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

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**TO:** DR. RIGGLE  
**FROM:** DR. WILLIAMSON  
**SUBJECT:** CURRICULUM REPORTS  
**DATE:** FEBRUARY 6, 2013  
**CC:** BOARD OF EDUCATION

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At the regular board meeting on Monday, February 11, 2013 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 an evaluation of any new courses after three semesters of implementation, if applicable.

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

# Memo

To: Rosanne Williamson, Assistant Superintendent  
From: Cameron Muir, Associate Principal for Curriculum & Instruction  
Date: January 31, 2013  
Re: Curriculum Reports

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The review process this year for most of the courses followed a similar pattern to recent years. Many teams focused their attention to better aligning the curriculum to the College Readiness Standards (CRS), discipline specific standards (those developed by national organizations such as National Council of Teachers of Mathematics – NCTM, and American Council on the Teaching of Foreign Languages - ACTFL), and the Common Core State Standards (CCSS). Some of this data came from the Educational Planning and Assessment System (EPAS) provided by ACT through the administration of the EXPLORE, PLAN and ACT tests. Many also designed and used assessments to understand whether those standards were met by students. Teams are learning more about effective assessment systems and the ways to analyze the data. Teams developed intermediary assessments aligned to the CRS, administered those assessments, and analyzed the data. These teams have indicated that they will continue this pursuit and will refine these assessments in the future, making adjustments that inform their instructional decisions.

There were three teams that piloted the backward design process during the 2011-2012 school year by using the Understanding by Design (Ubd) model, developed by educational experts Grant Wiggins and Jay McTighe, which focuses on developing overarching themes and questions that drive the course for teachers and students. Once those are determined, units are designed with attention to standards, assessments, and content. This process will be embedded into the curriculum review work for all teachers in the future and will help GBS realize intentional alignment with standards, including the CCSS. Two of the teams writing reports, Precalculus and Discrete Mathematics and English 363, participated in this model. Their work and feedback has informed our planning and training for additional teams taking part in this important work. Nine teams, one from each department, will provide their reflections in next year's reports.

## GBS Applied Technology Department Curriculum Report – November 2012

### I. Introduction

A. Courses reviewed during past year

Automotives DLS

CAD 261

Engineering Design and Fabrication 363

Photography DLS

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 2013	November 2014	November 2015	November 2016	November 2017
Vocational Automotives 463	Automotives 161	Automotives 363	Automotives 263	Automotives DLS
CAD 261	Drafting Architecture 363	Arch-CAD 463	CAD 361	CAD 161
Photography 361	Woods 263	Woods DLS	Woods 363/463	Engineering Design & Fabrication
Woods TLS	Photography 461	Photography 261	Photography 261	Photography DLS

Approximate percentage of curriculum to be reviewed:

November 2013	November 2014	November 2015	November 2016	November 2017
20%	20%	20%	20%	20%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 <sup>rd</sup> semester:

**Course or Initiative: Automotives DLS**

**I. Findings:**

The students in the DLS program have a wide range of abilities. The curriculum of rebuilding a 1 cylinder small engine has allowed these students to develop tool skills along with general knowledge of an engine. Other areas such as safety, tool identification, vehicle maintenance and fluid service complete the one semester curriculum. The use of shop vehicles has been beneficial to provide real world examples of the various parts and systems, and to provide hands-on experiences.

Recently this class has also been open to students from the TLS program. Many of the students have a one-on-one aid to help facilitate their learning. With approximately 80% of the class being hands-on the aides serve a valuable role.

**II. Recommendations:**

Increase the collaboration with teachers in the GBS Special Education department to support development of skills necessary for entry level employment, particularly for students interested in working in an automotive service center.

**III. Department Action:**

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

## Course or Initiative: CAD 261

### I. Findings

This course teaches students the graphic communication skills used worldwide by professionals in technical areas. Architects, engineers, designers and others use the drawing methods and standards practiced in this class. Student drawings are produced by freehand sketching, the use of drawing instruments and AutoCAD computer aided drafting software. With the industry movement to more computer-aided drafting, the course curriculum has shifted focus to student proficiency in this area. Assignment units are open-ended allowing each student to work at his/her own pace and experience a wide variety of technical drawing methods.

In the completion of CAD and Instrument drawing assignments students in this class encounter numerous mathematics College Readiness Standards. These include:

- using fractions (13-15),
- estimation of lengths and geometric figures (13-15),
- exhibit knowledge of basic angle properties (20-23),
- use the properties of triangles to find an unknown angle (24-27),
- apply properties of 30°-60°-90° and 45°-45°-90° triangles (28-32),
- apply basic trigonometric ratios to solve right-triangle problems (28-32),
- solve multistep geometry problems that involve integrating concepts, planning and visualization (33-36)
- use scale factors to determine the magnitude of a size change (33-36).

### II. Recommendations

Continue the emphasis on College Readiness Standards in all drawing assignments and develop additional projects addressing these standards. Maintain awareness of industry standards and practices to ensure relevancy of curriculum.

### III. Department Action

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

## Course or Initiative: Engineering Design and Fabrication 363

### I. Findings

Engineering Design & Fabrication is the capstone class of the Engineering program at GBS. The course includes complex sketching, design and drafting methods and additional exposure to 3-dimensional modeling using AutoCAD Inventor software. Also, the recent addition of a Dimension 2300 rapid prototyping machine gives students the advanced capability of producing highly detailed 3-dimensional models and prototypes. In this advanced class students use tools and methods common to the engineering profession to build and test structures and mechanisms. Problem solving strategies and integrated thinking are used to determine optimal designs of bridges, towers, vaulted structures, space frames, emergency shelters, cranes, catapults, Maglev vehicles, airplanes and more. Scale models and full size prototypes of design solutions are built using a Dimension 3d printer and a Rayjet laser. Models are also fabricated using power tools and hand tools. Projects are tested, analyzed and evaluated. Students also write and present engineering reports, utilizing Microsoft Word, Excel, and Power Point.

These projects address ACT standards in Scientific Investigation in multiple ranges including: Understand the methods and tools used in a complex experiment (20-23), Identify a control in an experiment (20-23), Predict the results of an additional trial in an experiment (24-27), Determine the hypothesis for an experiment (28-32), Identify an alternate method for testing a hypothesis (28-32), Understand accuracy issues (33-36), Predict how modifying the design or methods of an experiment will affect results (33-36).

Data from the Oracle senior survey identified a need for an increase in opportunities to attract all students interested in Engineering to the courses. In the 2012 survey, 17 of 35 students who declared Engineering as a major never took a CAD or Engineering class, leaving them at a disadvantage in a college major with an extremely low retention rate.

### II. Recommendations

Further research and development of course offerings, including the Project Lead the Way program of study, which is a research-based curriculum increasingly recognized by colleges across the country. This program would also increase benefits for our students by incorporating specialization courses and the opportunity for college credit.

### III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	Introduction to Engineering and Principles of Engineering (foundation courses of Project Lead the Way)				

## Course or Initiative: Photography DLS

### I. Findings

The DLS photo class continues to serve students who come to Photography with a significant disparity in ability levels. The small class size allows for individualized attention but the difficulty occurs when a portion of the class is either much more advanced or far behind the norm. Additionally, it is not possible to be in both the classroom and the darkroom at the same time. In order to support students of a wide disparity of ability levels, provide the best learning opportunity of both film and digital photography, and allow for supervision in both the darkroom and classroom, it is very important to have a special education aide to support the DLS students in their photography course. Without appropriate supervision, it will be necessary to limit student exposure and learning to digital film.

### II. Recommendations

As more students come to Photography with experience using digital cameras and images, I have found that dividing the class into first quarter of film cameras and the darkroom and second quarter of digital cameras and Adobe Photoshop is a good balance in both methods and the best practice for student engagement.

### III. Department Action

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

# GBS Art Department Curriculum Report – November 2012

## I. Introduction

**Courses reviewed during past year:** *Jewelry 1, Jewelry 2, 3 (and advanced levels)*

### A. 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. We also listened to the concerns of the current jewelry students. Natalie Ingaunis prepared the report and Martin Sirvatka revised the final copy.

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

None.

## II. Report Schedule

November 2013	November 2014	November 2015	November 2016	November 2017
Ceramics 1	DLS Art	Painting 1	Drawing 1	Jewelry 1
Ceramics 2	AP Studio Art	Painting 2, 3	Drawing 2, 3 and Honors	Jewelry 2, 3 and Honors
Ceramics 3 and Honors	Advanced Jewelry			
	Advanced Ceramics	<i>TLS Art</i>		

Approximate percentage of curriculum to be reviewed:

November 2013	November 2014	November 2015	November 2016	November 2017
21%	21%	21%	21%	16%

Additional courses to be reviewed this year:

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

## Course or Initiative: **Jewelry 1**

### **I. Findings**

**Jewelry 1** is offered as an elective course to all students. There are no prerequisites required to enroll. This course offers students a comprehensive approach to metalworking and jewelry making techniques, while allowing students to pursue their own creative personal endeavors. Students are challenged in this project-based class; therefore, they are engaged in problem-solving and integrative thinking.

In the summer of 2011, Natalie Ingaunis developed a new course outline that was implemented in the fall of the 2011-12 school-year. Students who had registered for the Jewelry class were disappointed and opposed to the revision of curriculum that now incorporated creation of small sculptures and use of a variety of media. Very soon after the student's feedback was heard and processed, the instructional supervisor and the teacher soon decided to abandon the newly formed outline and pursue a more traditional curriculum of jewelry making. Although these few students continue to pursue jewelry as an art form, general student enrollment continued to decline for the 2012-2013 school-year.

The department has spent a considerable amount of professional learning time to create art *Big Ideas, Essential Questions, and Enduring Understanding*, and for this report, as they relate to the discipline of Jewelry. In the process, the teachers also reviewed new curricular ideas with an overarching purpose of generating student enthusiasm for jewelry. The department investigated questions such as, "What do we want our jewelry students to be able to do when they leave GBS?" and, "How do we meet the changing needs of the variety of student interests and future professions?"

Art instructors have also developed some strategies outside of curriculum work that had some profound effect on the jewelry students and hopefully the number of students enrolled in future classes.

- In an effort to gain visibility in the school, the jewelry display case has been moved to the area outside the Dean's Office.
- The department members have met to discuss developing articulation strategies with our sender schools.
- The instructor is investigating future use of the new website so that we can showcase our student's talents in jewelry making.

## II. Recommendations

The teachers and the instructional supervisor will continue to investigate strategies of increasing enrollment by primarily looking at revisions to the curriculum. The team recommends that before there is any restructure to the course, a student survey will be created. The data gathered from the survey will aid the department in understanding the thoughts, desires, and opinions of current students, and how they might succeed in future attempts at jewelry making.

One of the plans under consideration includes introducing students to **hot glass techniques**—fusing and lampworking. It is the recommendation of the supervisor to implement this new curricular design in the second nine weeks of the Fall 2012 semester.

## III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Actions	None	Work on curriculum for hot glass techniques.			

Course or Initiative: **Jewelry 2 (Jewelry 3 and Advanced levels)**

**I. Findings**

Jewelry 2 (3 and Honors) are advanced level courses taken after a successful completion of Jewelry 1. Students in Jewelry 2 are introduced to a higher level of thinking, problem solving, and designing elements around life issues and themes. The course explores a variety of media; it also challenges the students to apply what they learned in Jewelry 1 to further and refine their jewelry design skills, abilities, and techniques. Because of declining enrollment in Jewelry 1, numbers have dramatically decreased over the past years.

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.

**II. Recommendations**

Our recommendations are the same for this level: develop and refine the existing curriculum while investigating offerings of new and exciting techniques, such as hot glass techniques, to spark increased student interest.

**III. Department Action**

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

## GBS Business Education Department Curriculum Report – November 2012

### I. Introduction

#### A. Courses reviewed during past year

Accounting 161  
 Digital Multimedia 261  
 Consumer Ed. 161  
 DCE

#### 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)

The consumer Education Team completed a curriculum project to align curriculum with a new personal finance book, improved curriculum by selecting and deselecting, improved scope and sequence and updated the curriculum map.

### II. Report Schedule

November 2013	November 2014	November 2015	November 2016	November 2017
Consumer Ed. LA	Marketing 161	Accounting 261	Business Law	Accounting 161
Digital Graphics 261	Computer Applications 161	Game Design 261	Web Design	Digital Media 261
Information Processing 161	Intro to Business 161	Intro to Entrepreneurship	Keyboarding LA	Consumer Ed. 161
Consumer Honors				DCE

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

November 2013	November 2014	November 2015	November 2016	November 2017
23.7	17.5	17.5	17.5	23.7

#### Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 <sup>rd</sup> semester:

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

### **I. Findings**

The Accounting class is designed to give students a great foundation for the business classes they will take in college. Every business major is required to take at least two accounting courses, and those classes are frequently difficult for students who have never been introduced to accounting terminology. When we speak to college students and those who go into the accounting profession, they unequivocally state that taking Accounting in high school was one of the best decisions that they have made, as they were able to use the knowledge they acquired at Glenbrook South to really understand their college coursework. The vast majority of students in this class are fairly sure they want to major in some type of business in college, and this course allows them to be introduced to the financial side of commerce. For some students, taking this course makes them realize they want to become an accountant, while others recognize they love business, but don't necessarily want to major in accounting.

The material we teach is college-level accounting. We go through it at a pace where students have the opportunity to really understand accounting, not simply regurgitate debits and credits, which is what often happens in college accounting classes. Each year, Oakton has an accounting contest for all of the high schools in the area, and we have taken first place as a team almost every year. This year, we had students finish first, third, fourth and fifth, providing evidence that our course curriculum is providing excellent results as students apply their understanding of accounting practices.

The class is comprised primarily of seniors. In 2011-2012, 83% of the students were seniors, 14% were juniors, and 3% were sophomores. Anecdotal evidence, from speaking with the seniors, overwhelmingly confirms that very few of them are really familiar with what types of jobs are available, not only in accounting but in the world of business as a whole. They aren't sure of what they should declare as a major, or what major they should pursue even if they are confident of the career they wish to pursue.

While this class is designed for mastery of the fundamentals of accounting, the industry standard is to utilize computerized accounting. In addition, our students have expressed an interest in doing more computerized accounting.

### **II. Recommendations**

We will bring in former students, community members, and other contacts who will be able to speak effectively to our students about the different kinds of careers that are available and how their businesses use accounting. We believe this will allow our students to more effectively plan for college, and introduce them to areas they may not have considered.

To ensure that our curriculum utilizes current industry practices, we will incorporate computerized accounting by investigating ways to implement technology and allow students to experience how it fits into the accounting cycle. Peachtree, one of the most popular accounting software companies, will be investigated given their relevance, alignment with our course textbook and curriculum, and consultation with the district

technology department. Peachtree also offers educational programs which offer educational institutions use of their software free of charge.

**III. Department Actions:**

	New Course Proposals	Summer Curriculum Projects	Textbooks(s) <b>Software</b>	Staffing	Resources
Department Action	None	No	Computerized accounting software	None	None

**Course or Initiative: Consumer Education 161**

**I. Findings**

- The disparity in the academic levels (i.e. Special Education, Studies, Regular, Honors/Advanced Placement) amongst students varies in all classes. Therefore, a learning gap is created due to the challenging content and lack of students’ familiarity of vocabulary and experience with personal finance topics.

Row Labels	Count of Plan Comp	Average of Plan Comp2	Min of Plan Comp2	Max of Plan Comp2	Count of PSAE ACT Comp	Average of PSAE ACT Comp2	Min of PSAE ACT Comp2	Max of PSAE ACT Comp2
Consumer Ed 161	188	19.8	12	30	146	23.2	13	33
Consmr Econ Hnr171	50	23.0	15	29	29	28.9	20	34

**ACT Score Ranges (current)**

ACT Score	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	30	31	32	33	34	36
Consmr Econ Hnr171						1		1		1			3	3	5	2	2	1	3	4	1	1	1
Consumer Ed 161	3	5	4	4	5	5	4	6	18	9	9	10	19	9	4	5	5	7	2	7	6		

- The lack of team planning time due to Consumer Education classes being taught every period has created a challenge of sharing strategies and developing curriculum. Because of this, we will have to schedule time to plan.
- The changing economic climate necessitates an increased focus on financial literacy and consumer awareness, and shifting economic conditions, and consumer laws and regulations creates a need to continually update curriculum.
- Consistent positive feedback from Glenbrook South High School parents (i.e. Parent Night in the Classroom) and the Glenview community on the relevance and value of the curriculum. Student initiated interaction with their parents reflects the significance of the curriculum.
- The lack of a course resource or textbook has meant that a significant amount of time is spent disseminating information (vocabulary and basic concepts), and we feel that this time could better enhance student learning by effectively utilizing student collaboration and engagement strategies.

**Recommendations**

- Utilize DCE for lower-level students who struggle due to reading, mathematics, and comprehension skills to allow for greater differentiation and fully support students who cannot function at a regular academic level in reading and math.
- Utilize supplemental Personal Finance book to provide a basic foundation of core content and terminology.
- Utilize “flipped classroom” concepts with use of supplemental text, video, etc. to provide additional support for student learning including opportunities for

remediation and review, as well as providing resources for students who have been absent.

- Increase the use of smart response systems (SRS) or online resources such as socrative.com to increase participation and engagement, and provide formative assessment data and checks for understanding for differentiation.
- Increased use of backward design to truly focus the core content of what our students need to be successful consumers utilizing personal finance tools and concepts.

## II. Department Action

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

## Course or Initiative: Digital Multimedia 261

### I. Findings:

With the changing technology landscape and Flash falling out of fashion with web designers (in favor of HTML5) it would be more relevant to focus this course on the emerging technologies of iPhone and Android application design.

In October of 2011 Northwestern University partnered with Motorola Mobility in presenting a pilot seminar to our students to assess their ability to create an “app” using a Beta MIT lab software. Based on student interest, moving our course curriculum forward with these trends seems like a timely, and prudent move.

Incoming students have an increasing level of comfort and proficiency with technology, and our curriculum must regularly be modified to keep pace with industry demands and opportunities, and provide challenges for incoming students.

### II. Recommendations:

- Investigate and choose a digital text or online resources to provide curricular resources.
- Research and propose a change in course format to Digital Apps Design (for school year 2014-2015) including the purchase of approved tablets, which are now at a price point that make them much more affordable.

### II. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbooks(s)	Staffing	Resources
Department Action	Digital Apps Design	No	A new digital edition book	None	Identify software and pursue the possibility of purchasing tablets (department budget)

**Course or Initiative: DCE**

**I. Findings:**

The DCE course has not been run the last two years due to a drop in enrollment stemming from economic conditions that drastically limited the ability of jobs available to students. Since this course is a full year and part of the requirement involves holding a part-time job, it has been difficult for students to meet enrollment requirements.

Based on anecdotal research, there is still demand for this course given the number of students who have asked about it and actively pursued enrolling in it. In addition, given the economy there has been a significant increase in the number of students seeking jobs to help contribute financially to their families.

It is also our belief that the consumer education component of DCE offers students a differentiated curriculum that is spread out over the full year, and related to a lot of what students experiencing while working. This could be an ideal setting for students who need or choose to work, and for those who currently struggle with the level of content in regular consumer education.

**II. Recommendations**

- Offer DCE as an alternative for those students currently at a disadvantage in a regular consumer education course to get additional support and differentiation of the consumer education curriculum, allowing them to more effectively build the personal finance and economic skills and understanding required to function effectively as a consumer.
- Provide DCE for those students who want or need to work. In addition, it is our recommendation that we identify alternative opportunities for students thru job shadowing and internships to gain employability skills, and take advantage of an alternative format for consumer education even if not employed. If not working, students would simply get the consumer education credit but not the work credit if they cannot meet additional requirements for internship or job shadowing.

**III. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbooks(s)	Staffing	Resources
Department Action	None-course exists	No	Personal Finance Book	None	None

## GBS ELL Curriculum Report – November 2012

### I. Introduction

- A. Program considerations reviewed during past year:  
 State mandates related to ACCESS and PSAE testing of ELLs
- ACCESS cut score mandates
  - Procedural changes to the Speaking Test component of ACCESS
  - Implementation of an alternate ACCESS Test for some students served in Special Education
  - PSAE state-approved accommodations
- B. Process  
 The ELL Coordinator has been working with the ELL Team and the Instructional Supervisor of the English, ELL, Broadcasting Department as well as the Associate Principal for Curriculum and Instruction and the Instructional Supervisor of Special Education to review changes in mandates related to state-required annual tests for second language students. This included the *ACCESS Test* which is administered to all LEP (limited English proficient) students at all four grade levels as well as the *PSAE Test* required of all juniors. The Coordinator also obtained additional information from ISBE consultants to clarify decisions and practices.
- C. Additional initiatives (outside of review process)
- Revision of the course review structure to accommodate UbD framework

### II. Report Schedule

To better facilitate the backward-design framework, the order in which ELL courses are reviewed is being revised. Although a sixth year is included in the charts below, the report presented in 2013 will be a one-time addition to the 5-year cycle.

November 2013	November 2014	November 2015	November 2016	November 2017	November 2018
Program review to initiate restructuring process using UbD framework	Transitional English	Advanced ESL	Intermediate ESL	Beginning ESL	Bilingual electives: Power Skills for Success/Exploring Potential for Success
	Transitional English Studies		ESL Reading/Writing		Bilingual Readiness: Quantitative Vocabulary

Approximate percentage of curriculum to be reviewed:

November 2013	November 2014	November 2015	November 2016	November 2017	November 2018
NA	20%	20%	20%	20%	20%

**Course or Initiative: State mandate related to ACCESS testing of ELLs**

**I. Findings**

As part of federal assessment requirements, all LEP students must take the ACCESS Test annually. This includes LEP students who are enrolled in the ELL Program, as well as students who are served in Special Education due to particular learning challenges, but who receive no services through the ELL Program. Several changes that have been implemented by the state relate to the assessment of LEP students:

- 1) Beginning in 2010, the state determined minimum ACCESS Test cut scores that are used to identify those who meet criteria to no longer be considered LEP. Once a student achieves the cut scores, they are no longer required to take ACCESS. The reality is that attainment of the state’s minimum scores, however, is not necessarily indicative of a student’s preparedness for success in mainstream classes. The students who attain the minimum scores often require continued second language support at the transitional level. In addition, districts are notified of ACCESS Test scores in May which is after placement recommendations for the following year have already been determined. When placements of LEP students served through Special Education are decided at students’ annual IEP review meetings, the inclusion of language support services must be considered based on student performance, individual needs and annual ACCESS Test results.
- 2) Procedures for the speaking test component were changed to adjust the initial test questions for more proficient students. This change is intended to encourage more proficient students to respond to the speaking test prompts with more extended discourse rather than simple responses.
- 3) Illinois is initiating the *Alternate ACCESS Test* which will be implemented for the first time in 2013. The test is designed to maximize the potential of extremely limited students in Special Education to demonstrate progress in language acquisition, but sets the maximum score on this alternate version as 3.0 on the 6-point scale.

**II. Recommendations**

- When ACCESS Test scores are received in May, review student placements for those students that met cut scores, but make revisions only if overall proficiency as demonstrated by class progress and teacher recommendations supports those changes.
- Work closely with Instructional Supervisor of Special Education to identify students who require ELL/bilingual services in addition to other support as outlined in IEPs. Ensure that ELL staff participates in those students’ annual review meetings.
- Maintain practice of annually conducting training for ELL teachers who are administering the ACCESS speaking test to ensure familiarity with procedural changes and preserve inter-rater reliability.
- Work with Instructional Supervisor of Special Education and case managers to identify students whose disabilities and ACCESS score history support their taking the Alternate ACCESS Test rather than the standard version.

**III. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	No change	No change	Meeting time regarding test results/placement decisions

**Course or Initiative: State mandate related to PSAE testing of ELLs**

**I. Findings**

With the decision to require all LEP juniors to participate in PSAE testing, the state developed rules for allowable testing accommodations for these students. LEP students who have received ELL services for fewer than five years are permitted to apply for extra time, the ability to receive test instructions in their native languages\* and/or the use of Spanish language DVDs for testing in mathematics in which students hear the test items read in Spanish while seeing the English version of the test on a computer screen. It has been a delicate process, however, because the accommodations are “state-approved,” not “ACT-approved.” Therefore, students who test using any of these accommodations do not receive an official ACT score that they can use for college applications. Since all juniors in Illinois are required to take PSAE, including the ACT Test, it is administered free of charge each April. The decision to apply to test using state-approved ELL accommodations is compounded if the student does not want to miss the opportunity to take the ACT and receive an official score without having to pay to test. Regardless of whether students choose to test with or without ELL accommodations, they benefit from having some familiarity with ACT-like test items prior to taking the PSAE.

**II. Recommendations**

- Continue to work with ELL teachers to identify students who would benefit from taking one or more sections of the PSAE Test with accommodations.
- Offer accommodations including extra time and/or translated test instructions, rather than the DVD delivered option since this last format is totally unfamiliar to students based on their classroom experiences and might, therefore, be more confusing than helpful.
- Continue to incorporate College Readiness Standards into ongoing instruction and related local assessments to increase students’ familiarity with the structure and underlying concepts involved and maximize their potential to achieve their best possible performance on this test.

**III. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook (s)	Staffing	Resources
Department Action	None	An ELL project will be proposed to create formative assessment activities to further infuse College Readiness Standards into the ELL Curriculum.	No change	No change	Grant funding to support ELL summer project

\*These available translations are limited to the most common first languages in Illinois schools including Spanish, Chinese, Korean, Urdu, Tagalog, and Arabic which are some of the languages represented at GBS, but not all students have translated instructions available.

**Additional initiative: Revision of the course review structure to accommodate UbD framework**

**I. Findings**

As part of the GBS Organizational Goals, courses are being restructured over the next few years using the *Understanding by Design* framework. This backward-design model begins with the identification of Big Ideas, Enduring Understandings and Essential Questions which underpin the curriculum. These form the basis of assessments used to evaluate student learning. The assessments inform the learning activities to be included in the curriculum. The ELL curriculum which is based on level-to-level skill development as students acquire language is, by definition, oriented to this kind of structure. Since our EPP course review cycle is about to begin once again, it is the most appropriate time to carry out the review within the *UbD* framework.

The English Department has been working to finalize Big Ideas, Enduring Understandings, and Essential Questions that encompass our entire curriculum. With those in place, the ELL Team now needs to begin its EPP review process by exploring how those relate to and are manifested within the four-level ELL curriculum. Once the ELL team has clearly established those links, the course review process will begin.

In the past, the beginning and intermediate level courses have been reviewed prior to the advanced and transitional classes, but this sequence works counter to backward-design principles.

An additional factor which will impact the team’s work on this process is that the ELL Coordinator position will be shared by two of the current ELL Team members following the retirement of the current Coordinator in June of 2013. In 2013-14, two more ELL Team members will retire which will result in new members joining the team. The course review involved in the EPP process needs to maximize the valued experience of the current team members while also welcoming knowledge and insights brought to the ELL team by the new members.

**II. Recommendations**

- In order to more appropriately apply backwards design, the order in which the courses are reviewed should be reversed to move from the transitional classes through advanced, intermediate and, finally, the beginning level course.
- To allow this review process to be as effective as possible, a one-time “transition year” should be incorporated into the review schedule to provide the current team the time needed to process the relationship and manifestation of the English Department’s Big Ideas, Enduring Understandings and Essential Questions within the ELL curriculum. This will allow the current team to affirm the overall program goals to prepare for the level-by-level course review.
- Following the review of the entire ELL sequence over four years, the bilingual electives will be reviewed during the subsequent year.

**III. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook (s)	Staffing	Resources
Department Action	None	An ELL Summer Curriculum Project may result from these efforts.	No change	No change	Grant funding for ELL summer project

## I. Introduction

- a. Courses reviewed during the past year
  - English Studies 363
  - English 363
  - Junior-year AP Language and Composition (AP English 383)
- b. Process

Over the past year, the planning and execution of each reviewed course’s Educational Planning Process (EPP) has been slightly different, allowing each team to best address the distinct needs of their course and students:

- English Studies 363, in the year prior to EPP, introduced new texts and a strategic process of integrating grammar instruction to support CRS standards. This past year, teachers used backward-design to draft a new curriculum map reflecting recent changes in their course, drafted new essential questions, and created four new common summative writing assessments.
- English 363 was selected by building leadership to pilot a new process of reviewing and revising curriculum, supporting Glenbrook South’s Organizational Goals for 2011-2014 to “apply a backward-design model as curriculum is created or revised.”
- Junior-year AP Language and Composition (AP English 383), a course already aligned with rigorous College Board standards, implemented a new second-semester final assessment requiring students to craft and answer their own original synthesis essay question, including providing carefully selected sources that are used in answering the very question they pose.

All three teams met at the start of the year to determine goals and an action plan for the EPP. For the rest of the year, these course-alike teams met to address the determined goals and to implement the agreed-upon changes that resulted from the EPP process.

While the standard-level junior English team (English 363) most explicitly piloted the new backward-design process, all three teams successfully used the ideology of backward-design to align course goals and instruction with CRS and other identified course standards and to vertically integrate skill progression and paths of inquiry with courses before and after in sequence.

