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

TO: DR. RIGGLE
FROM: DR. WILLIAMSON
SUBJECT: CURRICULUM REPORTS
DATE: JANUARY 22, 2014
CC: BOARD OF EDUCATION

At the regular board meeting on Monday, January 27, 2014 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 17, 2014
Re: Curriculum Reports

The review process this year focused on supporting teams in their transition to the block schedule. Many teams continued to focus their attention on better aligning the curriculum to the College Readiness Standards (CRS), discipline specific standards (those developed by national organizations such as National Council of Teachers of Mathematics – NCTM, and American Council on the Teaching of Foreign Languages - ACTFL), and the Common Core State Standards (CCSS). 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 are developing intermediary assessments aligned to the CRS, administering those assessments, and analyzing the data. These teams have indicated that they will continue this pursuit and will refine these assessments in the future, making adjustments that inform their instructional decisions.

All teams this year furthered their progress in implementing the backward design process piloted during the 2011-2012 school year by using the Understanding by Design (Ubd) model, developed by educational experts Grant Wiggins and Jay McTighe, which focuses on developing overarching themes and questions that drive the course for teachers and students. Once those are determined, units are designed with attention to standards, assessments, and content. This process will be embedded into the curriculum review work for all teachers in the future and will help GBS realize intentional alignment with standards, including the CCSS.

GBS Applied Technology Department Curriculum Report – November 2013

I. Introduction

A. Courses reviewed during past year

- Woods DLS/TLS
- Photos TLS

B. Process

The review process for the courses listed above followed the curriculum review model put forth by the Board of Education. The curriculum review committee consisted of the current applied technology teachers for each of the respective courses and addressed findings and recommendations for each course. The above classes were reviewed in terms of course objectives, industry practices and standards, and consideration of career ready practices identified in the Common Career Technical Core and by the ISBE.

Given the special education connection of these courses, our department has developed a relationship with the Special Education and TLS programs. Teachers identified the need to continue collaboration with special education faculty in building connections to the students' developmental objectives in functional skill building, and identifying relevant and meaningful projects for students to complete. In addition, teachers created a fee and materials system that aligns to regular education courses to maintain an equal experience for our students in this population, as requested by the special education department.

C. Additional initiatives (outside of review process)

Alignment of EPP process for GBS and GBN was completed to allow for greater collaboration between departments in the curriculum planning and review process, and to create a program scope and sequence review and evaluation for our department courses rather than a yearly individual review, often falling to a single teacher to complete.

II. Report Schedule

November 2014	November 2015	November 2016	November 2017	November 2018
Autos 161	CAD 161	Photos 161	Woods 161	Woods DLS
Autos 261	CAD 261	Photos 261	Woods 261	Woods TLS
Autos Voc 363/463	CAD 361	Photos 361	Woods 361	Photos DLS
PLTW IED 173	Drafting/Architecture 363/463	Photos 461	Woods 461	Photos TLS

Approximate percentage of curriculum to be reviewed:

November 2014	November 2015	November 2016	November 2017	November 2018
21%	21%	21%	21%	16%

Additional courses to be reviewed this year:

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

none

Course or Initiative:
Woods DLS

Course or Initiative: Woods DLS (TLS Integrated)

I. Findings

DLS Woodworking is an established class rooted in the strong relationship of the Applied Technology and Special Education Departments. It meets the needs of the Special Education Department and offers our special-needs students a unique opportunity to explore woodworking in a small group setting. Approximately 90% of the class time is dedicated for hands-on activities. Students build a variety of challenging, high quality, and student-appropriate individual projects. Additionally, the class works together to facilitate the need in the building of constructing a Woods- related school service project. These projects have become a tradition in the building, and the students take great pride in building a purposeful and lasting improvement to Glenbrook South.

II. Recommendations

Historically we have built traditional pieces (i.e. tables, bookcases, benches) that students would bring home. One recommendation would be to introduce additional techniques such as wood burning and painting to enhance their experience. Also, units regarding home maintenance and consumer awareness (i.e. Home Depot, furniture store, or cabinet shop field trips) would help students become familiar with the types, varieties, and qualities of products and services available. A final recommendation would be the addition of level-appropriate mathematics instruction in this applied setting. With a new teacher taking over the program, we feel it's important to continue the conversation and re-assess with the Instructional Supervisor of Special Education and liaison for NSSSED to further discuss appropriate goals and skills for the Woods DLS class. It is a partnership and requires collaboration in order to effectively differentiate the curriculum to ensure relevance and to support student interests and goals, given shifting student needs and ability levels.

TLS – TLS students are occasionally enrolled in the DLS class depending on how profound their disability. The woodshop's design facilitates catering to their individual needs in conjunction with a 1-on-1 aide. Students can work at individual stations or contribute their efforts to a larger group project. The emphasis is that they are receiving a new experience in a new environment. Students are encouraged to be as creative as possible in the completion of their projects.

III. Department Action

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

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

PHOTOS TLS

I. Findings

In the past, the TLS Photo class has been a modified (to varying degree) version of the Photo 1 class. This year first semester, several of the higher functioning TLS students were put in the DLS Photo class, which worked well since there were aides in place and the students were able to keep pace and work productively. Last year second semester in the TLS class, the students were uniformly working at a lower level and even with special education aides, we weren't able to accomplish as much relevant curriculum. This group was not able to do any work in the darkroom and found Adobe Photoshop too challenging for the results they achieved so significant adjustments had to be made to the curriculum.

II. Recommendations

Experience has shown it has worked well to divide the TLS students by ability when scheduling them in photography, including higher level students in the Photos DLS class. That way, they can be more successful because their peers are doing similar work and the expectations are appropriate. For the TLS class, a more realistic curriculum based on student interests and goals would better support these students in building useful skills. This class will differ greatly based on the ability levels and students' disability, often requiring individualized curriculum. It is also another justification for the 1-to-1 aides which we value so highly, in this course especially.

I will meet with Amanda Komashka, NSSSED TLS teacher, and Stacey Wolfe, SPED Instructional Supervisor, to further discuss some appropriate goals/skills for the TLS class. From there, I can differentiate the curriculum for relevance and to support their goals. This should create a more meaningful and successful experience for students in TLS Photos.

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None Discuss support needs with appropriate department.	None

GBS Art Department Curriculum Report – November 2013

I. Introduction

Courses reviewed during past year:

Ceramics 1, Ceramics 2, 3 (and advanced levels)

A. Process

The Instructional Supervisor and art teachers analyzed data, test results, assessments and information related to the disciplines mentioned above. The department has also completed Understanding by Design work in the area of creating big ideas, enduring understandings, and essential questions for all the classes in Fine Arts. 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 recent and current ceramics students. Kurt Webb prepared the report and Martin Sirvatka revised the final copy.

B. Additional initiatives (outside of review process)

None.

II. Report Schedule

November 2014	November 2015	November 2016	November 2017	November 2018
DLS Art	Painting 1	Drawing 1	Jewelry 1	Ceramics 1
AP Studio Art	Painting 2, 3	Drawing 2, 3 and Honors	Jewelry 2, 3 and Honors	Ceramics 2 and Advanced
Advanced Jewelry		Drawing 1		

Approximate percentage of curriculum to be reviewed:

November 2014	November 2015	November 2016	November 2017	November 2018
21%	21%	21%	16%	21%

Additional courses to be reviewed this year:

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

Course or Initiative: **Ceramics 1**

III. Findings

Ceramics 161 is an introductory level course designed to allow a beginning level student to develop basic skills, gain an understanding of ceramics as an art form, and learn to express one's interests three dimensionally. The emphasis of the course is instructing students to develop hand-building techniques; however, students also explore making cylindrical and other varied forms on the potter's wheel during the second part of each semester. Most ceramics students enter the class with minimal or no experience working with clay. It is the finding of the teacher that students are not exposed to working with this medium in their elementary or junior high education; therefore, instruction in Ceramics 161 begins at the most basic level. As the course progresses, instruction become highly individualized and differentiated.

The beginning ceramics class at Glenbrook South continues to be a popular art class where students of all ability levels learn to use their brain and hands effectively to create three dimensional clay objects. They consistently experience dramatic growth, evident by ongoing successes completing more and more challenging assignments. Students frequently make connections with history and contemporary contexts, develop confidence, and create friendships all within a positive and safe classroom environment.

IV. Recommendations

One of the most challenging aspects of working with clay is a clear understanding of various stages of clay moisture content. To help bring a better awareness to students, it is the recommendation of the instructor to create more visual and concrete archetypes. Examples of clay at various stages of dryness need to be passed around for each student to touch. In addition to this hands-on experience, students should also experiment with clay to discover the strength of wet clay as compared to clay at the leather-hard stage.

