Work with the local community college to set up dual-credit courses.
- Continue to upgrade the tool inventory allowing the students to keep pace with industry standards and techniques.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action:	Dual credit Course with Oakton Community College			Ed Hajost	Purchase equipment needed for certification of a dual credit course.

Course or Initiative: Metals Tech 163

III. Findings

- This course is designed to enhance the student knowledge in design and machining basics.
- Students learn to use industry standard software (Mastercam/CADAM).
- Different types of CNC machines are used to machine student designs.
- Post machine processes are used to complete student designs.
- A new CNC machine was purchased last year to increase production rate of student projects.

IV. Recommendations

- Continue to integrate current technologies into the classroom.
- Continue to keep software upgrades up-to-date with industry standards.
- Continue to keep student self-help sheets up to current software.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action					Keep software up-to-date with industry standards.

Course or Initiative: Plastics 161

III. Findings

- Due to low enrollment this class has not run in the past four years.
- The use of computer design and machining was introduced using CAD/CAM and CNC machining.

IV. Recommendations

- Update the curriculum to meet the needs of the student body and explore barriers to student enrollment.
- Evaluate the need for continuing the plastics course or if elements can be combined within other classes.
- Utilize plastics equipment in other Applied Tech courses.
- Have interested students enroll in woods or metals courses instead of Plastics 161.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Update the current curriculum.	N/A	N/A	N/A

Career & Life Skills Business Education Curriculum Report

I. Introduction

A. Courses reviewed during past year

Accounting 161
Consumer Education 161
Introduction to Business 161

B. Process

The Instructional Supervisor met with the Business Education teachers to review course objectives, discuss trends, and make recommendations for the curricular areas of Accounting, Consumer Education and Introduction to Business.

C. Additional initiatives (outside of review process)

Create a new business course called Advanced Business Topics. This capstone course would allow students to continue advanced studies in the areas of Marketing, Business Law, Accounting, and Management.

II. Report Schedule

November 2012	November 2013	November 2014	November 2014	November 2015
Consumer Ed G 161	Career Placement 161	Adv. Business Law 261	Business Law 161	Accounting 161
Honors Consumer Ed 171	Business Math 163	Computer Apps 161	Management & Leadership 161	Consumer Ed 161
Keyboarding 161		Marketing 161	Multimedia Applications 261	Introduction to Business 161

Approximate percentage of curriculum to be reviewed:

November 2012	November 2013	November 2014	November 2015	November 2016
20%	20%	20%	20%	20%

Additional courses to be reviewed this year:

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

Course or Initiative: Accounting 161

III. Findings

- Curriculum has been updated to make it more engaging to students.
- The class is held in the computer lab allowing for the use of accounting software programs that mirror what is used in the real world to help prepare students for college and careers in accounting.
- The class has become more popular with students over the past few years and enrollment has increased significantly.

IV. Recommendations

- Investigate new ways to increase student engagement by conducting student surveys, bringing in guest speakers, and field trips in the area of accounting.
- Professional development as needed to keep current in new technologies and educational strategies that can be implemented into the class.
- Continue researching the status of an Advanced Placement course in accounting. It is currently in the pilot stages in high schools around the United States.

V. Department Action

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

III. Findings

- The community, student interest, and the current state of the economy warrant the in-depth exploration of the concepts covered and discussed in Consumer Ed classrooms.
- Professionals are brought into the classroom to provide their expert opinions about current trends in their respective field of study.
- The use of computers and the Internet is increasing as classes utilize the computer lab on a weekly basis to research and complete projects. Access to the Internet allows an in-depth learning experience for the students as well as the ability to discuss current events as they occur.
- Due to the nature of the course and the constant turnover of the materials (laws, forms, policies, interest rates, etc.) makes it ineffective and cost prohibitive to purchase textbooks. Students are given a binder consisting of all of the materials needed at the beginning of the semester.
- Last year the department purchased Virtual Business Personal Finance software as a supplement to the Consumer Education curriculum. This software was tested in summer school and was well received by the students. The software promotes critical thinking and problem solving skills. Currently, the Consumer Education G classes are utilizing the software.
- The course is only offered to seniors to meet the state Consumer Education requirements.
- In 2010, the State of Illinois changed the policy for meeting the Consumer Education requirement. In the past, students were permitted to take an exam to “pass out” of the Consumer Education class. Current policy states that all students must take the Consumer Education course prior to graduation.

IV. Recommendations

- Convert all course materials to Google Docs (all web-based). Eliminate the Consumer Ed binder and other handouts.
- Look at ways to meet the demands of the increased use of computers and the Internet. Possible solutions include scheduling classes in the computer lab or having students bring in their own devices to class.
- Due to the success of the summer school pilot of the Personal Finance software, it is recommended that there be professional development for all of the Consumer Education teachers to determine best utilization of the software in the curriculum.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action					Professional development in the Personal Finance software.

Course or Initiative: Introduction to Business

VI. Findings

- Introduction to Business exposes students to the world of business through the study of marketing, finance, accounting, management, operations and the stock market.
- The curriculum incorporates a variety of methods to engage the students such as CNBC business videos, computer-based simulations and “Apprentice” project-based team challenges.
- A computer simulated stock competition was added to the curriculum in which students manage a \$50,000 stock portfolio and compete against one another.
- To incorporate the “real world” into the classroom, students form a corporation then advertise, manage and sell a product to the student body. The class donates part of the profit to charity.
- Enrollment in Introduction to Business has remained consistent over the past five years with approximately 75% of the students being male and 25% female.
- After taking Introduction to Business, a large majority of students enroll in additional business courses.
- A newer edition of the textbook was implemented in the 2011-2012 school year.

VII. Recommendations

- Continue to identify & implement new activities/exercises to demonstrate business principles, reinforce subject matter and increase student engagement.
- Explore the options of integrating field trips and guest speakers into the curriculum.

VIII. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	N/A	N/A	Review Virtual Business simulation software that is available for use in the Introduction to Business curriculum.

Career & Life Skills
Family & Consumer Science Curriculum Report – November 2011

I. Introduction

A. Courses reviewed during past year

Culinary 261
Fashion Construction Studio 261
Educational Foundations 261

B. Process

The Instructional Supervisor, Mary Kosirog, along with various content teachers met to review course objectives. ISBE standards for Family and Consumer Science were reviewed where applicable.

C. Additional initiatives (outside of review process)

Construct a second culinary lab (commercial end kitchen) in C106.

The number of students enrolling in GBN's culinary classes has been increasing over the years. Over the last 7 years the number culinary class sections has averaged 16.2 per year (375 students) and Fit for Life classes averaged 4 classes (96 students) per year. We are at a point where we have more sections of classes than available culinary labs. To accommodate student demand this year, we will have two classes share the culinary lab during a single block. One class will be in the lab and one in a classroom and they will switch halfway through the block. By doing this we will have to restructure our curricular approach, in essence removing students from time spent in hands-on laboratory activities. Hands-on learning is essential to our curriculum.

This continual growth and demand for our culinary classes has caused us to look at re-designing our current under-used space in C106. The installation of a commercial end culinary lab would provide essential curricular exposure for the advanced level culinary students. With an additional culinary lab, we would accommodate student need/demand, allow students to explore culinary/hospitality careers, enhance the student's learning through exposure to updated culinary equipment and experiences, and provide the opportunity for upper level culinary to learn in an industry standard environment. With an added culinary lab, we would have the opportunity to create interdisciplinary courses and allow other GBN classes to use the lab for cooking activities in their curriculum that were not possible with the restraints of having only one lab. This space has great potential for the Family & Consumer Sciences future educational impact on GBN students.

II. Report Schedule

November 2012	November 2013	November 2014	November 2015	November 2016
Fashion & Interior Design 161	Psych for Living 161	FCS Career 163	Fashion Construction Studio 161	Fashion Construction Studio 261
Culinary 361	Senior Foods 161	Fit Life 161	Culinary 161	Culinary 261
Introduction to Human Growth 161	Teaching Internship 361	Independent Living 161	Fashion Design Studio 461	Educational Foundations 261
		Fashion Construction Studio 361		

Approximate percentage of curriculum to be reviewed:

November 2012	November 2013	November 2014	November 2015	November 2016
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: Culinary Arts 261: Baking & Pastry

III. Findings

- Teachers continually change recipes gearing them towards student's likes, interests, and industry standards.
- The Foods courses were renamed to Culinary Arts and this has made the class more attractive to the male student.
- The Culinary Arts 261 course has been renamed as Culinary Arts 261 : Baking & Pastry.
- This class is a requirement to enroll in the capstone course, Culinary 361: Catering and Meal Preparation.
- The enrollment in the Culinary Arts program has been increasing over the years and we are at a point where we have more class sections than culinary labs available.

IV. Recommendations

- Continue to revise the curriculum to keep up-to-date with current culinary trends and to utilize the potential new commercial kitchen.
- Research and purchase up-to-date videos on baking & pastry topics.
- Construct Keynote and/or PowerPoint presentations.
- Invite GBN graduates to give presentations and about the culinary schools they are attending and careers available in the culinary industry.
- Continue attendance at culinary workshops offered by culinary institutions both during the year and summer schedules.

V. Department Action

Department Action	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
		Revise curriculum to utilize the commercial kitchen (if constructed).			Attend culinary workshops to keep current with culinary trends.

Course or Initiative: Fashion Construction Studio 261

III. Findings

- Projects are adapted to permit student application of curriculum objectives focusing on the practice of construction techniques specific to the learning level.
- Curriculum content and material modifications are evidenced through the project selections made during the semester course.
- The prior edition (2008 Successful Sewing) is used in combination with textbook (2000 Guide to Fashion Sewing) to serve as construction resources.
- Teacher-designed lab and written materials are provided as new techniques are encountered.
- Students are exposed to various types of construction equipment that encourage the students to apply technological innovations to their projects.
 - A computerized sewing machine is available for students as an introduction to the technological capabilities of higher end equipment. This equipment encourages creativity and the students are encouraged to sample and apply basic techniques to their projects.
 - An embroidery machine was purchased and used to streamline the embellishment/application process. As students have embraced this new machine it has caused a slowdown in project completion because of increased student use.
 - Several sergers (construction/finishing) are available for the advanced student. At this level the students are given more freedom to expand their proficiency on this machine. The serger has become a machine that is used for more than half of the projects and offers the student opportunities to apply a cover hem and top cover hem, as well as, overlock features.
 - The course name was changed to Fashion Construction Studio 2 to keep current with industry standards.
 - Enrollment has remained steady over the last five years.