## II. Report Schedule

November 2013	November 2014	November 2015	November 2016	November 2017
English Studies 463	Electives	English Studies 163	English Studies 263	English Studies 363
English 463: Rhetoric English 43: Humanities English 463: World Literature		English Communications 161/2 English 161/2	English 263	English 363
Senior AP Literature and Composition		Honors Freshman English 173	Sophomore Honors English 273	Junior AP Language and Composition

Approximate percentage of curriculum to be reviewed:

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

### **III. Course or Initiative: English Studies 363**

#### **a. Findings:**

The teachers of English Studies 363 decided on three initiatives for the EPP year: revise the course map using backward design, create common writing assignments for the major units, and strengthen the CRS-defined grammar component of the course.

The first initiative—revising the course map—was undertaken to map the course’s essential questions, enduring understandings, skills, and assessments that better reflected current classroom practice. The teachers produced individual course maps during the EPP, met to discuss the commonalities and differences, and will be revising the course map as the EPP continues this year.

The second initiative—creating common summative writing assignments—was discussed during the year and revised through a summer curriculum project where teachers rewrote new summative writing assessments for all the major units.

The third initiative—strengthening the CRS grammar component of the course—was a focus over the last two years, culminating in the creation of an eighty-page grammar handbook that contains direct instruction, formative and summative assessments, and creates a common language and methodology to prepare students for the targeted CRS grammar skills needed for high-stakes junior year testing and for sophisticated sentence construction required in more formal academic writing.

#### **b. Recommendations:**

The first initiative—drafting and revising the course map—defined distinct units of student learning, documents CRS skill instruction, and articulates the course’s essential questions that address questions of identify, how the individual impacts the world, and the effects the world has on the individual.

The second initiative—creating common writing assignments—was necessary to ensure a common level of rigor in summative assessments for this course. A summer curriculum project produced new assessments that will be used by teachers in conjunction with the major texts and units of the course.

The third initiative—strengthening the CRS grammar skills component—continued the work teachers and their instructional aides have been doing to ensure growth in CRS skills and performance in preparation for junior-year high stakes testing. Teachers have been using new terminology (including metaphors to help students understand sentence structure and punctuation rules) and highly responsive formative assessments to increase student engagement and comprehension. The culmination of this work included hundreds of hours of writing and editing an original grammar handbook.

**c. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	<p>Opportunities during the school year to collaborate with team members to:</p> <p>Revise curriculum map to integrate the two maps created by the two teachers last year</p> <p>As some of the grammar goals and instructional materials are being adopted by the sophomore level, teachers will revise the scope of their goals and instructional materials for expanded work with student grammar skills</p> <p>Formative and summative writing assessments will be implemented and evaluated for effectiveness, and rubrics will be revised to ensure a common expected level of rigor in student writing</p>

### III. Course or Initiative: English 363

#### a. Findings:

Since the last EPP cycle, this standard-level team created and implemented two semester final assessments deliberately linked to CRS standards: a “grammar” final that objectively evaluates CRS punctuation and sentence-correction skills and a writing rubric that evaluates these skills applied in the context of student writing.

For this EPP, the team decided on four new initiatives: review the ordering of course texts, revise course essential questions, revise writing instruction, and revise the common semester final exam to include content criteria that evaluates students’ ability to argue and support their understanding of the new course essential questions.

The first initiative—introducing flexibility in ordering of course texts—was adopted for the 2011-12 school year with the following understandings:

- All teachers will teach all course texts
- Teachers will determine text order (no restrictions by semester) to maximize student connections to the course’s essential questions
- Teachers will answer the following question to assess the efficacy of text reordering: How does a specific order of texts impact student’s understanding of the texts and their relationship to the essential questions of the course?

After agreeing on the terms and the process for implementing this first initiative, standard-level teachers prepared for additional EPP work with training in the Wiggins and McTighe model of backward-design through support from instructional coach Mark Maranto. Maranto worked with the team all year, helping guide teachers through a process of professional development and scaffolded support. After training with the Wiggins/McTighe model, the team identified and worked on the three remaining initiatives: revision of course essential questions and enduring understandings, revision of course writing instruction, and revision of common semester assessments.

#### b. Recommendations:

The implementation of the first initiative—flexibility in text ordering—allowed teachers to pair texts that had not been possible before, and students demonstrated anecdotal growth in their ability to think and write about complicated themes in related texts. Also, importantly, no difficulties, logistically or pedagogically, arose from this flexibility in text ordering.

The implementation of the second initiative—revising course essential questions and enduring understandings—took the majority of the school year. This work was challenging and rewarding as the course’s previous essential questions were revised and redesigned as overarching essential questions, then new unit-level essential questions and enduring understandings were crafted to more concretely drive student inquiry. Revising the overarching course essential questions, as well as creating unit-level essential questions and enduring understandings, allows teachers and students the necessary flexibility to grapple with the big ideas of the course while providing important structure that will ensure a common student arc of learning and inquiry.

The third and fourth initiatives—revising writing instruction and revising the common semester final exams—have been identified as this team’s work for the 2012-13 school year. The writing initiative will clarify the course’s goal to increase sophistication in student writing (previously referred to by the team as “breaking the five-paragraph essay” model). The process of revising the common semester final exams will give teachers a framework to assess students’ ability to craft well-supported answers to the essential questions of the course and allow teachers to compare responses among the team, creating opportunities for development, collaboration, and checks for inter-reliability.

**c. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	<p>Opportunities during the school year to collaborate with team members to:</p> <p>Revise writing instruction (review current best practices and consider modes and other writing strategies to increase sophistication in student writing)</p> <p>Revise common semester exam (revise current writing rubric to assess content of student writing in terms of accessing and answering essential questions and refine expectations for students’ ability to answer essential questions with support from course literature)</p>

### III. Course or Initiative: Junior-level AP Language and Composition (AP English 363)

#### a. Findings

AP Language and Composition, from its inception at GBS, has used backward-design to create a rigorous course that meets the requirements of the College Board and successfully prepares students for the AP test. This work has put GBS’s AP Language and Composition course ahead of the curve in terms of meeting the backward-design component of GBS’s Organizational Goals for 2011-14. Although the course is limited in scope for redesign by College Board standards, teachers can and do revise instruction and assessments, enhancing the course’s ability to prepare students for the AP test, as well as meeting the high goals and standards appropriate for this population.

This year’s EPP initiative focused on integrating a new inquiry, research, and analysis assessment to prepare students for the AP test’s synthesis essays. The synthesis essay is a relatively new test question that requires high-level thinking and writing; this style of essay now makes up one-third of the essays on the AP exam. Synthesis essays require students to evaluate, process, and *synthesize* seven to ten sources provided for them when writing responses to this section of the test. AP teachers now have students emulate the College Board’s testing writing process as students write their own inquiry questions and select sources. Students, in essence, are designing their own synthesis essay questions with found sources, allowing students to understand the test questions at the deep level of test creation. This assignment increases students’ ability to know what is being asked and why, enhancing their critical thinking skills and the quality of their responses on the exam.

#### b. Recommendations

The teachers are now using this process of students creating synthesis essay prompts, including sources and the rationale for their selection and a free response prompt, as the second semester final exam. Teachers are developing and evaluating formative assessments to help shape students’ process work, giving them feedback on their rationales for including a particular source in their synthesis essay question.

#### c. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	<p>Opportunities during the school year to collaborate with team members to:</p> <p>Evaluate implementation of new synthesis essay final curriculum</p> <p>Develop formative assessments that give feedback to students in terms of quality of source selection and free-response question writing</p>

## GBS Family & Consumer Science Dept. Curriculum Report – November 2012

### I. Introduction

A. Courses reviewed during past year

- Child Development 161
- Careers in Culinary Arts 361
- Fashion & Apparel 161

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 and survey results were used to assess student progress and expectations.

C. Additional initiatives (outside of review process)

None

### II. Report Schedule

November 2013	November 2014	November 2015	November 2016	November 2017
Psych of Living	Creative Textiles & Construction 161	Child Dev. 361	Child Dev. 261	Child Dev. 161
Child Dev. 461	Foods DLS	Foods & Nutrition 161	Foods & Nutrition 261	Culinary Arts 361
Foods LA	Interior Design 161		Fashion & Apparel 261	Fashion & Apparel 161

Approximate percentage of curriculum to be reviewed:

November 2012	November 2013	November 2014	November 2015	November 2016
21.4%	21.4%	14.3%	21.4%	

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 <sup>rd</sup> semester:

## **Course or Initiative: *Child Development 161-Introduction to Child Development***

### **I. Findings**

Throughout the last two years changes have been made to the Child Development 161 curriculum allowing it to move to improve scope and sequence, and utilizing unit packets. This change in course delivery has forced content flow changes in the curriculum map that is evident in the updated curriculum map that has been submitted with this report. The course is now divided into six units with two sub-units in Unit Four. Through articulation with middle school teachers on curriculum and a focused attempt to increase project rigor, the computer-simulated infant project has increased 1-2 hours in length to an overnight simulation ranging from 15-20 hours depending on the day of simulation. This has increased the project's effectiveness and impact on students, which is evident through their reflections on the simulation. In addition, two course tests have been aligned with units at the beginning of the semester that lay the foundation for much of the additional course content explored throughout the course. The final exam has been adapted from exam format to a portfolio format aligned with the FCCLA "Personal Child Care Portfolio" project. Over three semesters most students earned marks of 85-95% on the portfolio. It was also determined this year that approximately 20% of students who are enrolled in child development are also interested in careers in the nursing or medical field. While it is outside of the scope of Child Development 161, this finding will create additional discussion about potential course offerings to meet the needs of these students, as there is no current course offering in this area.

Surveys were conducted at the end of the semester to solicit student feedback as part of our review process, and 37 percent of students reported that they did not like the note-taking portion of the course. While we acknowledge this concern of students, proper note-taking and discussion practices are fundamental in preparing students for postsecondary education. In addition, 65 percent of students reported they enjoyed the hands on activities and simulations provided in the course, which validated our efforts. In addition, the average grade for the course during 2011-12 was 91% (A-) showing that students are interested in the course material and engaged in successful learning experiences.

Student enrollment for Child Development 161 for the 2011-12 school year has been encouraging. During first semester the course was at 83% of capacity. The enrollment second semester was 90% capacity with the freshman elective course being one chair away from reaching capacity. Approximately 50% of students enrolled in Child Development 161 declare on surveys that they would be interested in enrolling in Child Development 261. However, a shortcoming that has been observed is the limited opportunity for students to enroll in the second level of child development due to schedule restrictions. We have worked to accommodate students, who have scheduling conflicts by offering independent study options to continue to grow the program, but this still leaves many students unable to enroll and thus enrollment does not reflect true demand for these courses.

### **II. Recommendations**

Continue to use the revised curriculum map for the course in terms of teaching calendars for students, projects and rubrics.

Increase the opportunity for students to work with the Titan Tots in an observation capacity as a result of an increased interest in that capacity of the curriculum.

Continue to find additional guest speakers, field trip opportunities, training opportunities, etc. to increase career awareness and experience.

As the publisher discontinued the current Child Development textbook, *The Early Years*, we will need to examine and determine a new classroom textbook for this course that takes into account the scope and sequence of the entire Child Development curriculum. This will be a better resource for our courses, and a more efficient use of resources.

**III. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		Alignment of curriculum to updated curriculum map, and scope and sequence of entire child development program of study.	Explore replacement texts that better reflects current curriculum.		

**Course or Initiative:** Careers in Culinary Arts 361

**I. Findings**

Recent curricular changes have included the use of more technology to reflect industry practices. Technology has helped to reinforce the use of online resources and writing skills as students create online portfolios which include recipes and projects that increase the need for accuracy and quality as they publish online. The students also completed a survey to reflect many areas of the course curriculum. Some of the results are as follows:

Do you feel that the use of technology benefited the curriculum of this particular class (recipe research, online portfolios, etc.)?

- 40% - Absolutely
- 47% - Indifferent
- 13% - Definitely not!

Do you feel that the Culinary Arts curriculum challenged you appropriately?

- 7% - Too challenging
- 93% - Appropriately challenging
- 0% - Not challenging enough

Are you considering working in the restaurant industry as part of your career?

- 41% - Yes, if so – what are you interested in studying?\*
- 26% - No, I have learned that working in a restaurant is not for me.
- 33% - Not sure – the verdict is still out!

Did the class meet your expectations?

- 47% - Exceeds my expectations
- 53% - Meets my expectations
- 0% - Fails to meet my expectations

\*The students also mentioned that they would prefer more catering experiences. The schedule has made it very difficult to facilitate catering experiences given that it is offered so early in the day (catering services are typically later in the day). This is a significant limitation for an advanced course as it does not allow these students to develop additional skills which are very relevant.

**II. Recommendations**

We will continue to utilize technology and look for ways to improve student use of online resources, and will continue the level of rigor and challenge in the curriculum. We will also work to provide more catering experiences, hopefully thru prescheduling of advanced capstone course at a time that will facilitate serving meals. Sixth period is preferred, but if not viable we will utilize field trips.

**III. Department Action**

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

Action	None	None			
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## Course or Initiative: Fashion 161

**I. Findings:** Statistics indicate male population enrolled in Fashion 161 as an average of 0.5%. Changes in the curriculum to draw in the male population through multi-gender material presentations, welcoming “guest” days, refocusing the course as an educational experience for creative expression and business modeling (studying the design processes, designers and marketing) has not resulted in an increase of male population. The low numbers are characteristic of a trend for the past six years and perhaps longer. The actual enrollment number in the female gender has also declined in the past five years causing a reduction from three to two Fashion 161 courses each semester. This downward trend in enrollment population is potentially caused by a combination of an increase in student elective possibilities, an increase in student required courses and a shift in focus as college entry becomes increasingly competitive.

Other findings relate to the students’ ability to successfully utilize reading skills for instructional purposes. Through observation and testing materials, 36% of the students display difficulty when challenged with reading directions that translate to a physical skill such as threading a sewing machine and reading directions that describe the physical process of working with paper patterns and fabrics.

The use of group readings from the classroom set of textbooks, small quizzes and challenges that focus on vocabulary, pair-share and small team methods for classroom grouping indicate a higher level of success at this type of reading skill development.

## II. Recommendations

- Increase the number of team and partnered projects to encourage student collaboration as a mode of learning when developing sewing skills.
- Encourage the male population to take the course, refocus the course marketing strategy to include male mannequin in the display window, showcasing male garments & accessories, utilizing the embroidery machine to create projects relevant to both females and males, such as sports caps, and communicating with the counseling staff about the inclusion of the business model and facets of the course that may interest males to encourage recommendations of the course to their male population.
- Purchase gender specific mannequins for student use and display.
- Teacher & student training for the cap form used on the 6 headed embroidery machine.

## III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None			Purchase 2 male mannequins (existing budget)

**GBS Mathematics Department Curriculum Report  
2011-12 EPP – Report to Board January, 2013**

**I. Introduction**

A. Courses reviewed during past year

- Precalculus with Statistics
- Precalculus and Discrete Mathematics
- Precalculus Honors
- Advanced Topics (Semester 1: Linear Algebra)

B. Process

The review process for all of the above courses followed the District #225 Board of Education model. The Instructional Supervisor, Phil Gartner, convened four Curriculum Review Committees, one for each of the courses, beginning in the fall of the 2011-12 school year. The teachers working on these committees teach the course. They studied various data and reflected on possible improvements to the course. Curriculum was reviewed with respect to the NCTM Standards, College Readiness Standards, Common Core State Standards, and organizational goals. Teams deliberated on topics such as vertical alignment with previous/subsequence courses, curricular organization, instructional materials, and integration of technology, to name a few.

C. Additional initiatives (outside of review process)

- Precalculus

**II. Report Schedule**

January 2013	January 2014	January 2015	January 2016	January 2017
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
Precalculus (new initiative)		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:

16	28	12	24	20
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## Course: Precalculus with Statistics (PCS)

### III. Findings

- Of the students who began their high school math in Algebra, 77% completed PCS. ACT math scores were 0.9 points higher than those who did not complete PCS. Their average grade was 2.26. For this cohort, PCS is their terminal senior-year course.
- Of the students who began their high school math in Geometry, 90% completed PCS. ACT math scores were 1.6 points higher than those who did not complete PCS. Their average grade was 2.85. Their average grade in the subsequent course, Precalculus with Discrete, was 2.67.
- The curriculum of this course has important implications for the course before and after it. It is important that the scope and sequence be strategically articulated with the previous and next courses in the sequence.
- The Common Core and National Council endorse a curriculum that includes statistics and working with data. This course meets these curricular standards in ways that many high school's traditional Precalculus courses do not.

### IV. Recommendations

- This is an important course that seems to help students perform better on measures of achievement. We should work to increase the percentage of students completing PCS.
- Continue working to vertically align with Advanced Algebra (previous course) and with Precalculus with Discrete (subsequent course)

### V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		Working on vertical articulation with Precalc/Discrete and Advanced Algebra summer, 2012			

## Course: Precalculus and Discrete Mathematics (PCD)

### III. Findings

- This course team was among a few at Glenbrook South that participated in a pilot group that completed the EPP under the new Understanding by Design (UbD) structure. This process began with the creation of Know-Understand-Do documents for each units of study. The team identified essential questions and the big ideas for each unit of study. The process was clarifying and revealed that there was not a clear purpose for certain topics in the course.
- A leader of this course team participated in extensive discussions with other teachers and school administrators to clarify how the EPP should function next year and what kind of training teachers will need as they align their courses used UbD principles.

### IV. Recommendations

- The school should continue working, as planned, to change the nature of the next five-year round of EPP. It is a valuable process that will serve course teams and the students that they teach well.

### V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Working on vertical articulation with Precalc/Stats summer, 2012	N/A		

**Course: Precalculus Honors**

**III. Findings**

- The team studied various print textbooks for adoption, but finding a text that was challenging enough for Glenbrook Honors students, had rich problems, and included technology proved difficult. The decision was made to stick with the current book, which is satisfactory. One potential text was a good candidate but was far too expensive for the district (is a college text with a college price).
- Many students make the move from Advanced Algebra regular to Precalculus Honors. They are in need of support as they make this difficult level change.

**IV. Recommendations**

- No new textbook was recommended but continue to explore options in future, particularly electronic or online publications.
- A summer packet was developed to help prepare and remediate students. This packet will especially benefit those moving from regular but is required of all students upon entering Precalculus Honors. Those students coming from regular have a conference with their teacher and receive a detailed letter outlining the topics they will need to study in preparation for Precalculus Honors the following fall. This will also help transfer students prepare for the course.

**V. Department Action**

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

**Course: Advanced Topics – Semester 1 (Linear Algebra)**

**III. Findings**

- Enrollment for Advanced Topics in 2010-11 was 19 and in 2011-12 it was 22. Enrollment for 2012-13 is 30 students. There recently has been increased interest in this post-Calculus, dual credit course.
- 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 3<sup>rd</sup> 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.
- Three students from this course participated in Moody’s Mega Math Challenge and performed excellently (in the top 14% among a very elite group of students).
- *Note made by I.S.:* It should be noted that the teacher of this course, Ken Kerr, admirably gave his time to two students daily during the 2011-12 school year. They took the course as an independent study because they could not fit it into their schedule but really wanted to take the course.

**IV. Recommendations**

- The new teacher for this course will have one year left (2012-13) to still work with the former teacher who retires in June, 2013. The new teacher will need some professional development in addition to regularly collaborating with the previous teacher of the course.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	New teacher did project summer, 2012	N/A		Professional development for new teacher (e.g., MAA Conference)

**Initiative: Precalculus**

**III. Findings**

- This was a new course offering for 2011-12. It provided a one-year Precalculus alternative for seniors. It has been a good option for lower-achieving students completing Advanced Algebra as juniors. It is an option to move down in the fall, as well, for students struggling in Precalculus with Statistics.
- Enrollment in 2011-12 was 44 across two sections. Enrollment in 2012-13 is 34 across two sections.

**IV. Recommendations**

- Continue to offer this course as it has met the objectives outlined in the application for a new course submitted two years ago.

**V. Department Action**

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

# GBS Music Department Curriculum Report – November 2012

## Introduction

### A. Courses reviewed during past year

*Bel Canto Chorale, Symphony Orchestra, Symphonic Winds,*

### B. Process

The Instructional Supervisor, Marty Sirvatka, and the music teachers, Stevi Marks, Greg Wojcik and Kristin Wagner 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 that focused on music rudiments, breathing and rehearsal technique, active listening and reflection. This portfolio is tied to the National Standards for Music Education and was introduced to all of the choir members in the program in the fall of 2011.

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

*None at this time.*

## II. Report Schedule

November 2013	November 2014	November 2015	November 2016	November 2017
Master Singers	Electronic Music	Freshman Band		
Jazz Band	Music Theory I	Freshman Strings	Premier Chorus	Bel Canto Chorale
Jazz Ensemble	AP Music Theory 2,3	Girl's Glee Club FHR	Symphonic Band	Symphony Orchestra
Instrumental Exploration	Guitar	Titan Chorus FHR	Concert Band	Symphonic Winds

### Approximate percentage of curriculum to be reviewed:

November 2013	November 2014	November 2015	November 2016	November 2017
17%	22%	22%	17%	22%

### Additional courses to be reviewed this year:

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

## Course or Initiative: **Bel Canto Chorale**

### **I. Findings**

**Bel Canto Chorale** is a female choir composed of mostly sophomore and junior. The majority of girls in this choir have been in the choral department for at least one year. The girls come to this choir with varying degrees of vocal ability and knowledge of the fundamental musical skills. The disparity in age and experience creates the demand for extensive work in vocal pedagogy, especially in preparation for the first concert, where the expectation is that the maturity and health of their choral sound will set them apart from the freshman Girl's Glee Club. Girls throughout the year improve dramatically as they emotionally and physically mature, demonstrating a continued growth in vocal skill and music literacy.

Instruction is conducted in a rehearsal setting; providing opportunity for the instructor to assess each student's understanding of basic music rudiments, vocal ability and potential. This class also allows for a safe environment to intervene and specifically address the student's areas of improvement. Towards this end, the instructor employs a student Choral Portfolio focused on music rudiments, breathing and rehearsal technique, active listening and reflection, all tied to the National Standards for Music Education. Emphasis is placed on improving choral tone by improving individual tone production. Students are encouraged to stretch their boundaries further through private lessons and participation in the annual Variety Show and the District 225 combined musical in the spring.

The instructional supervisor and instructor of Bel Canto have reorganized the approach to enrollment in Bel Canto Chorale: The Glee Club girls, after receiving a placement recommendation from the instructor, may decide to follow another path and express their preference regarding placement in Bel Canto or Premier Chorus. The instructional supervisor and instructor then choose the best placement for the student based on their preference, audition, final exam scores, and musical aptitude. The positive effects are numerous: the students feel invested in their choice of choir, and the balance of strong female singers and musicians in both Premier Chorus and Bel Canto has improved.

Students in Bel Canto Chorale are introduced to a wide variety of musical literature, representative of best practices and style from different eras and cultures. The challenging nature of the repertoire allows for class discussion and analysis using appropriate music terminology. Experts on language or varying cultures are brought in as clinicians.

The world view students gain through studying music of different eras and cultures is enhanced through service projects. Bel Canto students have recently sung in nursing homes, adopted a family for the holidays, wrapped presents, caroled and participated

in the telethon, all for Youth Services of Glenview. Understanding is assessed daily through a variety of formative assessments, written, aural and oral; summative assessments are given at the end of each semester.

**II. Recommendations**

Since Bel Canto Chorale is a performance based class, much time is spent finessing concert literature by improving individual sound and ultimately improving the overall choral sound. Work on improving rudiments and literacy can often take a back seat as we prepare to meet the high level of expectations for our concerts. As we, as a department, have investigated essential question and enduring understandings for all of our choir students, we recommend a more consistent use of the Choral Portfolio, introduced in the Fall of 2011. A continued focus will also coincide with school initiatives of improving reading and comprehension. A change in focus will certainly mean a paradigm shift: we must re-examine the amount of music performed at all concerts and the difficulty level of the selections.

There is also a recommendation that the instructor and Instructional Supervisor review the selection process for Bel Canto. While it is of value to have the students identify their choice of ensemble, the Bel Canto roster for 2012-13 includes some students who are not able to sing their part independently. The instructor feels that students should be able to demonstrate a certain level of musical knowledge and vocal ability to attain placement in Bel Canto Chorale.

**III. Department Action**

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

## Course or Initiative: **Symphony Orchestra**

### **I. 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 heart 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 are structured as an advanced ensemble performing very challenging works from the orchestral repertoire.

A main curricular goal of the string program is to assess, identify, and strengthen areas of fundamental musical literacy of each individual 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. Additionally, 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 of the string program are based upon daily class participation, homework/practice assignments, rehearsal preparation, individual progress, and performance evaluations.

Enrollment in all areas of the orchestra program has increased within all sections, making team teaching an even more valuable component to instruction. A renewed and remodeled articulation with the feeder schools has been 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 and reinforced. Student “lab assistant” interest has also increased among older symphony students, with more students desiring to take on leadership roles within the program as mentors to their peers.

## II. Recommendations

A consideration of curricular recognition for GSO wind and percussion players would benefit the design of the program and positively impact those students. Common models for this in many other districts include a partial credit in Orchestra for wind and percussion students and/or Honors credit in Band for participation in symphony orchestra. This would not only recognize students' efforts and commitment to the program, it would academically recognize those students on their transcripts for participation in an additional advanced-level musical ensemble. Further, it would allow orchestra faculty to measure and provide official assessment reports to those students from within a curricular structure.

Additionally, recognizing the advanced curricular path of students who audition for the more rigorous advanced ensembles by providing Honors credit to those students would be in line with other schools in our tier and would help to align the music department curricular maps with those of other academic departments.

## III. Department Action

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

## Course or Initiative: **Symphonic Winds**

### **III. Findings**

**Symphonic Winds** is the highest level performance ensemble course for advanced wind and percussion students in grades 10 through 12. Enrollment is selective, based upon competitive auditions each winter that reveal performance proficiency. Instruction is conducted in a traditional concert band rehearsal. In this setting, the group can perform a broad variety of literature for symphonic band and wind ensemble. Selections include both classic and contemporary works and music from a multitude of world cultures. Members are strongly urged to receive private instruction in instrumental technique from highly qualified specialists. Students are also encouraged to enroll in advanced courses in music theory and vocal performance to supplement and enhance understanding of music. In addition to daily rehearsals, these students are required to participate in the co-curricular Glenbrook South Marching Titans, and highly competitive ensemble that rehearses an additional six hours per week.

Symphonic Winds provides many opportunities for student performances including clinics and workshops with university faculty and music professionals. In recent years, these student musicians have performed in joint concerts with the Wheeling High School Band, the New Trier Wind Ensemble, the Westmont High School Band, and the Northeastern Illinois University Symphonic Wind Ensemble. The ensemble performs annually at the Northshore Band Festival, which is held at Northwestern University. Mallory Thompson, the director of bands at the Northwestern conducts and critiques the Symphonic Winds. Students are strongly encouraged to participate in the solo and small ensemble festival that is a part of this event.

The curricular emphasis of the Symphonic Winds is a continuation of the sequence started in the curriculum of the freshman Titan Band. The main goal of Symphonic Winds is to improve and expand the students' music literacy and to make each student respond to music with increasing aesthetic sensitivity. This is done through rehearsal, performance, and assessments. Appropriate use of breath, dynamics, tempo variation, tension and release, and rhythm are reinforced daily and are assessed throughout the year. Assessments reflect the students' mastery of musical skills. In addition to written and performance evaluations, each student demonstrates a literacy of musical notation and terminology. *Smart Music* assessments are administered to all students as a method of gathering quantitative data regarding rhythmic and pitch accuracy. Tone quality and musicianship are assessed by the instructors during rehearsal and through portfolio recordings gathered by *Smart Music*. The goal of assessment in Symphonic Winds is to ensure the continual development of a student's critical thinking and listening skills as a performer.

Symphonic Winds promotes the highest echelon of leadership within the band. The section leaders of the Winds play a key role in recruitment and junior high articulation. They act as ambassadors of Glenbrook South High School at all performances. This role is essential in the recruitment of future band members.

Unfortunately, problems in scheduling continue to provide the greatest obstacle to the continued growth of the band program. Our current scheduling practices prohibit Glenbrook Academy students from participating as full members of our Symphonic Wind Ensemble. This situation forces students that excel to choose between academic excellence and musical excellence. As a result some of our top performers are only able to participate in a low skill level environment with little challenge or opportunity for growth.

**IV. Recommendations**

To further the advancement of the Symphonic Wind Ensemble, attention must be drawn to the curricular appeal of an advanced level course. Contemporary education calls for honors credit to be offered for classes demonstrating advanced proficiency. Precedent for the honors credit exists in our surrounding districts, and it is our recommendation that students receive academic recognition for their abilities and additional work.

Proper and practical assessment for instrumental music demands new and innovative techniques for evaluating student growth. *Smart Music* is a program that allows students to practice and obtain immediate evaluation and feedback on rhythmic accuracy and pitch. Students must be afforded access to this resource on a regular basis. Currently the school owns four student licenses to Smart Music in addition to four educator licenses. Six permanent practice rooms with dedicated Smart Music computer stations would allow students from winds, orchestra, and vocal programs access to an invaluable teaching tool.