In ceramics education, a standard text called *Ceramics* by Philip Rawson has been used since the 1970s. Since the early 1990's, the ceramics instructors at GBS have used this book as a reference from which reading assignments have been created. Although remarkably researched, no reference is made to the use of ceramics in the technological world of the twenty-first century: Rawson's book is outdated and needs to be replaced. A newer ceramics book was published in 2005 titled *Clay, The History and Evolution of Humankind's Relationship with Earth's*

Most Primal Element by Suzanne Staubach. With chapters entitled Electricity, Transportation, and Rocket Science, this book traces the development of the use of clay from ancient history to contemporary times. It is the recommendation of the Instructional Supervisor and teacher that we gradually replace the old books with this updated resource.

Finally, it is a recommendation that we once again place greater value on teaching our students to be more self-reflective. Plans to improve student skills include establishing more formalized critiques where artists will be asked to point out strengths and weaknesses with their individual projects as a way to personally interpret and evaluate their efforts to solve a given project problem. In addition to critiques, a section on grading sheets will be devoted to self-reflection where students will be asked to describe in writing two strengths and one weakness regarding completion of projects.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Actions	None	None	None	None	New Resource: Book, <u>Clay</u> , by Suzanne Staubach

Course or Initiative: **Ceramics 2**

VI. Findings

Ceramics 2 (Ceramics 261) is an intermediate to advanced level course designed to allow a post introductory level student to continue in the development of fundamental skills, gain an understanding of ceramics as an art form, and learn to express one's interests three dimensionally. Multilevel advanced ceramics classes such as 361 and Honors run concurrently. The emphasis of the course is instructing students to develop hand-building techniques; however, students also explore making cylindrical and other varied forms on the potter's wheel during the second part of each semester. For the first part of the semester, students use the potter's wheel; the second quarter allows time for students to focus on hand-building. Historical and contemporary ceramic art and artists are introduced to students through PowerPoint presentations, reading, films, and the viewing of actual ceramic objects. Completed hands built glazed projects include:

- Extruded cylindrical forms
- Press molded three-piece trays
- Asymmetrical hand-formed platters
- Forms incorporating printmaking techniques.

Completed glazed wheel projects may include:

- Relief carved, stamped or textured bowl forms
- Lidded forms
- Functional cup & saucers
- Pouring vessels.

VII. Recommendations

After a recent initiative to improve planning and preparation for a class that consists of multiple skill levels, the instructor has established a linear, chronological path of activities and deadlines beginning with research and drawing assignments. This timeline helps each students understand the building blocks and tools needed create a meaningful work of art.

To assist students with planning and organizing for projects, instructors will ask students to complete a series of sketchbook drawings for each assignment describing form, shape, and decorative surface treatment options. This will help guide students to making better work, and ultimately, the instructor can show them the importance of planning.

To lessen the confusion that can arise in a multilevel class where many different assignments are being done, future assignments will be designed so

that all of the levels in a class are working on a similar themed project requiring the same due date, but with differing difficulty requirements for subsequent levels.

The instructor will invite Glenbrook North students to South's campus when professional artists visit. For the 2013-14 school year, GBN advanced ceramics students will be invited to fire work at McHenry County College for special professional level soda and pit firings that will be run by the GBS ceramics instructor and a former Glenbrook alumni.

VIII. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Actions	None	None at this time	None	None	New Resource: Book, <u>Clay</u> , by Suzanne Staubach

Course or Initiative: **Ceramics 3 (Advanced and Honors)**

IX. Findings

Ceramics 3 (361 and Honors) is an advanced level course designed to allow a post Ceramics 2 level student to continue in the development of higher level skills, gain an understanding of ceramics as an art form, and learn to express one's interests three dimensionally. Multi-level advanced ceramics classes run concurrently. The course emphasis is on students developing a higher level of hand building and wheel throwing skills through more complex assignments. For the first part of the semester, students use the potter's wheel; the second quarter allows time for students to focus on hand-building. Historical and contemporary ceramic art and artists are introduced to students through PowerPoint presentations, reading, films, and the viewing of actual ceramic objects. Completed hands built glazed projects include:

- Extruded cylindrical forms
- Press molded three-piece trays
- Asymmetrical hand-formed platters
- Forms incorporating printmaking techniques.

Completed glazed wheel projects may include:

- Relief carved, stamped or textured bowl forms
- Lidded forms
- Functional cup & saucers
- Pouring vessels.

PowerPoint presentations, reading, films, and the viewing of actual ceramic objects are important tools in helping students become familiar with artists and movements within the ceramic arts; however; because information from Philip Rawson's text is out dated, the more advanced students are not getting enough of an in-depth understanding of why artists create art work in the twenty-first century.

Similar to the classes of Ceramics 261, students and instructor struggle working in a classroom filled with student of multiple skill levels. There remains an ongoing urgency for the instructor to help students understand the necessity of successful planning in order to assure the creation of meaningful artwork.

X. Recommendations

Recommendations include the instructor's creation of a new text that will be based on the required reading excerpts from *Clay, The History and Evolution of Humankind's Relationship with Earth's Most Primal Element* by Suzanne Staubach. It is the recommendation of the Instructional Supervisor and teacher that we gradually replace the Rawson text with this updated resource.

The instructor will include an additional assignment in the course work requirements for Ceramics 3. Students will complete the assignment by writing a paper on the topic of an **Artist of Interest** where students will learn of the reasons artists create their work, how they accomplish its completion, and how they assess their success. It will be a minimum of one-page and will involve research. Students will then share their discovery with all advanced students through an informal presentation with printed visual examples.

XI. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Actions	None	None at this time	None	None	New Resource: Book, <u>Clay</u> , by Suzanne Staubach

GBS Business Education Department Curriculum Report – November 2013

I. Introduction

A. Courses reviewed during past year

- Information Processing
- Information Processing LA
- Digital Graphic Design

B. Process

The review process for the courses listed above followed the curriculum review model put forth by the Board of Education. The curriculum review committee consisted of the current business education teachers for each of the respective courses and addressed findings and recommendations for each course. The above classes were reviewed in terms of course objectives, industry practices and standards, National Business Education Association standards, and consideration of the career ready practices of the Common Career Technical Core.

The team is in initial stages of the backward design model of curriculum review and revision, establishing essential questions and enduring understandings for each of our courses. We will progress to evaluating our course assessments for validity and reliability, and

C. Additional initiatives (outside of review process)

Alignment of EPP process for GBS and GBN was completed to allow for greater collaboration between departments in the curriculum planning and review process, and to create a program scope and sequence review and evaluation for our department courses rather than a yearly individual review, often falling to a single teacher to complete.

II. Report Schedule

November 2014	November 2015	November 2016	November 2017	November 2018
Marketing 161	Business Law 161	Accounting 163	Consumer Ed 161	Info Processing 161
Computer Applications 161	Intro to Bus 161	Acctg Honors 173	Consumer Honors	Info Processing LA
Game Design 261	Intro to Entre 162	Acctg 261	Consumer Ed LA	Digital Graphics 261
		Web Design	Digital Multimedia 261	

Approximate percentage of curriculum to be reviewed:

November 2014	November 2015	November 2016	November 2017	November 2018
17%	17%	22%	27%	17%

Additional courses to be reviewed this year:

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

Course or Initiative:

Information Processing/Information Processing LA

I. Findings

The last EPP done for Information Processing was completed in 2008. Enrollment seems to be stagnant which may indicate the need for change in curriculum. Perhaps a “revamp” of the two introductory classes, Information Processing and Computer Applications is necessary.

The value of the course is still prevalent. Students not only get practice and improve with speed and accuracy, they also learn general computer skills as well as software skills.

We have added a Language Assisted section which is of importance for ELL students to get acclimated to computers, the English language, and mainstreaming with other students. After attending ELL meetings and working with the ELL/LA Coordinator and staff, we have come up with multiple strategies for teaching to support learning and build opportunities for success for these students. Feedback from LA/ELL students is positive; they enjoy the learning experience without the added pressure of rigorous coursework and realize the value and skill of keyboarding.

The cost for MOUS Certification testing is reasonable and should be considered for this course. This would add an incentive for students—earning a certificate that would help in getting jobs and be a skill/achievement that they could put on summer job applications as well as resumes.

II. Recommendations

Explore MOUS Certification options for students.