IV. Recommendations

- Continue professional development for teachers as needed.
- Create projects to encourage male enrollment, for example work with Auto classes to repair or reupholster car seats.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	Create/modify the curriculum to incorporate more of the new technologies and equipment used in industry.	N/A	N/A	

III. Findings

Educational Foundations

- The curriculum of Introduction to Human Growth and Educational Foundations is directly linked to the preschool and these classes can only be offered when the preschool is in session.
- In the preschool, the Introduction to Human Growth students participate in free-play activities, guidance and small group activities with the preschool children.
- Educational Foundations students plan, prepare and teach lessons that are aligned to the preschool state standards and are carefully supervised by the preschool instructor, Leanne Kotlarz.
- Curriculum for Ed Foundations consists of
 - Development of the preschool aged child
 - Introduction to teaching
 - How to prepare the environment for learning
 - The importance of play
 - Teaching in the content areas (art, science, food/nutrition, language development, math and music)
 - Teaching in the preschool (planning, implementing, and reflecting on the lessons taught)
 - Develop and teach lessons for an all-day teaching experience in the preschool

Preschool

- GBN Preschool is like most public/private non-for-profit/for-profit preschools in that we align our program using the National Association for Education of the Young Child Development Guidelines for Appropriate Practices in teaching young children.
- We differ from non-for-profit/for-profit preschools in that we operate as a lab preschool that offers students who are interested in careers in early childhood education hands-on learning experiences.
- Other curricular areas that utilize the preschool:
 - Glenbrook North Introduction to Human Growth classes
 - Glenbrook North Educational Foundations classes
 - Glenbrook North Psychology classes
 - Glenbrook North Special Education classes
 - TLS students read stories to the preschool children and with the assistance of their peer mentors work as lab assistants
 - Our sender schools observe the preschool for a child development course
- Our preschool teacher, Leanne Kotlarz, has a B.A. in Early Childhood Education with a Type 04 certification.
- The preschool has two sessions per day from 9:30-11:45 and 12:30-2:45 Monday through Thursday.
- On Fridays, the Educational Foundations students utilize Ms. Kotlarz's expertise by meeting, planning and practicing their lesson plans.
- The preschool is advertised by
 - Word of Mouth – most popular
 - Sign was purchased and placed on Shermer Rd

- Flyers in the community and at Glenbrook North
- Northbrook Star
- Northbrook/Glenview Preschool Fair in January
- Homecoming assembly and parade

Concerns

- Enrollment Data:

School Year	AM Session 1 st Semester	AM Session 2 nd Semester	PM Session 1 st Semester	PM Session 2 nd Semester
2007-2008	13	10	9	8
2008-2009	10	11	5	8
2009-2010	10	11	7	5
2010-2011	10	10	2	3
2011-2012	12	12 (estimate)	6	6 (estimate)

- Our morning enrollment has remained constant over the past five years with an average of 10-13 students enrolled.
- In recent years it has become increasingly difficult to attract preschool students to the afternoon class. We have seen a decline in afternoon enrollment from eight students in 2007-2008 to two-three students in 2010-2011.
- Our afternoon enrollment increased in 2011-2012 by three students bringing our total to six. These students enrolled in the preschool right before school started and their parents chose the afternoon only because they were told that the morning session was full. This was done to balance the morning and afternoon enrollment. Although we are pleased with the increase, we cannot count on this happening every year.
- The challenge of attracting and maintaining a substantial enrollment in the afternoon classes is impacting the quality of the preschool program but more importantly the quality of education that GBN students receive. With low enrollments in the afternoon session, GBN students' are not receiving the authentic teaching and learning experiences that they could if the enrollment was higher.
- A major learning component of the Introduction to Human Growth and Educational Foundations classes require students to rotate into the preschool to teach lessons, observe behaviors, and interact with preschool aged children.

Potential Program Options Considered

- **Option One:** Continue to run the preschool status quo offering two sessions per day from 9:30-11:45 and 12:30-2:45 Monday through Thursday.

Pros:

1. No additional increase of cost to program.

Concerns:

1. Not offering an afternoon program due to limited preschool enrollment would reduce the opportunities for GBN students to enroll in the early education program.
2. GBN Education Program Enrollments:

School Year	Introduction to Human Growth Enrollment	Educational Foundations Enrollment
2007-2008	58	18
2008-2009	63	20
2009-2010	52	33
2010-2011	42	26
2011-2012	70	31

3. To insure our students are getting an authentic educational experience we are not maximizing our scheduling options. We offer most of our early childhood classes in the morning where we have a solid preschool enrollment.

- **Option Two:** Modify the current the preschool hours to 8:00 a.m. - 12:00 p.m. Monday through Friday.

Mrs. Leanne Kotlarz surveyed the current and potential preschool parents at a preschool fair at the Northbrook Library in January 2010 and found that most parents were looking for a morning preschool program running five day a week.

Pros:

1. This schedule will allow more flexibility in scheduling courses (using blocks 2/3, 4/5 and 6/7 on both A and B days). This then provides students authentic learning opportunities in the preschool classroom and more opportunities to take early childhood courses.
2. All students in all early childhood classes would know every preschooler making observations and hands-on experiences seamless.
3. Moving to five day a week program would increase the contact time the high school students would have with the preschool students and build better relationships with them.
4. Increased opportunities for high school students to teach different curricular areas.
5. Curricular planning becomes more flexible when the preschool is in session every day.
6. Better meet the needs of the Glenbrook community.
7. We would only need to recruit 15 preschool students instead of the current 30 (15 in the morning and 15 in the afternoon) to fill the class. Looking at the data provided we feel that that would not be problematic.

Concerns:

1. Increased cost to parents. The tuition needs to remain competitive with area preschools.

- **Option Three:** No longer operate an in-house preschool program. Since we would no longer run our program our early education students would visit area preschools to observe and teach.

Pros:

1. Potential financial savings to district of staff member salary and benefits.

Concerns:

1. We are preparing students for early education programs at the collegiate level and ultimately into their chosen career. By not having control and development of our students' experiences we limit the knowledge and skills sets developed.
2. Decrease in the quality of the educational experience to GBN students. Authentic, hands-on and direct experience within a school setting with the guidance of our staff will not happen.
3. No opportunity for students to meet, design, practice and implement their lesson plans with a certified preschool teacher.
4. GBN students will not have the opportunity to get to know the students they are teaching/observing as they do in our in-house preschool.
5. Students will have less hands-on time with preschoolers due to commuting.
6. An additional cost of providing transportation for GBN students to and from the off-site preschool.
7. Effective use of our FTE. Teachers would need time to logistically plan and schedule our students' observations at preschools. Their time will be spent on site visits, schedules and organizing transportation instead of planning in-house lessons.
8. Parental concerns may arise because students have to leave the building as part of a class requirement.
9. There is no guarantee of placement of our students in area preschools.
10. What is the liability of our students being off campus?
11. Will the outside preschool want to take the time to educate our students on how their preschool operates? Students may only be outside observers having limited hands-on experiences.
12. We are not able to control the quality of educational experiences at the preschool our students visit.

IV. Recommendation

The department recommends that we create a four-hour preschool running five days a week to better meet the needs of our GBN students enrolled in our educational foundations and pre-school programs.

- In making this recommendation we anticipate no additional costs to the district, our facilities will continue to meet regulations, and our preschool teacher meets the state certification requirements.
- Work with Business office to determine new tuition rate for families.
- Evaluate master schedule for Introduction to Human Growth and Educational Foundations courses with new preschool schedule.

V. Department Action

Department Action RECOMMENDATION TO:	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Move to a four-hour preschool running five days a week.	No new needs	N/A	N/A	N/A	No changes in program costs – will have to determine new tuition rate for families

GBN English Curriculum Report – November 2011

I. Introduction

A. Courses reviewed during past year (*March, 2010-November, 2011*)

1. English 363GT: TEAM Junior English
2. English 363: Junior English
3. English 373: Honors Junior English

B. Process

During department and instructional meetings the 11th grade team identified the need to address the following items:

1. Review of the junior research paper and process
2. Create new partnerships with the Social Studies Department to team teach English 363GT
3. Review the list of core novels and decide if changes are needed
4. Discuss grammar materials and resources needed for the junior level
5. Update the curriculum guide citing new projects and materials
6. Discuss the teaching of core reading strategies embedded in the junior curriculum

C. Additional ongoing initiatives (*outside of review process*)

1. Creating an electronic curriculum guidebook for all levels of English
2. Using Google docs. as a source for storing and editing student papers
3. Department-wide reading guidelines: Active reading defined for all levels
4. Examining writing process and writing standards for all levels

II. Report Schedule

November 2012	November 2013	November 2014	November 2015	November 2016
12 th Grade English	English Electives	9 th Grade English	10 th Grade English	11 th Grade English

English Courses to be reviewed next year include 12th grade English course offerings

Approximate percentage of curriculum to be reviewed:

2012	2013	2014	2015	2016
20%	20%	20%	20%	20%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 rd semester:
The <i>Foundations of Writing</i> course started during the 2010-2011 school year. We will review this course after the 3 rd semester – spring of 2012

Course or Initiative: English 363 and English 373

III. Findings

The junior team, the ARC staff members and the GBN librarians all reviewed final assessment data displaying the strengths and weaknesses of the junior research project. The data showed that while students were successful during the research stages of the project, students needed more time to revise their papers during the drafting stages. The tallied rubrics from a large sample of English 363 students helped to inform all instructional areas of how to better plan for the process and practice of the junior research paper. Items on the rubric detailed how successful each student learned each specified writing or research skill. We will continue this practice in years to come. Next year, there are plans to reduce the research stage of the project by introducing some skills in the social studies courses. This will allow more time for writing instruction in the English classes.

During the spring PSAE Day, the English Department worked with the Social Studies Department to discuss research and reading strategies in the classroom. The departments concluded that much could be done through collaboration to scaffold research skills and share common non-fiction reading strategies. More collaborative efforts are in the planning stages.

The ongoing reading initiatives, with the support of the reading coordinator and the Academic Resource Center, continued as we finalized “Active Reading” guidelines for both students and teachers per level. Parents will also have access to these explanatory documents to help better inform them of the purpose for using reading strategies. The Academic Resource Center will continue to distribute guidelines for reading during our several open house opportunities, as well as continue to host its annual reading workshop for parents.

In the spring of 2011, all students of junior English uploaded their junior research papers. The technology is now available to create an electronic archive of student work that is accessible during all four years. The ePortfolio is the start of creating a more formative evaluation structure for reading, writing and speaking in the classroom. Senior teachers have access to the juniors of 2010-2011 and can use these writings to help students identify their strengths and weaknesses.

Two new partnerships were created as the teachers of junior English were paired with two teachers in social studies to teach the TEAM program for the 2011-2012. The newly formed teams will work together to create a more thematic curriculum and incorporate additional reading instruction into the program.

IV. Recommendations

- Continued work to use data to guide instruction during the junior research process
- Continued support from the ARC staff to provide reading and writing instruction
- Continued work with instructional technology to support learning and teaching

V. Department Action

Department Action	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Continue to develop core research, reading, and writing strategies	None	Designing learning activities that support reading and writing strategies with students	N/A	N/A	Hourly payment for teachers to complete summer curriculum projects
Curriculum guide alignment and updating	None	Alignment to the Core State Standards for reading and English	Citing scientifically research-based resources to support curricular goals		Hourly payment for teachers to complete summer curriculum projects

Course or Initiative: TEAM Program courses

III. Findings:

Because the TEAM Program courses are integrated with the Social Studies Department's TEAM courses, the Instructional Supervisors agreed it was important to review the courses together, and we have begun that process this year. We anticipate this work will be ongoing and we will report out each year.

The TEAM Program courses in English include English 163GT, English 263GT, and English 363GT. These courses complement the Social Studies courses, History of World Civilizations GT, Civics GT and U.S. History GT. The courses are team taught by an English and Social Studies teacher together in a 90-minute block that meets daily. There is additional support from a special education teacher in the 9th grade classes. The curricula of the English and Social Studies classes at each grade level are integrated in the TEAM classes (e.g. students read *Romeo and Juliet* while studying the Renaissance, students read *The Great Gatsby* while studying the 1920s). Most units are taught on a thematic basis.