**III. Department Action**

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

## GBS Health, PE and Driver Education Department Curriculum Report

### Introduction

#### A. Courses Reviewed

- Aerobics
- PE Leaders
- Physical Management

#### 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. Ms. Patricia Moulakelis, Ms. Boehmer, Mrs. Duffy, Mrs. Sopocy, Mr. Hasenstein, Mr. Tom Mietus, 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 2012-2013 school year includes continuing to implement and analyze our fitness goals and standards for the PE department as well as a set of department goals and standards. It is also recommended that the department 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, health, and driver ed department is exploring and developing department wide essential questions, enduring understandings and big ideas across all courses. The department used many professional mornings to gain an understanding of backward design curriculum and best instructional methods. Curriculum maps are currently being analyzed and revised. The physical education department is also implementing an advanced self-defense course for our junior and senior students within their elective curriculum. Students were introduced to a self-defense unit during the 2011-2012 school year.

#### I. Next Year's Work

<u>November 2013</u>	<u>November 2014</u>	<u>November 2015</u>	<u>November 2016</u>	<u>November 2017</u>
Weights / Conditioning	Freshman	Sophomores	Lifetime	PE Leaders
Adventure Ed I & II	DLS	Dance	Health	Aerobics
Adaptive	TLS	Driver Education	Team Health	Physical Management
	Advanced Self-Defense/Fitness		Swim Fitness	

Approximate percentage of curriculum to be reviewed:

November 2013	November 2014	November 2015	November 2016	November 2017
17%	24%	17%	24%	17%

Additional courses to be reviewed this year:

NONE
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**Course Reviewed: Aerobics**

**Findings:**

- The scope and sequence of activities was inappropriate for the students enrolled in the Aerobics course.
- Current curriculum map was outdated and did not reflect what was taught in class.
- Course title no longer fits description of course.
- Course lacks a FINAL evaluation of skills and knowledge.
- Course needed an up to date syllabus.
- Teachers wanted to begin to incorporate the use of HR monitors during different phases of training. This unit would assist with the introduction of the FITT principles and the proper use of the HR monitor.

**Aerobics Curriculum**

**Recommendations:**

- The Aerobics team members revised the curriculum map to reflect the current activities offered as well as newly incorporated ones: strength training, cross training and yoga. This unit would include activities to improve cardiovascular endurance, strength and flexibility and to review of proper use and training methods using heart rate monitors.
- Essential Questions and an updated curriculum map were developed reflecting the changes made to the course.
- The team developed an updated syllabus.
- Change course title to TOTAL BODY CONDITIONING which better describes course content.
- Incorporate a written final exam and/or practical group performance project. We can then incorporate state goals 21.A.5 and 21.B.5 into the course.

**Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	Total Body Conditioning (rename Aerobics course)	None	None	Staff Development	Curriculum map

## GBS Health, PE and Driver Education Department Curriculum Report

### Courses Reviewed: PE Leaders

#### Findings:

- The scope of activities was appropriate for the students enrolled in in the PE Leaders course; however the sequence of the activities needed to be adjusted.
- The curriculum map needed to be revised to reflect what was being taught as well as add on two more units (self-defense, and heart rate monitors).
- Current curriculum map was outdated and did not reflect what was taught in class.
- PE Leaders course FINAL evaluation of skills and knowledge was appropriate.
- Course needed an up to date syllabus.

#### Recommendations:

- The team re-organized the scope and sequence of the curriculum.
- Essential Questions and a new curriculum map were developed reflecting the changes made to the course.
- The team developed an updated syllabus.
- Course added two new units: self-defense and heart rate monitors.
- Updated and developed formative and summative assessments.

#### Department Action

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

## GBS Health, PE and Driver Education Department Curriculum Report

### Courses Reviewed: Physical Management

#### Findings:

- The scope of activities was appropriate for the students enrolled in in the Physical Management course; however the sequence of the activities needed to be adjusted.
- With recent addition of topics the curriculum map needed to be revised to reflect what was being taught as well as add a two more units (2<sup>nd</sup> unit of swim, self-defense, and heart rate monitors).
- Current curriculum map was outdated and did not reflect what was taught in class.
- Physical Management course FINAL evaluation of skills and knowledge was appropriate (Triathlon).
- Course needed an up to date syllabus.

#### Recommendations:

- The team re-organized the scope and sequence of the curriculum.
- Essential Questions and a new curriculum map were developed reflecting the changes made to the course.
- Course developed an updated syllabus.
- Assisted with the development of department wide Big Ideas and enduring understandings.
- Course added three new units: 2<sup>nd</sup> unit of swim, self-defense and heart rate monitors.
- Updated and developed formative and summative assessments.

#### Department Action

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

#### Additional Course Review:

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

## GBS Science Department Curriculum Report – November 2012

### I. Introduction

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

*Physics Studies 163*  
*Physics 163*  
*Physics Honors 173*  
*ChemPhys Honors 173*

*ChemPhys Honors 273*  
*Physical Science Team 263*  
*Physical Science 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.

Each of the science department teams going through the Education Planning Process this year investigated the question, “How can we most effectively embed the Science College Readiness Standards (CRS) into our courses?” Using two CRS probes administered in September 2011 and February 2012 in each of these classes, along with Explore, Plan, and ACT assessments, data was collected and analyzed in order to address this central question to their EPP work. The reports that follow outline the findings, recommendations, and department actions developed as a result of this work.

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

### II. Report Schedule

<i>November 2013</i>	<i>November 2014</i>	<i>November 2015</i>	<i>November 2016</i>	<i>November 2017</i>
AP Biology 283	Chemistry Studies 163	Biology Team 163	Physics Studies 163	Horticulture 161
AP Chemistry 283	Chemistry 163	Biology Studies 163	Physics 163	Advanced Horticulture 262
AP Physics 283	Chemistry Honors 173	Science-Technology-Society (STS) Biology 163	Physics Honors 173	Horticulture LA 161
AP Environmental Science 283	Engineering Physics Honors 273	Biology Honors 173	ChemPhys 173	Medical Technology 161
Forensics 161	Brain Studies 161	Biology LA 163	ChemPhys 273	Astronomy 161
			Physical Science Team 263	
			Physical Science LA 163	

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

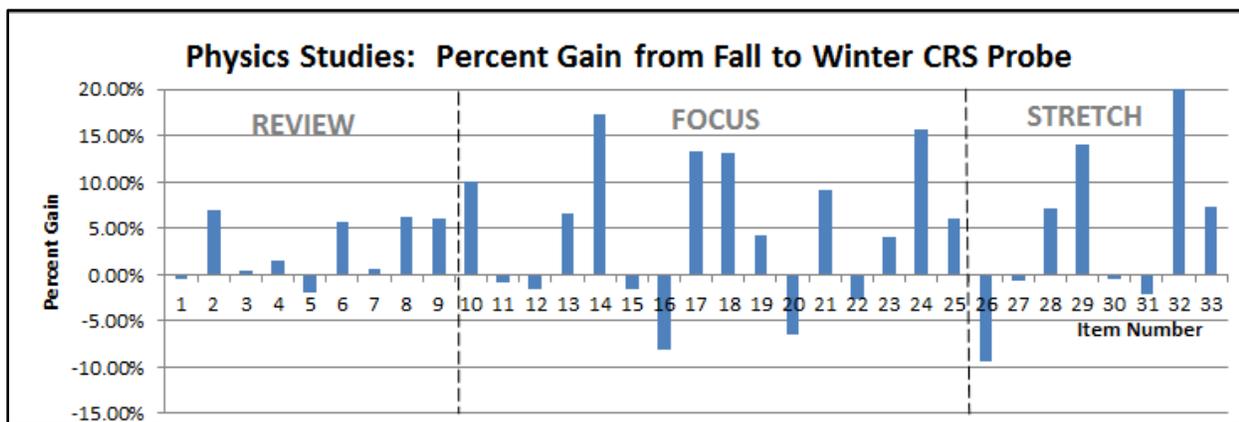
November 2012	November 2013	November 2014	November 2015	November 2016
19%	19%	19%	19%	24%

#### Additional courses to be reviewed this year:

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

### III. Findings

As an example of the data analyzed, the below graph illustrates the percent gains in 33 review, focus, and stretch standards from the fall 2011 to winter 2012 CRS probe. Physics Studies students showed a 4.3 % gain overall, with the majority of questions showing significant gains. Most significant gains (i.e. double digit gains) were found in the interpretation of data and graphs. The team was generally not surprised by the questions that demonstrated a double-digit gain, as they reflect standards with specific objectives built into and specifically addressed in this course. The team noted that the standard addressed in Q26 had not yet been addressed at the time of the winter probe. Overall, this data suggests that intentional focus on standards will result in student growth as measured by this probe and other instruments that assess these science reasoning skills.



### IV. Recommendations

The team brought forth and is planning for the continued implementation of the below recommendations in order to continue growth in the CRS:

- ✓ Continue administering the same CRS probe next year and analyze growth data compared to the 2011-12 data
- ✓ Further embed CRS into units and through at least one formative measure (with student reflection activity) per unit
- ✓ Administer unit tests that assess CRS skills throughout the year
- ✓ Administer at least one question from each of the review/focus CRS on semester 1 exam and at least one focus/stretch CRS on semester 2 exam

### V. Department Action

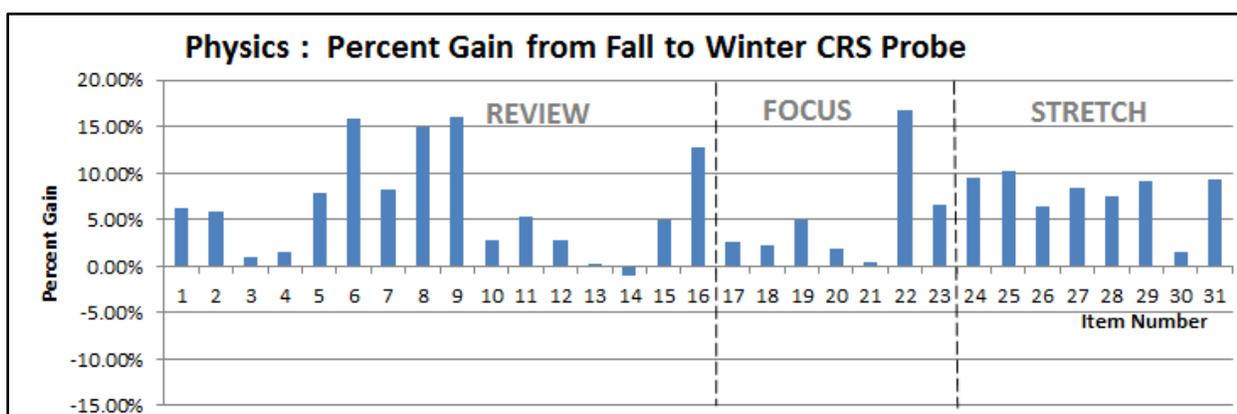
	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	Summer work exploring “flipping the classroom” was done in an effort to provide additional class time for CRS-specific work	No change	No additional staffing	N/A

## VI. Findings

The below graph illustrates the percent gains in review, focus, and stretch areas from the fall 2011 to winter 2012 CRS probe in each of the review, focus, and stretch standards for the Physics 163 students. The team found that during first semester they already incorporate many parts of the Interpretation of Data and Scientific Investigations strands and less of the Evaluation of Models standards. The team determined that the probe results did not show a very consistent pattern until they analyzed the percent gain of available percent improvement which they called the “gain ratio.” Using percent available gain ratio, improvement results were:

<i>By Level...</i>		<i>By Strand...</i>	
Review Standards	21%	Interpretation of Data	19%
Focus Standards	14%	Scientific Investigations	14%
Stretch Standards	13%	Evaluations of Models	18%

The team also identified that some questions may have been unclear to students and not all students finished the assessment.



## VII. Recommendations

The team brought forth the following recommendations to be addressed during the 2012-13 school year:

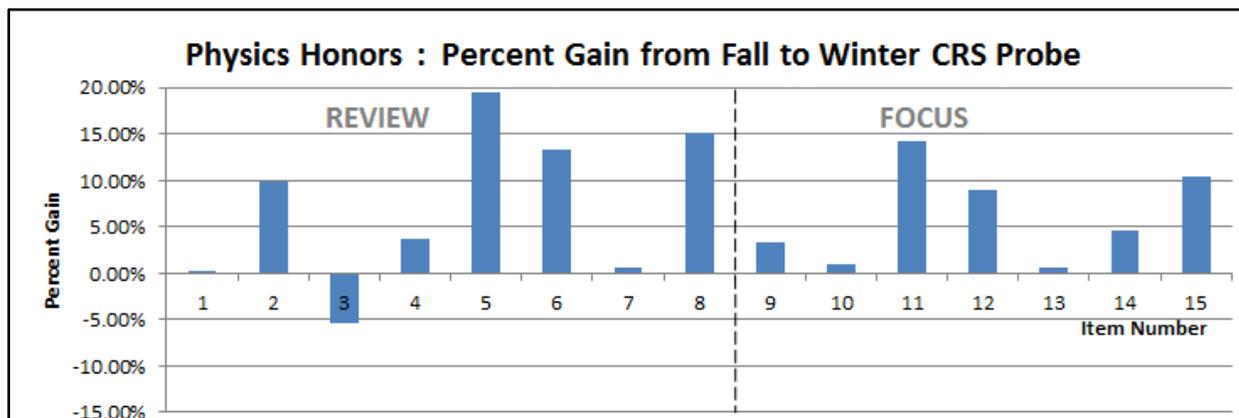
- ✓ Continue administering the CRS probe and compare growth data to last year’s data
- ✓ Embed CRS into unit objectives, labs, and post-lab discussions
- ✓ Administer formative assessments throughout the units, assess CRS skills on unit tests, and assess the Review/Focus CRS skills on the Semester 1 exam and Focus/Stretch skills on the Semester 2 exam
- ✓ The completion of a summer curriculum project focusing on the incorporation of CRS skills into selected laboratory experiences for students (particularly during first semester)

## VIII. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	Incorporation of CRS skills into selected laboratory experiences	No change	No additional staffing	

**IX. Findings**

The below graph illustrates the percent gains in review and focus (no stretch available) standards from the fall 2011 to winter 2012 CRS probe in Physics Honors.



The team found that familiar context provides a greater opportunity for students to supply correct answers on the probe. The greatest gains resulted for questions to which students had not been exposed before the fall probe, but had experienced before the winter probe: terminal speed, projectiles, stopping distance, motion sensors. (When the probe was first taken, students had been exposed to motion but not Newton’s Laws.) Most likely these are also areas for which students have misconceptions that are clarified during the unit study.

In comparison to Physics 163 results, Honors Physics 173 students saw a large increase in success on the question concerning proportional reasoning (Q5). This standard is addressed very significantly in the honors course. Areas not addressed in the curriculum did not provide a large increase in general, such as accuracy vs. precision. In sum, there is significant evidence that directly addressed particular standards yield gains in student performance as measured by this probe and most likely by the EPAS assessments.

**X. Recommendations**

The team brought forth the following recommendations to be addressed during the 2012-13 school year:

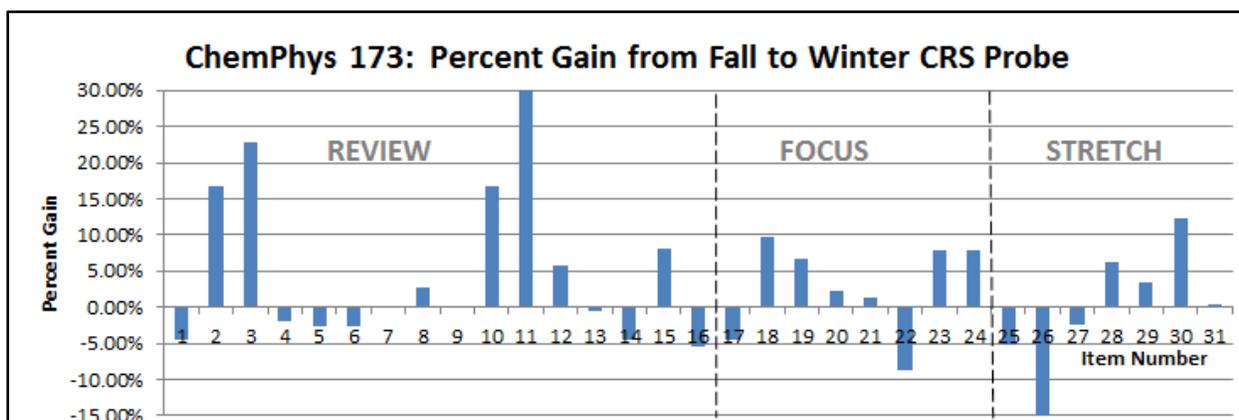
- ✓ Continue administering the CRS probe next year and compare results with previous years’ data
- ✓ Embed CRS into unit objectives and “post-lab checks” (ie. Questions such as, “What would happen if...? Why was this done?)
- ✓ Create investigations that require complex data collection (ie. adapt labs so that they incorporate similar data analysis)
- ✓ Administer formative assessments throughout the units, assess CRS skills on unit tests, and assess the Review/Focus CRS skills on the Semester 1 exam and Focus/Stretch skills on the Semester 2 exam

**XI. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	N/A	No change	No additional staffing	55

## XII. Findings

The below graph illustrates the percent gains in review, focus, and stretch areas from the fall 2011 to winter 2012 CRS probe in each of the review, focus, and stretch standards for the ChemPhys 173 classes:



The team saw a 3.4% gain overall, but noted that all students answered 2 of the 31 questions correctly during both probes. Most significant gains were found in the review standards with moderate gains in the focus and stretch standards.

## XIII. Recommendations

The team brought forth the following recommendations to be addressed during the 2012-13 school year:

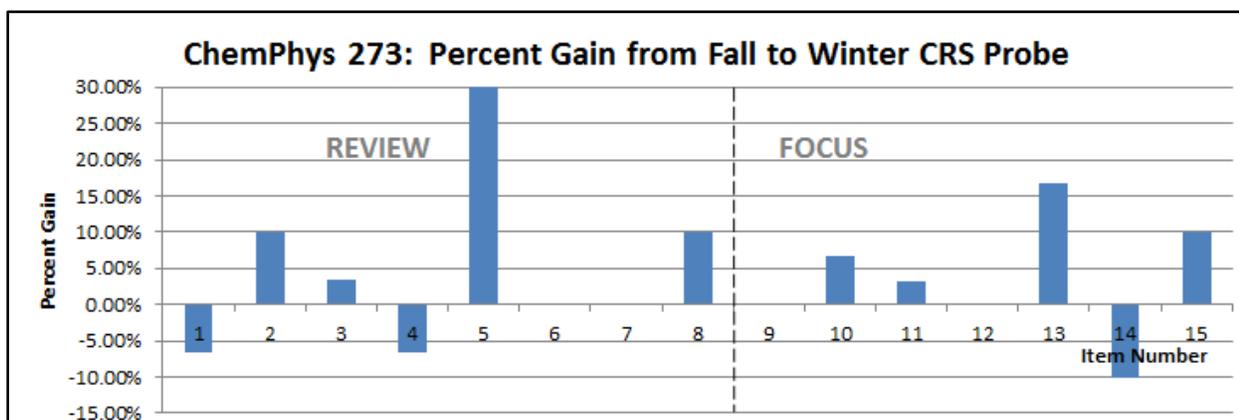
- ✓ Continue administering the CRS probe next year and compare results with this year's growth data
- ✓ Embed CRS into labs by having students analyze similar lab-based data sets
- ✓ Increase amount of the expository reading with data and graphical analysis questions throughout the course
- ✓ Assess the Review/Focus standards on semester 1 exam; assess Focus/Stretch standards on semester 2 exam

## XIV. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	N/A	No change	No additional staffing	

## XV. Findings

The below graph illustrates the percent gains in review and focus (no stretch available) areas from the fall 2011 to winter 2012 CRS probe in each of the review and focus standards for the ChemPhys 273 course:



On average, students earned an 81.3% on the fall probe and an 85.8% on the winter probe yielding a 4.5% gain overall. It was also noted that 95% of review questions were answered correctly on the winter probe and 75% of the focus questions. Furthermore, it was found that those standards that have been directly addressed in the course have demonstrated the greatest gains. This supports the belief that if these standards are intentionally embedded into the curriculum and instruction, students will show significant growth if this is an area where students are not already proficient.

## XVI. Recommendations

The team brought forth the same recommendations as outlined for the ChemPhys 173 course to be addressed during the 2012-13 school year:

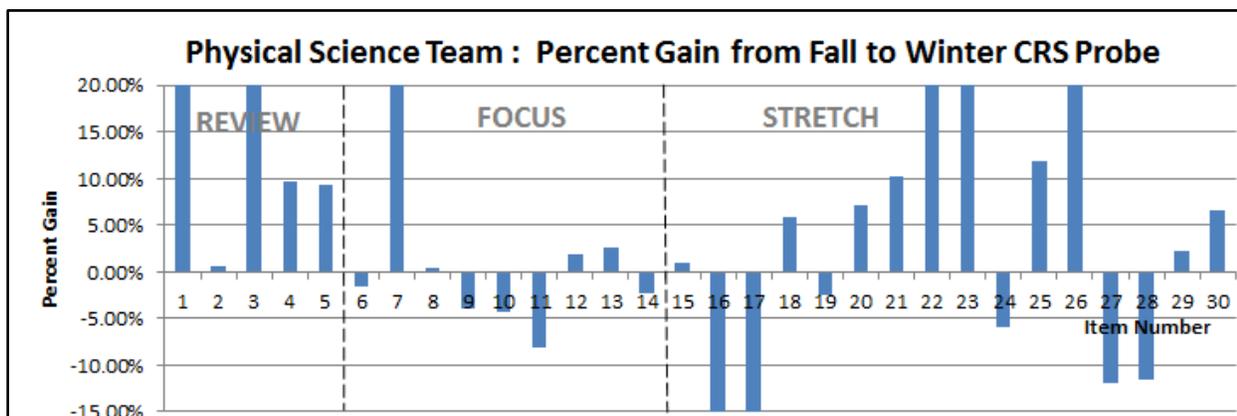
- ✓ Continue administering the CRS probe next year and compare results with this year's growth data
- ✓ Embed CRS into labs by having students analyze similar lab-based data sets
- ✓ Increase amount of the expository reading with data and graphical analysis questions throughout the course
- ✓ Assess the Review/Focus standards on semester 1 exam; assess Focus/Stretch standards on semester 2 exam

## XVII. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	Summer work exploring "flipping the classroom" was done in an effort to provide additional class time for CRS-specific work.	No change	No additional staffing	

### XVIII. Findings

As an example of the data analyzed, the below graph illustrates the percent gains in 30 review, focus, and stretch standards from the fall 2011 to winter 2012 CRS probe for the Physical Science Team classes.



The team found that the course already involves significant attention to interpretation of data and scientific investigation and less in the area of evaluating models. Overall, the course saw a 4.4% gain. The team determined that the probe results did not show a very consistent pattern until they analyzed the percent gain of available percent improvement which they called the “gain ratio.” Using percent available gain ratio, improvement results were:

<i>Level...</i>	<i>Percent available gain ratio...</i>
Review (only 5 questions)	25.8%
Focus (only 3 out of 9 showed significant positive gains)	-10.8%
Stretch (9 showed gains out of 16)	3.3%

### XIX. Recommendations

The team brought forth the following recommendations to be addressed during the 2012-13 school year:

- ✓ Continue administering the CRS probe next year and compare gains with previous year’s results
- ✓ Embed CRS into unit objectives, formative weekly reading passages and labs
- ✓ Focus on intentionally incorporating CRS skills into selected laboratory experience and activities
- ✓ Assess Review/Focus CRS on semester 1 exam and Focus/Stretch on semester 2 exam

### XX. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	Summer work exploring “flipping the classroom” was done in an effort to provide additional class time for CRS-specific work.	No change	No additional staffing	

## XXI. Findings

Unlike the previous courses, because of beginning language ability, the CRS probe was not administered to the Physical Science LA students. Instead, an analysis of the course labs was done in order to assess how these labs addressed (or did not address) the review, focus, stretch CRS for this course.

The team found that some labs addressed multiple standards, particularly in the Interpretation of Data strand. The Scientific Investigations and Evaluation of Models, Hypothesis, and Conclusions strands are not addressed in labs to the same degree. Nonetheless, these standards—which are in the stretch level for this course—are still important skills for these students to master.

## XXII. Recommendations

The team brought forth the following recommendations to be addressed during the 2012-13 school year:

- ✓ Activities and content should continue to focus on data organization, data interpretation, prediction, graph reading, comparing data sets
- ✓ Labs should address College Readiness Standards more intentionally, such as having students make predictions prior to the activity and then evaluate their prediction at the end of the lab
- ✓ Post-lab questioning should focus more on ‘Review-Focus-Stretch’ strands
- ✓ Present students with relevant science material to use as application of recently learned content. ‘Exit Slips’ or short ‘QoDs’ can address/review skills with questions ranging from the ‘Review’ to ‘Focus’ to ‘Stretch’ levels
- ✓ Assess students on Review/Focus standards on semester 1 exam and Focus/Stretch standards on semester 2 exam

## XXIII. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	N/A	No change	No additional staffing	

## GBS Social Studies Department Curriculum Report – November 2012

### I. Introduction

#### A. Courses reviewed during past year

US History 163

US History Studies 163

US History LA 163

US 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 created a list of relevant questions, collected and analyzed available 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 2013	November 2014	November 2015	November 2016	November 2017
AP U.S. History 183	Issues and Answers 161/162	Urban Studies I 161/162 Urban Studies II 162	World History Studies 163	US 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	US History 163
AP European History 183	Sociology: Dating and Fam. Behavior & Crime 161/162	Pacific Rim 161/162	World History Honors 163	US History LA 163
AP World History 183	Psychology 161/162	Brain Studies 161/162	World History LA 163	US History LA 163
AP Macroeconomics 183	Latin American History 161/162	Political Science 161/162	Global Geography LA 163	US History Team 163
	International Rela 161/163		World History Team 163	

Approximate percentage of curriculum to be reviewed:

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

**Course or Initiative: US History 163**

### III. Findings

Enrollment trends have been consistent for many years. The majority of the students who take US History as juniors continue to be students who score in the 18-23 band range on the Plan Reading Assessment. The majority of students are correctly placed into US History 163. Those who are determined to have been misplaced are identified during the first quarter and given reading support resources, while a small number are moved to US History Studies. The majority of students are meeting course goals as indicated through a review of unit and semester exam test data, and data collected from CRS reading assessments. US History teachers assert that the current text book, *The Americans* is an appropriate resource for meeting the baseline needs of 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, drawing conclusions, and identifying complex problems within historical narratives and analyzing solutions. These reading essential skills continue to be stressed as part of the course. Data collected from EPAS from 2006-2012 indicate an upward growth trend from 5.7 to 7.2. The US team has addressed the improvement of student reading by using more primary resource documents, and by including instructional materials that improve student critical analysis abilities. The inclusion of reading passages on unit and semester tests reflect the importance that the US team has placed on students to improve critical reading skills. Reviewing the data from these various assessments remains a work in progress. The US team is also engaged in refining the essential questions of the course, and in determining appropriate course writing standards in conjunction with the Common Core Writing Standards for Literacy in History/Social Studies.

### IV. Recommendations

- Continue to incorporate CRS Reading Readiness strategies and assessments, record data, and monitor student progress. Implement three CRS reading assessments in order to assess student growth and needs during the school year.
- 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. Investigate coordinating this effort with junior teachers of English 363.
- Investigate the possibility of using an on-line US History textbook.
- Investigate the possibility of finding a third book for students to read, in addition to *The Narrative Life of Frederick Douglas - An American Slave*, and *The Bread Givers*.
- Implement the use of an end of the year survey written by *Character Education Partnership* in order to access important student feedback about the course.

### V. Department Action

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

## Course or Initiative: US History Studies 163

### III. Findings

Enrollment trends have been consistent for the many years, however for the 2012-13 school year there will only be four sections instead of the typical five. Section numbers will continue to be monitored in the future in order to determine if this is an aberration from the norm, or the result of increased efforts to improve student reading and writing skills during the freshman and sophomore years. The majority of the students who take US History Studies as juniors continue to be students who score in the 14-20 band ranges on the Plan Reading Assessment. Data collected from EPAS from 2006-2012 indicate an upward growth trend from 4.41 to 5.67. A significant focus in US Studies is placed upon improving CRS reading skills. 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. The US Studies team has addressed the improvement of student reading by using appropriately selected primary resource documents, and by experimenting with the use of document based questions. The US Studies team is not satisfied with the current course text, and continues to seek a text resource that is more appropriate to student reading needs and interests. High interest required course books such as *The Absolute True Diary of a Part Time Indian*, and *Reaching Out*, have proven to successfully engage students in finding some joy in reading. 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. . The US Studies team is also engaged in refining the essential questions of the course, and in determining appropriate course writing standards in conjunction with the Common Core Writing Standards for Literacy in History/Social Studies.

### IV. Recommendations

- Continue to incorporate CRS Reading Readiness strategies and assessments, record data, and monitor student progress. Implement three CRS reading assessments in order to assess student growth and needs during the school year.
- 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. Investigate coordinating this effort with junior teachers of English Studies 363.
- Find a more appropriate textbook for US Studies.
- Implement the use of an end of the year survey written by *Character Education Partnership* in order to access important student feedback about the course.
- Meet regularly as a team to refine and improve unit and semester assessments, and to continue to investigate the appropriate use of DBQs.