III. Department Action

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

Course or Initiative: Digital Graphics 161

I. Findings

This one-semester course has most recently utilized Adobe Photoshop and Adobe Illustrator, with our current version being CS5. We will continue collaborating with our IT department in maintaining the most current version of the Adobe Suite that our network will support, whether that is an upgrade to CS6 or the cloud-based access that is currently being introduced through Adobe's Creative Cloud.

The concepts, skills and software applications taught in Digital Graphic Design are challenging for students, and many adults for that matter, with many of the same elements being taught at the college level and through online independent learning courses.

We have determined after several years, that Adobe Illustrator is very difficult for the typical high school student to master, especially freshman students who have been able to access this class. Given that we have only one semester, and both Photoshop and Illustrator are sophisticated programs, we believe any mastery of Illustrator is unrealistic. However, Illustrator is an industry standard for graphic designers and we will continue to build exposure for students which may lead to further application in web design or game design courses. Students who take these higher-level courses would have a clear application and motivation for more in-depth learning of Illustrator.

An additional finding for this course is that enrollment has slowed and dipped in recent years.

II. Recommendations

An important addition we would like to offer students is the potential for earning certification in Photoshop as an Adobe Certified Associate by the end of the semester course. We believe this would be a tangible and relevant outcome for our students, and 79% of current students expressed an interest in pursuing the certification.

Given the dip in enrollment, we are looking closely at the course curriculum and its place in our technology course sequence to increase relevancy for students. Our review process will include talking with teachers in other programs, identifying additional curricular resources, and gathering student feedback to make improvements using the backward design model for curriculum review and revision.

We will also update the course description to ensure accuracy and include any updates such as the certification. We will mirror upgrades in hardware and software versions with upgraded curricular resources, ideally digital textbooks wherever available.

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbooks(s)	Staffing	Resources
Department Action	None	No	Updated course book based on changes in software.	None	Partnering with Certiport for curriculum and ACA certifications

GBS ELL Curriculum Report – November 2013

I. Introduction

A. Courses reviewed during past year:

Program review to initiate restructuring process using UbD framework

B. Process

The ELL Coordinator met with the ELL Team to devise a plan to restructure our courses in order to ensure they are all aligned with UbD. We evaluated the English Department Essential Questions (EQs) and Enduring Understandings (EUs) and made connections to the ELL program.

C. Additional initiatives (outside of review process)

- Creating of “bell-ringers” to help students more fully understand skills addressed in College Readiness Standards

II. Report Schedule

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

Course or Initiative: Incorporating the UbD framework into ELL courses

III. Findings

After reviewing the Essential Questions and Enduring Understandings created by the English department, it was determined that our ELL Essential Questions and Enduring Understandings would remain the same as those brought forth by the department. We had monthly team meetings full of rich discussion where we grappled with this issue for quite some time. While we had originally planned on creating our own set of Essential Questions and Enduring Understandings, after much deliberation, it was decided that one of the goals of our program is to prepare our ELL students for the demands of the mainstream classes. Therefore, we felt that it was important to keep our EQs and EUs the same as the English department's EQs and EUs. We will still follow suit with what the department is doing, however, in creating course specific EQs and EUs as our work continues. We had also originally thought that we would be able to review the curriculum for each course annually, in order to align all with UbD; however, the school time frame has now required us to have all courses aligned with UbD by February of 2014. Therefore, we must adjust our plans to evaluate and restructure our curriculum as necessary. We will utilize professional development time, as well as team meetings to make this happen.

III. Recommendations

- During professional development times, as well as team meetings, review the curriculum maps and EQs for each course level and make any necessary changes so that they are fully aligned with UbD (this is what we had originally planned on doing annually, spending one year on each level).
- Identify new teachers to the team as soon as possible and allow them to work closely with current Transitional English and Advanced ESL teachers to ensure a smooth transition during this transition and restructuring.
- Allow new teachers to the team to work closely with the current team as initial UbD work is completed.
- Each year following, each level will reevaluate the content, skills, and assessments used to address the Big Ideas of their course.

IV. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	An ELL project may be proposed to re-evaluate the	No change	At least two courses will need new	Grant funding to support ELL

		curriculum for Transitional English and/or Transitional English Studies		teachers, as we have two retirees on our team	summer project Time and professional development
--	--	---	--	---	---

GBS English Department Curriculum Report – November 2013

I. Introduction

- A. Courses reviewed during past year
- English Studies 463
 - English 463 courses – Rhetoric, World Literature, and Humanities
 - Senior-year AP Literature (AP English 483)

B. Process

All five courses that were reviewed had common elements to their process. Using the new departmental essential questions and enduring understandings as a starting-off point, all five course-alike senior teams reviewed curriculum using the school's new backward design approach and template: overarching essential questions and enduring understandings were written and/or revised; unit-level essential questions were written and/or revised; new diagnostic, formative, and summative assessments were created and/or revised as needed; and, units were examined and revised, as necessary, to ensure improved teaching and learning of College Readiness Standards and Common Core Standards.

In addition to the common elements articulated above, the three standard-level course-alike teams brought shared aims to their process as one unified course team. In the year before this EPP cycle, the course teams of Rhetoric, Humanities and World Literature wrote initial drafts of five multiple-choice grammar assessments that are aligned with the 28-32 scoring strand of the English College Readiness Standards: one assessment to be used as a diagnostic tool at the start of first semester, four shorter benchmarking formative assessments to be used as quizzes, and one assessment to be used as an end-of-first-semester unit exam. Additionally, the three course-alike teams wrote student-friendly rubric language, aligned with both the 28-32 scoring strand of CRS and the 11-12 Language and Writing Common Core Standards, to be used on writing rubrics throughout the year.

For the first year of the EPP cycle, the three course-alike teams sought to do the following: analyze the effectiveness of the new assessments; compare and contrast student data on the assessments (including raw scores and growth from diagnostic to end-of-semester assessment) across courses and individual classrooms; share effective practices between teachers and courses; create five multiple-choice grammar assessments covering additional 28-32 CRS English skills for the second semester; and, examine curriculum maps – through the backward design process – in order to revise courses to best prepare students for these new assessments.

(continued)

The team looked at the average pre- and post-test raw scores and the average rate of total student growth in each teacher's classes but did not look at student-by-student individual growth. While all six teachers saw some growth in scores from pre- to post-test, the greatest gains were seen, not surprisingly, in the teachers' classes where (1) extra time was invested in teaching and learning of skills and (2) time invested was evenly distributed throughout the semester, rather than compacted into a single multi-week unit at the end of the semester. Additionally, in the team's analysis of the data and methods of instruction, the following conclusions, which are consistent with departmental goals and initiatives, were reached:

- Grammar/Language instruction should involve the simplest vocabulary possible;
- Grammar/Language instruction should be intimately tied to literature being read;
- Grammar/Language instruction should take place in small time increments;
- Grammar/Language instruction should be taught as a tool for improvement of student writing (rather than as a list of rules not to be broken).
- Grammar/Language instruction requires additional time on course curriculum maps but must be carefully balanced with the existing and improving goals and standards of the courses.

The findings of the three separate course-alike teams resulting from the backward design process are best explained one course at a time and are found below.

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

II. Report Schedule

November 2014	November 2015	November 2016	November 2017	November 2018
Electives	English Studies 163	English Studies 263	English Studies 363	English Studies 463
	English Communications 161/2 English 161/2	English 263	English 363	English 463: Rhetoric English 43: Humanities English 463: World Literature
	Honors Freshman English 173	Sophomore Honors English 273	Junior AP Language and Composition	Senior AP Literature and Composition

Approximate percentage of curriculum to be reviewed:

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

Additional courses to be reviewed this year:

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

Course or Initiative: English Studies 463

III. Findings

After developing new essential questions and enduring understandings for the course and after examining the existing units of study, the team decided that some texts needed to be changed in order to ensure student acquisition of the enduring understandings. During the school-year, the team explored potential texts and eventually chose to add *The Perks of Being a Wallflower*, *Slaughterhouse-Five*, and *One Flew Over the Cuckoo's Nest*. During a summer curriculum project, the team wrote discussion questions and quizzes for the new texts and revised seven formative writing assessments to match the texts. The team also, during the summer curriculum project, created a summative assessment for the course's Upstander/Bystander unit and revised the 1st semester exam to match new enduring understandings. Lastly, the team established literary themes for each semester ("The Real Me" for 1st semester and "Society and Citizenship" for 2nd semester) that match enduring understandings of the course and should improve student engagement.

Additionally, the course-alike team modified existing writing rubrics as well as the first-semester final exam to be inclusive of five particular skills from the 24-27 strand of the English College Readiness Standards.