This year, changes in the composition of several teaching teams as well as a change in the leadership of the program provided a good opportunity for fundamental conversations about the nature of team teaching and curriculum integration. We recognize the need to pursue even greater curricular integration (particularly at the 10th grade level), and to explore professional development opportunities on team teaching models.

Structural changes in the TEAM program have increased teachers' ability to plan together, not only with their English counterparts, but with their grade level team and the entire TEAM faculty. All teachers in the TEAM Program have planning 8-9B, and meet regularly. The full TEAM program staff meets monthly, and the grade level teams meet monthly as well. TEAM partners meet every 8-9B. The school wide literacy focus has led to a fall in-service for TEAM teachers on reading instruction in conjunction with the ARC (Academic Resource Center). Full TEAM Program meetings now have the involvement of the Student Services Department, and each grade level team has a school psychologist assigned to support their needs.

IV. Recommendations

- Continued Work on curricular integration at all levels
- Create professional development opportunities on team teaching models
- Continued support of ARC for reading and writing instruction
- Continued support of Student Services department members within the TEAM program

V. Department Action:

Department Action	New Course Proposals	Summer Curriculum Projects	Textbook (s)	Staffing	Resources
Ongoing resources and professional development for TEAM program	N/A	Continued summer curriculum work on revising thematic units at all grade levels	N/A	N/A	Summer curriculum projects

GBN Fine Arts Department Curriculum Report – November 2011

I. Introduction

A. Courses Reviewed this year:

Ceramics 161/162
Ceramics 261/262
Ceramics 361/362
Ceramics 461/462
Guitar 161
Freshmen Strings Ensemble
Symphony Orchestra

B. Process

As the primary instructor of our ceramic classes, Justin Gerbich provided most of the insight into the revision of these classes. Due to the removal of Art Studio as a prerequisite class for sophomore-senior students, an increased emphasis on the elements of design has been incorporated into the 161 level.

The Guitar curriculum was reviewed by Kristin Wagner. Currently, Rich Chapman is teaching the class, and so our department will continue to evaluate this class and make additional revisions as appropriate.

GBN Orchestra teachers Jason Heath and Kristin collaborated on the Orchestra curriculum review.

C. Additional Initiatives

Although the curriculum of Guitar 161 was reviewed for this year, we will continue to examine the scope and sequence of instruction. This fall, Rich Chapman assumed the teaching responsibilities for this class (which was previously taught by Kristin Wagner). Mr. Chapman has already brought a wealth of new ideas and teaching strategies to this class. He recently attended a 2-day seminar on class guitar and learned many new techniques and teaching methods. Over the course of the year, he will pilot these teaching techniques and continue to revise the curriculum as appropriate. We have already seen many positive outcomes of his leadership in this class.

Similarly, Electronic Music has a new teacher in Jason Heath. Although the curriculum of that course is not due for an official review for two years, Jason and the Instructional Supervisor, along with Instructional Technology Coordinator, Ryan Bretag, have discussed several new and exciting ideas for this class. We are working to devise a curriculum that prepares our students for continued studies in the field of electronic music and music production, and is in alignment with industry standards in the professional field.

We will continue to review the orchestra curriculum for the 2011-2012 school year. Jason Heath has been a positive addition to our staff and we are anxious to incorporate many of his ideas and methods in our orchestra classes.

Lastly, our art teachers have been working to adjust the curricula of our 161 level courses now that the Art Studio prerequisite has been eliminated for our sophomore-senior students. We are very pleased with the increased interest and participation in visual art classes, and are working to incorporate the concepts and techniques that have traditionally been taught in Art Studio into all of our specialty art areas.

II. Report Schedule

November 2012	November 2013	November 2014	November 2015	November 2016
Photo 161, 261, 361, 461	Graphic Design 161, 261, 361, 461	Advanced Improvisation	Drawing/Design 161, 261, 361, 461	Ceramics 161, 261, 361, 461
AP Theory	Art Studio 161	TLS Drama	Band – all levels	Guitar
Intro to Theory	Electronic Music	Choir – all levels	Performance Skills	Orchestra – all levels
Drama 161, 261	AP Art 973 Honors Art 983		Introduction to Broadcasting	
Advanced Acting/Directing			Sportscasting 161, 261, 361, 461	
			Television Broadcasting 161, 261, 361, 461	
			Radio Broadcasting 161, 261, 361, 461	

Approximate percentage of curriculum to be reviewed:

November 2012	November 2013	November 2014	November 2015	November 2016
20%	20%	20%	20%	20%

Additional courses to be reviewed this year:

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

String Ensemble and Symphonic Orchestra

III. Findings

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.

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.

IV. Recommendations:

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. Continued and expanded support of private lessons is critical across both levels. 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.

A renewed and remodeled articulation with the feeder schools must be developed and implemented. This includes an outreach of building relationships with the middle school instructors and a working relationship with the feeder students through regular educational and clinical contact where fundamental skills and high school expectations can be highlighted. Building a bridge between the feeder schools and District 225 in skill set competencies and recruitment will strengthen the program and boost progress.

V. Department Actions

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

Course or Initiative: Guitar

III. Findings:

This is a beginning guitar class and no prior musical knowledge or playing experience is required. Basic guitar playing technique, including tuning, note 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. 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. As students come into the class with a wide variance in both guitar instrumental ability and degrees of prior musical knowledge, full class instruction is reserved for specific concepts and topics that might be applicable to all – or that may allow for full class participation regardless of individual levels of ability. The primary instructional delivery method for the class is one-on-one, with each student progressing according to the point at which they enter the class. The teacher has full knowledge of the student's starting point, strengths, and areas needing improvement, and assigns work/assessments in the class book according to that knowledge. While all students are expected to progress forward at individual rates, there are consistent assessment expectations for the entire class. Chord playing is learned and evaluated through the full class assignment of songs – each song being assigned to all at the same time. This allows for much peer cooperation in learning and additionally creates opportunities for ensemble creation. Students are given time in class to work on the assigned materials, both individually and together. 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.

IV. Recommendations:

The primary goal of this class is for students to learn the basic tools required for them to play guitar. Upon completion of this course, students will have the skills to seek out additional repertoire to learn on their own. Continued use of the Midi lab to introduce music theory concepts such as note reading, rhythmic notation, and chord/tablature reading is recommended. As the year progresses, Mr. Chapman will be seeking out repertoire and new performance opportunities that are relevant and exciting to our school community. Additional professional development opportunities (similar to the seminar that Mr. Chapman recently attended) may be helpful in fine-tuning the instructional methods already in practice.

V. Department Actions

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

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

III. Findings

The Visual Arts department reviewed all four levels of ceramics; one of the five electives students can take after their freshman year or the second semester of their freshman year if they have completed 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 classes. The development of ideas and presentation of materials are made possible by the experience of time and access to new and different processes in the ceramics and educational field.

Assignments in classes have been 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.

The curriculum change of students not having to take art studio before they can take ceramics is producing different results. In the past students learned the elements of art and principles of design in art studio and had a better understanding of executing their ideas in Ceramics 161. Some students are struggling with the concept of a solid three-dimensional form because they do not understand the basics of design in art.

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.

The deletion of art studio as a prerequisite for advanced classes in the art department has produced changing results. The quality of artistic product is going to rely on having the elements of art and principles of design incorporated into the introduction of each project. Learning the

elements of art and principles of design will now go hand in hand with the execution of a three-dimensional form.

The curriculum has been improved over the last fourteen years by the increased attention to art history and the influence of the instructors' studies in Mexico and China. Students have benefitted from their direct exposure to the artwork of the instructors and by their integration of 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 been increasing the past year.

Ceramic 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 will be incorporated into the curriculum to keep up with current artistic trends.

The movement to teach advanced ceramic classes (Levels 262,361,461) at the same time as Ceramics 161 classes has called for new approaches to assignments and the re-structuring of assignments. Students continuing on 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.

IV. Recommendations:

Although we have deleted Art Studio as the prerequisite for ceramic classes, we still believe that all students would benefit from taking Art Studio. This survey course gives students a solid foundation and understanding of the elements of art and principles of design that are employed 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 elements of art and principles of design within the ceramics courses will continue to be stressed to make sure that students learn a strong, sense of design while working in the three-dimensional 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. 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.

V. Department Actions

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

**GBN Health, Physical Education and Driver Education Department
Curriculum Report – November 2011**

I. Introduction

A. Courses reviewed during past year

Lifetime Sports

Health

Team Health

Aquatics

Sophomore Strength Training

B. Process

The Instructional Supervisor for Physical Education, Health & Driver Education, Bob Pieper, and Department Assistant, Mike English met with a committee of teachers who currently teach the Lifetime Sports curriculum: Jenn Mau, Jen Schultz, Justin Georgacakis, David Weber and John Fournier.

The Instructional Supervisor for Physical Education, Health & Driver Education, Bob Pieper, and Department Assistant, Mike English met with a committee of teachers who currently teach the Health curriculum: Jenn Mau, Karyn Weber, Jessica Roby, Kirby Falk.

The Instructional Supervisor for Physical Education, Health & Driver Education, Bob Pieper, and Department Assistant Mike English met with Paul Vignocchi who currently teaches the Team Health curriculum.

The Instructional Supervisor for Physical Education, Health & Driver Education, Bob Pieper, and Department Assistant, Mike English met with a committee of teachers who currently teach the Aquatics curriculum: Robin Walker, John Fournier.

The Instructional Supervisor for Physical Education, Health & Driver Education, Bob Pieper, and Department Assistant Mike English met with a committee of teachers who currently teach the Sophomore Strength Training curriculum.

We discussed the course curriculum and guidelines, course syllabus and study guides as well as the student assessment process.

C. Additional initiatives (outside of review process)

- A committee has been formed to address the Blue Ribbon award in physical education.
- Teachers continue to review their specific curriculum.
- The department has started to offer training sessions on the usage of Moodle.
- We are having discussions within the department on physical literacy and how it will improve student engagement.
- The Teachers will work towards implementing Junior Senior physical fitness testing for the 2012-2013 school year.

II. Report Schedule

November 2012	November 2013	November 2014	November 2015	November 2016
Team Sports (N)	Weights & Cond (S) Strength Training I & II (N)	Frosh PE Curriculum (N/S)	Sophomore PE curriculum (N/S)	Lifetime Sports (N/S)
Honors PE Physical Managemet (N)	Adventure Ed (N/S)	TLS/DLS (N/S)	Dance I & II (N)	Aquatics (N)
P.E. Leaders (N/S)	Fit for Life (N)		Driver Ed (N/S)	Health (N/S)
				Team Health
				Sophomore Strength Training (N)

Approximate percentage of curriculum to be reviewed:

2012	2013	2014	2015	2016
20	20	20	20	20

Additional courses to be reviewed this year: None

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

Course or Initiative: Lifetime Sports

III. Findings

- Lifetime Sports curriculum continues to teach a variety of activities that the students can participate in throughout their lives.
- A four day swimming unit has been added to the curriculum. It will review the basic swimming strokes along with assessing the students in the 12 minute swim and 10 minute tread.
- Fitness remains an important component to the curriculum. Updated fitness tests have aligned all classes to the same standards.
- Golfing and bowling field trips allow students the opportunity to improve their skills in a practical setting.
- After evaluating the golf equipment the Lifetime Sports teachers would like to add some new golf clubs to our inventory.