### V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	Secure a new text	None	None

## Course or Initiative: US History LA

### III. Findings

Enrollment has declined in US History LA, following the recent trend in World History LA. For many years this course had two sections of approximately 16 students, however 21 students are registered for the 2012-13 school year and only one section was granted. Teaching one section of 21 LA students has been indeed challenging for the instructor, given the range of student abilities in an LA class. Some students cannot write a complete sentence, while others are capable of writing several paragraph essays. Due to the tireless effort of 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 senior elective in social studies. Special emphasis has been placed on engaged learning in this course. Historical content has been sensibly de-emphasized as students are expected to complete a variety of interesting projects that engage them in utilization of English language skills. A significant focus in US History LA is placed upon improving CRS reading skills. In order to improve student reading instructors 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. Improving student reading in this course continues to be a significant challenge. Recent EPAS data indicates that students are beneath GBS expectations for two strands of growth, though the LA population is small. Pre-reading strategies and “Think Alouds” are successfully employed in the classroom on a regular basis. The current textbook has been used for eight years and is still believed to be suitable for students enrolled in this course. Significant efforts have been made to improve student writing through coordinated efforts with ESL Study Support staff and the instructor of the Transitional English course. The diverse ability levels of students continues to be the greatest teaching challenge in this course.

### IV. Recommendations

- Continue to incorporate CRS Reading Readiness strategies (e.g., *Talk Alouds*) and assessments, record data, and monitor student progress. Implement three CRS reading assessments in order to assess student growth and needs during the school year.
- Revise unit assessments and include reading passages comparable to ACT assessments.
- Continue “reading strategies” conversations about shared students with the instructor of World History LA, and the instructor of Transitional English
- Continue to explore ways to get students with the greatest reading needs additional assistance.
- Refine course essentials questions and begin to explore the Backward Design curriculum model.
- Investigate limiting class size in order to address the learning needs of students.

### V. Department Action

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

## Course or Initiative: US 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 - 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 US History Team curriculum, with emphasis placed upon finding the main idea of selected passages, determining the meaning of words in context, and making inferences. EPAS data indicates a modest upward trend in reading performance. Data collected from 2006-2012 indicate a growth trend from 3.1 to 4.8. The decision to replace the Team US text with *The History of US* has proven to be successful. Efforts to engage students in the good habits of annotating text narratives, identifying main ideas, and answering high quality comprehension questions (e.g. Was Daniel Shay's rebellion against the government of Massachusetts justifiable?) have been successful. A concerted effort has also been made to improve student writing skills. Students are engaged in writing one to two paragraph essays every Friday in the Writing Lab. The Team English teacher (the same teacher for both Team classes) has been instrumental in helping to coordinate this writing effort. Students are given personal attention and are expected to do numerous re-writes. By the end of the year it is the objective of the sophomore Team program to have students write a well-organized five paragraph essays. Teachers report that students are able to see their own growth as capable readers of historical narratives and producers of clear writing

### 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 2012

### I. Introduction

- A. Courses reviewed during past year  
 DLS Science, Contained Science  
 DLS Social Studies, Contained Social Studies
- B. Process  
 The GBS Special Education Department met during department and team meetings, professional learning mornings and with coaches as available to review the implementation of IEP goals (specifically reading goals) within the curriculum of DLS and Contained Science and Social Studies courses. Data reviewed included IEP goal progress, student file review, teacher and case manager records and course enrollment. Small groups of case managers met to review student data related to overall course selection, materials and curriculum (both SPED and Team level). Discussions included topics of student groupings, instructional delivery and feedback. IEP and transcript reviews informed discussions as well. Reading scores (gathered from EPAS data) and related test information were shared and hypothesis and conclusions were drawn. An initial plan was made regarding sharing out information with staff and a plan for data review. Curriculum discussion continued, looking at RtI, SPED compliance, curriculum alignment to General Education, professional development needs and potential budgetary constraints. Weekly team meetings offered time for individual student review and development of individual plans.
- C. Additional initiatives (outside of review process): The Contained teachers have continued to review curriculum and related service delivery for students with significant emotional disabilities and/or Autism Spectrum disorders.

### II. Report Schedule

November 2013	November 2014	November 2015	November 2016	November 2017
Implementation of IEP goals through Advisory and Study Skills Classes	Implementation of IEP goals through Math and Consumer Education	Implementation of IEP goals in the area of Transition (i.e. STEP, Living, Etc.)	Implementation of IEP goals through English and Reading	Implementation of IEP Goals through Science and Social Studies
Review Advisory and Study Skills student needs and related courses offered		Review needs of students along with current delivery of services		
Review Advisory and Study Skills Curricula	Review Math and Consumer Education Curriculum	Review courses and curricula related to Transition	Review English and Reading Curricula	Review Science and Social Studies Curricula

Approximate percentage of curriculum to be reviewed:

November 2013	November 2014	November 2015	November 2016	November 2017
20%	20%	20%	20%	20%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 <sup>rd</sup> semester: N/A
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*(For each course or initiative)*

**Course or Initiative: Reading Skills: Development and Integration**

**III. Findings**

The faculty members involved in the EPP process reviewed curriculum offered in instructional special education science and social studies classes as offered through DLS and Contained programming. The team identified areas for improvement to further student outcomes. For the purposes of this report, findings are reported by program, DLS and Contained.

*DLS Science and Social Studies*

The DLS program serves students whose academic abilities are significantly below grade level and require intensive, individualized instruction to remediate academic skill deficits in the areas of reading, writing and/or math, and may experience additional difficulties that adversely impact their educational progress. From a content perspective, the DLS Practical Science, DLS History of World Civilizations and DLS US History curricula adequately covers topics in the content areas as defined by the Illinois Learning Standards. In both social studies courses, the teachers have adopted text books which are utilized within the general education curriculum. The Practical Science course utilizes a text book for reference and includes many teacher created materials. In DLS content area classes, the teachers incorporate research based strategies for enhancing reading and writing skills. Through this support in reading strategies, the goal is to increase student comprehension and performance. The Bank of Student Strategies (The BOSS) was created last year to align reading skill strategies and materials to research based practices. A core group of teachers were involved in the creation of The BOSS and are implementing strategies listed within the document. The team will make a decision to more fully involve all teachers in the department and incorporate reading into content classes. Lessons are aligned with general education courses, though the need for highly individualized instruction creates deviations from plans at times.

*Contained Science and Social Studies*

The Contained program serves students whose academic abilities are typically at or above grade level. These students require intensive, individualized instruction to meet their social emotional and behavioral needs that adversely impact their educational progress. From a content perspective, Contained Science, Contained

History of World Civilizations and Contained US History curricula adequately covers topics in the content areas as defined by the Illinois Learning Standards. The text books utilized are grade level text books found within the general education curriculum. In order to access the curriculum, the social studies and science teachers supplement the general education text with teacher made materials. In Contained content area classes, the teachers incorporate research based strategies for enhancing reading and writing skills. Through this support in reading strategies, the goal is to increase student comprehension and performance. The Bank of Student Strategies (The BOSS) was created last year to align reading skill strategies and materials to research based practices. A core group of teachers were involved in the creation of The BOSS and are implementing strategies listed within the document. The team will make a decision to more fully involve all teachers in the department and incorporate reading into content classes. Lessons are aligned with general education courses, though the need for highly individualized instruction creates deviations from plans at times.

**IV. Recommendations**

1. Increase opportunity to collaborate with general education teachers to review and develop curriculum for students with disabilities which is aligned to general education course work
2. Provide professional development related to integrating The BOSS strategies across curricular areas
3. Continue to allow for flexibility in planning to meet the needs of the unique learners enrolled in the DLS and Contained programs
4. Plan for two sections of each course to meet the educational needs of students who have a need for intensive instruction based on a) significant learning difficulties resulting in academic performance which is below that of general education peers or b) significant social/emotional needs which impact access to learning for students who are at or above grade level in academic performance
5. Update The BOSS to more readily incorporate reading strategies specific to content areas

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	update The BOSS			Time for review, revision, collaboration with general education staff

## GBS World Languages Department Curriculum Report – November 2012

### I. Introduction

#### A. Courses reviewed during past year

- French 363
- French 373
- German 363/373
- Japanese 363/373
- Mandarin Chinese 363/ 373
- Russian 363/ 373
- Spanish Studies 363
- Spanish 363
- Spanish 373
- Spanish for Heritage Learners 363/373

#### B. Process

Curricular teams for all third year courses in the World Languages department were assigned the task of evaluating the curriculum of their particular course, as required by board policy. The specific focus of this evaluation was to analyze how each course's current curriculum provides opportunities for students to attain proficiency in the 5 learning standards outlined by the American Council for Teachers of Foreign Languages (ACTFL): communication, comparisons, cultures, communities, and connections. An essential component of the curricular evaluation was a critical review of assessments in the three modes of communication as outlined in ACTFL's communication standards: interpersonal, interpretive, and presentational.

In addition to the ACTFL standards, course teams also reviewed the way in which language students' interpretive skills are aligned to ACT's College Readiness Standards (CRS). [There is an extensive overlap in the reading skills outlined in the CRS and the interpretive skills developed through reading, listening, and viewing.] In order to fully develop these skills, course teams were also charged with reviewing the quantity and quality of authentic resources used for reading, listening, and viewing. While textbooks and other materials created for student use are valuable building blocks, students must be taught to interpret sources they would find in real-life situations in the target countries. Therefore, curricular teams reviewed their progress in the implementation of authentic resources since the previous formal curricular review cycle which took place five years ago.

## II. Report Schedule

November 2013	November 2014	November 2015	November 2016	November 2017
		American Sign Language 163	American Sign Language 263	
French 463	French 563	French 163	French 263	French 363
French 473	AP French Language 583		French 273	French 373
German 463/473	AP German Language 583	German 163	German 263/273	German 363/373
Japanese 473	AP Japanese Language and Culture 583	Japanese 163	Japanese 263/273	Japanese 363/373
Mandarin Chinese 463/473	AP Mandarin Chinese Language and Culture 583	Mandarin Chinese 163	Mandarin Chinese 263/273	Mandarin Chinese 363/373
Russian 463/473	Russian 581	Russian 163	Russian 263/273	Russian 363/373
Spanish 463 Studies			Spanish 263 Studies	Spanish 363 Studies
Spanish 463	Spanish 563	Spanish 163	Spanish 263	Spanish 363
Spanish 473	AP Spanish Language 583		Spanish 273	Spanish 373
	AP Spanish Literature 583		Spanish 463 Studies	
Spanish for Heritage Learners 463		Spanish for Heritage Learners 163	Spanish for Heritage Learners 263/273	Spanish for Heritage Learners 363/373

Approximate percentage of curriculum to be reviewed:

November 2014	November 2015	November 2016	November 2017	November 2018
20.41	18.37	16.33	24.48	20.41

## Course or Initiative: French 363

### III. Findings

The French team continues to refine the curriculum in a standards-based manner. Over the past few years the 363 team has been transforming the course from one that focuses on grammar and vocabulary outlined in the textbook into one in which grammar and vocabulary are applied to more authentic settings. Team-created assessments and learning activities provide students with a more meaningful way to develop the 3 modes of language communication: interpersonal, presentational and interpretive. This has led to the intentional elimination of some grammar points which are inappropriate for students of French 363 even though they are in the textbook.

Assessments of students have included the use of more authentic reading, listening, and viewing resources, and the benefits for the development of students' interpretive communication skills have been clear. In addition to the many teacher-created activities for specific readings or videos, two years ago the team developed a template that students can use when reading any news or magazine article, viewing a video clip, or other authentic resource. This has been a successful tool to have students focus on the identification of the main idea and purpose of an authentic source, which is a challenging higher-order thinking skill.

Assessments of the interpersonal and presentational modes of communication continue to mirror tasks that are real-life. Sample interpersonal assessments, both informal and formal, include impromptu conversations and role playing for speaking, and a discussion forum for writing. Presentational assessments combining writing and speaking include student creation of magazine advertisements, a tourist guide, a news program, and a political campaign.

### IV. Recommendations

The French 363 team desires to bring even more reading, listening, and viewing resources (interpretive communication) into the course, in addition to creating even more project-based learning opportunities. Rather than requesting a formal curriculum project, the team has accomplished all of this through daily collaboration and during other team meeting times.

### V. Department Action

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

## Course or Initiative: French 373

### I. Findings

The French and Spanish 373 teams collaborated across languages to articulate expected student performance levels as outlined in the ACTFL proficiency guidelines. The teams then collaboratively redesigned both courses using the research-based model for curricular design, *Understanding by Design (UbD)* as well as capturing the broad cultural themes for AP Language and Culture courses as defined by the College Board. An overarching “essential question” for the courses was created: *How does culture affect me?* and an “enduring understanding” for students was also identified to guide the development and subsequent implementation of the curriculum: *Culture affects how people live their lives.*

Beyond establishing overarching and unit-level essential questions and enduring understandings, the next step for the team was to clearly identify the desired learning outcomes for students. It determined that the desired level of language proficiency is “intermediate-mid”, even though many assessments and learning activities were designed to provide students with extended practice to stretch into the “intermediate-high” range. Precise evidence for desired student performance was articulated and cross-referenced with the ACTFL performance guidelines and proficiency descriptors. Rubrics for presentational communication (speaking and writing) were created as well as a rubric for interpersonal speaking. The expected level of student performance in interpretive communication was also identified and cross-referenced with the ACTFL documents and the ACT College Readiness Standards in reading, with a focus on the 20-23 range bandwidths.

The team next created performance-based assessments in each of the 3 modes of communication for every unit, including the novel. In order to determine appropriate assessments for 2 separate novels (*Le Petit Prince* in French and *Lazarillo de Tormes* in Spanish) the themes of both works were analyzed in the team. The decision was made to hold all students responsible for the same demonstration of learning because the desired linguistic and cultural understandings for students were very similar.

### II. Recommendations

The process of working on a horizontal team (French and Spanish 373) continues to provide the teachers with an excellent opportunity to share and learn from each other’s experiences and creativity, while at the same time remaining focused on the desired student outcomes. This process has taken a very strong curriculum and made it even better. Positive results have already been documented with current students.

### III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	UbD project completed 2012.	Textbook eliminated; novel only required text	None	None

## Course or Initiative: German 363/373

### I. Findings

The third year German course and the AP German Language and Culture course are typically combined. For this reason, the curriculum has been designed as a two-year cycle comprised of six thematic units. These broad AP themes reflect a variety of interdisciplinary topics: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. The units for the two-year curriculum were created around essential questions and authentic materials with the objective of students developing increased linguistic and cultural competency. Some of the essential questions created for this course are as follows: *How does who I am effect what I see? In what ways does media shape our lives and perspectives of beauty and creativity? What are consequences of inaction?*

The three modes of communication (Interpersonal, Interpretive and Presentational) are used to ensure expanding student proficiency. Assessment of speaking and writing is typically evaluated using holistic rubrics. The proficiency target for this level is intermediate to pre-advanced. Throughout the year formative and summative assessments are evaluated to check text comprehension and interpretation, vocabulary and structural points. For each thematic unit, the teacher has also selected various grammar points (“structural foundations”) for review and practice. Students practice the targeted structures through contextualized activities related to each unit’s theme so that grammar is not done in isolation.

The curriculum has incorporated a great number of integrated performance assessments, requiring the combination of various modes of communication and the synthesis of several authentic resources. One example involves the role of media: Students participate in interpersonal conversations about their personal media usage habits, comparing these to habits of Germans. Students interpret a variety of articles and news reports about German media. They write about these and also discuss in class. Students then create “opening arguments” that could be used in a court case representing either side of a media case.

### II. Recommendations

The primary recommendation is to continue the ongoing evaluation of the curriculum in order to replicate successful language development in other levels of the German program.

### III. Department Action

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

## Course or Initiative: Japanese 363/373

### I. Findings

The structure of the current 363/373 Japanese curriculum is based on the college-level text *Yookoso*. In addition to using textbook resources, the curriculum includes ways for students to develop all 3 modes of communication through the use of structured learning activities. During the past two years, the Japanese and Mandarin Chinese instructors have collaborated to design appropriate performance-based assessments in the different modes. They continue to work together to create rubrics for interpersonal and presentational speaking that are appropriate to the needs of learners of Asian languages. They have also collaborated on interpretive reading tasks, but there are significant differences due to Japanese's use of 3 different alphabets.

Students in level 3 are challenged to a much higher degree than the introductory first and second years as they are required to learn more Chinese Kanji characters (in addition to the two Japanese syllabic alphabets: Hiragana and Katakana). In spite of the challenging coursework, most level 3 students are promoted to either Japanese 473 or AP Japanese in their senior year.

Even though the 363/373 courses have been separated from levels 4 and AP due to sufficient enrollment, the group of students served is far from homogenous. The students who are served in this course are ones receiving special education services, those who have skipped level 2 with hopes of advancing to AP level their senior year, and others with a variety of social and academic issues. In order to meet these needs, the teacher makes daily use of Smart Board technology for effective visual cues that support auditory and kinesthetic learning. The curriculum also incorporates online resources such as units created from *Erin's Challenge*, which are of high interest to students because the program is based on the experience of an American student living in Japan. Web-based activities such as *Learn Japanese* have also been implemented for individually paced practices. Students are provided opportunities to access these resources both at school and at home for ongoing support on the instructor's Moodle site.

### II. Recommendations

The instructor should continue the collaborative work with the instructor of Mandarin Chinese as well as with other languages to design presentational and interpersonal rubrics that align to the ACTFL performance descriptors. It is also recommended that the teacher continue to collaborate with Japanese teachers at other local high schools.

### III. Department Action

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

**Course or Initiative: Mandarin Chinese 363/373**

**I. Findings**

During the 2011-2012 school year an advanced textbook for the third year Mandarin Chinese program was adopted so that students could develop their skills at a higher level. *Chinese Link, Level 2 Part 1* was selected due to its focus on advanced skills in all 4 areas of language development: listening, speaking, reading and writing. The teacher then created the curriculum to focus on the 3 modes of communication: interpersonal, presentational, and interpretive. The instructor recognized that students struggled most with speaking and writing (interpersonal and presentational) at the beginning of the school year. Due to this, additional formative assessments and other learning activities were devoted to further developing these two areas. As a result of this focus, second semester assessment scores indicated improvement in students’ speaking and writing performances.

The third year curriculum was also created to incorporate a variety of technology resources to enhance student learning and motivation. Programs in Google Docs are used, including Google Voice for speaking practice. Google Calendar has also been implemented so that students are able to collaborate better as well as be better prepared before coming to class.

Mandarin Chinese 363/373 has been conducted in the same class with Chinese 463/473 and AP Language and Culture due to enrollment considerations. For this reason, instead of following the order of units as they appear in the textbook, the instructional sequence has been designed flexibly to synchronize themes so that students of all levels can work together yet still be assessed for their expected ability level. Each unit was backward-designed with objectives clearly stated and assessments created were skill-based. It is always challenging for students in multi-level class settings, but nearly all eligible third year students made the decision to continue to the next level of the language program – Mandarin Chinese 463/473 or AP Chinese 583.

**II. Recommendations**

The primary recommendation for the Mandarin Chinese 363/373 course is to continue to monitor student proficiency skills as compared to those outlined in ACTFL guidelines. The instructor should continue her collaborative work with the instructor of the Japanese program and those of other languages: designing presentational and interpersonal rubrics aligned with the ACTFL performance descriptors.

**III. Department Action**

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

**Course or Initiative: Russian 363/373**

**I. Findings**

The curriculum for the Russian 363/373 course is based on the textbook, *Russian Faces and Voices* and the reader, *Stories from Today's Russia*. Students in third year Russian typically cover the second half of the textbook, while students in Russian 263/273 cover the first half. Students also work with web-based activities, such as vocabulary and grammar practice exercises on *Quia* and [Russian grammar.com](http://Russiangrammar.com). Additionally, a Russian series of videos connected to the topics in their textbook are also used, as well as selected YouTube clips and cartoons that are related to the reader. For listening exercises, the teacher uses practice materials on the textbook website. Students in Russian 363/373 also complete one major project at the end of the year. The cultural topic at the end of the 2011-2012 school year was the Russian Ballet. Students created a PowerPoint presentation about famous ballet dancers and showed YouTube clips of the dancers they have selected.

The Russian instructor maintains a website for students with links to textbook materials, practice activities, and other information. The teacher is satisfied with the curriculum and materials, although she is not able to fully implement the level 3 as planned due to the combined levels involved.

Enrollment in Russian courses changes from year to year. During the 2011-2012 school year, Russian 363/373 (10 students) was combined with Russian 263 (6 students). There was also a combined Russian 4 and 5 class. Two of the second year students were seniors and were unable to take level three this year. Therefore, during the current 2012-2013 school year, Russian 363 (9 students, 4 of whom took Russian 263 last year) is combined with levels 443 (2 students) and 573 (5 students). This is the only section of Russian currently offered at GBS this year

**II. Recommendations**

The Russian curriculum is reviewed on an ongoing basis, and modifications to the 363/373 course are commonly made. As courses are combined, it is necessary to make additional adjustments to the curriculum so that students have the best possible learning situation given in a less than perfect scenario.

**III. Department Action**

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

## Course or Initiative: Spanish Studies 363

### I. Findings

There have been some changes in the Spanish Studies 363 curriculum since the previous EPP review cycle. During the curriculum review year, the following question was asked: *By the end of the course, will students be able to understand and interpret written and auditory forms of communication at their expected level of proficiency?* Based on the scope of interpretive assessments in the course, it was determined that this was one area of the curriculum in need of strengthening. Authentic materials such as brief news stories, poetry, advertisements, surveys, weather reports, and transportation schedules needed to be incorporated so that students have ongoing opportunities to demonstrate comprehension and greater levels of interpretation. Lessons have been enhanced to provide learners with reading strategies that will allow them to develop stronger skills. Standards for reading (College Readiness Standards) and other interpretive activities have been incorporated and noted on the revised curriculum map.

The other questions examined during the Educational Planning Process are related to the interpersonal and presentational modes of communication: *By the end of the course, will students be able to express themselves verbally and in written form about a topic of personal interest?* Will they be able to express themselves regarding real life situations? Based on some of the speaking assessments already in the curriculum, students have the opportunity to demonstrate this proficiency. Topics include: travel, medical needs, talking with friends, and relating past experiences.

The instructor has encouraged use of the Titan Learning Center as a resource for study and preparation of projects/presentations. This has been a benefit to the students who have taken advantage of this excellent resource.

### II. Recommendations

- Spanish Studies 263 and Spanish Studies 363 teachers need to collaborate to articulate the goals for performance of each level as well as share successful instructional strategies.
- Instructor will continue to incorporate authentic materials to improve student learning in the interpretive mode of communication.
- ACTFL performance descriptors need to be reviewed and compared with current rubrics and summative assessments to ensure expected language growth.

### III. Department Action

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

## Course or Initiative: Spanish 363

### I. Findings

ACTFL's Communication standard includes Interpersonal speaking and writing, Presentational speaking and writing, and Interpretive listening, reading, and viewing. The Spanish 363 team began the 2011-2012 school year with an effort to regularly include more Interpersonal speaking tasks. The team of teachers, building off its work from the 2010-2011 school year, designed guided conversational tasks for students to increase the development of their interpersonal communication. This type of task was also used as one component of the semester final exams given in January and June 2012. The team also made a decision to incorporate more Presentational Speaking tasks in the curriculum, particularly since the Spanish 463 course includes a Presentational Speaking task every quarter. In order to best prepare the third year students to meet the communication standard in all three modes, a decision was made to eliminate some of the grammar structures that had been covered in the past. The team is striving to find the appropriate balance between a focus on the building blocks of the language (vocabulary and grammar) and the creation of extended opportunities for authentic language use by students.

In reviewing the ACTFL communication standard in the interpretive mode, the team recognized the need to include more authentic resources into the course. Interpretive skills require authentic materials (not resources created for student language learning), whereas the team had been primarily using the listening and reading materials that accompany the textbook. The Spanish Vertical Team shared resources to find authentic materials in April 2011. Resources for creating interpretive tasks with authentic resources were also shared in the department's 2-day assessment workshop in August 2011. Finally, the March Institute Day in 2012 was designated as time to work with the Spanish 3 team on the creation of lessons based on authentic materials. More sites for locating authentic resources were shared as were models for appropriate interpretive lessons. In designing the lessons, we also used the College Readiness Standards in reading as the basis of some of our questions.

### II. Recommendations

We will continue to add more standards-based activities and assessments to our course to ensure that all of the ACTFL standards are covered. We will also continue to incorporate more authentic resources into the curriculum, especially in the first semester which was not addressed on the March Institute Day. Finally, we will ensure that all team members share ownership for elaborating interpretive activities using authentic resources and the College Readiness Standards in reading.

### III. Department Action

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

## Course or Initiative: Spanish 373

### I. Findings

The French and Spanish 373 teams collaborated across languages to articulate expected student performance levels as outlined in the ACTFL proficiency guidelines. The teams then collaboratively redesigned both courses using the research-based model for curricular design, *Understanding by Design (UbD)* as well as capturing the broad cultural themes for AP Language and Culture courses as defined by the College Board. An overarching “essential question” for the courses was created: *How does culture affect me?* and an “enduring understanding” for students was also identified to guide the development and subsequent implementation of the curriculum: *Culture affects how people live their lives.*

Beyond establishing overarching and unit-level essential questions and enduring understandings, the next step for the team was to clearly identify the desired learning outcomes for students. It determined that the desired level of language proficiency is “intermediate-mid”, even though many assessments and learning activities were designed to provide students with extended practice to stretch into the “intermediate-high” range. Precise evidence for desired student performance was articulated and cross-referenced with the ACTFL performance guidelines and proficiency descriptors. Rubrics for presentational communication (speaking and writing) were created as well as a rubric for interpersonal speaking. The expected level of student performance in interpretive communication was also identified and cross-referenced with the ACTFL documents and the ACT College Readiness Standards in reading, with a focus on the 20-23 range bandwidths.

The team next created performance-based assessments in each of the 3 modes of communication for every unit, including the novel. In order to determine appropriate assessments for 2 separate novels (*Le Petit Prince* in French and *Lazarillo de Tormes* in Spanish) the themes of both works were analyzed in the team. The decision was made to hold all students responsible for the same demonstration of learning because the desired linguistic and cultural understandings for students were very similar.

### II. Recommendations

The process of working on a horizontal team (French and Spanish 373) continues to provide the teachers an excellent opportunity to share and learn from each other’s experiences and creativity, while at the same time remaining focused on the desired student outcomes. This process has taken a very strong curriculum and made it even better. Positive results have already been documented with current students.

### III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	<i>UbD</i> project 2012	None	None	None

## Course or Initiative: Spanish for Heritage Learners 363/373

### I. Findings

Courses in the Spanish for Heritage Learners (SHL) program are designed to support and further develop the literacy needs of students who are exposed to the Spanish language in a variety of contexts. Some of the SHL students are learning English as a second language, while others have been part of the American education system since early elementary grades and would be considered bilingual. Regardless of their background, the students served in SHL are in need of a rich and challenging curriculum that will strengthen their academic skills. This skill development takes place in a Spanish Language Arts format, but what is learned in SHL is transferred to other academic areas.

Most students in the SHL 363/373 course have already completed one of the introductory SHL courses, and the former strengthens their skills to continue to one of the following options: AP Spanish Literature, AP Spanish Language, or SHL 463. The primary objective is for students to enroll in one or both of the AP classes, unfortunately, there are often students who aren't able to make this transition. Even the students that do continue to the AP level are very different from the "traditional" GBS AP student. For example, for the SHL students, AP Spanish is often their only AP or even honors-level course.

In order to best meet the needs of this group of learners, it is essential to maintain high academic standards through a rich curriculum. Learning goals are standards-based, but student engagement is the true key to their success. Instructional materials are selected to support larger themes such as social justice and gender equality, many of which are organized in one of the readers used in SHL 3 titled *Sendas literarias 2*. Non-fiction readings are also incorporated, as well as films and other forms of art. An important consideration that the team evaluated during this EPP cycle is the College Board's revised curriculum for AP Spanish Literature courses. In order to ensure that our SHL students have the same level of preparation as their non-SHL peers entering the AP Spanish program, literary works included in the non-heritage sequence (Spanish 273-473) such as *Don Quijote*, *Lazarillo de Tormes*, *La Casa de Bernarda Alba*, and many short stories must be incorporated into the SHL curriculum. These changes have been made and are currently being implemented during the 2012-2013 school year in SHL 2 and 3.

### II. Recommendations

It is recommended that the SHL team continue to identify ways to modify the curriculum to meet the needs of the students. Spanish for Heritage Learners is an invaluable academic intervention and a culturally appropriate experience for the Latino students of GBS.