IV. Recommendations

Although the course-alike team revised the curriculum map by adding specific formative and summative assessments, they still need to articulate the alignment of the curriculum to Common Core standards. The new unit plans and assessments do indeed align the curriculum to the standards, but the team still needs to go through the CCSS in order to match specific units of study to numbered standards and to ensure that no particular standards are being overlooked.

The course-alike team also needs to continue to work to incorporate instruction and assessment of 24-27 strand English CRS skills into the second semester curriculum map.

Lastly, the course-alike team will continue to work on incorporating common formative assessments into curriculum and instruction.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	<p><u>Summer 2013 (Completed)</u> Backward Design of English Studies 463</p> <p><u>Expected Summer 2014</u> 1. Project to find sentence pattern models in literature</p>	<p>English Studies 463 has dropped <i>Siddhartha</i>, <i>Hamlet</i> and <i>The Things They Carried</i> and has added <i>Slaughterhouse Five</i>, <i>Perks of Being a Wallflower</i>, and <i>One Flew Over the Cuckoo's Nest</i>. Unit plans for the new texts were developed during the course's 2013 summer curriculum project.</p>	<p>Because of the great diversity of abilities among students and the number of students who are LEP or who have IEPs and/or 504 plans, the teachers of English Studies 463 would like to officially document their finding that the use of instructional aids in the English Studies 463 classrooms would be greatly beneficial.</p>	<p>Time and Professional Development during school year to <u>revise</u> the following: *Curriculum map for modifications based on ongoing assessment of new curriculum and instruction. *Curriculum map as additional professional development regarding block scheduling informs teachers' decisions regarding appropriate timeframes for individual units of study. *Scope of goals and instructional materials as new grammar/language instructional materials are adopted by the freshman, sophomore, and junior levels. *Newly implemented formative and summative writing assessments. *Rubrics to ensure a common expected level of rigor in student writing.</p>

Course or Initiative: English 463: Rhetoric

Findings:

The findings below result from the backward design process.

The course-alike team reached two conclusions from its use of new grammar/language assessments and from the English Department's drafting of four-year essential questions and enduring understandings: (1) the Rhetoric course needs more instructional time to ensure student-mastery of grammar/language concepts, and (2) the Rhetoric course needs more explicit and required use of technology as a tool for collaboration and creation.

In order to address both conclusions, the new curriculum map now includes essential questions focused on the use of technology (Moodle, Google Docs, etc), as a collaborative tool on group projects in the course. This addition will not only, of course, necessitate some instruction regarding how to best use the technology but also will, ultimately, free up some class time that had previously been used for group-project meetings for students. The newly available class time can be used for additional language/grammar instruction. Additionally, the expectation for students to use technology as a collaborative tool will maximize the effectiveness of a one-to-one environment, will increase student "daily contact" to the course after the transition to block scheduling, and will allow teachers to formatively assess student collaboration as it happens.

Additionally, the new course map includes a slightly truncated "The Tipping Point" unit and paper. The unit has been shortened through the elimination of required reading of one chapter from the book (a chapter which is not essential for understanding of overall concepts), and the term paper's required number of pages has been decreased. These two changes should allow for additional time in grammar/language instruction without loss of attention to other course goals.

The new course map also now includes language/grammar units with their own essential questions that reflect the findings of the team's analysis of student performance on language/grammar assessments.

Lastly, the English 463: Rhetoric course-alike team has decided to remove, beginning in the 2014-2015 school-year, "Hamlet" from the second semester of the curriculum map as the text is not the best choice for helping students to achieve the course's enduring understandings. Additionally, the text takes a number of weeks that impedes students' progress in other skill areas. The unit of study used in its place will be determined by the course-alike team during the 2013-2014 school-year. The team does intend to use Shakespearean sonnets or a shorter Shakespearean play in order to keep Shakespeare, in some form, in the curriculum.

Course or Initiative: World Literature

Findings:

For the last two years, Erin Bosack has been the only teacher of World Literature, so she worked in consultation with instructional coach Tara Katz on the backward design of English 463: World Literature. (As of 2013-2014, Afrodite is part of the team.) Erin and Tara articulated the essential questions and enduring understandings for the curriculum map and crafted many, but not all, of the unit-level essential questions.

They found that, like the Rhetoric map, the World Literature map needed to find additional time for grammar/language instruction. The new map includes the removal of one writing assignment from the "Metamorphosis" unit to make room for more grammar instruction.

Additionally, Erin and Tara added certain skills to multiple units on the curriculum map to account for places where the explicit instruction extends across units. Previously, the recursive nature of the course would have been missed or misunderstood by a reader of the curriculum map.

In order to ensure that curriculum and instruction will align with the newly-established enduring understandings, Erin and Tara added elements of speaking and listening in the skills column for all units and specified narrative skills for the fan fiction writing assignment in *Doll's House* unit. They also added specific formative assessments as well as lists of specific Common Core Standards covered throughout the curriculum map.

Course or Initiative: Humanities

Scott Glass and John Allen went into the backward design process for their course knowing that pruning needed to be done throughout the curriculum map – they had added many effective lessons and assessments since the last EPP but knew that some material had to be cut. They found that the development of both course and unit essential questions and enduring understandings helped them to focus their thinking as they faced the task of making cuts to the course. They also found that limiting themselves to three or four essential questions per unit of study forced prioritization that will keep units from becoming overwhelming for themselves and for their students.

As part of the backward design process and the pruning of existing units and lessons, Scott and John also designated thirty to forty minutes of each week for the study of language/grammar, an initiative consistent with both departmental and organizational goals. The additional attention to language/grammar includes alignment to both College Readiness Standards and Common Core Standards.

Lastly, in an effort to better organize and articulate the work of curating their course, Scott and John developed a Google site that uses the organizational backward design template but which also allows for a viewer to delve deeper into material through links to additional information and materials. The Google site, which is still a work-in-progress, can be seen here: <https://sites.google.com/site/humanities463map/>

Recommendations:

The Unified Standard-Level Team

Regarding grammar/language curriculum and instruction across the three standard-level English 463 courses, the following recommendations are made:

- The five first-semester objective assessments of CRS 28-32 English skills should be used again. This year, however, the team will use Grademaster sheets with student I.D. numbers bubbled in so that we can drill down deeper into an analysis of individual student growth.
- Five second-semester objective assessments of CRS 28-32 English skills (which were written in the spring of 2013) should be used in the spring of 2014.
- The standard-level team members will analyze the data collected from all assessments and share successful practices throughout the 2013-2014 school year.
- The standard-level team will take part in professional development regarding the norming of rubric use. Because the team has developed common language for the writing rubrics, the next essential step is to increase the consistency of the application of the language to quantified grades for students.
- The standard-level team will continue the development and sharing of formative assessments in grammar/language instruction.
- The standard-level team will modify language/grammar curriculum and instruction to match new department-wide vocabulary, goals, and expectations.
- Lastly, the standard-level team will use school-wide professional development regarding curriculum and instruction on a block schedule to continue to modify course maps.

Rhetoric

- Teachers will continue to collaborate regarding methods and results of the use of technology as a required collaborative tool for student on group projects.
- Teachers will develop a unit of study to replace the existing “Hamlet” unit and to be implemented in the 2014-2015 school-year.
- Teachers will develop additional formative assessments to be used throughout the year.

World Literature

- Teachers will continue to add CRS skills to the second semester portion of the map.
- Teachers will continue to assess, on an ongoing basis, the effectiveness of modified curriculum and instruction toward meeting enduring understandings.
- Teachers will develop additional formative assessments to be used throughout the year.

Humanities

- Teachers will continue to add CRS skills to the curriculum map.
- Teachers will continue to assess, on an ongoing basis, the effectiveness of modified curriculum and instruction toward meeting enduring understandings.
- Teachers will develop additional formative assessments to be used throughout the year.

Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	<p><u>Summer 2013</u> (completed) Backward Design and development of grammar/language web-based materials for English 463: Humanities</p> <p><u>Expected Summer 2014</u> 1. Projects for all three standard-level course teams to find sentence pattern models in literature</p> <p>2. Project for English 463: Rhetoric to fully develop unit to replace “Hamlet”</p>	English 463: Rhetoric is planning to drop “Hamlet” after the 2013-2014 school-year and will be evaluating alternatives during the school-year.	N/A	<p>Time and Professional Development during school year for <u>revision</u> of the following:</p> <p>*Curriculum map for modifications based on ongoing assessment of new curriculum and instruction.</p> <p>*Curriculum map as additional professional development regarding block scheduling informs teachers’ decisions regarding appropriate timeframes for individual units of study.</p> <p>*Scope of goals and instructional materials as new grammar/language instructional materials are adopted by the freshman, sophomore, and junior levels.</p> <p>*Newly implemented formative and summative writing assessments.</p> <p>Rubrics to ensure a common expected level of rigor in student writing.</p>

Course or Initiative: Senior-level AP Literature (AP English 483)

Findings

The course-alike team developed essential questions and enduring understandings for both the entire course and for each individual unit of the course. They also identified the specific CRS and Common Core Standards that are covered in each unit of study. Because the curriculum and instruction of the AP Literature course have always been developed using a backward design approach, the team found that the existing curriculum map is very well-aligned with expected outcomes for students. Additionally, they found that the course has an ideal balance of attention given to skills specific to AP exam preparation, those specific to CRS and those specific to Common Core.