IV. Recommendations

- Continue the four day swim unit which provides the students a variety of different fitness opportunities and helps the department utilize all of its facilities.
- Continue the golf field trips, this allows the students a chance to hit real golf balls at a range
- Use fitness tests to assess the fitness levels of the students and adjust lesson plans to meet specific needs.

V. Department Action

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

Course or Initiative: Health

III. Findings

- Health is a state mandated curriculum that incorporates the wellness approach to health. Students learn how their physical, mental and social health can affect their overall well-being.
- In order to improve student engagement, teachers use a variety of teaching methods and strategies.
- The teaching of the skeletal systems has been moved from the PE curriculum to the health curriculum.
- The students have the opportunity to become certified in CPR/AED through the American Red Cross.
- Currently, the teachers use guest speakers to enhance the sexuality curriculum. The committee thought that having a guest speaker that had a personal experience with drugs or alcohol would have a profound impact on the students.
- To stay current with the latest health information, the teachers thought it would be helpful to purchase updated videos.

IV. Recommendations

- Continue the use of technology to improve student engagement in the classroom and at home such as Moodle.
- Continue certifying all the students in CPR/AED so all of the students at GBN will know these valuable skills.
- Use guest speakers that will not only enhance the current curriculum, but will also have an impact on the health of the students.

V. Department Action

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

Course or Initiative: Team Health

III. Findings

- Team Health uses the same curriculum as the regular education health classes. They do use a variety of learning strategies established by the team program.
- The teacher uses a hands-on approach when presenting information to the students. This gives the students a chance to develop a personal meaning with the material which helps them relate to the information.
- There is a strong emphasis on reading, vocabulary and the analysis of information.
- The students have the opportunity to become certified in CPR/AED through the American Red Cross.
- A Team Health curriculum guide needs to be developed to help future teachers of this class.

IV. Recommendations

- Continue communication with the team program to stay current with the latest learning strategies to improve student achievement.
- Continue certifying all the students in CPR/AED so all of the students at GBN will know these valuable skills.
- Use guest speakers that will not only enhance the current curriculum, but will also have an impact on the health of the students.

V. Department Action

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

Course or Initiative: Aquatics

III. Findings

- The Aquatics class uses the PADI curriculum to teach the students SCUBA. PADI is a two part curriculum that uses confined underwater dives along with open water dives.
- Students have the opportunity to become SCUBA certified. The students have to pass 5 written tests and pass the skills test for both the confined and open water dives with an 80% or higher.
- The students are also certified in lifeguarding through the American Red Cross. The training also includes CPR/AED and First-Aid for the professional rescuer.
- The teacher would like to purchase 3 BCD's, 3 stage 2 regulators and 3 alternate source regulators for SCUBA. The addition of a new backboard would help during the lifeguard training.

IV. Recommendations

- Recommendations Continue use of the PADI curriculum which provides students with the necessary knowledge and skills to become SCUBA certified.
- Continue CPR/AED and First-Aid training which many of our students use to work as life guards during the summer.
- The addition of a new backboard would increase the number of repetitions the students would receive during life guard training.
- The department will also explore the potential purchase of regulators for the scuba program.

V. Department Actions

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Dept. Action	None	None	None	None	Building budget for regulators and backboards

Course or Initiative: Sophomore Strength Training

III. Findings

- The curriculum introduces students to the basic knowledge necessary to become successful in strength training. This improves the transition these students will have when they take our regular strength training curriculum.
- The course covers proper lifting techniques, etiquette, proper equipment use and terms and vocabulary.
- A strong emphasis is placed on muscular development.
- Teachers use Moodle to give the students supplementary articles which enhances the lessons that were taught during class.
- The classes continue to incorporate cardiovascular fitness, flexibility and agility.
- The teachers would like to increase the number of 15 and 25 lbs. dumbbells. They feel that they provide an opportunity to give the students individualized instruction when teaching proper lifting techniques.
- Purchasing 16 ball bearing speed ropes could add another dimension in the curriculum.

IV. Recommendations

- Placing a strong emphasis on proper lifting techniques, proper equipment use, terms and vocabulary which will prepare the students for Strength Training junior year.
- Continue to use all aspects of fitness in the curriculum to ensure that the students are working on their overall fitness level.
- Continue to use technology to reinforce proper lifting techniques outside of class.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Dept. Action	None	None	None	None	Purchase of dumbbells and speed ropes

GBN Mathematics Department Curriculum Report – November 2011

I. Introduction

A. Courses reviewed during past year

- Algebra GTA 163
- Algebra G 163
- Advanced Algebra GA 263
- Advanced Algebra G 263
- Multivariable Calculus
- Computer Science 261 and Computer Science Honors 371

B. Process

The review process for all of the above courses followed the District #225 Board of Education Model. The Instructional Supervisor convened four Curriculum Review Committees beginning in the fall of the 2010-2011 school year for each of the courses. The teachers working on these committees either teach the current course or a course of the previous/subsequent course. The committees reviewed grades, test scores, current curriculum with respect to NCTM Math Standards, student achievement, course organization, curricular materials, technology integration, and success in previous and subsequent courses.

C. Additional initiatives (outside of review process)

We added a new course this year, Intensified Algebra 163 GTA. We are working with Agile Mind and their professional development instructors on implementation of this new course. This year we also have an Algebra 163 GTA class with one math teacher and one special education teacher.

II. Report Schedule

November 2012	November 2013	November 2014	November 2015	November 2016
Pre-calculus 173	Geometry GA	AP Calculus AB	Algebra 163	Algebra GTA 163
Pre-calculus/Trig 163	Geometry G	AP Calculus BC	Advanced Algebra 263	Algebra G 163
College Alg./Trig G 163	Geometry 163	AP Statistics	Adv. Algebra/Trig 273	Advanced Alg. G 263
College Alg./Trig GA 163	Geometry 173	AP Computer Science	Discrete Mathematics	Advanced Alg. GA 263
		Linear Algebra		Multivariable Calculus
				CS Honors 371
				Computer Science 261

Approximate percentage of curriculum to be reviewed:

November 2012	November 2013	November 2014	November 2015	November 2016
17	17	20	17	29

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3rd semester: Intensified Algebra 613 GTA will be reviewed for the 2012 report. This is a new course this year.

Course or Initiative: Algebra GTA 163

III. Findings

As the years pass, Algebra GTA continually changes to stay current with the new technologies and to best serve the new students. The topics have changed a little as well as the approaches towards teaching current topics. Here is a recap of the current state of affairs as related to our course content.

The following paragraph details what we are currently teaching as we have realigned topics over the past few years.

We start with an introduction to algebra which includes algebraic symbols, exponential notation, and basic properties (commutative, associative and distributive). Next, we attack integers and rational numbers where our focus is on the sets of numbers used in mathematics, and all operations with signed numbers. The Interactive Mathematics Project (IMP) program is used to reinforce the distributive property, introduce word problems, and thoroughly teach students the ideas and mechanics of solving linear equations from the most basic to complex. Students are ready to transition from equalities to inequalities. We parallel our equation solving chapter with compatible concepts with inequalities. We continue with an in depth discussion on the rules of exponents which naturally leads to working with polynomials. We investigate the language of polynomials and performing operations with polynomials. Scientific notation is also explored at this point in time.

Factoring is covered extensively. We teach the following factoring types: Greatest Common Factor, Difference of Two Squares, Trinomials by trial and error and grouping. Now we begin to construct graphs from linear equations. We deal with all things linear including slope, multiple equation forms (slope intercept, point slope, and standard). We removed fitting equations to Data since that is covered in advanced algebra. The next topic is systems of equations where we take the students through the graphing, substitution, and linear combination methods. The students select the method they deem most appropriate as we work through multiple word problems. Again, the natural next step is inequalities which we now explore from a graphing frame of mind. The meaning and use of “and” and “or” is also explored as well as absolute value equations and inequalities. Next, operations are performed on rational expressions and rational equations are solved, we eliminated long division of polynomials as it is taught in advanced algebra. Radical expressions and equations covered next. The concept of real numbers is more thoroughly discussed. We introduce radical notation and do all the basic operations with radicals. Radicals are put to use as we delve into the Pythagorean theorem and the distance formula, a little taste of geometry. Equations containing radicals are also solved. Relations and Functions are not covered since that topic is introduced and well covered in advanced algebra. The course ends with a beginning look into quadratic equations. We solve these equations by taking squares roots, factoring, and using the quadratic formula.

An individual unit devoted to using the graphing calculator has disappeared as the calculator is now a tool used all the time in all the chapters. Proper use is taught as needed. One goal for next year is to incorporate the TI-Nspire into the course more often than we do now since these students are for the most part freshmen and will be using the Nspire all four years at GBN.

IV. Recommendations

As the course continues, there will be no immediate changes to the topics being taught. There has been some talk about offering professional development for teachers in the program as related to working with students with behavior and other special needs. A common teacher planning time is now part of the Algebra GTA program. As mentioned above, the newest TI calculators should remain a requirement for students, as they will be used on a daily basis.

Teachers are beginning to implement strategies that promote collaborative learning. They are also having students do more mandated writing from prompts and use verbal communication in their groups.

The Algebra GTA team continues to explore and implement new instructional strategies/theories to enhance the learning experience of our diverse group of students. With the coming of the Common Core State Standards, there has been an even greater focus on students explaining their thought process and methods for solving problems, which extends into the GTA program. Through several activities regularly used, student explanations are becoming even more prominent. For instance, in one mandated response review activity involving the use of whiteboards, students are chosen at random to explain how they completed a problem, versus the teacher doing it. Alongside this, we have begun to use even more cooperative learning in class. In addition to station learning and other exploration activities already embedded in the curriculum, this year new cooperative learning activities have been utilized such as “Partner Paraphrase” and “Round Robin.” These activities continue to help us foster the team environment among the students, in addition to extending their level of understanding.

In continuation of our response to educational research, the GTA team has re-thought and accordingly so rearranged the order of classroom activities. Based off of the Primacy-Recency Effect (students best recall material presented in the beginning and end of class), we have had discussion about when it is best to review homework with students and when it is best to learn new material. As a result of these discussions, we have begun to use our opening activities as more of a launching ground for the new material. We may then review homework in the middle of class before moving onto a processing activity to see how well students retain what was learned in the beginning of class. At other times, we will review homework at the end of class, often resulting in students no longer needing as much homework review as their questions were answered indirectly by working on class activities or learning the new material.

In response to our school goals, we continue to work on developing student literacy. We do by implementing active reading when working with word problems or lengthy directions for a problem. We also have students read various exercises aloud in class on a regular basis to help them become more confident in these skills.