### III. Department Action

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

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**MEMORANDUM**

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**TO:** DR. MICHAEL RIGGLE AND DR. ROSANNE WILLIAMSON  
**FROM:** KRIS FRANDSON, ASSOCIATE PRINCIPAL  
**SUBJECT:** EDUCATIONAL PLANNING PROCESS REPORTS  
**DATE:** 2/1/2013  
**CC:** MR. PAUL PRYMA, PRINCIPAL

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

- Career and Life Skills' Applied Technology Department worked with NSERVE and Oakton Community College to identify Career Pathways for students interested in the automotive field. In addition, the department is exploring the possibility of becoming National Automotive Technicians Education Foundation (NATEF) certified. The department is also examining Project Lead the Way programs for potential implementation at GBN.
- The Business Department is adding web-based resources to our Consumer Education classes while striving to become paperless. They are also seeking to collaborate with our Special Education Department to learn strategies to better meet the needs of students in the Consumer Education G level course.
- Career and Life Skills' Culinary Program is altering several curricula to maximize use of the new commercial kitchen that was installed last summer. In addition, the Fashion and Interior Design classes will incorporate more use of technology to support their learning projects.
- English faculty members are comparing the Common Core State Standards with our current curriculum to identify gaps that may need to be addressed. They are also exploring how the Academic Resource Center (ARC) can improve support and instruction for the junior research paper.
- TEAM program staff members are aligning curriculum and instruction at each grade level and vertically within the English and Social Studies curriculum in an effort to mirror regular level course learning experiences. Additional professional development on co-teaching models of instruction will be provided in February 2013.
- Fine Arts staff members have reviewed the Drama, Drawing/Design and Music Theory courses making recommendations for curricular improvements.

- The Mathematics Department is engaged in implementing the Standards of Mathematical Practice as they prepare for the transition to the Common Core State Standards. A three year plan has been created to ensure effective implementation. Specific changes to course content and sequence will follow over the next couple of years. The Common Core requires an emphasis on writing to problem solve. The GBN literacy initiative complements the Common Core and will challenge math students to deeper critical thinking.
- The Physical Education Department expanded real life experiences through field-trips where students can gain knowledge of the latest fitness programs that are available in the community. They are also seeking to maximize the use of the diverse facilities and resources within the department to expand students' experiences and build life-long fitness habits
- The Science Department compared the effects of the Physics-Chemistry-Biology sequence of instruction to the honors and regular Biology-Chemistry-Physics programs to better understand the impact of this curricular change. They also reviewed the connections between math curricula and the science program (particularly in Physics) to help support learning in both disciplines.
- The Social Studies Department explored how they continue to improve critical thinking within the History of World Civilizations courses through writing activities and assessment as part of the GBN's literacy initiative. They also participated in the Illinois Computing Educators' flipped classroom workshop hosted by GBN on December 1, 2012 to enhance instruction within the American Studies program.
- The Special Education Department recommended continued collaboration with general education teachers on curriculum design for the self-contained DLS and TASC classes to provide learning experiences commensurate to the general education program.
- The World Languages Department reviewed courses at the third level in all seven languages. Recommendations were to explore new technology resources that can support learning, evaluate dated instructional materials and seek more relevant and current resources for the classroom.

## GBN Applied Technology Curriculum Report – November 2012

### I. Introduction

A. Courses reviewed during past year

Automotives, Vocational 361  
 Drafting 161  
 Woods 2: Production Design & Engineering

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 Applied Technology curriculum team members, and the team consulted with the Instructional Supervisor as part of the process. The teachers reviewed the course goals, curricula, requirements, resources, and other information specific to the course.

C. Additional initiatives (outside of review process)

The Applied Technology teachers along with the Instructional Supervisor at GBN are in support of the addition of Project Lead the Way (PLTW) courses at Glenbrook South. PLTW promotes critical thinking, creativity, innovation and real-world problem solving skills in students. This program integrates national academic and technical standards and STEM (Science Technology Engineering & Math) principles while influencing and engaging both males and females to pursue careers in engineering. At this time, GBN is not prepared to offer PLTW courses but have begun visiting area high schools and reviewing the PLTW curriculum in hope of implementing the program in the 2014-2015 school year.

### II. Report Schedule

November 2013	November 2014	November 2015	November 2016	November 2017
CAD Drafting 261	Architecture 363	Architecture 163	Architecture 263	Drafting 161
Welding 161	Welding 261	Architecture 463	Plastics 161	Game Design II 261
Game Design I 161	MetalsTech 263	Metals 161	MetalsTech 163	Autos 3
Small Engines 161	Autos 1	Autos 261	Autos 262	Woods 2
Woods 3	Small Engines, Adv 261	Woods 1	Metals 263	
Construction Skills				
Sci Tech 163				

Approximate percentage of curriculum to be reviewed:

November 2013	November 2014	November 2015	November 2016	November 2017
26%	19%	19%	19%	17%

Additional courses to be reviewed this year:

N/A
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## Course or Initiative: Automotives, Vocational 361

### III. Findings

Vocational Automotives is a one-semester course offered to juniors and seniors. Enrollment in this course is male dominated; however female enrollment has increased due to female participation on the GBN Engine Team. This course runs approximately every other year due to enrollment.

In this course students learn the business aspect of how to run an automotive shop as well as perform tasks in the roles of shop manager, service advisor and technician to enhance their automotive experience. Students are required to prepare a business plan where they design their own shop including type of work to be performed, number of employees, salaries, hours of operation, employee educational requirements, tool requirements for technicians, as well as budget planning.

The current topics of the course focus on preparing students for the tasks they will encounter in the workforce as well as in post secondary study. The instructor of this course also teaches automotive courses at Oakton College. He continues to update the high school curriculum to include college level activities to challenge the students. The curriculum incorporates NATEF (National Automotive Technicians Education Foundation) strategies to align the work performed in the shop to industry standards. NATEF is an independent, non-profit organization whose mission is to improve the quality of automotive technician training programs nationwide at secondary and post-secondary, public and proprietary schools. To accomplish this mission NATEF examines the structure, resources and quality of training programs and evaluates them against standards established by the industry. These standards reflect the skills that students must master to be successful in the industry. NATEF also works with students to increase career awareness opportunities in the automotive repair industry. Accreditation of an automotive training program brings with it program credibility, prestige, recognition, and overall program improvement. By ensuring training programs meet the highest standards, NATEF accreditation benefits everyone from schools, students and future employers, to the automotive service industry and everyone driving on our nation's roads. NATEF accreditation is a rigorous process that GBN is currently exploring.

During the 2011-2012 school year, Oakton Community College invited NSERVE automotive teachers to collaborate in a career pathway project. The teachers worked together to create pathways for students to follow in high school to prepare for secondary education and/or a career in the automotive field.

### IV. Recommendations

- Continue to integrate college curriculum into the classroom.
- Work with NSERVE and Oakton Community College on Career Pathways
- Research NATEF certification for the shop and automotive classes.

### V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Explore NATEF Certification	Depending on requirements, the automotive curriculum may have to be revised or a new course added.	Work on curriculum revision, tool inventory and shop requirements for certification.	NATEF recommended task sheets (workbook) and textbook.	N/A	Summer curriculum monies, department and grant monies for tools required for certification.

## Course or Initiative: Drafting 161

### III. Findings

Drafting 161 is a semester course offered to all grade levels. Enrollment in this course is male dominated and runs ever semester with about ten students. Due to the enrollment levels, this course typically runs concurrently with an architecture course. Students who enroll in this course have an interest in architecture but cannot fit a yearlong course into their schedule.

Colleges that offer majors in engineering and architecture rely heavily on technical drawing (both freehand, hand drafting and computer aided drafting) as part of their curriculum. Our Drafting 161 course allows students the opportunity to practice skills they will need in college as they explore potential career paths involving drafting.

Projects and assignments such as a residential floor plan with elevations and sections are selected to teach students the fundamentals of technical drawing. Students are exposed to sketching, line-types, orthographic projection, isometrics, auxiliary views, 3-D modeling, blueprint creation, and assemblies throughout the course of a semester. The students also complete projects using AutoCAD, an industry standard program. This software is updated yearly and requires the teacher to update the curriculum as needed. With these changes, it is important to maintain open communication with the Technology Department to ensure that the hardware supplied adequately meets the demands that the software places on the lab.

### IV. Recommendations

- Update the curriculum to maintain relevance in the field and to adjust for software updates
- Research ways to increase female enrollment
- Collaborate with the Technology Department to ensure that system requirements meet the software demands

### 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: Woods 2: Production Design & Engineering

### III. Findings

Woods 2 is a one-semester course offered to sophomores, juniors and seniors. Enrollment is male dominated and the course runs each semester. In the past this class has been stacked with Woods 1, but over the last two years the enrollment has increased to allow us to run a separate upper level woods section (Woods 2 & 3). Last spring course names and descriptions of all the woods classes were updated to better reflect the course objectives and better align with industry and post-secondary standards.

Over the last four years, the CNC (computer numerical control) lathe, CAD/CAM and Mastercam (industry standard machines and programs) have been added to the woods curriculum. Due to the addition of Mastercam and increased student demand, three more computers were placed into the woods classroom. More students have the opportunity to design projects in class instead of waiting for a computer to become available to them or come in before or after school. A projector was installed in the woods classroom this fall to aide in instruction of Mastercam.

The Woods 2 curriculum is student driven based on a set of objectives. Students are given a list of projects they can choose from or they can create one on their own. There are basic projects available on Mastercam that students have the opportunity to personalize. Mastercam instructional help sheets have been created for students in both paper and electronic form to assist them while they use the program. With all of these changes in the curriculum student engagement has significantly increased.

### IV. Recommendations

- Continue to update the curriculum with new projects utilizing CAD/CAM mill and lathe
- Research ways to increase female enrollment
- Update software instructional help sheets as needed

### 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

## GBN Business Curriculum Report – November 2012

### I. Introduction

- A. Courses reviewed during past year  
 Consumer Education G 161  
 Honors Consumer Education 171  
 Keyboarding 161

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 Family & Consumer Science and Business curriculum team members, and the team consulted with the Instructional Supervisor as part of the process. The teachers reviewed the course goals, curricula, requirements, resources, and other information specific to the course.

C. Additional initiatives (outside of review process)

A new course was created called Sports Management. This course will expose students to the “business side” of professional and collegiate teams and the prerequisite planning, management and execution necessary to run these organizations and their athletic events. This course focuses on all aspects of careers and related skills for the sports industry and many areas of business including marketing; law, management, ethics and finance will be studied with a sports perspective.

### II. Report Schedule

November 2013	November 2014	November 2015	November 2016	November 2017
Career Placement 161	Computer Apps 161	Multimedia Apps 261	Introduction to Business 161	Keyboarding 161
	Marketing 161	Management & Leadership 161	Accounting 161	Consumer Ed G 161
		Business Law 161	Consumer Ed 161	Honors Consumer Ed 171
			Adv Business Topics 261	

Approximate percentage of curriculum to be reviewed:

November 2013	November 2014	November 2015	November 2016	November 2017
8%	15%	23%	31%	23%

Additional courses to be reviewed this year:

N/A
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## Course or Initiative: Consumer Education G 161

### III. Findings

Consumer Education G is a one-semester course offered to seniors. This class fulfills the Consumer Education credit, required by the state of Illinois, for graduation. Over the past few years, we have seen consistent enrollment in the course. Students enrolled in Consumer Ed G have a very diverse set of needs ranging from academic to social emotional. This range in learning abilities, behavior and attention challenges require a closer communication relationship with parents, special education case managers, guidance counselors and the dean's office than a regular education student.

In the 2011-2012 school year, this course was team taught with a special education teacher. This allowed the class to split into smaller differentiated learning groups, provided one-on-one assistance, and helped with the redirection of students as well as classroom management. The special education teacher acted as a liaison to case managers which increased communication to students and parents regarding grades and extra help needed. The regular and special education teachers also collaborated on improving curriculum to meet the needs of differentiated learners. In the 2012-2013 school year, the class was not team-taught, however, class size was reduced to better manage the makeup of the Consumer G classroom.

Due to the nature of the course, 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 course materials needed for the semester. In the past, the Consumer Ed G students were given the same binder as the Consumer Ed 161 students. Over the last two years, the curriculum was reviewed, redesigned and modified to better meet the needs of G level students. Guided note sheets, worksheets and projects were redesigned to include more graphic organizers and reduced the depth of content and vocabulary. Tests and quizzes were modified to no longer use scantrons and are untimed. Virtual Business Personal Finance simulation software program was integrated into the curriculum, allowing students to apply what they learned in the classroom to analyze real-life financial management decisions. These modifications to the curriculum have shown an increase in student engagement, which was noted by teacher observation and student feedback.

### IV. Recommendations

- Utilize the expertise of the special education department to redesign curriculum and lesson plans to meet the needs of the different learning styles and level abilities of G level students.
- With increased engagement and application of learning, continue use of the Financial Simulation Software.
- Meet with instructional supervisor for special education to develop collaborative strategies to make the communication process more efficient and for identifying students who will be successful in the class so that correct placements are made.

### V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	N/A	Class team taught when staffing is available.	N/A

## Course or Initiative: Honors Consumer Education 171

### III. Findings

Honors Consumer Education is a one-semester course that is offered to juniors and seniors. This class fulfills the Consumer Education credit, required by the state of Illinois, for graduation. This course (unlike the regular level of Consumer Education) calculates into the students' academic GPA versus the all subject GPA. In the past, this course has only been available to seniors. However, beginning this school year (2012-2013), it has been made available to juniors who meet the appropriate requirements for an honors level course.

Over the past few years, we have seen a growth in the enrollment of the Honors Consumer Education course. We believe this is due to increased student and counselor awareness, as well as recent curricular changes. Another factor in the growth of enrollment was that in 2010, the State of Illinois no longer permitted students to take a proficiency test and required all students to take a consumer education course. Current policy states that all students must take the Consumer Education course prior to graduation.

Due to the nature of the course, 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 course materials needed for the semester. Google docs are used as the primary tool within the course to allow for effective collaboration amongst students and staff. Professionals are brought into the classroom to provide information about current trends in their respective field of study. In addition, we are looking into the possibility of including a non-fiction novel to use as a supplementary resource for the honors level course. This would help students make connections and apply the concepts being discussed in class.

In talking with parents at Parent Night in the Classroom, we have been given feedback that the course name and course description are not indicative of the concepts/units being discussed.

### IV. Recommendations

- As the district continues to research BYOD (bring your own device), we should consider going paperless and convert all course materials to a web-based application (i.e. Google docs).
- Explore possible non-fiction books to be used as a supplemental resource. This book(s) would be read by all students and discussed throughout the semester and connected to the various units of study.
- We feel that a course name change and/or course description is warranted for Consumer Education (all levels) to better reflect the current topics. The name "Financial Literacy" has been discussed as a possible replacement.
- Continue to work with counselors and students alike to increase awareness of the course and how it differs from the regular level of Consumer Education.

### V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	Possible name change	N/A	Research and implement supplementary non-fiction novel	N/A	N/A

## Course or Initiative: Keyboarding 161

### III. Findings

Keyboarding is a one-semester course offered to all grade levels. It has been running for the past few years with 1-2 sections per year. Enrollment has remained steady over the past few years, with this year being an exception. Possibilities for this decline could be the total enrollment of the school has decreased and a number of our sender schools are implementing one-to-one computing. Students from these schools may feel they don't need to take a keyboarding or computer course since they use a computer daily in school.

The course is divided into two units, keyboarding and word processing. Students learn to key correctly and become more efficient using the keyboard and the numeric keypad. In the word processing unit students learn to write effective business letters such as complimentary and complaint letters, write résumés, and other business documents. The students also learn computer shortcuts and skills that will help them become effective and efficient in high school and college.

### IV. Recommendations

- Continue to update the curriculum with new projects
- Review and make changes to our current computer courses to make sure they are continuing to meet the needs of our students.

### V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	The computer curriculum may have to be revised or new courses added.	N/A	N/A	N/A	Summer curriculum monies

## GBN Family & Consumer Science Curriculum Report – November 2012

### I. Introduction

A. Courses reviewed during past year

- Fashion & Interior Design 161
- Culinary Arts 361: Catering & Meal Preparation
- Introduction to Human Growth 161

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 Family and Consumer Science curriculum team members, and the team consulted with the Instructional Supervisor as part of the process. The teachers reviewed the course goals, curricula, requirements, resources, and other information specific to the course.

C. Additional initiatives (outside of review process)

### II. Report Schedule

November 2013	November 2014	November 2015	November 2016	November 2017
Psych for Living 161	FCS Career 163	Fashion Construction Studio 161	Fashion Construction Studio 261	Fashion & Interior Design 161
Senior Foods 161	Fit for Life 161	Culinary 161	Culinary 261	Culinary 361
Teaching Internship 361	Fashion Construction Studio 361	Fashion Design Studio 461	Educational Foundations 261	Introduction to Human Growth 161

Approximate percentage of curriculum to be reviewed:

November 2013	November 2014	November 2015	November 2016	November 2017
20%	20%	20%	20%	20%

Additional courses to be reviewed this year:

List the courses: N/A

## Course or Initiative: Fashion & Interior Design 161

### III. Findings

Fashion & Interior Design is a course available to sophomores through seniors. It has been running for the past couple of years with 1-2 sections per year with about 20 students per section. The make-up of the class is mostly female.

The course is divided into two parts, nine weeks of fashion design and nine weeks of interior design. At the end of each unit students are required to complete a large project. The fashion unit ends with a Design-A-line project where students create a 10-piece collection of clothing using fashion elements and principles learned in class. The Interior Design portion of the course ends with a design board and presentation of a 1-bedroom 1-bathroom condominium. During these units students utilize current magazines, catalogs and netbooks to research current trends in fashion and interior design. Computer programs and online tools are used frequently, so that students are exposed to current trends from secondary schools and the Fashion/Interior Design industry. Last year, a cross curricular component was added to the course, where Fashion/Interior Design students pair up with Architecture students to create an Urban Condominium. During this project, Fashion/Interior Design students learn the basics of CAD software and teach the Architecture students about the basics of design.

At least once during the semester a professional from either the fashion or interior design field is brought in to speak to the class. In the past few years the class has not gone on any field trips to retail stores or colleges. We have started to research these opportunities throughout the Chicagoland area to bring “real-life” experiences to the course.

### IV. Recommendations

- Update curriculum in the Fashion & Interior Design course to include computer labs, netbooks, or have students bring their own devices to complete new projects and activities that are technology based:
  - Blog/Pinterest on Fashion at GBN
  - Photoshop for Interior Design
  - Create inspiration boards for fashion design and interior design projects (Design A Line, Lakefront Cabin, My Bedroom Floor Plan)
  - Create Color Story Boards (<http://pinterest.com/pin/56365432806798692/>) for the students to start thinking full circle about color
  - Presentation boards for single room Interior Design
- Showcase work done in class, as they would in secondary education courses and in the work field with activities such as:
  - Rotating showcase display
  - Keeping bulletin boards current and engaging in hallways
  - Participating in the Pinterest community by creating a fashion board on the Glenbrook Pinterest board
- Possible field trip opportunities for the students in several different career fields and choices:
  - Nordstrom’s
    - Visual Merchandising tours of the store run by managers and designers where they will discuss the clothing, placement of displays, selection of the decorations, colors, clothes, mannequins, etc.
  - Claire’s
    - Tour the facility to show students what product placement can do for sales, view different store layouts for different target ages and what stores look like in different countries.

- Illinois Institute of Art
  - Tour of a design school along with presentations on fashion/interior design topics from college level professors
- Research ways to increase male enrollment

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Update the curriculum to include trends in the Fashion & Interior Design field that utilize technology	N/A	N/A	Summer curriculum monies

## Course or Initiative: Culinary Arts 361: Catering & Meal Preparation

### III. Findings

Catering and Meal Preparation is a semester class offered to sophomores, juniors and seniors. This course is designed for students interested in advanced food techniques, gourmet cookery and exploring careers in culinary. Over the past two years we have seen an increase in enrollment in the course and now are offering one section each semester. Due to an increase of enrollment in all of the culinary classes, a second professional kitchen was added during the summer of 2012.

Over the years the curriculum has been updated to include culinary trends seen in the industry. Last year, a cross curricular component was added to the course, where Culinary 3 and Horticulture students collaborated in constructing recipes and how to pick and cut herbs to get the best taste and texture in a dish. Culinary 3 also worked with the Broadcasting class to tape a cooking competition that was broadcasted on GBN TV.

To get real life experiences, the class has catered many events around the school from full catered luncheons to light snacks and appetizers at meetings. In addition FCCLA (Family, Career and Community Leaders of America) participation provides opportunities to engage students through classroom skill application in a competitive environment. The experiences augment professional culinary career situations including teamwork, time management, creativity, and problem solving.

Chefs are invited into the classroom to discuss and demonstrate new culinary techniques throughout the semester. Students are given the opportunity to attend the National Restaurant Show in the spring that showcases upcoming trends, equipment and food they will see in the marketplace in the coming years.

### IV. Recommendations

- Update curriculum in Culinary 3 using a scaffolding approach to build from skills taught and practiced in Culinary 1 & 2 classes.
- Encourage students to join FCCLA and compete in events that directly relate to the course's content.
- Expand field trip and guest speaker opportunities to include several different career fields:
  - National Restaurant Show held in May at McCormick Place
  - Local restaurants
  - Chicago Chocolate
  - Area catering facilities
  - Culinary colleges

### V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Update the curriculum to incorporate the new commercial kitchen	N/A	N/A	Summer curriculum and/or grant monies

## Course or Initiative: Introduction to Human Growth 161

### III. Findings

Introduction to Human Growth and Development (IHGD) is a one-semester course that is offered to freshman, sophomore, junior and senior students both semesters. This fundamental education course is a prerequisite for Educational Foundations and Teaching Internship courses. The course is mainly comprised of female students who have an interest in working with young children and exploring a career in education. Over the past three years we have seen a slight increase in enrollment. This could possibly be a result of reducing the course offerings from four levels to three levels, as well as name changes to accurately reflect the course objectives.

Students are provided with a binder consisting of all materials needed for the semester. There is also a classroom set of textbooks that the students use as a supplementary resource throughout the semester. In addition, guest speakers are brought into the classroom as a relevant resource to the students to help expand their knowledge on applicable topics.

IHGD students rotate into the preschool lab as “lab assistants” where they learn the basics of working with young children (i.e. helping with activities, learning how to discipline and teach self-control, and applying concepts being learned in class) IHGD students also complete “formal observations” of the preschoolers. This is done behind a viewing mirror in the preschool classroom. They are given directives on specific behaviors to observe, and then apply these observations to concepts being discussed in class.

The structure of the GBN preschool has also been recently altered due to a change in scheduling. Instead of two sections of preschoolers (morning and afternoon), we now have one group of preschoolers for a four-hour period of time. This has allowed more flexibility in scheduling the GBN classes, and has made it more conducive for consistency when observing. All students in our early childhood classes now know every preschooler making observations and hands-on experiences seamless.

The final exam is project-based in the form of a “child care portfolio”. Over the past summer, Katie Jones completed a summer curriculum project to transition the current portfolio format into a digital portfolio. More specifically, students will create their portfolio as a part of their newly developed Blogfolio (a building initiative), and this will follow them as they move through their education classes at GBN. After graduation, students can use this portfolio in college or as part of their resume for a job.

### IV. Recommendations

- Implement the new Blogfolio format into both first and second semester classes. If this format is successful, the plan will be to carry the blogfolio into the Educational Foundations class as well as the Teaching Internship class during the 2013-2014 school year. The goal is to create a digital footprint of resources that our students can take with them into college and into their professional careers as educators.
- Evaluate the current structure/schedule of the preschool over the next few years to see if we are meeting the needs of our students and the Glenbrook community.
- Research ways to increase male enrollment

### 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

## I. Introduction

### A. Courses reviewed during the past year

- English 363
- English 373
- American Studies
- TEAM Program Courses

### B. Process

During department and instructional level meetings the 11<sup>th</sup> grade team identified the need to address the following items:

1. Complete the annual review of the junior research paper and process
2. Plan professional development time for the teachers of English 363GT and their co-teachers.
3. Review the list of core novels for English 363 and 373.
4. Review the major writing projects assigned to all juniors
5. Update the curriculum guide citing new projects and materials

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

1. Creating a “Blogfolio” for all students to use as their personal learning space
2. Continuing use of Google docs to compose and assess student writing

## II. Report Schedule

November 2012	November 2013	November 2014	November 2015	November 2016
English 363GT English 363	English 463GT	Electives	English 163GT	English 263GT
English 373	English 463: Self, Society & Media English 463: Humanities English 463: Contemporary Social Themes		English 163	English 263
American Studies	AP Literature and Composition AP Language		Honors Freshman English 173	Sophomore Honors English 273

Approximate percentage of curriculum to be reviewed:

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

## **Course or Initiative: English 363 and 373**

### **III. Findings:**

The feedback from the teachers of junior English, in combination with the data from the common rubric tally, provided information to the junior team, the Academic Resource Center staff and the GBN librarians. All teachers use the same rubric to grade/measure the growth of all junior English students. At the end of the project, teachers report their students' progress for each skill or standard assessed. The goal is to improve instruction and lesson planning using the data available from the common rubric tally. The junior team decided that expanding the unit of study for students to complete the junior research project was not an option. The research project, although valuable, should take no longer than the eight weeks allotted. Changes to the process should be made within the established time set for the unit. Specifically, the assessment data showed a need for better instruction when teaching the pro and con paragraphs. Also, it was discovered that the best way to support students during the process was to provide for more writing conferences. The teachers agreed these changes would provide students with more instructional time in the areas where it is most needed. The implications of the Common Core Standards were discussed during the junior level meetings. A need to change some terminology and scaffold some additional skills at the junior level was determined necessary. For example, making "claims" when writing argumentative papers is a part of the new language of the Common Core Standards.

The teachers of junior English need to adopt a new novel/s to use as a core text in the curriculum. The goal is to adopt two new core novels by the 2013-2014 school year. To begin the dialogue, teachers read a novel during the summer months and discussed the implications for implementing the new text in the curriculum. This was a rich conversation and much needed as the junior team prepares for the changes to the curriculum.

During the 2011-2012 school year, all English teachers documented their four, major process papers. A spreadsheet was created across grade levels and the junior teachers started to examine the assignments. Discussions regarding the scaffolding for the junior research paper and the skills taught during the junior year helped teachers to discover the changes needed.

### **IV. Recommendations**

The members of the ARC staff will provide more instruction during the writing of the pro and con paragraphs. This could take place by sending staff members to the classroom or using the ARC space for the instruction. In order to make time for this instruction, the team needs to take some time away from the research process. The ARC staff members, including the student tutors, will be available for student writing conferences. Teachers will conduct writing conferences both in and outside of class as needed. As part of the English/Language Arts Township Committee articulation goals for this year, teachers will continue to familiarize themselves with the Common Core language. Work is

beginning during professional development time to change our terminology for argumentative writing starting in the 2013-2014 school year. For example, the word “claim” is now used in place of thesis for argumentative writing.

The search for a contemporary novel to include in the junior curriculum continues to be elusive; however, teachers are researching possible core title for future adoption. New novel recommendations may be made as needed in the coming years.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	<p>Time during school year to:</p> <p>Meet as instructional teams to determine new readings for English 363 and 373</p> <p>Work with ARC staff members and librarians to improve the junior research papers</p> <p>Review the Common Core Standards and adjust curriculum and instruction as needed</p>

## **Course or Initiative: American Studies 163**

### **III. Findings:**

American Studies was last reviewed in 2008 in its third semester. At that time, findings centered on structural issues: schedule and registration. We have improved our communication about the course with students and counselors, and have had three years in which the enrollment has been over 40 students. For two of those years, we followed the recommendation of the previous curriculum review and the English and Social Studies classes were scheduled back to back. However, the new American Studies teaching team, Emily Eller from English and James Hoover from Social Studies, believed that a three-hour block of time was not ideal for the curriculum or for the students. Though the consecutive blocks provided opportunities for large-scale projects, it was difficult to maximize student engagement and a cohesive integration of the two disciplines. This year, the sections of the course are offered during the same block on opposite days. The 90-minute block of instructional time has allowed for numerous opportunities to conduct class with all students and both teachers together; thus, providing opportunities for a more integrated curricular experience. Also, the structure creates a more vibrant class culture, which produces greater engagement during the lessons. In that spirit, each unit is focused around a set of “core questions” that seek to integrate both English and Social Studies. For instance, one such question in the “Land” unit asks students, “What is the relationship between nature and American identity?” The strongest consideration of such a question requires reflection and integration from the English and Social Studies teachings. This type of consideration is supported in the integrated classroom by allowing students opportunities to engage in small group discussions and activities that blend the lessons from both English and Social Studies. For example, students worked in small groups to identify perceptions and realities of westward expansion, which had been discussed in Social Studies, and prove these points by finding evidence from both English and Social Studies texts.

The structure described above has greatly benefited those students enrolled in the class, but in planning for future years, we must consider the impact of the current scheduling on the master schedule. There were nearly 10 students who had registered for American Studies who could not actually enroll this year as the 6-7A or 6-7B class conflicted with a singleton class in which they were also enrolled (e.g. French 4, Russian 3 etc).

### **IV. Recommendations**

- Reevaluate the pros and cons of scheduling options due to concern over student conflicts in the master schedule
- Reconsider English texts for the course, in consultation with Junior English Team
- Attend December “flipped classroom” workshop to enhance instructional practices, hosted by GBN.
- Attend February workshop on team-teaching models (Richard Villa)
- Continue to attend CASE conference (Council on American Studies Education).

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	N/A	N/A	Department Professional Development monies for CASE conference

## Course or Initiative: TEAM Program

### 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). 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 9<sup>th</sup> 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.