Through readings about backward design, the team did discover the potential value of threading the themes of literature over the course of multiple units throughout the curriculum map. This is not a curricular approach that is currently used in the AP course but is one that the team feels is worthy of consideration.

Recommendations

The team will explore the possibility of threaded themes over multiple units of study and will see how and if such an approach could improve student outcomes and how and if such an approach could be incorporated into the curriculum map.

Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	<u>Possibly in Summer 2014</u> 1. Projects to find sentence pattern models in literature	None	None	Time and Professional Development during school year for the following: Revision of curriculum and instruction, as needed, for preparation for block scheduling. Exploration of the use of threaded themes over multiple units of study.

GBS Family & Consumer Science Department Curriculum Report – November 2013

I. Introduction

A. Courses reviewed during past year

- Foods 161
- Psych for Living (in progress given maternity leave)

B. Process

The review process for the courses listed above followed the curriculum review model put forth by the Board of Education. The curriculum review committee consisted of the current family & consumer science teachers for each of the respective courses and addressed findings and recommendations for each course. The above classes were reviewed in terms of course objectives and alignment to industry practices, family & consumer science standards, the career ready practices of the Common Career Technical Core and the ISBE.

The Family & Consumer Science team of teachers volunteered to be part of an expanded pilot of the backward design process of curriculum revision, Understanding by Design, during the 2012-13 school year. In order to do this, they focused on Foods 161 to establish a foundation of curriculum for a common sequence of courses for their team.

Their tasks in the backward design process used for curriculum review at GBS included:

- Reviewing the curriculum map and including essential questions and enduring assessments
- Reviewing and revising the final exam to ensure reliability and validity
- Reviewing and revising scope and sequence of curriculum
- Reviewing and designing formative and summative assessments for each unit
- Identifying instructional strategies to maximize learning
- Create digital versions of all curriculum to provide 24/7 access

C. Additional initiatives (outside of review process)

Alignment of EPP process for GBS and GBN was completed to allow for greater collaboration between departments in the curriculum planning and review process, and to create a program scope and sequence review and evaluation for our department courses rather than a yearly individual review, often falling to a single teacher to complete.

II. Report Schedule

November 2014	November 2015	November 2016	November 2017	November 2018
Creative Textiles & Construction 161	Foods 161 (2013 as part of UbD pilot)	Child Dev 161	Fashion 161	Psych for Living 161
Foods DLS Foods TLS	Foods 261	Child Dev 261	Fashion 261	
Interior Design 161	Careers in Culinary 361	Child Dev 361	Fashion 361	
	Foods LA	Child Dev 461	Fashion 461	

Approximate percentage of curriculum to be reviewed:

November 2014	November 2015	November 2016	November 2017	November 2018
19%	23%	23%	23%	12%

Additional courses to be reviewed this year:

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

Course or Initiative:

Foods 161

III. Findings

Through the extensive curriculum revision process, student surveys and exam analysis, the Family & Consumer Science team identified several key findings.

- National obesity rates continue to go up
- Students lack awareness of career options
- GBS decision to move to a block schedule and the district ChromeBook 1 to 1 initiative will create opportunities to maximize digital resources and extend lab experiences for a block schedule
- 93% of students responded that they will use the skills, strategies, techniques and knowledge obtained from this course in their future
- 72% of students responded that they were allowed to be creative and innovative

IV. Recommendations

Changes made to the Foods 161 course curriculum through this process include the following:

- Replace recipe box purchased by students with online recipe portfolio
- Expand library of digital resources to extend and enhance curriculum, including updated food labs for an extended period
- Developed and added units on obesity, careers in foods, and nutrition
- Develop a detailed curriculum map in Google docs
- Ensure that all curriculum is accessible through online resources and develop strategies for the block environment

V. Department Action

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

**GBS Mathematics Department
2012-13 Curriculum Report | November, 2013**

I. Introduction

A. Courses reviewed during past year

- Geometry Team
- Geometry Studies (LA)
- Geometry
- Geometry Honors

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 2012-13 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/subsequent courses, curricular organization, instructional materials, and integration of technology, to name a few.

C. Additional initiatives (outside of review process)

None.

II. Report Schedule

November 2014	November 2015	November 2016	November 2017	November 2018
Decision Making with Data 561	Algebra 163 (LA)	Computer Science Honors 371	Precalculus with Statistics 463	Geometry Team 263
Calculus 663	Advanced Algebra 363	Algebra Team 163	Precalculus with Discrete Math 563	Geometry Studies 263 (LA)
AP Calculus AB 683	Advanced Algebra Honors 373	Algebra Studies 163 (LA)	Precalculus Honors 573	Geometry 263
AP Calculus BC 683		Algebra II with Trig Studies 363	Advanced Topics Honors 873 (Sem1)	Geometry Honors 273
AP Statistics 683		Algebra III with Trig Studies 463	Precalculus	
AP Computer Science 483		Advanced Topics Honors 873 (Sem2)		

Approximate percentage of curriculum to be reviewed:

27%	13%	22%	20%	18%
-----	-----	-----	-----	-----

Course: Geometry Team & Geometry Studies

III. Findings

Throughout the 2012-13 school year this team met and worked through the initial steps of Understanding by Design. They received training. The team agreed on the big ideas of the course and drafted essential questions for each unit of study. They created a new curriculum map that includes essential questions, transfer goals, and skills. The team added assessments (formative and summative) to the units of study on the map.

Below are the course-wide curricular questions and understandings that drive curricular revisions along with the related Standards.

Overarching Essential Questions:

- *How do we use given information to determine an appropriate strategy to find a viable solution?*
- *Given a set of information, how are arguments constructed and justified?*
- *Why is it important to evaluate the validity of an argument?*
- *How do we select and apply the appropriate unit of measure in different situations?*
- *Why is it important to classify objects?*

Enduring Understandings:

- *Larger constructs are built from smaller objects working together through reasoning and logic.*
- *Geometry provides a structure to justify a conclusion.*
- *Geometry offers a way to visualize and interpret our physical environment.*

IV. Recommendations

- Continue to study how this course should change to best align with Common Core Standards. Particular attention must be paid to the concept of transformations and how they inform other topics such as similarity and properties of figures.
- Continue to progress through the phases of the UbD program now that phase 1 is complete.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Working on vertical articulation with other Studies courses in light of Common Core Standards	N/A		

Course: Geometry

III. Findings

- Several teachers created some video lessons for a flip the classroom model wherein students watched the videos for homework while completing an accompanying notes sheet and then worked on various higher-demand tasks applying the knowledge in class the next day. Those who participated 2012-13 observed higher student engagement and improved problem solving. Teachers were able to ask more high-level questions with improved results.
- The team met to create common assessments. The teachers decided what was essential knowledge for the unit and crafted questions to assess that. The data was then reviewed and informed subsequent instruction as well as lesson design for the following year. Students received immediate feedback on their work.
- Students were afforded opportunities to use a free on-line remediation tool, Quizlet. This tool enables students to practice and study through games and randomized assessments in order to improve their comprehension and retain important geometry concepts.

IV. Recommendations

- Expand upon the common assessments (create them for chapter that remain) and further analyze the results.
- Continue to expand the flip the classroom lessons in quantity and the number of teachers participating.
- Continue improving the practice of using the Quizlet study tool.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Working on vertical articulation with other Regular courses in light of Common Core Standards	Not yet, but will continue to explore.		

Course: Geometry Honors

III. Findings

- This course has an older book that has proven to be an excellent resource for the population served. However, being an older text, it has limited electronic resources. Naturally, the teacher has been working to create on her own a vast collection of electronic resources, such as homework answers, to be posted on Moodle. Having answers helps make more productive use of class time the following day while giving students access to the information when they need it.
- Note that the one teacher who teaches this course also teaches Geometry. She worked on that team's initiatives, as well, as much of that work relates in some way to her higher-level geometry course. For instance, she administered the geometry common assessments, with adaptations as necessary, and participated in the fruitful discussions with other geometry teachers involved in their creation and in the analysis of the results.