V. Department Action

	New Course Proposals	Summer Curr. Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	N/A	N/A	N/A

Course or Initiative: Algebra G 163

III. Findings

1. We have chosen to not cover the addition and subtraction of rational expressions (Section 10.4 and 10.5) and solving rational equations (Section 10.6). This decision was made in conjunction with Advanced Algebra G teachers, as those topics are taught in that course, and those particular skills are not needed in Geometry G which follows Algebra G.
2. When talking about exponents, we have chosen to not discuss topics that do not have a direct application (either in the real world or for next year's course), such as finding the degree of a term that contains multiple variables (Section 5.5). This decision was made so that we could go more in depth with exponent applications, but also with the realization that the aforementioned skill was a rote practice skill that has no relevance in any future mathematics course they will take at Glenbrook North.
3. We rearranged the order of the topics covered in the course. We chose to put certain topics earlier so that they can be covered more thoroughly and constantly reviewed throughout the year. We moved systems of equations from the second semester to the first semester:

Our curriculum now follows the following twelve units in this order (six per semester):

1. Number sense and basic operations (Chapter 1 & 2)
2. Linear equations, Part I (Sections 3.1-3.4, as well as using the Interactive Mathematics Program book)
3. Linear equations, Part II (Sections 3.5-3.10, supplemented with IMP book)
4. Graphing linear equations (Sections 7.1-7.6)
5. Systems of Equations (Chapter 8)
6. Exponents (Chapter 5)
7. Factoring (Chapter 6)
8. Radicals (Chapter 11)
9. Solving quadratic equations (Sections 6.8, 6.9, 13.1, 13.2, 13.4, 13.6)
10. Rational expressions (Section 10.1-10.3, 10.7)
11. Inequalities, Part I (Chapter 4, sections 9.1, 9.2)
12. Inequalities, Part II (Sections 9.3-9.6)

If time permits, the remaining days of the second semester will be dedicated to real world application problems incorporating and tying together all of the topics that have been discussed in the course.

IV. Recommendations

We have incorporated TI-Nspire technology into the course on a more regular basis, using a minimum of one activity per chapter. We do not feel a change in textbook is appropriate. The current textbook has an ample amount of practice problems supplemented by application problems.

Last year was our first year implementing the new ordering of material, and we found the course to flow well. The ultimate benefit, however, was seen in introducing important topics sooner, and being able to review them consistently throughout the year.

V. Department Action No new action at this time.

	New Course Proposals	Summer Curr. Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	N/A	N/A	N/A

Course or Initiative: Advanced Algebra G 263

III. Findings

We have found that the changes we made in the course to help students prepare for the state test have made a positive difference. Class time spent working on some of the issues some students have had with the exam have seen to really help those students. We have found that there are concepts and content that students should have mastered before advanced algebra with which students need help. Some of the topics that students struggle with are unit conversion, percents, and fractions. We have found that by spending class time that is not in the computer lab on problems that work on these areas has helped student achievement and understanding. The time we spend in class has also helped them with vocabulary and strategies for solving word problems. We have also found that the computer lab time should be reduced to maximize student learning. The lab work does not seem to help with improvement in student understanding and performance. We feel the lab should be used less because it serves more as a tool for students to check for understanding and after a while lab time has little or no positive outcome for most of the students in the class.

The teachers of the class have also found that by covering a little less content we have been able to improve student understanding, engagement, and success in curricular sequence at a deeper level. The course seems to be pitched at exactly the right difficulty level and pace to challenge and engage the students but not intimidate or cause loss of confidence. We are pleased with the success of most of our students and are working hard to help students who have had difficulty. The teachers of the course have also found the math enrichment center and math resource center to be of help to some students who do struggle. Some of these students who struggle, may have issues outside of school that may be impacting their success. For these students, we are working with student services and special education to determine intervention strategies to assist.

IV. Recommendations

We feel that we should continue to make small changes to the course to help the student engagement. We are always trying to improve student effort and the quality of homework. We feel less time should be spent in the lab working on Workkeys. The textbook seems to work but we are always looking for a book that might better fit the needs of the students. We feel it is important that we continue to write problems and investigations that will help student learning and problem solving.

V. Department Action No new action at this time.

	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: Advanced Algebra GA 263

III. Findings

During the past few years, there have been several changes and observations within this course.

Students in this course have generally been the students who need a considerable amount of preparation for the Prairie State Achievement Examination. Therefore, for the past several years, students have been using Keytrain, which is an online resource that prepares them for the types of questions that normally end up on the exam. This typically starts in March and ends right before the PSAE in the end of April. Not only has Keytrain been added, but students start working in January on problems similar to the ones on the Workkeys. The problems tend to be openers that students work on for the first fifteen to twenty minutes of every class.

With a stronger emphasis being placed on critical thinking, an Interactive Mathematics Program (IMP) unit has been introduced into the course. While students learn new mathematical concepts, they also build an appreciation for the applications of quadratics. This IMP unit takes more time than a basic unit on quadratics.

Due to the time taken for PSAE preparation and the IMP unit, conics have been eliminated from the course. Communication with the following course, College Algebra GA, has been made. Efforts are being made to include conics in this next course.

Another change to the course is the use of the TI-Nspire calculator. With all juniors required to have one this year, the course is currently being updated to include labs and other activities using the calculator as an enhancement to learning.

The Advanced Algebra GA textbook, which is the same as the Advanced Algebra G textbook, seems to have level appropriate problems for students. However, the edition does not include any TI-Nspire activities. While a new textbook is not necessary at this time, updated calculator activities should be taken into account when selecting a new textbook.

IV. Recommendations

The PSAE preparation and IMP unit have been very effective additions to the student learning process. Although they may take up a considerable amount of time in the course, resulting in the removal of conics, it seems like a sacrifice that should continue for the good of student learning.

We would like to continue to have opportunities to increase our knowledge of the TI-Nspire calculator and how it can be useful in the course. This can be done through professional development, like attending TI workshops, as well as summer curriculum projects.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		Developing TI-Nspire activities appropriate to the course.			

Course or Initiative: Multivariable Calculus

III. Findings

This course is intended to be similar to the third semester of calculus as taught in colleges and universities. Students who have received grades of A or B in BC Calculus AP generally do well in this class. The information we have received from students in college who took this class at Glenbrook North indicates that they feel very well prepared for their college work. Past experience suggests that the latter part of the course moved too quickly and that students did not always have sufficient time to grasp the material in a thorough manner. We also feel that the computational burden of the latter part of the class is significant and that for some students this can get in the way of building intuition and conceptual understanding.

IV. Recommendations

We believe that the amount of time in Advanced Topics devoted to Multivariable Calculus should be increased from one semester to about three quarters. This will allow for a greater degree of conceptual understanding of topics such as line integrals, surface integrals, and the theorems of Green, Gauss, and Stokes. We will use the class set of calculators with a computer algebra system to reduce the computational burden of line integrals, surface integrals, and multiple integrals. We should include a few additional topics which were not always covered in the past such as the change of variables in multiple integrals and additional applications of integration. Finally, it would be helpful to include more problems which build an intuitive understanding of line and surface integrals, and more problems which exploit the symmetry which is often found in applications.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	A possible project would be to create a set of problems to support the above recommendations.	<u>Vector Calculus</u> , 3 rd edition, by Susan Colley if 2 nd edition is not available next year.	No change.	

Course or Initiative: Computer Science Honors 371 and Computer Science 261

III. Findings

We have not been able to offer the courses above for the last three years due to low enrollment. Over the last seven years, the interest by students to take this course has declined. The last time we actually ran these classes during the 2008-2009 school year, there were 7 students in the courses (they ran one semester each during the same school year). This could be due to the addition of new electives that hold more interest to students. One such course is Game Design and Theory 161 in the Career and Life Skills department.

We have heard that there has been a decline in computer offerings and majors at the college level possibly due to less computer jobs in our country. This discussion has taken place at many of our North Suburban Math Department Chair meetings. We have found that most of the surrounding school districts have eliminated computer programming and AP Computer Science courses from their curriculum due to low enrollment and low interest by students.

Last year, one student requested the course and we gave permission for him to take it at Oakton Community College.

IV. Recommendations

Archive these courses.

V. Department Action Archive the courses.

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

GBN Science Department Curriculum Report – November 2011

I. Introduction

A. Courses reviewed during past year

- Biology GT 163
- Biology 163
- Biology 173
- Earth Science GT 163

B. Process

Biology Courses – 163, 173, GT

The Instructional Supervisor and biology curriculum teams met and identified essential questions to be investigated through the educational planning process:

1. How can we successfully transition 9th graders from a variety of sender schools to Glenbrook North High School?
2. How can we better meet the needs of 9th grade students through integration of skills in our curriculum?
3. How can we improve assessments to evaluate essential skills introduced and practiced throughout the biology curriculum?

In addition, prerequisite placement standards were reviewed (previous science grades, math placement, teacher recommendation, and study skills).

Earth Science GT – 3rd semester

The Instructional Supervisor and Earth Science instructor met and identified essential questions to be investigated through the educational planning process:

1. Is the Earth Science GT course successfully serving a population of students who do not possess the math skills needed for a chemistry course?
2. How can we continue to scaffold skills to prepare Earth Science GT students for chemistry and physics?
3. How can we better meet the diverse academic needs of the Earth Science GT students?
4. How can we improve assessments to evaluate essential skills introduced and practiced throughout the Earth Science curriculum?

In addition, prerequisite placement standards were reviewed (success in Biology GT, concurrent math placement, and teacher recommendation).

C. Additional initiatives (outside of review process)

- Evaluation of current texts for Chemistry 163 and Chemistry 173
- Adoption of revised College Board approved AP Biology Curriculum
- Name change and curriculum revision for current Horticulture courses

II. Report Schedule

November 2012	November 2013	November 2014	November 2015	November 2016
Physics 163	Astronomy 163	AP Biology	Chemistry 163	Biology 163
Honors Physics 173	Honors Astronomy 173	AP Physics	Honors Chemistry 173	Honors Biology 173
Intro to Physics 163	Horticulture	AP Chemistry	Intro to Chemistry 163	Human Biology GT – TEAM
Forensic Science 163*	Projects	AP Environmental Science	Brain Studies	Earth Science GT-TEAM
Honors Junior Biology 173 *	Sci-Tech			
Anatomy & Physiology: Bones, Muscles, and Nerves*	Anatomy & Physiology: Bones, Muscles, and Nerves			
	Anatomy & Physiology: Body Systems*			
	Material Science 163*			
	Material Science 173*			
	Earth Science			

*Indicates 3rd semester review

Approximate percentage of curriculum to be reviewed:

November 2012	November 2013	November 2014	November 2015	November 2016
23%	22%	7%	23%	25%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 rd semester:
Earth Science GT 163

III. Findings

- There is a need to evaluate the skill continua for pre-high school and 9th grades to help the transition process for students from sender schools to Glenbrook North
- Reading instruction (specific skills in Active Reading, pre-reading, text organization review, etc.) is not provided in a consistent manner across all courses in the Biology program
- Current assessments emphasize an evaluation of content over skills.
- Placement outcomes were reviewed with regards to effectiveness of current practices:
 1. Current use of Terra Nova test scores with an emphasis on reading and language, and sender school recommendation appropriately place students in one of the three levels of biology
 2. Concurrent math placement was found to be one of the most reliable pieces of data with regards to identifying students' entry level of critical thinking skills.

IV. Recommendations

- Establish a means for more consistent collaboration amongst colleagues from sender schools and Glenbrook North. Topics may include but are not limited to teaching and instructional strategies, skill and reading integration in instruction, and instructional technology
- Revise/update skill continua for pre-high school and 9th grades that more appropriately reflect current instructional practices
- Develop reading instruction that is common to all courses in the Biology program
- Review current assessments for content and application-based questions.
- Continue current placement practices.