The teachers in the TEAM program met several times during the year to refocus and review the needs of the students and set goals for the future. The new leadership and new structured meeting times provided teachers with valuable information about their students and the resources available. The English Department transitioned two new teachers into the program on the junior level and new partnerships were formed with teachers in the Social Studies Department. The departments discussed what planning would be most helpful going forward into the next school year.

This year, the TEAM program teachers and leadership focused on recommendations that came from last year's review. We have restructured the TEAM planning time to enable more time for broader curricular planning. The teachers continue to meet monthly regarding specific student issues and concerns with the support from the Student Services Department. In addition, teaching teams are meeting monthly to address recommendations from last year. For example, the 10<sup>th</sup> grade English/Social Studies team is meeting frequently to ensure further integration of the Civics content with the 10<sup>th</sup> grade English curriculum. As a result of this work, students now incorporate their Civics study of the legislative process within the English research unit.

**Related to the curricular work, all team teachers agree that the support of the ARC within TEAM has benefited student learning with regard to reading and writing, and look forward to the ARC's continued involvement. The ARC collaboration has enhanced student use of the history textbook, and has supported students' written assignments as well.** Additionally, Team Program Coordinator Ms. Frandson is leading three meetings this year designed for all TEAM teachers across disciplines. In February, Richard Villa, an expert in the field of co-teaching models, will lead a professional development workshop for TEAM teachers to foster even greater collaboration with regard to classroom instruction.

### IV. Recommendations

- Continued work on curricular integration at all levels
- Continued support of ARC for reading and writing instruction
- Continued support of Student Services department members

## 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

## **GBN Curriculum Report – Fine Arts, November 2012**

### **I. Introduction**

#### **a. Courses reviewed this past year**

- In Visual Art, the curriculum for Photography was reviewed for all levels.
- In Music, Intro to Music Theory and AP Music Theory were reviewed.
- In Drama, Drama 161/261 and Advanced Acting and Directing were reviewed.

#### **b. Process**

- As the primary instructor of our Photography classes, Rob Milkowski reviewed and revised the Photography curriculum.
- Lee Block continued her work on the Drawing/Design curriculum.
- Julie Ann Robinson was responsible for the revisions to the Drama and Advanced Acting/Directing curricula.

#### **c. Additional Initiatives**

- The department is proposing a name change from Computer Art to Digital Imaging. In Digital Imaging, students will explore three avenues of digital media, photography imaging, graphic design imaging, and classical illustration. This class will be opened to freshmen through senior students. The resurrection of this class will bring the digital curriculum at Glenbrook North in closer alignment with other schools in the Central Suburban League.
- To create additional opportunities for participation in Visual Arts at the freshman level, we would like to waive the Art Studio requirement for freshman students who wish to take Ceramics and Digital Imaging. Although Art Studio continues to be our preferred entry into Visual Arts for freshmen, the “hands-on” nature of Ceramics makes it accessible to students with no prior art experience. Our junior high sender schools provide experiences similar to Digital Imaging, so we feel that students will be able to be successful there as well.
- We are proposing to extend our sequence of instruction in Electronic Music by adding a 361 level of this class. By adding this advanced level course, students would be better prepared to pursue this subject in college and as a potential career choice.
- Next year, we will investigate the possibility of reviving our Stagecraft class offering in the Theatre department. We are one of the few schools in the CSL that do not offer instruction in Stagecraft/Technical Design. Currently, our students only receive instruction in this area through participation in Theatre Crew. Time constraints limit the depth of knowledge that our students acquire in this area. By offering this subject as a class, student could study this subject in greater depth.

- Due to a change in prerequisite status for taking Drawing/Design classes, it is evident that all levels of this course needed to be redesigned, especially those from 261 – 461. For this reason, we have conducted a curriculum review of Drawing/Design 261-461 even though it was not due for review at this time

## II. Report Schedule

November 2013	November 2014	November 2015	November 2016	November 2017
Graphic Design	Advanced Improvisation	Band	Ceramics	Photography
Art Studio	TLS Drama	Performance Skills	Guitar	AP Theory
Electronic Music	Choir	Introduction to Broadcasting	Orchestra	Intro to Theory
AP Art/ Honors Art		Sportscasting		Drama
		Television Broadcasting		Advanced Acting/Directing
		Radio Broadcasting		Drawing/Design

Approximate percentage of classes to be reviewed:

22%	13%	26%	13%	26%
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## **Course or Initiative: Photography**

### **III. Findings:**

Photography at Glenbrook North encompasses the three major aspects in photography, the technical, the visual, and the historical. The curriculum at Glenbrook North H.S. is in alignment with the curriculum at other schools in the Central Suburban League.

In keeping with the time honored tradition of black and white photography, students will learn technical aspects of how to use the wet darkroom, processing their film here on site, as well as learning how to produce prints with a full range of value. Additionally, students will learn how to use the controls of a wide variety of cameras.

Visually, students will draw inspiration from the elements and principles of art. We will look at how the elements and principles are applied in the photographic image. Students will look for ways to incorporate the elements and principles in their imagery. Students will share their work with their peers during class critiques. During these critiques they will receive feedback from the teacher and their peers.

To best understand the theories of art and design it is important to know historical perspectives and their impact on today's work and future work. Students will look at the works of many of the photographic innovators who made significant contributions to the photographic world and share their findings. This is accomplished through photo history presentations.

The advent of the digital image is too large to ignore. Digital imagery is incorporated into the curriculum at Glenbrook North H.S. All levels of photography will produce a digital portfolio of their images in a culminating assignment. This is accomplished by having students use a scanner to scan their negatives and then output them digitally. The advanced levels of photography will take the digital aspect of photography a step further by creating podcasts and digital storytelling with their imagery. Additionally, several photography assignments within the curriculum have been adapted to allow students to photograph their subject matter digitally.

Digital portfolios have been an important part of our students' college application process. Colleges and universities are taking supplementary materials (such as digital portfolios) into consideration when reviewing a student's application. By providing high quality portfolios, GBN students are more competitive in the highly selective college application process.

Since eliminating the Art Studio prerequisite for sophomores-seniors to take photography, we have found an increase in the number of students, particularly upper-classmen, that choose to take photography. Additionally, the increase in the number of visual art options, including photography, has made it easier for students and counselors to place students in a visual art class.

#### **IV. Recommendations:**

- The three-tiered approach to teaching photography (technical, visual, and historical) provides the depth and breadth of experience that students need for a comprehensive photography experience. We will continue to explore these three main areas as detailed in the findings above.
- Students at Glenbrook North High School will continue to be exposed to the art of film photography as well as the cutting edge art of digital photography. Digital lessons will be incorporated into the film curriculum whenever possible.
- In the increasingly competitive college application process, digital portfolios can play an important role, and we will continue to work with students to produce portfolios of the highest quality.
- We will continue to monitor student enrolment, retention, and success in all Visual Art classes to determine the impact of the elimination of the prerequisite requirements for this class.

#### **V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbooks	Staffing
Action	N/A	N/A	N/A	N/A

**Course or Initiative: Drama 161**

**III. Findings:**

The GBN Drama Department currently has five levels in the program curriculum: Performance Skills, Drama 161, Drama 261, Advanced Improvisation, and Advanced Acting and Directing. Drama 161 is open to all students in grades 9-12, and no prior experience is necessary. However, Performance Skills (grade 9) is recommended. The purpose of the class is to build self-confidence and performance skills through the art of improvisation. Instruction centers on three basic principles: thinking quickly on your feet, working as an ensemble, and not being afraid to fail. In addition, students learn techniques to improve vocal projection, eye contact, body control, facial expression, and focus. Students explore these core principles through drama exercises and games. Students should leave the semester class with a basic ability in those concepts and a clear idea of how to progress forward if desired. The primary delivery for classroom instruction is large group or small group, as collaboration is key to students’ development as performers. While all students are expected to progress at individual rates, there are consistent assessment expectations for the entire class. Although the majority of activities and assessments are improvisational, a variety of rehearsed “sketches” are assigned to help students isolate performance skills and demonstrate understanding of key performance concepts. This allows for peer cooperation in learning and provides opportunities for deeper ensemble building.

We are currently experiencing an increase in interest in Drama 161 and have seen the number of sections grow over the past two years.

**IV. Recommendations:**

- Drama 161 provides beginning drama students with a solid foundation in improvisational skills. As the year progresses, the instructor will seek out new performance opportunities as well as field trips to see family- friendly improvisation by professional performers. Additional professional development opportunities (attending seminars or classes at Improv Olympic or Second City) may be helpful in fine-tuning the instructional methods already in practice.
- Students’ active participation in improvisational activities requires a high level of student engagement at all times. This is in keeping with our school goal of increasing student engagement.

**V. Department Actions:**

	New Course Proposals	Summer Curriculum Projects	Textbooks	Staffing
Action	N/A	N/A	N/A	N/A

**Course or Initiative: Drama 261**

**III. Findings:**

The GBN Drama Department currently has five levels in the program curriculum: Performance Skills, Drama 161, Drama 261, Advanced Improvisation, and Advanced Acting and Directing. Drama 261 is open to all students in grades 9-12, and has a prerequisite of Drama 161 or instructor approval. The purpose of the class is to continue improvisational skill development using short-form improvisational techniques. Instruction centers on learning scenic improvisational techniques including: listening, give and take, getting to action, characterization, justification, voice and body control, and ensemble building. In addition, students continue to improve vocal projection, eye contact, body control, facial expression, and focus skills. Students explore these core principles through drama exercises and games. Students should leave the semester class with an intermediate ability in those concepts and a clear idea of how to progress forward if desired. The primary delivery for classroom instruction is large group or small group, as collaboration is key to students' development as performers. While all students are expected to progress at individual rates, there are consistent assessment expectations for the entire class. The entire class participates in producing a Comedy Sportz-style show, where students perform for their peers, teachers, administrators, and parents.

**IV. Recommendations:**

- Drama 261 provides drama students who have already become acquainted with basic skills to develop as performers and ensemble-members. As the year progresses, the instructor will seek out additional performance opportunities (possibly for sender school audiences) as well as field trips to see family-friendly improvisation by professional performers.
- Additional professional development opportunities (attending seminars or classes at Improv Olympic or Second City) may be helpful in fine-tuning the instructional methods already in practice.

**V. Department Actions:**

	New Course Proposals	Summer Curriculum Projects	Textbooks	Staffing
Action	N/A	N/A	N/A	N/A

## **Course or Initiative: Advanced Improvisation**

### **III. Findings:**

The GBN Drama Department currently has five levels in the program curriculum: Performance Skills, Drama 161, Drama 261, Advanced Improvisation, and Advanced Acting and Directing. Advanced Acting and Directing is the capstone class of the curricular drama program and is open to students in grades 10-12, and has a prerequisite of Drama 161 and Drama 261, or with instructor approval. The purpose of this class is to provide students with a basic understanding of acting and directing approaches. Students write, direct, and act in original and published monologues and duet scenes. In addition, the entire class participates in producing a public performance of either an existing play, or an original piece. Students should leave the semester class with an understanding of dramatization, characterization, and production. As students come into the class with a variety of experience levels, full class instruction is reserved for specific concepts and topics that are applicable to all students; thus, the primary delivery methods for classroom instruction are one-on-one and small group. Collaboration is key to students' development as artists and performers. While all students are expected to progress at individual rates, there are consistent assessment expectations for the entire class. The entire class participates in producing a class production, where students perform for their peers, teachers, administrators, and parents.

The enrollment demands of Performance Skills and the Drama 161/261 classes has been greater than enrollment numbers Advanced Acting and Directing so the class has not run for the past two years. As the terminal class in our Theatre program, we hope to find a way to offer this again to our students without decreasing opportunities in other Theatre classes.

### **IV. Recommendations:**

- Advanced Acting and Directing provides drama students who have already become acquainted with basic performance skills to develop as performers, directors, writers, and ensemble-members. Additional professional development opportunities (playwriting or directing seminars) may be helpful in fine-tuning the instructional methods already in practice.
- As the Theatre program has grown, the need for an additional (part-time) instructor may need to be considered. This person would likely need to come from our current GBN faculty. We are hopeful that new hires to GBN might include those with experience in Theatre in addition to their primary teaching assignment. The immediate plan is for us to continue with Julie Ann Robinson as the sole Theatre instructor.

**V. Department Action:**

	New Course Proposals	Summer Curriculum Projects	Textbooks	Staffing
Action	We will propose "Stagecraft" to be offered 2013-2014	N/A	N/A	N/A

## **Course or Initiative: Introduction to Music Theory and Advanced Placement Music Theory Review**

### **III. Findings:**

The music theory program currently offers two courses in the regular curriculum, *Introduction to Music Theory* and *Advanced Placement Music Theory*. **AP Music Theory** is offered as a yearlong instructional sequence and students taking the course are eligible for honors credit provided that they register to take the test in May. The ability to read standard musical notation is an essential prerequisite for enrollment in the course. Students enrolled in the course come from a variety of backgrounds and abilities. Sophomores through seniors meeting the prerequisite requirements are enrolled in the course. Typically, there are equal numbers of students coming from the choral and band program, with a smaller numbers coming from the string program, Intro to Music Theory, Electronic Music classes, and the general student population. This course has received approval from the College Board and is certified to carry the AP label. The main objective of the course is to prepare students to take the AP Music Theory test. That means that students must be able to demonstrate proficient abilities in the following areas: harmonic analysis, composition, part-writing in chorale style; aural dictation; and sight-singing. The course is roughly equivalent to a college first year course in Harmony and Aural Skills. In addition to the prescribed AP curriculum, the class also includes two practical application units. The first is in conjunction with the Lyric Opera of Chicago, whereby the instructor will select an opera that Lyric is producing for that year for the students to study. This includes a dramatic reading of the libretto, listening to and analyzing selected choruses and arias, and a visitation to the Civic Opera House to observe the opera being studied. The other practical application unit comes after the test, where students are given the opportunity to arrange or transcribe a piece of music of their choice that will demonstrate what they have learned throughout the year. The primary textbook and workbook for the course is: *Music in Theory and Practice*; eighth edition, volume 1 by Bruce Benward and Marilyn Saker. *A New Approach to Sight-Singing* by Berkowitz, and *A New Approach to Ear Training* by Kraft is also utilized. In addition, the following software is used to support dictation and music notation: *Practica Musica*; by Ars Nova, *Music Lessons I and II*, and *Sibelius*. Grades are based upon homework assignments, in class projects, presentations, quizzes and tests.

Because the course is multifaceted, there is more content to be covered than time allows. Computer aided instruction certainly is helpful in easing the large amount of content, and we will continue to work with our Instructional Technology staff to find ways to employ technology in the classroom.

The primary textbook and workbook needs to be revisited. It is my understanding that the author has passed away and the publisher does not intend to publish a ninth edition. In addition, the text/work book combination is quite expensive.

**IV. Recommendations:**

- It is the recommendation of the instructor that the course continue to be offered as the capstone to a music theory sequence, giving those students who are intending on continuing in music in college the opportunity to study music theory and harmony at the high school level.
- We will begin the process of researching textbooks and workbooks to replace our current ones.

**V. Department Actions:**

	New Course Proposals	Summer Curriculum Projects	Textbooks	Staffing
Action	N/A	N/A	We will research new textbooks and workbooks for the upcoming year.	N/A

## **Course or Initiative: Introduction to Music Theory**

### **III. Findings**

*Introduction to Music Theory* is an entry-level semester long course for students interested in learning more about music beyond the performance classroom. There are no prerequisites for the course other than a genuine interest in music. The course consists of an introduction and exploration of note and rhythm reading, scales, keys, intervals, triads, and chords. In addition, students are also introduced to the expressive elements present in all the arts, melody, harmony, rhythm, texture, and form. The class is comprised of sophomore through senior students coming primarily from the general student population. There are many guitar players, and a few pianists who take the course, with remainder being band, orchestra, chorus, or students with little or no musical background. The text used for the course is *Music Theory for Practical People* by Ed Rosen. The course is divided into two main sections. The first nine weeks are devoted to foundational materials essential to musical composition and analysis. The second nine weeks students are engaged in individual projects utilizing the music notation software Sibelius. In these projects students select a piece of music that they would like to rework, and in the process, demonstrate the foundational knowledge acquired in the first nine weeks of instruction. Grades are based upon class and homework, presentations, quizzes, and the final project.

Music related technology, including Sibelius, Garage Band, and others are creating new opportunities for the delivery of instruction.

### **IV. Recommendations:**

- The course should reach beyond the bounds of being a preparatory class for *AP Music Theory*. Software such as *Garage Band*, and *Band in a Box* should also be incorporated into the sequence so that students can more immediately start arranging and composing, and trying out their newfound musical knowledge.
- In addition, the text *Music Theory for Practical People* should be reviewed and possibly replaced with a more modern, in depth text. The new text should incorporate worksheets and computer units that would encourage students to compose and arrange using more of the modern technology that is available to them.
- The ultimate goal of the course is to introduce the fundamentals of music to the uninitiated. The content and curriculum of the course as it is designed now accomplishes this goal.
- It is the recommendation of the instructor that the course continue to be offered as the entrance course to a music theory sequence, giving those students who are interested in music, but not music performance, the opportunity to become engaged with the subject.

**V. Department Action:**

	New Course Proposals	Summer Curriculum Projects	Textbooks	Staffing
Action	N/A	N/A	Investigating new texts for Music Theory.	N/A

## **Course or Initiative: Drawing/Design 261-461**

### **III. Findings:**

Class assignments are created in order to link knowledge of the drawing process in a sequential manner. Assignments build on previous techniques and practice and then students apply these art-making experiences to successive projects.

The pace and sequence of all levels of Drawing /Design have to be aligned with student skill level and challenge. Idea formation and subject matter identification in regard to the creative process must continue to develop student voice and originality especially as the student progresses through the advanced levels of 261-461. Portfolio development will align with best practices for further study in the honors level and Advanced Placement course and associated with AP Vertical Teams.

Based on the fact that multiple levels of Drawing/Design are taught at the same time, in the same class, alterations to the physical studio space and overall time constraints have to be considered. However, current trends suggest a wider variety of students are taking art courses with equally a wide range of skill level that is often a result of the junior high art experience, both positive and negative. The access to Drawing/Design 161 for all sophomores through seniors without needing the prerequisite of Art Studio has also been positive and negative.

The positive aspect of this change is better access for all students to this specific class especially for scheduling purposes. The consequences of students not having a foundation experience prior to this class result in more students working at a slower pace and typically producing a broader range of quality results. Therefore, maintaining the current structure of Drawing/Design 161 as a class taught independently without advanced levels combined is essential. In the successive Drawing 261-461 levels I have had to revise the projects and experiences to better reflect the change to the 161 level. I had to alter the direction of each level to prepare for the skills needed for the next level proficiencies. At these more advanced levels, students are developing more intrinsic motivation and are responding by working outside of classroom time, often spending their free time in the studio.

### **IV. Recommendations:**

- Building a continuum of skills from one level of Drawing/Design to the next level is necessary to develop student confidence, awareness, theory, and certainly their art aesthetic as they mature. The newly designed sequence of assignments for the 261-461 will be introduced in August of 2012 after summer curriculum development.
- This year we will continue to be evaluating some of the current assignments and their application to each specific level as I seek out student feedback on these assignments and placement in the curriculum. We will continue to identify the core values in our program and the overall strength of our current approach using critiques, sketchbook practice, art historical references, and trends in art to

develop better flow and transition of assignments and culminating experiences as student’s progress through the advanced levels of Drawing/Design 261-461.

- Due to the range of skills level and experience, we strongly suggest that Drawing/Design 161 be taught as a class not combined with the 261, 361, and 461 levels. The 161 level requires significant new learning and application of principles in which students benefit from a homogeneous grouping of first level assignments and evaluation. We will continue to align the upper levels of Drawing/Design 261, 361, and 461 with potential placement in the Honors and A.P. Studio Art through vertical teaming assignments and experiences.
- The varied projects in the Drawing/Design sequence require the continued use of available studio space in C100, C101, and the computers in C103. Color printers for these levels also need to be updated and made available to these students.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbooks	Staffing
Action	Name change from “Computer Art” to “Digital Imaging”	Will request hours for AP/Honors Art	N/A	N/A

# GBN Mathematics Department Curriculum Report – November 2012

## I. Introduction

### A. Courses reviewed during past year

- ❑ College Algebra/Trigonometry GA 163
- ❑ College Algebra/Trigonometry G 163
- ❑ Pre-calculus/Trigonometry 163
- ❑ Pre-calculus 173

### 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 2011-2012 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 the National Council Teachers of Mathematics Standards, student achievement, course organization curricular materials, technology integration, and success in previous and subsequent courses.

The Common Core State Standards for Mathematics (CCSSM) are due to be implemented during the 2014-2015 school year. At this time, the benchmark assessments for CCSSM are scheduled to be given in May of that school year. Depending upon the final written curriculum from CCSSM, the report schedule could change in order to accommodate the changes we will make when implementing CCSSM.

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

## II. Report Schedule :

November 2013	November 2014	November 2015	November 2016	November 2017
Geometry GA	AP Calculus AB	Algebra 163	Algebra GTA 163	Pre-calculus 173
Geometry G	AP Calculus BC	Advanced Algebra 263	Algebra G 163	Pre-calculus/Trig 163
Geometry 163	AP Statistics	Adv. Algebra/Trig 273	Advanced Alg. G 263	College Alg./Trig G 163
Geometry 173	AP Computer Science	Discrete Mathematics	Advanced Alg. GA 263	College Alg./Trig GA 163
Intensified Algebra 163	Linear Algebra		Multivariable Calculus	
			CS Honors 371	

Approximate percentage of curriculum to be reviewed:

November 2013	November 2014	November 2015	November 2016	November 2017
21	21	17	25	17

Additional courses to be reviewed this year:

The Intensified Algebra 163 course which is in its second year will be reviewed this spring following the third semester of the course. This review will be in the 2013 report.

## Course or Initiative: College Algebra Trig GA 163

### III. Findings

A few topics in Chapters 1 and 2 (solving linear equations and inequalities, graphing lines, and writing equations of lines) have been covered multiple times in previous courses leading to College Algebra GA. Teachers felt that repetition of this content was unnecessary since students use skills from these topics throughout the current course.

Since Advanced Algebra GA no longer teaches conic sections, time would be needed to cover this material in College Algebra Trig GA. The other levels of Pre-calculus teach conic sections so covering this material in College Algebra Trig GA would complete course alignment for this content.

The cumulative review units are not well placed related to the semester calendar. Perhaps, dividing up the review into smaller sections would benefit students as the semester progresses.

### IV. Recommendations

- Eliminate repetitive topics in order to make room for a new unit on conics sections.
- Algebraic topics from the first chapter (Chapter P) were added to the beginning of each chapter to better reinforce Algebra skills throughout the school year.
- A conic sections unit was added to Semester 1.
- The changes above (first three bullets) were piloted during the year 2011-2012. It is recommended to continue with these changes as they best meet the needs of the GA student since Algebra concepts are continually reinforced.
- In the future, consider splitting Sections 3.1-3.4 (Unit on polynomials) which are two sections on graphing and two on finding zeroes--- into two smaller, separate units. This will make the content more accessible and digestible for GA students.
- Due to curriculum changes related to the implementation of the Common Core State Standards for Mathematics (CCSSM), logarithms will need to be added to College Algebra GA curriculum.
- CCSSM has a portion of the Trigonometry work moving from College Algebra and Pre-calculus to Advanced Algebra (Algebra 2). Additional adjustments to this course might be needed for the 2014-2015 school year.

### V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	Wait until CCSSM curricular changes are finalized before deciding if a textbook change is needed. It is unlikely this will occur for College Algebra GA since the proposed content changes in CCSSM will not affect the topics on the current textbook.	N/A	N/A

## Course or Initiative: College Algebra Trig G 163

### III. Findings

Over the last several years, it has been noted that a few topics covered in the second semester need more time to be examined adequately. These include trigonometric topics as well as vectors. This year, the teachers decided to spend less time reviewing some Algebra 1 and Algebra 2 topics (linear and quadratic equations). Hopefully, this will create more time in the second semester to explore new topics from which college-bound seniors will benefit. As teachers have tried to increase the amount of critical thinking and problem solving, transformations are another topic that has been stressed in recent years due to the ability to link several different types of functions together. This forces students to compare and contrast these functions. An emphasis in the coming Common Core State Standards for Mathematics is transformations. The textbook used for this course provides practice for skill development as well as opportunities to apply knowledge to unique situations that have students thinking critically in order to problem solve. This is the fourth year of the TI-Nspire implementation so all students have these handheld devices. This has opened up the possibility of activities and lessons with high levels of student engagement.

### IV. Recommendations

- Pre-calculus 163 has rearranged their curriculum to address trigonometry during the first semester. Currently, College Algebra Trig G 163 covers the trigonometry during the second semester. This would seem to help those students who drop from Pre-calculus to College Algebra Trig G 163 so they can review the trigonometry. However, we need to investigate whether or not this is best for all students.
- We are expecting curricular changes to occur for the 2014-2015 school year with the implementation of the Common Core State Standards for Mathematics. Some trigonometry topics will move down to the Advanced Algebra level while logarithms could move up to the College Algebra G level.

### V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Possible work before the 2014-2015 school year to prepare for the addition of logarithms.	N/A	N/A	N/A

## Course or Initiative: Pre-calculus Trigonometry 163

### IV. Findings

During the past two years, the Pre-calculus 163 team has spent considerable time revising curriculum, eliminating various topics from the previous curriculum and adding/expanding other topics. This process began during the summer of 2010 as the curriculum was altered for the 2010-2011 school year. The Pre-calculus 163 course now begins with trigonometry and most of the units throughout the year are trig-related. In all, chapters 6-10 are explored with increased depth and less emphasis on other chapters.

Units removed from the previous curriculum include: Quadratic Functions, Rational Functions, Exponential and Logarithmic Functions. These were removed because they were covered sufficiently in the previous course (Advanced Algebra 263); however some concepts are revisited informally throughout the year.

Units expanded/added from the previous curriculum include: Product-to-Sum and Sum-to-Product trig formulas, Polar Intersections and finding angle measures for pieces of polar graphs, Complex Polar Coordinates, Conic Sections in Polar Form, using Logistical Growth to foreshadow Calculus-related topics.

Since all of our students now have the TI-Nspire graphing handheld, the team has worked to implement calculator programs appropriately into all units. Many activities have been designed during summer curriculum work to help students make connections among the units. Since the majority of the students in this course are underclassmen with the intent of taking an AP math class as a junior/senior, the Pre-calculus 163 curriculum now includes more applications and problems that build toward the rigor of an advanced placement course. The team has worked on implementing an application day for most units and has designed problems that help to encourage critical thinking, problem solving, and high levels of student engagement.

### IV. Recommendations

- The new curriculum outline (starting with trigonometry) seems to be giving the course a more direct focus. Students seem to be doing better at building the foundation of trigonometry with it starting at the beginning of the year. We would like to continue to evaluate whether this continues to be true.
- Increase focus on writing that aligns with the literacy goal at GBN and the 8 Standards of Mathematical Practice from the Common Core State Standards for Mathematics (CCSSM).
- The team should continue to work to align curriculum horizontally with other content teams. As things currently stand, Pre-calculus and College Algebra G are not aligned sequentially, so students switching levels are not offered a smooth transition. We currently offer support in the Math Resource Center or the Math Enrichment Center for the few students that make this transition and the College Algebra G team is going to decide whether to re-align as CCSSM comes into play soon.
- The team should continue to work to align curriculum vertically with other content teams. As Pre-calculus is becoming more of a pre-AP course, we need to continue to make changes based on making students best prepared for taking AP math, specifically in regards to the AP Calculus course.
- Once the CCSSM is finalized, we will revisit our curriculum and make any additional adjustments to meet the needs of our students.

V. **Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Work on integrating constructivist technology activities that strengthen critical thinking and problem solving.	N/A	N/A	Summer curriculum monies

## Course or Initiative: Pre-calculus 173 (Honors)

### III. Findings

The first semester of Pre-calculus 173 covers analytic geometry in two- and three-dimensions while the second semester covers topics in discrete mathematics. All of this material remains central to the preparation of students for future work in which mathematics is required. The class continues to give students experience in less procedural and algorithmic aspects of mathematics and develops a mode of thought which is more conceptual and in which understanding the ideas becomes more important. We believe this course, along with the previous course (Advanced Algebra/Trigonometry 273) gives students a very strong foundation in both the procedural and creative aspects of mathematics and serves them well as they proceed to calculus and future math courses beyond the high school curriculum.

The number of sophomores in this course has increased over the years as more students begin the study of algebra in seventh grade. It is possible that for a small number of these students, the conceptual demands of the class are more difficult to handle at an earlier age. However, if this is the case, it affects a relatively small number of students. We are not sure how the implementation of the Common Core State Standards for Mathematics (CCSSM) will impact the number of 7<sup>th</sup> graders taking algebra with the course realignments that will take place.

Anecdotal information we receive from students in college generally suggests they feel this class was an integral part of the excellent education in mathematics they received at GBN. At the end of last year, one student remarked that in this course she realized for the first time that math was a creative subject in which there are open-ended problems to be solved. This type of comment is indicative of the way we believe this course can open new ways of thinking for our students. We would very much like to include more probability and more work with parametric equations in the future but we are not sure what to delete to make time for this. Additional changes to the course may be the inclusion of a unit on logarithms and exponential functions as we implement CCSSM.