IV. Recommendations

- To help this course develop and transition gives the many changes on the horizon of mathematics education, a new teacher will be joining the team. This teacher will make a positive contribution, share the work load, and will also help with transition as the current teacher prepares to retire after the spring of 2015.
- The existing teacher of this course, along with the new teacher to join the team for 2013-14, will continue to create high quality electronic resources to be posted online so as to better support student learning.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Working on vertical articulation with other Honors courses in light of Common Core Standards	N/A		

GBS Music Department Curriculum Report – November 2013

I. Introduction

A. Courses reviewed during past year

Master Singers, Jazz Ensemble, Jazz Lab Band, Music Exploratory

B. Process

The Instructional Supervisor, Martin Sirvatka, and the music teachers, Stevi Marks, Greg Wojcik and Aaron Wojcik met together and then separately in their individual disciplines to review test results, quality of performances, performance assessments, and enrollment trend data. The department has also completed Understanding by Design work in the area of creating big ideas, enduring understandings, and essential questions for all the classes in Fine Arts. We also discussed anecdotal information concerning student scheduling conflicts and the revised Choral Portfolio which was introduced to all of the choir members in the program in the fall of 2012.

C. Additional initiatives (outside of review process)

None at this time.

II. Report Schedule

November 2014	November 2015	November 2016	November 2017	November 2018
Electronic Music	Freshman Band			Master Singers
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	Jazz Lab Band
Guitar	Titan Chorus FHR	Concert Band	Symphonic Winds	Music Exploratory

Approximate percentage of curriculum to be reviewed:

November 2014	November 2015	November 2016	November 2017	November 2018
2%	22%	17%	22%	17%

Additional courses to be reviewed this year:

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

Course or Initiative: **Master Singers**

III. Findings

Master Singers is the top curricular SATB (Soprano, Alto, Tenor, and Bass) choir at Glenbrook South. This choir is composed of mostly junior and senior boys and girls who have sung in the other curricular choirs. All membership in Master Singers is determined by vocal, aural, oral, and written assessments designed to measure vocal ability and independence as well as musicianship and knowledge of music rudiments. Transfer students to GBS are offered an audition and can be selected to Master Singers based on the same assessments.

Instructors have found that almost all instruction takes place within the actual act of rehearsing. The expectation is that each student will continue to develop their musical and vocal ability through the study of advanced choral literature in a professional setting where rehearsals are fast paced and engaging at the intellectual and aesthetic level. Students are expected to use the language of music, enter into regular question/answer moments, mark their music, reflect on progress, self-assess, and improve their ability to remain independent in a large group ensemble.

Students grow in their ability to assess their own sound, pitch, and musicality with the ultimate goal of becoming musicians who can identify problems, problem solve, detect and correct errors. Approximately 85% of Master Singers in 2012-2013 have or are studying music theory, a musical instrument, or voice either here at GBS or within Chicago area. Some of our most dynamic members of the choir are band or orchestra students. Although most of our Master Singers will not become professional musicians, it is the goal of the instructors to provide students with the tools and experience they need to not only become life-long learners and consumers of music, but also become leaders in community organizations, church choirs, and other semi-professional vocal ensembles.

Choral literature is chosen by the instructional supervisor and the choral director to represent exemplars of varied cultures, eras, languages, styles and genres. Instructors pay special attention in choosing choral literature based on important texts with emphasis on the cross-curricular nature of choral music. To this end, the instructors invite colleagues from various academic departments at GBS to share their expertise with the students in Master Singers in order to illuminate understanding of the text, historical context or linguistic concerns. As an example, Master Singers will be preparing a version of Sullivan Ballou's letter, *Dear Sarah*, for the fall concert. Social Studies Instructional Supervisor Terry Jozwik and expert teacher Stacy Flannigan will share their wisdom regarding this wonderfully historic letter.

Finally, curricular objectives for mastering musical rudiments are achieved through the use of a student Choral Portfolio which contains tutorials and exercises as well as active listening and reflection opportunities. All objectives are tied to National Standards for Music Education and the beginning of Common Core standards for the Arts.

Since Master Singers is a performance based class, much time is spent finessing concert literature. In accordance with the Backward Design model, the instructors employ best practices towards individual sound to enhance each chorus member's musical growth. Improved choral sound and excellent performances are the direct result of these activities. At this advanced level, instructors are also concerned with developing the soloist as well as the chorus member. Master Singers is a very large class: enrollment has been between 87 – 94 students for the past five years. It is the hope of the staff that the extra time provided in the Block schedule rehearsal will allow us to continue development of the soloist/choral singer.

IV. Recommendations

As many members of Master Singers are enrolled in other music classes, performing ensembles and music theory, they are rapidly advancing in knowledge and ability to grasp advanced musical concepts. The instructors recommend the consistent updating of the choral music Portfolio. The continued use of technology as a teaching aid greatly enhances lessons; therefore, the instructors feel that employment of a Smart Board and access to *SmartMusic* would be very valuable. Additionally, teachers are investigating a possible student subscription to *Finale* (music writing software system) that should be made available for a highly discounted fee to students enrolled in Master Singers (and theory classes).

V. Department Action

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

Course or Initiative: **Jazz Ensemble**

VI. Findings

Jazz Ensemble is the premiere instrumental jazz course intended to challenge Glenbrook South students in an educational and professional environment. The second of a two tier sequence, Jazz Ensemble is supported by the development of students in the Jazz Lab Band. Instructors have found that students who engage in daily rehearsals with the goal of performing a varied repertoire best demonstrate a variety styles and rhythms of standard jazz literature. Although students enrolled in Jazz Ensemble vary in grade level from 9-12, all students perform literature with of intermediate to advanced difficulty level.

In the daily rehearsal setting, students continually work on developing skill mastery and are frequently assessed on their development of fundamental technical and musicianship skills. When teachers focus instruction on tone production, intonation, individual technique, and sight-reading, they also see a marked increase in the quality of the whole ensemble. The Jazz Ensemble participates in two jazz festivals annually: the Northshore Jazz Festival hosted here at Glenbrook South and the New Trier Jazz Festival. These events provide students with the rare opportunity to receive a performance critique and a follow-up clinic from seasoned jazz professionals across the world. One of the most important finding is that students who participate in the festival also have the unique experience of performing with guest artists at the final jazz concert.

Engagement in the rehearsal room appears in more ways than students simply playing in an ensemble. Class discussions play a major role in helping teachers check for understanding, problem solve, and apply principles to practices employed by each musicians. Student growth is partly measured by comparing scores of a written exam administered at the beginning and the end of each academic year. Student's continued improvement in instrumental proficiency is demonstrated in both solo and ensemble playing and is assessed throughout the year via individual playing tests and through the completion of *SmartMusic* assignments, an interactive assessment and performance software system.

VII. Recommendations

One objective of the instrumental music program is to implement *SmartMusic* as the designated *textbook* for all ensembles. Assignments are based an instructional goal where students learn excerpts of jazz literature, etudes, technical studies and exercises designed to improve solo and improve skills. Each assignment is used to enhance the classroom instruction and strengthen unit goals and concepts. Using a computer and microphone, students may complete assignments in a school practice room, or at home with a student subscription. Submitted electronically, assignments will be used to track practice time, collect audio recordings, and learn more about each student's progress. We recommend that students purchase personal copies of *SmartMusic* at a cost of \$36.00 per year. Ideally, this would be offered through the GBS Bookstore. For those families unable to fulfill that

financial commitment (also requiring a home computer and internet connection), we have equipped practice rooms to house *SmartMusic* computers for student use.

VIII. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Actions	None	None at this time	<i>SmartMusic</i>	None	None

Course or Initiative: **Jazz Lab Band**

IX. Findings

Jazz Lab Band is a developmental course designed to introduce beginning and intermediate level instrumentalists to the jazz program at GBS. This course is the first of a two tier sequence leading into the Jazz Ensemble. Instruction is achieved through daily rehearsals focused on a mixture of repertoire with the goal of teaching a variety of styles, rhythms, and skills. Students enrolled in Jazz Lab vary in grade level from 9-12. Individual student jazz experience ranges from beginner to intermediate.

In the daily rehearsal setting, students continually work on developing skill mastery and are frequently assessed on their development of fundamental technical and musicianship skills. Focus is placed upon tone production, intonation, individual technique, and sight-reading. Instructors encourage students to continue their education in a private lesson venue where highly qualified teachers specialize on specific instrumental skills. Students are also advised to participate in other music department offerings such as choir, orchestra, and music theory. The Jazz Lab Band participates in two jazz festivals annually: the Northshore Jazz Festival hosted here at Glenbrook South and the New Trier Jazz Festival. These events provide students with the rare opportunity to receive a performance critique and a follow-up clinic from seasoned jazz professionals across the world.