V. Department Actions

- Begin a discussion centered on skills at the fall articulation meeting.
- Establish a GoogleDoc to communicate the changes made in the skill continua and to encourage input from sender schools before the final revisions are made
- Share the revised skill continua for 8th and 9th grades with sender schools, building staff members and curriculum directors
- Continue to develop a relationship between the ARC and the science department to assist with reading and writing instruction in science classrooms.
- Develop reading curriculum that will be implemented during the first three weeks of the school year and reinforced throughout the year by department staff
- Through assessment review, identify core questions that assess the integration of content and skills
- Establish an in-department test bank for all classes of biology to house core questions to serve as a resource for all courses in Biology (GT, 163 & 173)

Course or Initiative: Earth Science GT 163

III. Findings

- Grade Analysis

Percentage of Students Demonstrating Academic Success[°]

Class of	Semester One	Semester Two	
2012	92%	88%	12% of the students improved a letter grade between 1 st and 2 nd semester
2013	100%	100%	33% of the students improved a letter grade between 1 st and 2 nd semester
2014	90% *		

[°]Earning a grade of C or better

*grades as of October 15, 2011

- There is a need to evaluate the skill continua for 9th through 11th grades to scaffold skills among Biology GT, Earth Science GT and Introduction to Chemistry.
- Reading instruction (Active Reading, pre-reading, text organization review, etc.) is not provided in a deliberate manner throughout the Earth Science GT year.
- Investigate the possibility of incorporating a Special Education teacher in the Earth Science GT class to assist with differentiation and diverse learning needs. Costs for FTE will be absorbed within the special education department allotment, if available.
- Current assessments emphasize an evaluation of content over skills.

IV. Recommendations

- Continue offering the Earth Science GT course as a core science class that serves students who do not possess solid algebra skills
- Revise/update skill continua for 9th through 11th grades to appropriately reflect current instructional practices and support students when moving from a GT course to a 163 course
- Develop reading instruction that complements the reading curriculum in the Biology GT course.
- Utilize Special Education support in the Earth Science GT class to assist with differentiation and diverse learning needs.
- Review current assessments for content and application-based questions.

V. Department Action

- Continue with current placement practices
- Begin a discussion centered on skills during school improvement mornings, curriculum team meetings, and department meetings
- Once finalized, share the revised skill continua for 9th through 11th grades with the science department staff members and team program coordinator
- Continue to develop a relationship between the ARC and the science department to assist with reading and writing instruction in science classrooms.
- Develop reading curriculum that will complement the Biology GT reading program and reinforced throughout the year
- Utilize the Special Education teacher's background and experience to help modify academically unmotivated behaviors and adjust instructional and assessment practices to better meet the diverse learning needs of the Earth Science GT students.
- Through assessment review, identify core questions that assess the integration of content and skills

Additional Initiatives:

VI. Department Action

Department Action	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Chemistry 163		New Textbook Alignment	New Textbook Adoption		
Chemistry 173		New Textbook Alignment	New Text Book Adoption		
Biology 283		Curriculum Revision to Align with College Board revisions AP Audit Revision & Submission			
Horticulture 161 & 162	Name Revision Proposal: Plant Science	Curriculum Revision			

GBN Social Studies Department Curriculum Report – November 2011

I. Introduction

- A. Courses reviewed during past year
 History of World Civilizations 163
 History of World Civilizations 173
 Team Program courses
- B. 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 History of World Civilizations Team, 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.
- C. Additional initiatives (outside of review process)
 We are proposing a change to our A.P. Government and Politics offering. The Social Studies Department would like allow students to take either “Advanced Placement Government and Politics: United States” or “Advanced Placement Government and Politics: Comparative,” or both. At present, students are required to take both as part of “A.P. Government and Politics.” This change would offer senior students more flexibility in scheduling their Advanced Placement Government offerings. In offering the two courses (United States and Comparative) as two distinct classes, students can enroll in courses of great interest to them within Social Studies and across the entire GBN curriculum.

II. Report Schedule

November 2012	November 2013	November 2014	November 2015	November 2016
US History 163	AP Euro	Geography	European History	HWC 163
US History 173	AP US	International Relations	Sociology	HWC 173
American Studies	AP Government	Psychology	Comp. Global Issues	
World Religions	AP Psychology	Simulation	Political Science	
	AP World	Urban Studies	Anthropology	
	AP Economics			
	Debate courses			

Approximate percentage of curriculum to be reviewed:

November 2012	November 2013	November 2014	November 2015	November 2016
20	20	20	20	20

Additional courses to be reviewed this year:

Team Program courses

Course or Initiative: HWC 163 and HWC 173

III. Findings

As we began our curriculum review last year, the HWC Team members were in agreement that they were not looking to rewrite the curriculum. The team focused their work on revisions in light of school goals, particularly literacy and critical thinking. The team is cognizant of its changing composition and was evolving during this year long curriculum cycle; in June 2011, two 30-year veterans retired and we have three new team members. We also began our review process with a healthy agreement regarding content coverage: we do not need to agree on all of the *content* taught in HWC. Difficult content choices abound for all teachers. Rather, our focus as a team is on *skills and themes* common in all HWC courses.

Regarding literacy, HWC teachers would like to build upon the work of the Academic Resource Center (ARC) staff. In fall 2011, all HWC classes received instruction from the ARC staff on reading from a textbook, and on effective note taking strategies. The ARC staff revised its presentation to enable earlier scheduling within the school year, while classes are doing their introductory unit on characteristics of civilization. Teachers will consistently return to these strategies in their instruction, and encourage students to try out different reading and note taking strategies to find the best fit for them as individuals. Teachers have been working to incorporate writing more frequently within class time, in addition to essays written outside of class and on unit assessments. Kevin Feldman's presentation during the March Institute Day, as well as our own ARC staff reminded us that writing takes on many forms, and students can learn and often demonstrate knowledge through a well-crafted paragraph rather than a full-blown essay.

In an effort to further emphasize critical thinking and to give students a better understanding of our complex world today, the HWC team is working on implementing themes more systematically through the year. Team members will spend the 2011-2012 school year working in pairs on developing thematic questions for units throughout the year. Each pair was assigned two of the following themes:

- Power and authority
- Religion and ethical systems
- Revolution
- Interaction with the environment
- Economics
- Cultural interaction
- Empire building
- Science and technology

For each theme, teachers are considering the following:

- What content relates to the themes?
- What are 1-2 questions you'd ask about that theme within related content? And what information would you look for in a student response?
- Are there any activities you would use to highlight the theme within related units?

As a team, we will share our findings and hope to collaborate toward a writing prompt on one theme as a summative assessment at the end of each semester.

IV. Recommendations

- Continue work with ARC to instruct 9th graders on reading and note taking strategies.
- Compile teachers' work on themes from the 11-12 school year; create time for sharing and implementation of common writing prompts.
- Explore use and impact of electronic versions of the HWC textbook.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Work on development implementation of thematic assessment instruments.	N/A	N/A	Summer curriculum monies

Course or Initiative: TEAM Program courses

III. Findings:

Because the TEAM Program courses are integrated with the English Department's TEAM courses, the Instructional Supervisors agreed it was important to review the courses together (rather than with corresponding grade level courses within each department), and we have begun that process this year. We anticipate this work will be ongoing and we will report out each year.

The TEAM Program courses in Social Studies include History of World Civilizations GT, Civics GT and U.S. History GT. The courses are team taught by an English and Social Studies teacher together in a 90-minute block that meets daily. There is additional support from a special education teacher in the 9th grade classes. The curricula of the English and Social Studies classes at each grade level are integrated in the TEAM classes (e.g. students read *Romeo and Juliet* while studying the Renaissance, students read *The Great Gatsby* while studying the 1920s). Most units are taught on a thematic basis.

This year, changes in the composition of several teaching teams as well as a change in the leadership of the program provided a good opportunity for fundamental conversations about the nature of team teaching and curriculum integration. We recognize the need to pursue even greater curricular integration (particularly at the 10th grade level), and to explore professional development opportunities on team teaching models.

Structural changes in the TEAM program have increased teachers' ability to plan together, not only with their English counterparts, but with their grade level team and the entire TEAM faculty. All teachers in the TEAM Program have planning 8-9B, and meet regularly. The full TEAM program staff meets monthly, and the grade level teams meet monthly as well. TEAM partners meet every 8-9B. The school wide literacy focus has led to a fall in-service for TEAM teachers on reading instruction in conjunction with the ARC (Academic Resource Center). Full

TEAM Program meetings now have the involvement of the Student Services Department, and each grade level team has a school psychologist assigned to support their needs.

IV. Recommendations:

- Continued work on curricular integration at all levels
- Create professional development opportunities on team teaching models
- Continued support of ARC for reading and writing instruction
- Continued support of Student Services department members within the TEAM program

V. Department Action:

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Continued summer curriculum work on revising thematic units at all grade levels	N/A	N/A	Summer curriculum monies

GBN Special Education Department Curriculum Report – November 2011

I. Introduction

A. Courses reviewed during past year

As part of the Educational Planning Process (EPP) last school year, the department spent time reviewing English and reading curriculum.

B. Process

At the start of the 2010-2011 school year, a reading committee was established to review data relating to students needs in the area of reading, to develop intervention plans to support students, and identify potential gaps in instructional service delivery related to reading and English curriculum. The reading committee was designed to compliment the existing Developmental Learning Services (DLS) team and the Behavior Disorder (BD) self-contained teacher teams, two committees that meet weekly to discuss curriculum delivery and student needs. The reading committee, DLS, and BD teams participated in a review of special education self-contained English courses and reading instructional delivery. GBN's Response-to-Intervention (RtI) coordinator, the DLS school psychologist, special education reading teachers, and the Instructional Supervisor for Special Education coordinated the review of curriculum and summarized the findings in this report.

C. Additional initiatives (outside of review process)

The department began a systematic review of math curriculum for at-risk learners. In addition, the BD Self-Contained teachers reviewed curriculum for students with emotional disabilities.

II. Report Schedule

November 2012	November 2013	November 2014	November 2015	November 2016
Implementation of IEP goals through science /social studies classes	Implementation of IEP goals through Study Skills classes	Implementation of IEP goals in math and consumer education	Implementation of IEP goals in the area of Transition	Implementation of IEP goals in English and reading classes
	Review needs of students and study skills courses offered			
Review of Science/Social Studies curriculum	Review Study Skills curriculum	Review of math and consumer curriculum	Review of Transition Services	Review of English and Reading curriculum

Approximate percentage of curriculum to be reviewed:

November 2012	November 2013	November 2014	November 2015	November 2016
Science/Social Studies 20%	Study Skills 20%	Math/Consumer 20%	Transition Services 20%	English / Reading 20%

Additional courses to be reviewed this year: None

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

Course or Initiative: English and Reading curricula

III. Findings

As a result of the EPP, the reading committee engaged in conversations relating to the needs of students with Individualized Education Plans (IEPs) in the areas of reading and writing. Response-to-Intervention (RtI) forced the committee to develop plans to work towards continued improvement in the area of research-based service delivery for both reading and writing instruction, as well as the collection of progress monitoring data to demonstrate student growth. The team identified areas of strength, where it seems that students' needs are being met, and other areas where students may benefit from increased support. The team found that services may be delivered more effectively with increased collaboration between special education and general education programs. The need to develop a comprehensive, building-wide model aimed at improving the reading skills of all struggling readers, including those with and without IEPs, was identified. A number of relevant items, including a need to consider how to support students with IEPs who have reading deficits but participate in mainstream courses either in the Team program or in regular courses was discussed.