### IV. Recommendations

- Several ideas have been under discussion to allow us to include additional topics. One is to study vector geometry in two- and three-dimensions in a single unit. Currently the material for two-dimensions is covered thoroughly first and then there is a second unit on the material in three-dimensions.
- We have explored significantly reducing the time spent reviewing trigonometry in order to include more probability. We think it would be best to wait until we see how CCSSM will affect the progression of math topics through our curriculum before making any changes.

### V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	A possible project to create problems for a new unit on probability.	N/A	N/A	Summer curriculum monies

**GBN Health, Physical Education and Driver Education Department  
Curriculum Report – November 2012**

**I. Introduction**

**A. Courses reviewed during past year**

- Team Sports
- Physical Management
- Leaders

**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 Team Sports curriculum: Jen Schultz, Karyn Weber, Meaghan Clavey and David Weber.

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 Physical Management curriculum: Renee Brosnan and Mark Rebor.

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

**C. Additional initiatives**

- Teachers continue to review their specific curriculum.
- The department has started to offer training sessions on the usage of Google Chrome and GMAIL.
- The department is looking into ways to utilize the computers in the fitness center.

**II. Report Schedule**

<b>November 2013</b>	<b>November 2014</b>	<b>November 2015</b>	<b>November 2016</b>	<b>November 2017</b>
Strength Training I & II	Freshman	Sophomore	Lifetime	Team Sports
High Adventure I & II	TLS?DLS	Dance I & II	Aquatics	Phys Man
Fit For Life		Driver Education	Health	Leaders
		Personal Training	Team Health	
			Soph STC	

Approximate percentage of curriculum to be reviewed:

November 2013	November 2014	November 2015	November 2016	November 2017
20	20	20	20	20

Additional courses to be reviewed this year:

None
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**Course or Initiative:** Team Sports

**III. Findings**

- Team Sports curriculum provides students the opportunity to improve individual sport skills and then apply those skills in a team setting.
- A three 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. Review of the curriculum showed that the teachers are utilizing all of the fitness equipment that the department owns.
- Written tests are used to assess the understanding of the rules and fundamentals of each sport.

**IV. Recommendations**

The Physical Education department recommends:

- Continue to include individual skills development in the curriculum to improve overall understanding and competency of each sport played.
- Continuing the three day swim unit which provides the students a variety of different fitness opportunities and helps the department utilize all of its facilities.
- That all of the fitness equipment is utilized during the class to give the students the skills to use a variety of fitness equipment outside of class.

**V. Department Action**

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

**Course or Initiative:** Physical Management

**III. Findings**

- Physical Management is designed to expose students to a variety of fitness activities. This makes the students knowledgeable and comfortable with the latest and current fitness trends.
- This is a very physically demanding class. Students succeed with strong intrinsic motivation along with external motivation from the teachers.
- The class has a community service component that exposes the students to fitness activities outside of the school setting.
- The enrollment is high and there is gender equity in this team taught class.
- The classroom component provides the students with in-depth knowledge that prepares them for the fitness based activities.

**IV. Recommendations**

The Physical Education department recommends:

- The use of field trips to continue exposing the students to exciting new fitness concepts.
- In keeping up with the latest fitness trends it is important to stay current with updated fitness equipment.
- Continuing the community service component that exposes students to a variety of new fitness opportunities and allows the students to give something back to the community with their charity.
- Scheduling of the PE classroom to allow fifteen minutes of instruction at the beginning of the class to prepare the students for the day's activities.

**V. Department Action**

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

**Course or Initiative:** Leaders

**III. Findings**

- Junior Leaders learn the freshman curriculum so the students will be able to assist their mentor teachers as senior leaders.
- Additional units are also taught in case the leader is assigned to a different curriculum.
- Students will create a fitness lesson plan and then teach that lesson to the class. They will complete a self-evaluation along with being evaluated by their peers.
- The curriculum has a strong emphasis on technology. Students will create their own website and will receive assignments through Moodle.
- Senior Leaders will begin to implement the material that they created as juniors. Their website must be applicable to the class that they are in.
- They report back to the teacher through Moodle and journal entries.

**IV. Recommendations**

- Junior Leaders will continue to learn additional curriculums so the department has more flexibility when assigning Senior Leaders.
- Meeting students' accommodations must remain an important component of the leaders' responsibilities.
- Technology should continue to be used as an educational tool and as a way to communicate between student and student and student and teacher.

**Department Action**

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

## **GBN SCIENCE Curriculum Report – November 2012**

### **I. Introduction**

Courses reviewed during past year

- Introduction to Physics 163
- Physics 163
- Physics 173

Courses reviewed as a result of a 3<sup>rd</sup> semester review

- Forensics 163
- Honors Junior Biology 173
- Anatomy & Physiology: Bones, Muscles, and Nerves 163

#### **A. Process**

##### **Physics Courses – Introduction, 163, 173**

Through collaboration among members of the physics curriculum team essential questions to be investigated through the educational planning process were identified.

1. Is there a need to reevaluate the current math skill prerequisite and placement for Physics 163 due to the shift in sequence?
2. What is the scope and sequence of concurrent math courses for Physics 163 and Physics 173 students?
3. What collaboration can take place between the math and science departments to ensure math-related instruction in physics courses supports and expands upon instruction in mathematics courses?
4. What adjustments will need to be made to the curriculum to support the future adoption of the Next Generation Science Standards (NGSS)?
5. How can the research-based learning experiences in physics courses be redesigned to best utilize available technological resources?

##### **Forensic Science 161**

The Instructional Supervisor and Forensic Science instructor met and identified essential questions to be investigated through the educational planning process. The essential questions were developed to support the evaluation tool that was outlined in the Forensics 161 new course proposal written by Glenbrook South in November of 2006. Forensic Science was reviewed this year reviewed as a result of a 3<sup>rd</sup> semester review.

1. Do the interests of the Glenbrook North Students support enrollment in the Forensics 161 course?

2. Are students of various levels (Team, Regular, and Honors) successful in the Forensics 161 course?
3. Do students feel that the Forensics 161 course is a valuable experience for Glenbrook North High School?

### **Honors Junior Biology 173**

The Instructional Supervisor and Physics-Chemistry-Biology Curriculum team met and identified essential questions to be investigated through the educational planning process. Many of the essential questions were developed as an evaluation tool when the Honors Freshmen Physics course was proposed in November of 2007. Biology 173 was reviewed this year reviewed as a result of a 3<sup>rd</sup> semester review.

1. How do the pre and post test data for the PCB (Physics-Chemistry-Biology) sequence compare to students enrolled in the traditional Biology-Chemistry-Physics sequence?
2. Are the PCB cohort students taking advantage of Advanced Placement science courses and science electives?
3. Do instructors in the PCB sequence anecdotally find students able to make connections from course to course within the PCB sequence?

### **Anatomy & Physiology: Bones, Muscles & Nerves 161**

The Instructional Supervisor and Anatomy & Physiology instructors met and identified essential questions to be investigated through the educational planning process. Many of the essential questions were developed as an evaluation tool when the course was proposed in November of 2009. Anatomy & Physiology: Bones, Muscles & Nerves was reviewed this year reviewed as a result of a 3<sup>rd</sup> semester review.

1. Do the interests of the Glenbrook both Students support enrollment in the Anatomy & Physiology: Bones, Muscles & Nerves course?
2. Are students of various levels (Team, Regular, and Honors) successful in the Anatomy & Physiology: Bones, Muscles & Nerves course?
3. Do students feel that the Anatomy & Physiology: Bones, Muscles & Nerves course is a valuable experience for Glenbrook North High School students?
4. What types of learning experiences within the course stimulate the highest level of student engagement?

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

- Adoption of revised College Board approved AP Biology Curriculum
- Name change and curriculum revision for current Horticulture courses
- Summer Enrichment Course Offerings – Science Projects 163 & 173

## II. Report Schedule

November 2013	November 2014	November 2015	November 2016	November 2017
Astronomy 163	AP Biology 283	Chemistry 163	Biology 163	Physics 163
Honors Astronomy 173	AP Physics 283	Honors Chemistry 173	Honors Biology 173 (9 <sup>th</sup> & 11 <sup>th</sup> grades)▲	Honors Physics 173
Plant Science 161	AP Chemistry 283	Intro to Chemistry 163	Human Biology GT – TEAM 163	Intro to Physics 163
Science Projects 163 & 173	AP Environmental Science 283	Brain Studies 161		
Sci-Tech 163	Earth Science 163			
Anatomy & Physiology: Body Systems* 162	Earth Science GT-TEAM 163			
Anatomy & Physiology: Bones, Muscles, and Nerves 161▲	Material Science 163*□			
	Material Science 173*□			
	Forensic Science 163▲			

\*Indicates 3<sup>rd</sup> semester review.

□Course did not run due to low enrollment in 2012-2013

▲ Indicates placement of courses for future reviews after the initial 3<sup>rd</sup> semester review in 2012

Approximate percentage of curriculum to be reviewed:

November 2013	November 2014	November 2015	November 2016	November 2017
10	15	24	23	21

## Course or Initiative - Physics Courses – Introduction, 163, 173

### III. Findings

- Students who are concurrently enrolled in Advanced Algebra GA 263 or Advanced Algebra G 263 are appropriately placed in Introduction to Physics based on grade distribution data.
- Students who are concurrently enrolled in Advanced Algebra 263 are appropriately placed in Physics 163. Typically, those students who demonstrate success (75% or higher) in Geometry G and Chemistry 163 and are concurrently enrolled in Advanced Algebra G are appropriately placed in Physics 163 as well.
- Students who are concurrently enrolled in Advanced Algebra 273 are appropriately placed in Physics 173. Typically, those students who excel in regular level math courses (earning a grade of an A) are appropriately placed in Physics 173 as well.
- All students in all levels of physics have been exposed to solving variable equations and calculating slope prior to enrolling in physics courses. However, Physics 163 students are introduced to vectors in physics prior to vector studies in concurrent math courses.
- After the review of the Next Generation Science Framework (NGSS) in April of 2012 and the initial draft of the Next Generation Science Standards in September 2012, gaps in physics-related content have been identified. In addition, the Glenbrook North Physics program currently covers content that is not deemed essential per the NGSS.
- Physics instructors are willing to learn and become accustomed to using alternative means for students to present research rather than the traditional research paper. Some brainstorm results to demonstrate the “Physics of . . .” project and the “Amusement Park Physics Project” include iMovie, PowerPoint, and Prezi, to name a few.

### VI. Recommendations

- Placement issues were identified with regards to current placement practices:
  - Introduction to Physics 163 will continue to require a successful completion of a geometry program and concurrent enrollment in an Advanced Algebra course, typically Advanced Algebra G and Advanced Algebra GA
  - Physics 163 will continue to require a successful completion of a geometry program and concurrent enrollment in an Advanced Algebra course, typically Advanced Algebra 263. Those students who successfully completed Geometry G earning an A or B will be considered for Physics 163 to ensure the math ability of the Physics 163 students correlates with the mathematical tools necessary to be successful in Physics 163.

- Honors Physics will continue to require a successful completion of a geometry program but will strongly suggest honors math placement.
- Chemistry teacher recommendation and grade will continue to serve as a determining factor with regards to physics placement.
- Math Teacher recommendation and grade will continue to serve as a determining factor with regards to physics placement.
- Placement issues were identified with regards to change in level placement practices:
  - In addition to science and math history, the desire to seek balance in one's schedule may initiate a change in level placement. Decisions should be based on work ethic may include in-class participation and production, need for assistance outside of the classroom and homework completion.
  - Changes mid quarter or semester are difficult and present gaps and/or overlaps in the curricula
- There is need for productive collaboration amongst science and math colleagues to ensure math-related instruction in physics courses supports and expands upon instruction in concurrent mathematics courses. Collaboration between departments will help to establish and develop relationships among math and science teachers to assist with proper placement of individual students.
- There is need for productive collaboration amongst Physics teachers at all levels to review the Next Generation Science Standards with regards to
  - Content that is currently addressed in curriculum and not identified in the NGSS
  - Content that is identified in the NGSS and not currently addressed in curriculum
  - Skills and engineering practices that need to be emphasized to meet the needs of the NGSS
  - Alignment of courses among levels to allow for movement between levels, if necessary, to eliminate the loss or overlap of curriculum
- There is need for productive collaboration amongst Physics teachers at all levels to review the research practices in the Physics courses to make the best use of technology-based tools and to support, not compete with, the Junior year research papers in English and Social Studies courses.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Text book	Staffing	Resources
Department Action	N/A	Evaluation of the Next Generation Science Standards and Curriculum Revision for all levels of Physics	N/A	N/A	<i>Summer curriculum monies</i>

## Course or Initiative - Forensic Science 161

### III. Findings

- Enrollment in the Forensics Science 161 course has remained fairly consistent between the 2011-2012 and 2012-2013 school years indicating student interest in the Forensic Science course.

	Total Enrollment
2011-2012	165
2012-2013	144*

\*The 2011-2012 suggests that additional students will enroll in Forensics Science 161 during the second semester as schedules shift prior to the end of first semester.

- All students demonstrate success in the Forensics 161 course earning a grade of C or above. Due to the nature of the learning experiences in the course, students can modify their work to best challenge themselves academically. Typically, students who struggle with work ethic in our outside of the classroom, tend to perform lower academically on written tests and lab practicals. However, success is attainable for all students.
- Through Student survey, several comments with captured:
  - “ The crime scene analysis, faces blood typing – it’s all so fascinating!”
  - “Very in depth course. A must take class as a student at GBN.”
  - “If you want a boring class, forensics is not for you. It’s a real-left scenario class.”
  - “You learn the basics of forensic science and it helps you to understand if you are interested in eh subject to maybe study it in college.”

### VI. Recommendations

- Continue to “advertise” the Forensics course through the Elective Extravaganza to maintain or increase enrollment in the course.
- Continue to encourage students to enroll in the course independent of previous science placement and experiences as students of all levels have proven to be successful in this elective course
- Continue to evaluate learning experiences and instructional strategies through student survey and make adjustment to instructional and learning experiences as needed.
- An additional Forensics 161 instructor was identified for the 2012-2013 to provide collaboration time, as department time allows, to continue to develop curriculum to further engage students in the Forensics 161 course.

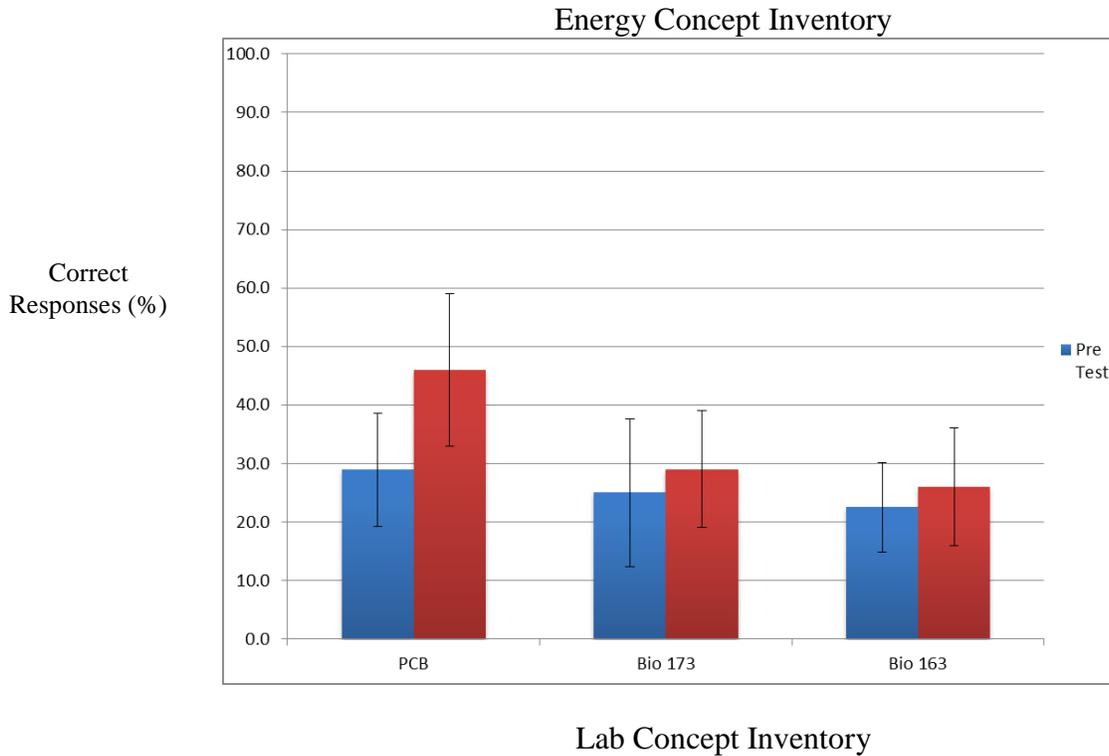
### V. Department Action

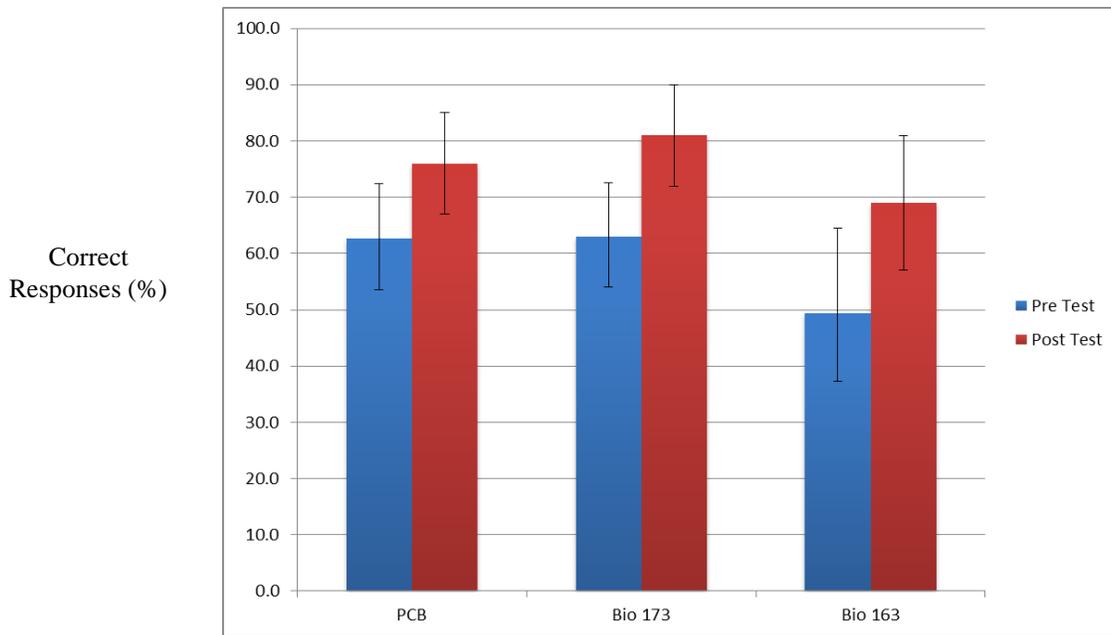
	New Course Proposals	Summer Curriculum Projects	Text book	Staffing	Resources
Department Action	N/A	N/A	N/A	N/A	N/A

## Course or Initiative - Honors Junior Biology 173

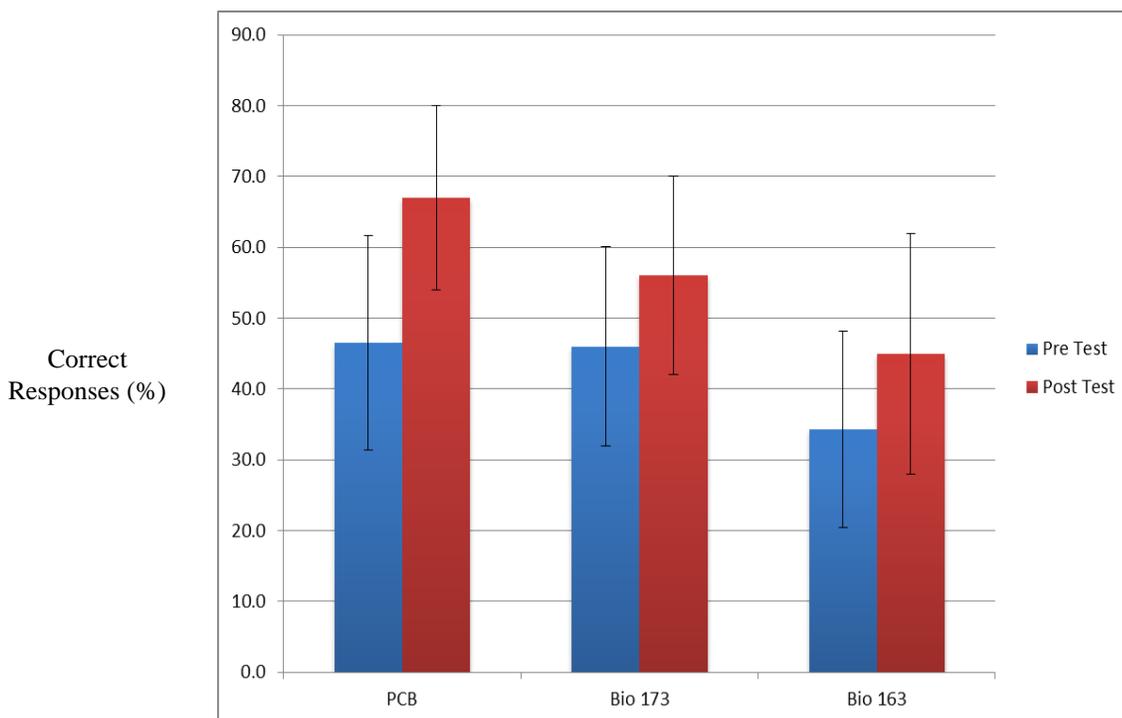
### III. Findings -

- All pretests (indicated in blue/1<sup>st</sup> column) were given to all freshmen students in Biology 163, Biology 173, and Honors Freshmen Physics 173 (PCB). Post tests (indicated in red/2<sup>nd</sup> column) were given to the same students during their junior year at GBN in Physics 163, Physics 173 and Junior Honors Biology 173 (PCB). Results for each of the three surveys are provided below:





### Particulate Nature of Matter Inventory



- Each of the inventories indicate that the honors students in both the traditional sequence (Biology, Chemistry, and Physics) and the PCB sequence (Physics, Chemistry Biology) both pretest higher than the regular level student.
- Post test results suggest that the PCB sequence students show more gains in the area of Energy Concepts and Particulate Nature of Matter. These two

themes are emphasized in the three year sequence. The lab concept inventory suggests more growth in the traditional sequence.

- The PCB instructors have outlined connections between and among courses. These connections are, at times, deliberate, and at other times, are made through student-driven discussions. The growth in the Energy Concept Inventory and the Particulate Nature of Matter Inventory suggests that the connections are being made and nurtured throughout the three year sequence.

#### IV. Recommendations

- Continue to offer the PCB sequence to incoming freshmen that will be concurrently enrolled in an advanced algebra program or higher.
- Place Honors Freshmen Physics students based on Terra Nova Reading Language scores and consider math placement as a secondary piece of data. Offer the Appeals Test for level change requests.
- Continue to encourage PCB students to enroll in Advanced Placement courses during junior and senior year. Further encourage these students to explore career related electives such as Anatomy & Physiology, Forensic Science, Sci-tech and Materials Science, for example.
- Continue to offer department time, as allowed, for teachers to collaborate on curriculum alignment to further develop connections among courses in the three year sequence
- Identify an additional chemistry and physics instructor to further enhance curricular collaboration.

#### V. Department Action

	New Course Proposals	Summer Curriculum Projects	Text book	Staffing	Resources
Department Action	N/A	Evaluation of the Next Generation Science Standards and Curriculum Revision for all levels of Biology	N/A	N/A	N/A

## Course or Initiative - Anatomy & Physiology: Bones, Muscles & Nerves 161

### III. Findings

- Enrollment in the Anatomy & Physiology: Bones, Muscles, and Nerves course has dropped between the 2011-2012 and 2012-2013 school years. However, the enrollment numbers still indicate an interest in the Anatomy & Physiology course as three sections are currently being offered.

	Total Enrollment
2011-2012	116
2012-2013	85

- All students demonstrate success in the Anatomy & Physiology: Bones, Muscles and Nerves course earning a grade of C or above. Due to the intensive laboratory experiences available in this course, students can modify their work to best challenge themselves academically. There is an emphasis on memorization of material prior to application in this course. Therefore, students who tend to struggle with memorization and extensive vocabulary may find this course more challenging. However, success is attainable for all students.
- Through student survey, instructors found that student choice, inquires, and dissections were the most beneficial learning experiences for the students. In addition, the student survey indicated a need to review the homework load and managing the extensive vocabulary.
- Through Student survey, several comments with captured:  
*“My most positive memory is dissecting the cat because we were able to apply our learning from the semester into a real life situation and see how and where things are and work.”*  
*“I really liked how we were free to explore on our own for the inquiries instead of being guided . It really allowed us to focus on what we needed to focus on.”*

### IV. Recommendations-Anatomy & Physiology

- Continue to “advertise” the Anatomy & Physiology course through the Elective Extravaganza to maintain or increase enrollment in the course.
- Continue to nurture underclassmen interested in a medical-related field by offering Anatomy & Physiology-related experiences through the Spartan Medical Club.
- Continue to encourage students to enroll in the course independent of previous science placement and experiences as students of all levels have proven to be successful in this elective course
- Continue to evaluate learning experiences and instructional strategies through student survey.
- Reevaluate the homework philosophy in the course to ensure the homework is necessary and meaningful. Consider eliminating the need for memorization and emphasize application of material.

- Continue to offer department time, as allowed, for teachers to collaborate on curriculum development to further engage students in the Anatomy & Physiology course.

**V. Department Action-Anatomy & Physiology**

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

**VI. Department Action – Additional Initiatives**

	New Course Proposals	Summer Curriculum Projects	Text book	Staffing	Resources
		Evaluation of the Next Generation Science Standards and Curriculum Revision for all levels of Chemistry			<i>Summer curriculum monies</i>
		Review of conceptual AP Biology Revisions			<i>Summer curriculum monies</i>
		Evaluate AP Chemistry Revisions, rewrite Chemistry course syllabus, and submit to College Board			<i>Summer curriculum monies</i>
		Science Projects – a summer school enrichment course			

## GBN Social Studies Department Curriculum Report – November 2012

### I. Introduction

#### A. Courses reviewed during past year

US History 163 and 173  
 American Studies 163  
 World Religions 161  
 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 U.S. History Team, and the team consulted with the Instructional Supervisor as part of the process. The World Religions teachers comprised a second Review Committee, the American Studies teachers comprised another group, and instructional leaders and Team teachers continually review the TEAM Program. The teachers reviewed the course goals, curricula, requirements, resources, and other information specific to the course.

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

The department is proposing a change to its summer school offering “Sports in Society.” The intent is to enhance the curriculum, shifting from two hours to four, and increased the credit awarded from .25 to .5.

### II. Report Schedule

November 2013	November 2014	November 2015	November 2016	November 2017
AP Euro	Geography	European History	HWC 163	US History 163
AP US	Int'l Relations	Sociology	HWC 173	US History 173
AP Government	Psychology	Comp. Global Issues		American Studies
AP Psychology	Simulation	Political Science		
AP World	Urban Studies	Anthropology		
AP Economics		World Religions		
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
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## **Course or Initiative: United States History 163 and 173**

### **III. Findings**

In reviewing the regular level U.S. History course, the teaching team had three major findings and worked hard to address them within the past review cycle. First, the teachers identified the need for more opportunities to collaborate and share lessons. Over the course of several late arrival days, the team shared lesson plans, assignments and resources (both primary and secondary) and placed all that they had shared on the server so that all teachers have access. Second, the teachers wanted to create reading assessments for the regular textbooks that served to both motivate students to read and to inform instruction based on students' understanding of the text. To that end, teachers collaborated to make a series of reading quizzes for the text. Finally, teachers recognized the need to revise the Constitution Test to incorporate more critical thinking and improve the objective portion of the test. This past summer, teachers worked together to revise the current objective portion of the test, and created several short answer writing prompts to enable students to demonstrate critical thinking and knowledge application with regard to the Constitution.

The Honors U.S. teachers were also a part of the lesson compilation and sharing, as well as the Constitution test revision. In addition to that, the teachers selected a new textbook for the course. That search came from a recommendation of the previous curriculum review, as teachers sought a text with more depth in its coverage of 20<sup>th</sup> and 21<sup>st</sup> century history, and a better balance of political, economic and social history. Once the teachers selected a new book, they collaborated in the creation of outlines for each chapter, and created "reading focus questions" as well as new "key terms" lists to help students focus their reading and enable more meaningful class discussions. The teachers also created new unit tests to correspond with the new text. The new book, while more balanced in its content coverage in terms of chronology, still has content gaps and the teachers would like to once again explore options for the Honors U.S. History text in the coming years.

Additionally, The Common Core Standards for Literacy in History and the Social Sciences were released within this Educational Planning cycle. The U.S. History Team, in conjunction with the entire department, is reviewing the standards and evaluating their implications on the curriculum. Whereas the previous state standards for history were content-based, the new Common Core Standards are skill-based and emphasize critical thinking in each descriptor for grade levels 9-10 and 11-12.