The Jazz Lab introduces students to a wide variety of jazz compositions ranging in style and period at an intermediate grade level. The difficulty of each repertoire selection increases as the ensemble develops throughout the term. Units are designated by performances. Utilizing the appropriate music terminology, classroom discussion is focused on the understanding of basic principles and elements pertaining to the music being performed. Class discussions mature as concepts are developed and evolved into practices. Knowledge is assessed through a summative written assessment administered at the beginning and end of each academic year. Student growth is partly measured by comparing scores of a written exam administered at the beginning and the end of each academic year. Student's continued improvement in instrumental proficiency is demonstrated in both solo and ensemble playing and is assessed throughout the year via individual playing tests and through the completion of *SmartMusic* assignments, an interactive assessment and performance software system.

X. Recommendations

One objective of the instrumental music program is to implement *SmartMusic* as the designated *textbook* for all ensembles. Assignments are based on an instructional goal where students learn excerpts of jazz literature, etudes, technical studies and exercises designed to improve solo and improve skills. Each assignment is used to

enhance the classroom instruction and strengthen unit goals and concepts. Using a computer and microphone, students may complete assignments in a school practice room, or at home with a student subscription. Submitted electronically, assignments will be used to track practice time, collect audio recordings, and learn more about each student's progress. We recommend that students purchase personal copies of *SmartMusic* at a cost of \$36.00 per year. Ideally, this would be offered through the GBS Bookstore. For those families unable to fulfill that financial commitment (also requiring a home computer and internet connection), we have equipped practice rooms to house *SmartMusic* computers for student use.

XI. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Actions	None	None at this time	<i>SmartMusic</i>		

Course or Initiative: **Music Exploratory**

XII. Findings

Music Exploratory is a music course offered to any age students wishing to learn a band instrument. Students enrolled in this course have no previous musical experience but express a desire and drive to become musicians. Daily classroom instruction includes units on music theory and fundamentals pertaining to wind and percussion instruments. The first semester of this year long course is intent on exposing the students to the various instruments of the band world; the second semester focuses the students on learning one particular instrument. Students enrolled in this class vary in grade level from 9-12.

Daily classes utilize both group and individual instruction on the instruments of the current unit. Music theory is a necessary component utilized to develop the skills required for proficiency on any musical instrument. Students are introduced sometimes to their very first ensemble and performance experience throughout the school-year. Unit end assessments are administered to evaluate student progress in both music theory and on the unit instrument.

Curricular emphasis is placed on developing tone production, intonation, technique, rhythm, and pitch identification throughout each unit. Students work through assignments from the *Standard of Excellence* method book. Each exercise assigned grows in difficulty as the year progresses. The instructor assesses students informally on a daily basis, and formal assessments are implemented by the instructor and through the use of the computer assessment software *SmartMusic*.

Over the past few years, the Music Exploratory class has seen increased enrollment from students studying English as a secondary language. While sometimes a challenge, this student demographic has allowed for instrumental pedagogy to be viewed and studied as a universal language where music is an art that transcends all differences in culture. In addition to ESL students, the course has also seen an increase in enrollment of students with moderate to severe disabilities; however, even students who face daunting obstacles are able to receive differentiated levels of one-on-one instruction in music appreciation and music performance. The curriculum will always be flexible and adjustable depending on student ability, experience, and individual physical and psychological needs.

XIII. Recommendations

Music Exploratory would benefit from expanding the instruments offered to include string instruments. Increasing the number of offered instruments would allow students to gain a more rounded experience of both the band and orchestra world. String instruments also allow for unparalleled, visual examples for teaching harmonics and the principles of sound production.

The GBS music department has implemented a department-wide initiative to focus on areas of music fundamental literacy in need of student growth and improvement. The Music Exploratory class focuses on these goals exclusively in conjunction with providing students with the experience of instrumental music.

XIV. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Actions	None	None at this time	<i>SmartMusic</i>		

GBS Health, PE and Driver Education Department Curriculum Report November 2013

Introduction

A. Courses Reviewed

- Weights and Conditioning
- Adventure Education
- Adaptive

B. Process

The above courses were reviewed in accordance with the District #225 Board of Education model. The Instructional Supervisor convened several curriculum review committees to examine the above courses. Curriculum was reviewed to assess such topics as course grades, scope and sequence of courses, review of objectives and assessments, teaching models and effective classroom practices, state standards and conditions conducive to changing and improving the curriculum. Mr. Tom Mietus, Mr. Alan Greenberg, Mr. Mike Vodicka, Ms. Jan Osowski, Mr. Tim Monahan, Ms. Dawn Fendt, Mr. Tim Cichowski 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 2013-2014 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. To incorporate these standards into our students' participation and fitness grade and to track students' fitness scores over a four year period using the TriFit software.

The physical education, health, and driver ed department is exploring and developing department wide essential questions, enduring understandings and big ideas across all courses. The department will continue to research best methods to use technologies (Heart rate monitors) in the most efficient manner. The department would take the proper avenues to request an increase in student fee's to provide Polar monitor straps for each incoming freshman to be used each year during physical education. 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.

I. Next Year's Work

<u>November 2014</u>	<u>November 2015</u>	<u>November 2016</u>	<u>November 2017</u>	<u>November 2018</u>
Freshman	Sophomores	Lifetime	PE Leaders	Weights / Conditioning
DLS	Dance	Health	Total Body Conditioning	Adventure Ed I & II
TLS	Driver Education	Team Health	Physical Management	Adaptive
Advanced Self- Defense/Fitness		Swim Fitness		

Approximate percentage of curriculum to be reviewed:

November 2014	November 2015	November 2016	November 2017	November 2018
24%	17%	24%	17%	17%

Additional courses to be reviewed this year:

NONE

Course Reviewed: Weights and Conditioning

Findings:

- The scope and sequence of activities based on current research, and trends in physical education were not represented on our curriculum map for the students enrolled in the Weights and Conditioning course. Current curriculum map was outdated and did not reflect what was currently taught in class.
- Course lacks a FINAL evaluation of skills and knowledge.
- Course needed an up to date syllabus.
- Teachers want to incorporate cross fit training into the curriculum during fitness days.
- Teachers wanted to begin to incorporate the use of Heart Rate monitors during different phases of training. This unit would assist with the introduction of the FITT (Frequency, Intensity, Time, and Type) principles and the proper use of the Heart Rate monitor.
- Teachers found that the amount of differential instruction in the class inhibited the growth of both the advanced students as well as the novice student.

Weights and Conditioning Curriculum

Recommendations:

- The addition of a variety of strength training, cross training and cardio vascular work, staff felt that the curriculum map should reflect this change. The Weights and Conditioning team members revised current activities offered. 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 a new curriculum map were developed reflecting the changes made to the course.
- The team developed an updated syllabus.
- Incorporate a skill or performance type assessment exam along with cross fit and other fitness activities.
- The team has proposed the development of a weights and conditioning II course. This will allow instructors to target the skill levels of both the advanced student and the novice.

Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		Curriculum maps and workbook development.	Developed for course by staff	Staff Development	Curriculum map

GBS Health, PE and Driver Education Department Curriculum Report

Courses Reviewed: Adventure Education

Findings:

- The scope of activities was appropriate and lined with state standards for the development of teambuilding and decision making skills for the students enrolled in the Adventure Ed course; however the sequence of the activities needed to be adjusted.
- The curriculum needed to be revised to reflect what was being taught.
- Current curriculum map was outdated and did not reflect what was taught in class.
- Adventure Ed 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 using the UBD method of design.
- The team developed an updated syllabus.
- Assisted with the development of department wide Big Ideas and enduring understandings.
- 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: Adaptive PE

Findings:

- The scope of activities was appropriate based on state goal for acquiring movement skills and understand concepts needed to engage in health enhancing physical activity for the students enrolled in in the Adaptive course.
- The curriculum needed to be revised to reflect what was being taught and direction of the course.
- Current curriculum map was outdated and did not reflect what was taught in class.
- 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.
- Updated and developed formative and summative (personal fitness plan) 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 using backward design to update essential questions and our curriculum maps. We will continue to research best teaching methods and curriculum to ensure our students have a positive experience.