For the purposes of this report, findings are organized by program beginning with those students identified with greatest reading and writing deficits to those with less severe, but still significant, deficits.

Reading Strategies

Reading Strategies is a course for students identified with severe reading deficits requiring intensive instruction to increase reading abilities and to decrease the instructional gap between them and same age peers. All students enrolled in the Reading Strategies course are dually enrolled in self-contained English courses within the DLS program. All students in Reading Strategies receive targeted interventions to address the five big areas of reading: reading fluency, phonics, phonemic awareness, reading comprehension, and vocabulary. The reading program that is put in place is based on student performance on a number of assessments and progress monitoring data. The assessments administered are the Strategic Reading Inventory through the Read 180 program, Aimsweb Curriculum-Based Measures of Oral Reading Fluency, and, at times, Qualitative Reading Inventories when additional data is needed. In most cases, two structured, research-based programs are implemented with integrity for students: Read 180 and Read Naturally. Linda Mood-Bell strategies may also be incorporated depending on student need. In addition, as part of the program, all students are expected to engage in daily oral reading at home for at least 20 minutes. In this program, teachers did not identify any significant gaps in the area of instructional delivery that need to be addressed. Teachers will continue to monitor their ability to support and modify the curriculum for students who, due to social-emotional reasons, are less willing to accept help for reading issues. At this time, teachers are able to modify and accommodate students to aid in their willingness to access help, but this will continue to pose a challenge for serving high school students with severe reading deficits.

Development Learning Services (DLS) Advanced, Intermediate, and Beginning English, BD Self-Contained English

In all DLS classes, research-based strategies are implemented to support students' abilities to access grade level novels. Among these strategies is preteaching vocabulary, previewing text, graphic organizers, guided notes, and teaching Active Reading. In addition, for students with less developed skills in DLS classes, the Read 180 program is utilized in English class. To support writing, teachers implement University of Kansas instructional strategies. The degree to which these strategies are implemented is dependent on the instructional needs of the students. Students in DLS require more intensive instruction in basic writing skills, whereas in most situations students in BD Self-contained English possess as a higher level of basic writing skill, often on target with their same age peers in regular education courses. Teachers in these programs feel that time constraints sometimes limit their ability to provide a significant amount of direct instruction in the area of writing. Often times, in English classes, instruction is focused on reading comprehension strategies to help students access grade level text. It should be considered whether a writing skill development special education class should be implemented to support students with deficits in this area.

Regular Education Supports available to students with IEPs

For students who need more intensive reading and writing instruction due to identified deficits as part of their disability, but are able to participate in regular education courses, including the Team program, there are a variety of ways in which either special education supports are put in place or students access regular education programs for additional help.

Within the Team program and in DLS classes, research-based instructional strategies such as pre-teaching vocabulary, previewing text, graphic organizers, guided notes and Active Reading are utilized to meet students' needs. In some Team classes, students are trained to use the SQRRR strategy and they are required to access the Academic Resource Center (ARC) for support. In other general education English classes, the general education Reading Specialist and ARC staff provide whole class instruction in Active Reading and writing strategies. For students who need more intensive support beyond that which is offered to all students, they may access additional support during Study Strategies class. Often this takes the shape of participating in a reading program, like Read Naturally, during this course, or working with a staff member reading aloud and/or by practicing with repeated readings. In a few cases, special education reading specialists work individually on an intensive basis with students. Support can come in the form of 1:1 instruction or small group, but support is always tailored to student need.

During the 2011-2012 school year the special education department, RtI coordinator, and Team teachers will work cooperatively to identify assessment tools to measure reading skills of students in Team level classes. In addition, teachers will cooperatively work to develop plans for delivering direct reading instruction for students identified as needing additional support. A cooperative effort between the special education department and certified staff from the Academic Resource Center will continue to embed research-based instructional strategies to support reading and writing instruction at the Team level. Teachers will monitor student progress and make ongoing recommendations for how to help students build skills to decrease the instructional gap between them and their same age peers when it comes to reading and writing skills.

IV. Recommendations

- For students in self-contained English courses, continue to collect data to define student basic skills in the areas of reading and writing and design whole-class and, if necessary, individualized interventions, to support student needs and implement them with integrity.
- For students identified with severe reading deficits participating in Reading Strategies, consider how to utilize instructional time during DLS English classes to provide direct instruction in reading skills in addition to comprehension strategies.
- Continue to meet as a reading team on a quarterly basis to review the effectiveness of reading programs offered through the special education department and also in Team classes or through the ARC.
- Consider the need for a writing skill development class to allow for more instructional time to support students in this area; currently writing skill instruction occurs in English self-contained courses primarily.
- Continue to provide teachers with release time to meet as a DLS, Therapeutic Academic Support Continuum (TASC), and reading teams to review English and reading curriculum on an ongoing basis.
- Work cooperatively with Team program teachers and ARC staff to develop a common language for teaching reading and writing strategies.
- Continue to allocate special education staffing to support intensive reading instruction for at-risk readers, both those with and without IEPs, as is dictated by the RtI model.
- Provide professional development in the area of writing measurable IEP goals for reading and writing skills.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	-Identify the common assessments to collect data on reading and writing skills -Develop appropriate interventions -Create a Reading Skill Development class for Team level students -Develop a process of articulating student needs each year	N/A	Recommendations TBD based on ongoing data collection on student needs	Time for review, revision, collaboration among special education and general education English and reading teachers

GBN World Languages Department Curriculum Report – November 2011

I. Introduction

A. Courses reviewed this year:

1. Chinese 263 and 273
2. French 263 and 273
3. German 263 and 273
4. Hebrew 163* and 263*
5. Latin 263 and 273
6. Russian 263 and 273
7. Spanish 263, 263G, and 273

*These courses were new in 2010 and are therefore being reviewed this year.

B. Process

Committee leaders were selected to review the second year curriculum for regular and honors levels of the courses listed above. The leaders were:

Chinese 263: Wanyin Chou
Chinese 273: Wanyin Chou
French 263: Nicole Abbott
French 273: Nicole Abbott
German 263: Ann Koller
German 273: Ann Koller
Hebrew 163: Josh Morrel
Hebrew 263: Josh Morrel

Latin 263: Matt Sullivan
Latin 273: Joe Gerencser
Russian 263: Izabella Tashlitskaya
Russian 273: Izabella Tashlitskaya
Spanish 263: Rommel Guzman
Spanish 273: Danielle Holden
Spanish 263G: Todd Keeler

C. Additional initiatives (outside of review process)

1. An application for curricular change will be submitted to request the addition of Modern Hebrew 463 and 473 to allow current students of Hebrew 363 and 373 to move up to the next level. We will also offer Chinese 464 and 473 for the first time next year. The fourth year of Chinese has already been approved by the Board and is currently offered at GBS.

II. Report Schedule

November 2012	November 2013	November 2014	November 2015	November 2016
Chinese 363	Chinese 463	-----	Chinese 163	Chinese 263
Chinese 373	Chinese 473	-----	-----	Chinese 273
French 363	French 463	French 563*	French 163	French 263
French 373	French 473	French 573*	-----	French 273
-----	-----	French 583* AP	-----	-----
German 363	German 463	-----	German 163	German 263
German 373	German 473	-----	-----	German 273
Hebrew 363	Hebrew 463*	-----	Hebrew 163	Hebrew 263
Hebrew 373	Hebrew 473*	-----	-----	Hebrew 273
Latin 363	Latin 463	-----	Latin 163	Latin 263
Latin 373	Latin 473	-----	-----	Latin 273
Russian 363	Russian 463	Russian 563	Russian 163	Russian 263
Russian 373	Russian 473	Russian 573	-----	Russian 273
-----	-----	Russian 583 AP	-----	-----
Spanish 363 G	Spanish 463 G	Spanish 563	Spanish 163 G	Spanish 263 G
Spanish 363	Spanish 463	Spanish 573	Spanish 163	Spanish 263
Spanish 373	Spanish 473	Spanish 583 AP	-----	Spanish 273
-----	-----	Spanish 583 LIT*	-----	-----

*Depending on enrollment, these courses are not offered every year.

Approximate percentage of curriculum to be reviewed:

November 2012	November 2013	November 2014	November 2015	November 2016
24%	24%	16%	13%	24%

Additional courses to be reviewed this year: None

New course(s) to be reviewed after 3rd semester: Hebrew 363 and 373, which are being taught for the first time at GBN this year, will be reviewed in November 2012.

Course or Initiative: Chinese 263/273

III. Findings

The total number of sections of Chinese has increased from one to two. We have one large section of Chinese 163 (30 students) and one combined section of Chinese 263/273 and 363/373. Having Chinese 263/273 students in the same classroom with Chinese 363/373 presents a challenge in delivering appropriate instruction to each level. In addition to the difference in language skill levels, students use different textbooks. However, the students are enthusiastic and still show a strong interest in learning Chinese. The teacher closely monitors students' learning and modifies her lesson plans to not only meet students' needs, but also to provide an interesting and challenging learning environment.

The Mandarin Chinese 263 curriculum fulfills the recommendations of the Northfield Township Foreign Language Committee with regard to listening, speaking, reading, writing, and the culture of China. The teacher has worked diligently to promote the Chinese language program and retain students. All of the graduating seniors continued Chinese language studies at their colleges and universities. One of our feeder schools, Maple Middle School, began to offer 1st year Chinese for 6th, 7th, and 8th graders (Fall 2011). The teacher expects that the enrollment in Mandarin Chinese will increase steadily over the coming years.

IV. Recommendations

The teacher recommends that the textbook used for Mandarin Chinese 363/373 be the same as for Mandarin Chinese 463/473: Chinese Link Level One, Part 2, since it will be a combined class during the 2012-2013 year. The teacher has asked for the on-line program, Tell Me More, in Chinese. The program representative indicated that this program will be available to GBN free of charge in early spring, 2012. This will enable students to work in the lab at either the third or fourth year at the same time.

V. Department Actions

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Dept. Action	None	Summer curriculum project for Chinese 463/473	None	None	None

Course or Initiative: French 263/273

III. Findings

Enrollment in the French 263/273 has been steady over the past few years. We currently have two sections of French 263 and two sections of French 273. The *Allez-viens!* textbook we used to use became outdated, especially now that we have incorporated the use of technology at a much higher level. The department adopted a new textbook last year: *Bien dit!* Level Two. This textbook is updated with rich ancillary material. The book's content goes beyond all the State Standards expectations. Teachers find the book very demanding for level two regular students but more appropriate for level two honors students.

Teachers have observed that incoming students are not speaking in the target language as often as they should. Teachers have now included activities that offer more opportunities for the students to speak French in practical authentic situations.

The vast majority of students are able to successfully complete French 263/273 and move on to French 363/373.

IV. Recommendations

Teachers should continue selecting the most appropriate themes and activities from the textbook content *Bien dit!* to fit the need of level 263/273 students. They have to keep tailoring the assignments and the assessments with the goal of proficiency in mind. Also teachers need to allow more time for activities that integrate more authentic situations for students to speak the language in the classroom.

V. Department Actions

No action was recommended at this time.

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

Course or Initiative: German 263/273**III. Findings**

This year we have one section of German 163 and one combined section of German 363/373 with 463/473. Because we did not have German 163 last year, we are not currently running German 263/273 this year. However, we do have one section of German 163 this year, so we will offer German 263/273 next year. Last year we did have one section of German 263/273 with enough students to continue on to German 363/373 this year. This class has been combined with German 463/473. Enrollment in German fluctuates from year to year but we have usually been able to run about two sections per year at various levels.