### **IV. Recommendations**

- Continue to work on reading comprehension at all levels. Collaborate with the ARC to consider activities to build upon the work done with 9<sup>th</sup> grade HWC students with regard to textbook reading and notetaking.
- Continue to work on integrating more critical thinking, particularly through writing, in all U.S. history classes, in conjunction with the school goal.
- Explore options for Honors U.S. History texts.

- Continue to review Common Core Standards and make curricular and instructional changes as needed.

**V. Department Action**

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

## **Course or Initiative: American Studies 163**

### **III. Findings**

American Studies was last reviewed in 2008 in its third semester. At that time, findings centered on structural issues: schedule and registration. We have improved our communication about the course with students and counselors, and have had three years in which the enrollment has been over 40 students. For two of those years, we followed the recommendation of the previous curriculum review and the English and Social Studies classes were scheduled back to back. However, the new American Studies teaching team, Emily Eller from English and James Hoover from Social Studies, believed that a three-hour block of time was not ideal for the curriculum or for the students. Though the consecutive blocks provided opportunities for large-scale projects, it was difficult to maximize student engagement and a cohesive integration of the two disciplines. This year, the sections of the course are offered during the same block on opposite days. The 90-minute block of instructional time has allowed for numerous opportunities to conduct class with all students and both teachers together, thus providing opportunities for a more integrated curricular experience. Also, the structure creates a more vibrant class culture, which produces greater engagement during the lessons. In that spirit, each unit is focused around a set of “core questions” that seek to integrate both English and Social Studies. For instance, one such question in the “Land” unit asks students, “What is the relationship between nature and American identity?” The strongest consideration of such a question requires reflection and integration from the English and Social Studies teachings. This type of consideration is supported in the integrated classroom by allowing students opportunities to engage in small group discussions and activities that blend the lessons from both English and Social Studies. For example, students worked in small groups to identify perceptions and realities of westward expansion, which had been discussed in Social Studies, and prove these points by finding evidence from both English and Social Studies texts.

The structure described above has greatly benefited those students enrolled in the class, but in planning for future years, we must consider the impact of the current scheduling on the master schedule. There were nearly 10 students who had registered for American Studies who could not actually enroll this year as the 6-7A or 6-7B class conflicted with a singleton class in which they were also enrolled (e.g. French 4, Russian 3 etc).

### **IV. Recommendations**

- Reevaluate the pros and cons of scheduling options due to concern over student conflicts in the master schedule
- Reconsider English texts for course, in consultation with Junior English Team
- Attend December “flipped classroom” workshop to enhance instructional practices, hosted by GBN.
- Attend February workshop on team-teaching models (Richard Villa)
- Continue to attend CASE conference (Council on American Studies Education).

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	N/A	N/A	Department Professional Development monies for CASE conference

## **Course or Initiative: World Religions 161**

### **III. Findings**

The World Religions course has just completed its second year. In its inaugural year, the course enrolled five sections of students (140 students enrolled over the course of two semesters). The enrollment remained steady in its second year, and this fall there are six sections (nearly 170 students) enrolled. The increase in enrollment has enabled the department to add a second teacher to the course, and that collaboration has been very beneficial for both teachers involved. The collaboration between the two teachers will generate ongoing curricular development and revision for semesters to come. The majority of the students enrolled are seniors, though there are a few sophomores with a special interest in religions who opt to take the class in 10<sup>th</sup> grade. Students indicate that their main motivation for enrollment is exposure to world religions in preparation for their entry into the diverse adult world. In fact, many students have contacted Mr. Hoynes, the course's founder at GBN, after entering college to communicate that their exposure to religious traditions and cultures different than their own has facilitated their relationships with college classmates. In reflecting on the course, students are quick to remember the two field trips to local houses of worship as well. Although classroom instruction has its obvious impact, field experiences are essential components to true student understanding, and the students' experiences in local houses of worship both deepens their knowledge and leads them to thought provoking questions for the World Religions classroom and beyond.

The current curricular organization centers on the comparative, thematic approach to religion. Students explore the following themes: core beliefs, leaders, sacred texts, symbols, art and architecture, and holidays. Students are assigned to a "Theme Team" and explore those themes in the context of various religions. The teachers continue to revise this student-driven approach to ensure that all students are exposed to multiple religions and multiple themes in a meaningful way. The teachers have also experimented with different timing of the field trips in conjunction with the introductory unit and the research on themes. They have found that the field trips have the most impact if students visit the houses of worship early in the semester. Additionally, teachers have found that the introductory unit is crucial to creating a positive, comfortable and respectful classroom community. Students also responsible for bringing current events related to religion to class each week. Students and teachers alike have expressed the positive benefit of current events discussions in the course. The structure of the course is a strong example of student engagement and ownership of their learning.

Teachers have found great benefit in a local public schools consortium of teachers of World Religions. These teachers have met each of the last two years, and plan to meet in the spring, to share curricular ideas and teaching strategies. This opportunity to build connections and to collaborate has been invaluable to our teachers. The teachers have also learned that local schools are using a variety of other textbooks for their courses, and though they are satisfied with our current text, they are interested in exploring other options for the future. Additionally, the World Religions teachers have been fortunate to attend several relevant conferences and summer institutes. Finally, the teachers are

thrilled to be building on the success of Glenbrook South’s strong World Religions program, and have learned a lot from their foundation.

**IV. Recommendations**

- Continue to foster relationships with local houses of worship to ensure continued positive field trip experiences.
- Continue to revise “theme team” initiative within the curriculum
- Continue to collaborate with local teachers to share teaching strategies and lessons.
- Explore texts used in other high school world religions courses; consider a change timed with the next textbook adoption opportunity (Spring 2015).

**V. Department Action**

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

## **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). 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 9<sup>th</sup> 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.

The teachers in the TEAM program met several times during the year to refocus and review the needs of the students and set goals for the future. The new leadership and new structured meeting times provided teachers with valuable information about their students and the resources available. The English Department transitioned two new teachers into the program on the junior level and new partnerships were formed with teachers in the Social Studies Department. The departments discussed what planning would be most helpful going forward into the next school year.

This year, the TEAM program teachers and leadership focused on recommendations that came from last year's review. We have restructured the TEAM planning time to enable more time for broader curricular planning. The teachers continue to meet monthly regarding specific student issues and concerns with the support from the Student Services Department. In addition, teaching teams are meeting monthly to address recommendations from last year. For example, the 10<sup>th</sup> grade English/Social Studies team is meeting frequently to ensure further integration of the Civics content with the 10<sup>th</sup> grade English curriculum. As a result of this work, students now incorporate their Civics study of the legislative process within the English research unit. Additionally, Team Program Coordinator Ms. Frandson is leading three meetings this year designed for all TEAM teachers across disciplines. In February, Richard Villa, an expert in the field of co-teaching models, will lead a professional development workshop for TEAM teachers to foster even greater collaboration with regard to classroom instruction.

### **IV. Recommendations:**

- Continued work on curricular integration at all levels
- Continued support of ARC for reading and writing instruction
- Continued support of Student Services department members

**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

## **GBN Special Education Curriculum Report – November 2012**

### **I. Introduction**

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

##### Developmental Learning Services (DLS) Program

DLS Science

DLS US History

DLS History of World Civilizations

##### Therapeutic and Academic Support Continuum (TASC) Program

TASC Science

TASC US History

TASC History of World Civilizations

TASC Social Studies Elective (topics offered on a rotating basis)

#### **B. Process**

Throughout the 2011-2012 school year, the DLS and TASC teacher teams met weekly to review student needs from both individual and programmatic levels. In addition, a subcommittee of special education self-contained social studies and science teachers met several times throughout the school year to review curriculum in these content areas. The DLS reading committee provided input into the incorporation of research-based reading and writing strategies into content area instruction for the relevant special education courses. The Instructional Supervisor for Special Education coordinated the review of curriculum and summarized the findings in this report.

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

The department has continued to systematically review of math curriculum for at-risk learners. In addition, the TASC teachers have continued to review curriculum for students with emotional disabilities with a particular focus on the Transition needs of students in this program.

## II. Report Schedule

<b>November 2013</b>	<b>November 2014</b>	<b>November 2015</b>	<b>November 2016</b>	<b>November 2017</b>
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	Implementation of IEP Goals through Science and Social Studies
Review needs of students and study skills courses offered				
Review Study Skills curriculum	Review of math and consumer curriculum	Review of Transition Services	Review of English and Reading curriculum	Review Science and Social Studies Curricula

Approximate percentage of curriculum to be reviewed:

<b>November 2013</b>	<b>November 2014</b>	<b>November 2015</b>	<b>November 2016</b>	<b>November 2017</b>
20	20	20	20	20

Additional courses to be reviewed this year:

N/A
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## **Course or Initiative: DLS Science and Social Studies**

### **III. Findings**

The faculty members involved in the Educational Planning Process reviewed curriculum in self-contained special education science and social studies classes offered in the DLS program. The team identified areas of strength, where it seems that students' needs are being met, and other areas where students may benefit from changes to curriculum. The DLS program serves students whose academic abilities are significantly below grade level and require intensive, individualized instruction to remediate academic skill deficits in the areas of reading, writing, and/or math, and may experience other additional difficulties that adversely impact their educational progress. From a content perspective, the scope of the DLS Science, DLS History of World Civilizations (HWC), and DLS US History curricula adequately covers topics in the content areas as defined by the Illinois Learning Standards. In both social studies classes teachers utilize versions of grade level textbooks that are utilized in the general education program at Glenbrook North. The DLS Science class utilizes a high school level General Science textbook. In order for students to access the curriculum, the social studies and science teachers supplement the text with teacher-made materials. In all DLS content area classes, teachers incorporate research-based strategies for enhancing reading and writing skills, and increasing the chance that students will comprehend the text and materials reviewed in class. A major strength for the DLS Science curriculum is that the course is co-taught with a general education Science teacher. Solely one special education teacher teaches DLS HWC and DLS US History, and currently there is limited collaboration among the special education teacher and the general education teachers in this area. From the perspective of remediating skill deficits, teachers feel that great strides have been made with regard to incorporating University of Kansas writing strategies and content enhancement strategies into the curriculum in both science and social studies classes. Lessons are individualized to meet the special education needs of students forcing teachers to deviate from lesson plans at times.

### **IV. Recommendations**

- In areas where there is no direct collaboration with general education teachers, provide special education science and social studies teachers with opportunities to meet with general education science and social studies teachers to review and develop curriculum for students with disabilities
- Continue to provide all special education teachers with professional development related to integrating research-based reading and writing strategies into content area instruction
- When it meets the instructional need of the cohort of students, continue to utilize the same textbooks that are utilized in mainstream classes to increase students' exposure to the same content as same age peers

- Continue to provide teachers with flexibility to design individualized lesson plans that meet the needs of unique learners in special education courses

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	-Explore the utilization of the <i>Rewards</i> program or other research-base reading/writing strategies for social studies and science classes in the DLS program.	Explore <i>Rewards</i> materials	No changes	<i>Summer curriculum project funding</i>

## **Course or Initiative: TASC Science & Social Studies**

### **III. Findings**

The faculty members involved in the Educational Planning process reviewed curriculum in self-contained special education science and social studies classes offered in the TASC program. The team identified areas of strength, where it seems that students' needs are being met, and other areas where students may benefit from changes to curriculum. The TASC program serves students whose academic abilities are typically at or above grade level, but require intensive, individualized instruction due primarily to social-emotional and behavioral difficulties that adversely impact their educational progress. From a content perspective, the scope of the TASC Science, TASC Social Studies Elective (topics offered on a rotating basis), TASC History of World Civilizations, and TASC US History curricula adequately covers topics in the content areas as defined by the Illinois Learning Standards. In both social studies classes teachers utilize grade level textbooks that are utilized in the general education program. The TASC Science class utilizes the same textbooks that have been adopted in the general education Science program. Teachers collaborate with general education content area specialists to assist in developing the scope and sequence. In order for students to access the curriculum, the social studies and science teachers supplements the text with teacher-made materials. In all TASC content area classes, teachers incorporate research-based strategies for enhancing reading and writing skills, and increasing the chance that students will comprehend the text and materials reviewed in class. Lessons are individualized to meet the special education needs of students forcing teachers to deviate from lesson plans at times.

### **IV. Recommendations**

- In areas where there is no direct collaboration with general education teachers, provide special education science and social studies teachers with opportunities to meet with general education science and social studies teachers to review and develop curriculum for students with disabilities
- Continue to provide all special education teachers with professional development related to integrating research-based reading and writing strategies into content area instruction
- Continue to utilize the same textbooks that are utilized in mainstream classes to increase students' exposure to the same content as same age peers
- Continue to provide teachers with flexibility to design individualized lesson plans that meet the needs of unique learners in special education courses

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	-In TASC Science and TASC and DLS Social Studies provide special education teachers opportunity to review scope of general education courses and adapt the scope and sequence to the needs of special education students	Continue to review general education mainstream textbooks	No changes	<i>Summer curriculum project funding</i>

## GBN World Languages Department Curriculum Report – November 2012

### I. Introduction

#### A. Courses reviewed this year:

1. Chinese 363/373
2. French 363
3. French 373
4. German 363/373
5. Hebrew 363/373
6. Latin 363/373
7. Russian 363/373
8. Spanish 363 G
9. Spanish 363
10. Spanish 373

#### B. Process

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

Chinese 363/373: Wanyin Chou  
French 363: Annahi Hart and  
Marie Petrini-Poli  
French 373: Marie Petrini-Poli  
German 363/373: Hollie Saraswat  
Hebrew 363/373: Josh Morrell

Latin 363/373: Joe Gerencser  
Russian 363/373: Izabella Tashlitskaya  
Spanish 363 G: Rommel Guzman  
Spanish 363: Jonathan Sorkin  
Denis Rodriguez  
Spanish 373: Jeff Ware

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

None

## II. Report Schedule

November 2013	November 2014	November 2015	November 2016	November 2017
Chinese 463	-----	Chinese 163	Chinese 263	Chinese 363
Chinese 473	-----	-----	Chinese 273	Chinese 373
French 463	French 563	French 163	French 263	French 363
French 473	French 573	-----	French 273	French 373
-----	French 583 AP	-----	-----	-----
German 463	-----	German 163	German 263	German 363
German 473	-----	-----	German 273	German 373
Hebrew 463	-----	Hebrew 163	Hebrew 263	Hebrew 363
Hebrew 473	-----	-----	Hebrew 273	Hebrew 373
Latin 463	-----	Latin 163	Latin 263	Latin 363
Latin 473	-----	-----	Latin 273	Latin 373
Russian 463	Russian 563	Russian 163	Russian 263	Russian 363
Russian 473	Russian 573	-----	Russian 273	Russian 373
-----	Russian 583 AP	-----	-----	-----
Spanish 463 G	Spanish 563	Spanish 163 G	Spanish 263 G	Spanish 363 G
Spanish 463	Spanish 573	Spanish 163	Spanish 263	Spanish 363
Spanish 473	Spanish 583 AP	-----	Spanish 273	Spanish 373
-----	Spanish 583 LIT	-----	-----	-----

Approximate percentage of curriculum to be reviewed:

November 2013	November 2014	November 2015	November 2016	November 2017
24%	16%	13%	24%	24%

Additional courses to be review this year: None

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

**Course or Initiative: Chinese 363/373**

**III. Findings**

The overall enrollment in Chinese has increased from two sections last year to four sections this year. Currently Chinese 363/373 and 463/473 are combined into one section. Placing students from different levels of study in one class presents a challenge for the teacher in delivering appropriate instruction to each level. However, the students of Chinese 363/373 are very motivated and often learn new concepts quickly. These students have been with Dr. Chou for three years and as a result, they know what to expect from both their teacher and the class itself. The students at this level are assigned a variety of projects that are presented in class. The teacher constantly monitors student progress so she can assist both levels of Chinese in the classroom.

Although all the language skills are addressed in this class, in terms of speaking, Dr. Chou would like to do more. The book (*Chinese Link*) is new for her, but she feels that it is appropriate for the course. Dr. Chou uses not only the textbook, but also finds relevant materials online, especially to help address important culture concepts to incorporate in her lessons. She feels that the online material from the textbook does not include as much culture as other Chinese textbooks.

**IV. Recommendations**

The teacher has recommended the use of the *Tell Me More* program for her Chinese classes. This program does not involve a textbook, but is an on-line course. The department has been able to procure, free of charge, Tell Me More licenses for all students in the class. Students will work with the program this year in the lab on a trial basis. Dr. Chou also wants to explore the possibility of creating an exchange program with students in Taiwan. In addition, she wants to explore the possibility of using Skype with students from other schools in the area or in China (Global Collaboration). The introduction of these programs will also help incorporate more speaking practice for students.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	NA	NA	NA	NA	Will continue use <i>Tell Me More</i> on a trial basis.

**Course or Initiative: French 363**

**III. Findings**

The enrollment in French 363 has remained fairly consistent over the past several years. We generally run two sections each year. The French 363 curriculum is very challenging for students. The teacher, Ms. Petrini-Poli, feels that this is due mostly to the current textbook. The textbook, which is the same book used for honors-level students, covers too much material at a fast pace with not enough depth for many of the students in this course. Students at this level cannot get through all the material presented in each unit. In order to help remedy this situation, teachers of the course present only the vocabulary, culture, and grammar concepts from each unit that are the most important for students. Teachers of third-year regular classes have also observed that some students would benefit from a G level course, which unfortunately is not offered for French 363 at GBN. A good number of students in French 363 Regular will continue on to French 463 Regular.

The book *Bien-Dit 3* does not include enough listening comprehension activities, and the videos that it offers do not align with the unit topics. Teachers of this course have created online activities and quizzes for students (using Quizlet & Quia) in order to give students more opportunities to practice the material being covered in class.

**IV. Recommendations**

Ms. Petrini-Poli has suggested that we begin looking at new books for French 363 students. We have worked with the current textbook for three years; we will plan on changing the textbook following the fifth year of use.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	NA	NA	Begin exploring new textbooks.	NA	NA

## Course or Initiative: French 373

### III. Findings

There are usually one or two sections of French 373 each year. This enrollment level has remained fairly consistent over the years. The current curriculum is very strong. It challenges students at an appropriate level, and gives students multiple and varied opportunities to recycle previously learned concepts while building their knowledge and proficiency in French. Many students in the French 373 Honors will continue on to French 473 Honors, however, a good number of students will elect to continue their study but drop to French 463 Regular.

In French 473, students cover all of the material in each unit of the *Bien-Dit 3* text. The text presents grammar concepts in a suitable manner and includes a range of activities in which the students have the opportunity to practice and apply learned concepts. Additionally, the text provides informative cultural material. The text also comes with a workbook which provides students with additional practice. To supplement the text, teachers have created online activities and quizzes for students (Quizlet & Quia).

### IV. Recommendations

The *Bien-Dit 3* text does not present material in a completely thematic manner and is a bit disjointed. The ancillary materials, such as videos and audio activities, do not correspond to the particular topics covered in each unit of the text. This lack of continuity has proven problematic. Teachers at the third level of French in both regular and honors will begin looking at new textbooks in anticipation of a change in books following five years of use in the classroom.

### V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	NA	NA	Begin exploring new textbooks.	NA	NA

**Course or Initiative: German 363/373**

**III. Findings**

The number of students taking German varies from year to year, but we usually run one to two sections at various levels. Some of those levels will be combined due to low enrollment. We are not currently running German 363/373. Last year however, German 363/373 was combined with German 463/473. The course addressed reading, writing, speaking, listening, and culture at both levels. One of the main challenges for German 363/373 was bringing all students up to an appropriate level of communication when this class is combined with another level. Less time can be spent with more individualized help when two sets of curriculum are being presented in the same class.

Most of the students in the third year wanted to continue on to German 463/473 this year, but there weren't enough students to open a section at GBN. We are running German 263/273 this year, so there will be students who will continue on to German 363/373 next year.

The textbook for German 363/373 is not up to date and the website that comes with the text is not a good tool for the students. The second half of the textbook is being used for German 463/473. The book is physically appealing to students and teachers, but it serves more as a supplement for the course rather than being the total focus of the course. Ms. Saraswat would prefer a college textbook that would address a greater variety of topics and better suit the interests and needs of the students in her class.

**IV. Recommendations**

Ms. Saraswat would like to explore new books that may be more contemporary. She also would like to find out more about the possibility of getting the program *Tell Me More* as a supplement for her mixed level classes. She will work with her colleague at GBS to establish a specific level of language proficiency (benchmarks) based on what students should understand receptively and be able to produce at each the level.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	NA	Prepare course outline for new textbook.	Propose new German 363/373 textbook for next year.	NA	NA

**Course or Initiative: Hebrew 363/373**

**III. Findings**

The enrollment in Hebrew has remained consistent since the language was first introduced at GBN three years ago. Currently we are running four sections. Fortunately, we have been able to open one section each in levels 1 through 4 with no combined years. This year there is one section of Hebrew 363/373. The organization of the units in the course and cultural aspect of the textbook, *Hebrew from Scratch*, are all very well done. Mr. Morrel would like to ensure that all five skills are addressed in some capacity but wants to focus more on building students' oral language proficiency. Accordingly, he will be incorporating more speaking activities in his course. Students in Hebrew 363/373 are adequately prepared to go on to level four, and most students will elect to continue their studies next year.

The textbook for these two levels of Hebrew is very good for teaching grammar and other language skills. The textbook is in an excellent place to find relevant vocabulary and each unit is themed, allowing the students to learn the vocabulary in very practical contexts. The ancillary materials that accompany the textbook, such as the audio for each chapter, are very good because they allow the teacher to convert them into MP3's to save them on his computer.

**IV. Recommendations**

Mr. Morrel will continue to teach Hebrew 363/373 with the established curriculum. The book does not incorporate current events, so Mr. Morrel will use outside resources to teach these cultural topics to his students.

**V. Department Action**

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

**Course or Initiative: Latin 363/373**

**III. Findings**

Enrollment in Latin 363/373 has been fairly consistent over the past several years, with one or two sections per year. This year, Latin 363/373 has been combined with Latin 463/473. The main emphasis of Latin is on reading and translating skills, along with limited composing and writing in Latin. Since Latin does not have a listening or speaking component, recognition through examination and discussion of English derivatives are emphasized.

The new edition of the textbook that is used in this class this year has more interactive material. The supplementary material that comes with the book has references to other materials such as audio components and relevant books. The new book also presents the material in a more logical order of frequency of usage. The teacher also supplements with other material such as stories and videos. In addition, grammar and general linguistic topics are enhanced with handouts from other sources as well as teacher-created materials.

**III. Recommendations**

The challenge of this class has been to balance course materials in a bi-level class. The combined Latin 363/373 with 463/473 has been a challenge to teach. Each has a separate curriculum and textbook. Staff will continue to develop strategies to manage the instruction in these combined level courses.

**V. Department Action**

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

**Course or Initiative: Russian 363/373**

**III. Findings**

The enrollment in Russian 363/373 has not changed over the past several years. Currently, Russian 363/373 is running in the same class with Russian 263/273. They are using the textbook, *Russian Faces and Voices* and the reader, *Stories from Today's Russia*. Students in Russian 363/373 will cover the second half of the textbook. Students also work with exercises on *Quia* and [Russian grammar.com](http://Russiangrammar.com). Additionally, a Russian series of videos connected to the topics in their textbook are also used, as well as selected YouTube clips and cartoons that are related to the reader. For listening exercises, the teacher uses materials on the textbook website. Students complete one major project at the end of the year. The cultural topic at the end of this year is Russian ballet. Students will create a Powerpoint presentation about famous ballet dancers and will show YouTube clips of the dancers they have selected. Mrs. Tashlitskaya maintains a website with links, activities, and other information. The teacher is satisfied with the curriculum and materials.

**IV. Recommendations**

The combined Russian 263/273 class with Russian 363/373 is a challenge to teach. Staff members will continue to seek out strategies to manage the demand of combined classes.

**V. Department Action**

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

**Course or Initiative: Spanish 363 G**

**III. Findings**

Enrollment in Spanish 363G has been fairly consistent over the past few years, with two to three sections per year. The current Spanish 363 G course has a lot to offer when it comes to activities. The course allows students to practice concepts learned in a variety of ways with their textbook; they can also use the website that comes with the textbook, and in addition, the students follow a movie entitled *En Busca de la Verdad*. As they view the movie, they have the opportunity to practice the material on *Quizlet* and take assessments. As a lab activity, the on-line course “Tell Me More” is used. Mr. Guzman also creates supplementary material, e.g. packets and worksheets, to give students additional practice with the material. An area where the course needs to improve is in implementing more speaking activities and assessments, as well as cultural readings and materials into the curriculum. Mr. Guzman communicates regularly with teachers who teach the higher level Spanish classes so that he is able to cover everything that students need to know in order to move to the next level.

The textbook, *Spanish is Fun*, and its supplementary material (supersite, videos and workbook) are suitable for this course. The vocabulary is appropriate for the level of the majority of the students in this class. In terms of grammar, the units in the textbook are not ideal for this group of students. The material is presented in way that requires the teacher to select what is most necessary to teach in class in order to give each student the opportunity to process less material in greater depth.

**IV. Recommendations**

The teacher recommends that more speaking activities and assessments as well as a stronger cultural component be incorporated in this course. Mr. Guzman also wants to investigate the possibility of obtaining a new textbook that comes with a more comprehensive supersite which gives students more opportunities to effectively practice the material learned. In addition, Mr. Guzman would like to learn more about the customized templates available with the *Tell Me More* program.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	NA	NA	Will explore new textbooks.	NA	Will request advanced teacher training on <i>Tell Me More</i>

**Course or Initiative: Spanish 363**

**III. Findings**

We have been running five to seven sections of Spanish 363 for the past several years. The current Spanish 363 Regular course is well-organized in that it exposes students to a substantial amount of vocabulary and many grammar concepts. Over the course of the three years since the *Avancemos* textbook was introduced at GBN, many curricular modifications have been made. Some of the assessments that come with the textbook were either too easy or too difficult for the students. However, collaboration among teachers of the third level of Spanish has resulted in the creation of assessments that combine given material with teachers' personal material and ideas. The lessons have evolved to accommodate the needs of the students and every year modifications to the curriculum are made based on what is learned. All of the lessons are available in the school's Moodle, and are revised every year before they are taught. Most of the students in Spanish 363 Regular will go on to the fourth level of Spanish. A few students who excel in this course will be recommended for the fourth year honors course.

The textbook, *Avancemos*, and its supplementary materials (supersite, videos and workbook) are appropriate for this course. The online textbook and its incorporation still require some learning. In some of the lessons, teachers had to find their own material (YouTube videos, Quizlet, Conjuguemos and Voki), to give students more options in their learning. The structure of the units in the *Avancemos* textbook gives teachers the opportunity to integrate projects and authentic readings. The course is lacking in writing instruction and practice. Teachers must continue to develop writing, and work on effective ways to assess this important language component.

**IV. Recommendations**

Teachers recommend that more writing be incorporated in this course and more effective ways to assess writing must also be developed. In addition, more projects integrating technology are recommended. Also, teachers will work to discover better ways to use the online textbook.

**V. Department Action**

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

**Course or Initiative: Spanish 373**

**III. Findings**

Over the past ten years we have run three to four sections of Spanish 373 each year. The current Spanish 373 Honors course offers students a variety of opportunities to practice the Spanish language. The *Vistas* textbook has provided students with the proper vocabulary and grammar for the honors level. The supplemental materials that *Vistas* has to offer, such as the supersite and workbook, help students to process the course material in an effective way. In terms of culture, the *Destinos* video series has been a big contributor to this course. Even though *Destinos* is outdated, each episode exposes the students to the cultures of Spain and Latin America. Most of the students in Spanish 373 Honors will go on to 473 Honors.

The teacher’s goal is to work with students to help them use the language instead of simply memorizing various grammar concepts. One area in need of improvement is reading. Teachers need to find authentic short stories, novels, and anthologies that complement the different topics learned in class and incorporate them into the curriculum. The new *Vistas* textbook edition we are using this year brings some new and relevant literature to this course.

**IV. Recommendations**

The teachers recommend finding more appropriate literature relevant to this course. In addition, teachers of Spanish 373 Honors course need to look for a more updated version of *Destinos* to be incorporated into the curriculum.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	NA	NA	NA	NA	Research appropriate literature and updated version of <i>Destinos</i> .

Section A - Introduction

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

Modifying the curriculum shall be defined as:

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

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

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

Section B - Procedures

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

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

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

APPENDIX A

CURRICULUM PLANNING STRATEGY  
ANNUAL TIMELINE \*

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

By March 15

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

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

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

APPENDIX B

APPLICATION FOR CURRICULAR CHANGE

School: Department: Date:

Name of proposed curricular change:

1. **Brief description** of the curricular change
  
2. **Curriculum Planning Committee Membership**
  - a) List the members of the committee.
  - b) Give the rationale for the membership of this committee.
  - c) If outside experts or consultants are requested, give rationale for their inclusion, proposed revisions, and the curriculum vitae and fees.
  
3. **Need** for the curricular change:
  - a) Present and analyze data on student learning that point to a need for change.  

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

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

APPENDIX B (Continued)

APPLICATION FOR CURRICULAR CHANGE

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

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