The textbook for German 263/273 is outdated but otherwise satisfactory, covering all basic grammar and vocabulary. The teacher supplements the textbook with movies, internet activities, field trips, and TPR story telling. We have a new German teacher this year, Hollie Saraswat. She would like to work on increasing enrollment in German by providing more cultural experiences such as meeting with the German exchange students at GBS, possibility creating our own exchange program at GBN, and offering a summer trip to Germany. Since she is new to the school, Mrs. Saraswat will spend this year getting to know the curriculum, culture, and community of the two schools. Perhaps next year she will try to move forward with the exchange program and trip.

IV. Recommendations

Mrs. Saraswat is teaching two sections of German at GBN and one at GBS. She should continue to work with the German teacher at GBS and learn the curriculum of the courses we teach. Mrs. Saraswat will need a summer curriculum project for German 263/273.

V. Department Action:

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Dept. Action	None	Summer curriculum project for German 263/273 curriculum design/update	None	None	None

Course or Initiative: Hebrew 163, Hebrew 263/273

III. Findings

The Hebrew program, which began in 2010-2011, has had a successful start. Hebrew has generated a lot of interest and 4% of our students are taking it. This may not sound like a lot, but we have just two sections each of Chinese, German, and Russian, while we have four sections of Hebrew, and we just opened the program last year. We currently have one section of Hebrew 163, two sections of Hebrew 263/273, and one section of Hebrew 363/373.

We are using *Hebrew from Scratch, Part One* for Hebrew 163 and 263/273, and *Hebrew from Scratch, Part Two* for Hebrew 363/373 and 463/473. These are the standard textbooks for virtually all North Shore public schools offering Hebrew. The teacher is satisfied with the textbook but supplements lessons with movies, additional readings, and field trips.

To assist in the professional development of teachers, the Chicago Federation of Jewish Education sponsors a monthly meeting for Hebrew teachers to share best practices and other information. The CFJE also plans other professional workshops during the year. They also help coordinate cultural field trips for students such as movie events. Teachers have planned an Israeli cooking class for students. In addition, staff members are exploring student/family interest in a trip to Israel in conjunction with the Jewish Learning Club at GBN. All these events have drawn attention to Hebrew and made it even more desirable to students.

Most of this year's Hebrew 263/273 students began studying Hebrew at GBN last year, but some came from Solomon Schechter, where they completed the equivalent of Hebrew 163. These students were able to transition in at the same level as those students who took Hebrew 163 at GBN. With regard to transitions, this was the first year that Solomon Schechter participated in the Joint GBN/GBS Northfield Township Articulation Meeting on October 18. This is important now that we will have students coming in from Solomon Schechter not only at the 263/273, but also the 363/373 levels.

IV. Recommendations

There are no new recommendations for Hebrew 163 or Hebrew 263/273 at this time. However, the program is continuing to grow. Our students in Hebrew 263/273 will likely take Hebrew 363/373. And because we currently have enough students in Hebrew 363/373 who wish to continue their studies, a new course proposal for Hebrew 463/473 will be made this spring. A summer curriculum project will be needed for Hebrew 463/473.

V. Department Actions

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Dept. Action	Modern Hebrew 463/473 proposed	Summer curriculum project to begin writing the curriculum for Hebrew 463/473	None	None	None

Course or Initiative: Latin 263/273

III. Findings

The Latin program at GBN has grown tremendously over the last six years and the increased enrollment is readily apparent in the number of students in Latin 263/273 classes. There are currently three sections of second year Latin: two regular and one honors section. The Latin teachers continue to promote their program in several ways. They are always present at the Incoming Freshman Parent Night and receive good feedback. The first year Latin classes are always filled to capacity.

Although the Latin program has grown substantially in the last six years, it does appear to be leveling off and may have reached its plateau. Latin's slowing enrollment is likely the result of growing programs in Chinese, German, and Modern Hebrew. Over the last two years there have been three sections of Latin 163, but this year there are only two. Overall, however, Latin accounts for 15% of the total enrollment of students in foreign languages at GBN.

The Latin 263/273 curriculum fulfills the recommendations of the Northfield Township Foreign Language Committee with regard to everyday usage of Latin, culture, and history. An important difference to note is that the main emphasis of Latin is on reading and translating skills, along with limited composing and writing in Latin. There is also a great amount of emphasis put on Latin's influence on English through the examination and discussion of English derivatives from Latin words. The spoken aspect of Latin is mainly limited to recitation since conversational Latin is all but non-existent today. The current textbook, *Ecce Romani*, works adequately with the curriculum. However, the material for culture, history and mythology components of the course are less than adequate. The teachers supplement these topics with other materials, such as copies of other works and videos. In addition, grammar and general linguistic topics are enhanced with handouts from other sources as well as teacher-created materials.

IV. Recommendations

The new edition of *Ecce Romani* series, which has improved ancillary materials and internet links, should be adopted for next year. More movies on DVD are also needed since the video collection has become old and outdated.

V. Department Action

A textbook adoption request for the new edition of *Ecce Romani* will be submitted this year. New DVD's will be ordered to replace worn out video tapes.

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Dept. Action	None	None	Adopt a new textbook <i>Ecce Romani</i>	None	None

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

There have been two sections of Russian at GBN for several years now. The classes consist of both heritage and non-heritage students. Currently we are running one section of Russian 163 with 263/273 and one section of Russian 463/473/583. The combining of levels, especially Russian 163 with 263 and 273 presents special challenges for the teacher and students. Students receive a combined curriculum with some activities designed for all levels.

The teacher is satisfied with the textbook, *Russian Faces and Voices*. In addition to the textbook for Russian 263/273, the students are introduced to Russian literature and read stories written by Pushkin, Lermontov, Krilov, Tolstoy and Chekhov. Students enjoy the reading and role play, but Russian 263 students find this activity challenging, even though many of them are heritage students. While many of them can understand spoken language, they often cannot read or write. The teacher has worked extensively to increase the students' level of reading comprehension using a variety of activities including role plays, Power Point presentations and viewing corresponding movies in class. In addition to improving reading comprehension, these activities have been designed to encourage class participation and discussion as well. Most of the students will continue on to Russian 363/373 next year.

IV. Recommendations

The combination of Russian 163 with 263/273 has provided some challenges to curriculum design. The teacher and I.S. will work toward increasing enrollment in Russian 163 for next year so that a single section can be developed to better meet the curricular needs of the students. If this is not possible, continued work to provide curriculum to a diverse group of learners will be a necessary focus.

V. Department Action

The I.S. will monitor student enrollment next year on Russian 163.

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

Course or Initiative: Spanish 263

III. Findings

The enrollment for Spanish 263 has decreased from eight sections last year to six sections this year. This is due, no doubt, to the increased enrollment in Chinese, German, and Modern Hebrew. That being said, Spanish still remains the most popular language at GBN, with 62% of all students enrolled in Spanish at various levels.

Avancemos Level 2 is used in Spanish 263. Along with the textbook, various supplementary materials, such as an on-line textbook, classzone.com, and other links are available for students to review outside the classroom. Teachers also provide additional practice on Moodle with links to teacher created exercises in *Quia*, *Quizlet*, *Conjuguemos* and *StudyStack*. For each chapter a packet with additional materials is given to students. The teachers are satisfied with the textbook and supplemental materials. The transition from year to year is smoother since the *Avancemos* series is used for Spanish 163, 263, and 363, so teachers know what to expect at each level.

IV. Recommendations

Teachers would like to explore with the middle and junior high schools in our township strategies to best transition students to Spanish 263 at GBN, such as the use of a common textbook and other instructional resources.

V. Department Action

The Instructional Supervisor will work with sender schools that are ready for a textbook change and discuss the possibility and benefit of adopting *Avancemos I*.

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

Course or Initiative: Spanish 263 G

III. Findings

Enrollment in Spanish 263G has declined from four sections last year to three sections this year. Over the past years, the number of sections has varied slightly, but we continue to have at least two or three sections per year. Our Spanish G program is important because it offers classes for students who want to study Spanish but have reading and language skills below the 30th percentile. Instruction in the Spanish 263G course proceeds at a slower pace than the regular class, using inductive teaching strategies and communicative methods, which minimize rote memorization of vocabulary and verbs tenses. Another unique aspect of G is that the grade is divided among assessments, participation and some homework. Students have opportunities to focus on their strengths in the class without dooming them to failure.

The Spanish G team members continue to investigate and utilize a variety of teaching practices in an effort to make the class comprehensible, meaningful and enjoyable. We continue to tweak these methods to discover their best applications in the classroom and to align them sequentially with all G classes. These methods are based on but not limited to: *Read Naturally* (the Spanish version), *Tell Me More* (Educational Software), *TPR/S* (Total Physical Response/Storytelling) and *Curso Primero* (a more traditional grammar workbook). The *Curso Primero* textbook continues to provide structured, guided and traditional practice of learning a target language. This textbook has proven useful but lacks materials for instructors to put together assessments from these exercises. In the future teachers may want to consider a similar textbook that includes assessments. The G team continues to work together to provide our students with as positive, meaningful and engaging experiences as possible in the world language classroom.

IV. Recommendations

- Continue the diverse instructional strategies that have been developed to best meet the needs of the students
- Build upon the department collaboration to design the best instructional strategies that engage all students
- Explore potential texts for appropriate assessment tools

V. Department Action

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

Course or Initiative: Spanish 273

III. Findings

The enrollment for the Spanish 273 level has fluctuated between two and three sections over the past 5 years, but has remained fairly consistent. Spanish 273 sections are comprised of all freshmen except for the occasional sophomores. Students seem to be coming in more skilled in reading comprehension. This improvement is likely due to increased communication with the junior high school teachers regarding our curriculum and our suggestions for them to tailor their particular lessons to better prepare students with vocabulary and reading practice. However, at the same time, this level continues to be a challenge in that students do come in with different levels of preparation from the various junior high schools. In terms of placement of the students by the junior high school teacher, overall the students are placed appropriately, with roughly two students per section needing to go to a regular section soon after the beginning of the school year.

There are advantages and disadvantages to the *Vistas* textbook currently being used. It is a college level text, and while it suits the abilities of the honors level students, parts of it also prove difficult because it is a beginning level Spanish text and starts at a point that is mostly review for the incoming students that have had Spanish for three years in junior high. Also, the testing program provided with this edition does not offer the teacher any options for objective grammar/vocabulary exercises and only provides short answer formats. While a short answer is valuable for writing assignments, the assessments at this 273 level needed to be more objective and less subjective. For that reason, the teacher has had to write the tests and quizzes or heavily supplement the existing testing program from *Vistas*. Despite these drawbacks, the *Vistas* program has a wonderful online component, Supersite, which has proven to be very helpful to the students both in and out of class.

The transition of the 273 students into the 373 level has proven to be quite smooth. This is likely due to teachers working closely together and also to the use of the *Vistas* program during both courses (273 covering half of the text, and 373 the other half).

IV. Recommendations

Teachers would like to obtain the most current edition of *Vistas* as soon as we are eligible so that we are able to use the new testing program which provides six different objective quiz versions per chapter, as well as the updated Supersite, *Fotonovela* component of the program, and a more modern text.

V. Department Action

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