GBS Science Department Curriculum Report – November 2013

I. Introduction

A. Courses reviewed during the past year:

Horticulture 163

Advanced Horticulture 263

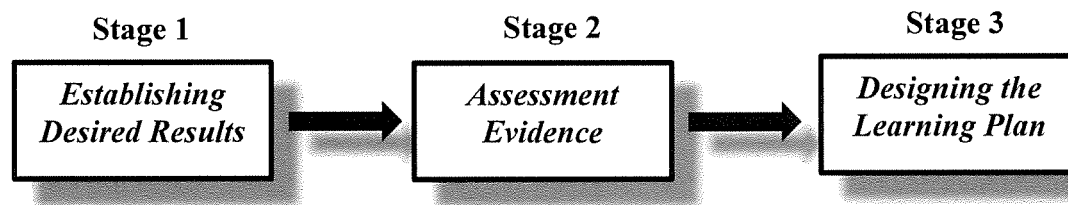
Horticulture LA 163

Medical Technology 161

Astronomy 161

B. Process

The review process for the courses listed above followed the curriculum review model put forth by the Board of Education. The curriculum review committee consisted of a course team that addressed findings and recommendations for each course. As Glenbrook South has been using the research-based curricular review and development model called Understanding by Design, each team's review process centered on working through Stage 1 of this backward design model. Stage 1 centers on the development of essential questions and enduring understanding at the course level, followed by the development of essential questions at the unit level. Finally, learning targets called KUDs (ie. Know, Understand, Do) are established/reviewed at the conclusion of Stage 1. Stages 2 and 3 will be completed during the 2013-14 school year. Stage 2 centers on creating assessments (formative and summative) that are aligned to the essential questions and KUDs established during Stage 1; Stage 3 is where the team actually designs learning activities that directly address the learning goals for the course that were established in Stage 1. All three stages of this model are outlined below.



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

II. Report Schedule

<i>November 2014</i>	<i>November 2015</i>	<i>November 2016</i>	<i>November 2017</i>	<i>November 2018</i>
AP Biology 283	Chemistry Studies 163	Biology Team 163	Physics Studies 163	Horticulture 163
AP Chemistry 283	Chemistry 163	Biology Studies 163	Physics 163	Advanced Horticulture 263
AP Physics 283	Chemistry Honors 173	Biology 163	Physics Honors 173	Horticulture LA 163
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 2013	November 2014	November 2015	November 2016	November 2017
20%	20%	20%	20%	20%

III. Findings

In beginning their curricular review of the Medical Technology 161 course, the team set out to first establish the below course-wide curricular questions and understandings that would drive their curricular revisions:

Overarching Essential Questions:

- *What are the foundational anatomical/physiological understandings, terminologies, procedures and skills that an informed patient and/or future health professional should understand in order to increase their overall health and/or the overall health of others?*
- *What is the function and use of medical technology and how can this knowledge help humans understand their diagnosis and treatment options?*
- *What is the impact (+/-) of medical technologies and therapies on society, human health, the economy, and the environment?*
- *What is the purpose of the medical procedures you hear in your doctor's office, read and/or hear about in everyday media, and the daily decisions you have to make about you and your family's health?*

Enduring Understandings:

- *Students should understand the key anatomical features and physiological concepts involved and how this understanding will affect their life.*
- *Students should understand what causes the most common pathologies involved.*
- *Students will begin to understand the key role and complex nature of differential diagnosis and begin to perform it at a cursory level on their own and with a team.*
- *Students should be able to understand/identify/perform key tests and procedures in order to diagnose and treat possible pathologies.*

The curricular review process pointed out that, although this course included a set of very engaging activities, some of these activities did not address the overarching essential questions and enduring understanding of the course that were established.

IV. Recommendations

As unit level essential questions and KUD charts were established for each unit through this review process, this team successfully completed Stage 1 of the backward design process. The team will continue through Stage 2 as their assessments are realigned to address these essential questions. The team found this process extremely beneficial and believes that their revised assessments will better address the essential questions and not merely the detailed objectives previously outlined in their curricular work. Having already completed Stages 1 and 2, the team will complete Stage 3 during the 2013-14 school in preparation for the block schedule.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	Yes, to complete Stage 2 of the backward design framework.	This course will most likely transition to the newest edition of the current text as the current text is no longer available.	No additional staffing	N/A

Course or Initiative: Horticulture 163 & Horticulture LA 163

III. Findings

The curricular review process led this team through the establishing of course level essential questions and enduring understandings along with unit level essential questions and KUDs. For sake of brevity in this report, only the course level questions and understandings have been recorded below to communicate the overarching goals of this course. This backward design process, however, supports the development of activities and assessments that are directly aligned to achieve these overarching goals.

Overarching Essential Questions:

- *What are processes plants do and functions they serve that humans literally couldn't live without?*
- *In what ways do humans manipulate plants to make the world aesthetically pleasing?*
- *How many plants would you have to learn to identify most of the plants you see every day?*
- *What are the different ways you can turn your interest in plants into a career or a hobby?*

Enduring Understandings:

- *Plants play a bigger role in our everyday lives than most of us realize.*
- *While there are hundreds of thousands of species of plants, there is only a relatively small group that we encounter on a daily basis; learning that small number of plants will allow us to recognize most of the plants with which we come into contact.*

IV. Recommendations

As unit level essential questions and KUD charts were also created for each unit, this team successfully completed Stage 1 of the backward design process. The team will continue through Stages 2 and 3 of this backward design process as they review their assessments in light of their work; the team will also be re-structuring how their course is taught in preparation for the block schedule and in light of the backward design work already completed.

As an integral member of our horticulture program will be retiring at the end of 2014-15 school year, an additional recommendation brought forth is to actively recruit an individual with a strong horticulture background that can continue to move our horticulture program forward in the years to come.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	None at this time	No change	No additional staffing, but a future hire (due to retirement) will be needed. A teacher with a strong background and expertise in horticulture will be needed in order to continue the high quality horticulture program offered at Glenbrook South.	N/A

Course or Initiative: Advanced Horticulture 263

III. Findings

Since the specific curricular areas of study addressed in this project-based course vary based on student interests and community needs for a given year, essential questions and enduring understandings are very important in achieving the ultimate purposes of this course comprised of varied activities—activities that will look different for various students and activities that will even vary from year-to-year. The course-level overarching essential questions and enduring understandings are outlined below:

Overarching Essential Questions:

- *What does a person interested in a career in floral design or landscape architecture need to understand and be able to do to be successful in this field?*
- *In what ways do humans manipulate plants to make the world aesthetically pleasing?*
- *What are the different ways you can turn your interest in plants into a career or a hobby?*

Enduring Understandings:

- *Being successful in a horticulture-related field requires strong people skills in addition to plant-related skills.*
- *There are many ways that students can explore their passions through the field of horticulture.*

In the past few years, students in this course have been broken down into smaller teams that focus on one of four areas of project-based investigations: (1) ecology-related investigations (such as building and sustaining a working vertical farm), (2) greenhouse operation (involving the ordering of crops, controlling of pests, plant propagation), (3) floral design (involving running a floral design ‘business’ by ordering flowers from a distributor, building arrangements for weddings and other functions), and (4) landscape architecture (involves designing landscape and flower beds around the school and community). This approach has been a very effective way to build into students not only horticulture understandings but also the skills needed to communicate with others, the importance of meeting deadlines, the opportunity to explore passions through horticulture, and the chance to be assessed in very authentic ways.

IV. Recommendations

Because of the incredible value of problem-based learning experiences such as these—opportunities that create high levels of student engagement and motivation, it is recommended that the problem-based approach to this course continue. This course is truly a model of the highest levels of student engagement as students are solving real-life problems that they have helped identify and problems for which they are responsible to develop viable solutions.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	None at this time	No change		N/A

Course or Initiative: Astronomy 161

III. Findings

As the Astronomy 161 team reviewed this course’s curriculum, the curricular review process pointed out that, although this course also included a set of very engaging activities, a restructuring of this course was deemed appropriate that included significantly changing the order of units in order to better address the below overarching essential questions established for the course. The course-wide curricular questions and understandings established for this course:

Overarching Essential Questions:

- *How were the atoms that make up everything--including earth and me--made?*
- *How does your perspective from earth determine your view of the universe?*
- *What means has man used to discover the nature of all matter, both seeable and invisible?*

Enduring Understandings:

- *The universe is an ever-changing place of immense size and spectacular phenomena.*
- *Although we live in an isolated location within the universe and in a specific time in its history, we can attempt to understand its origin and structure.*

The essence of these questions and understandings has led the team to approach the teaching of this course from a developmental and historical perspective. In light of this, the course will be restructured as we move to block.

In addition, it has been identified that, despite their interest, several honors level students do not enroll in this course due to the fact that it is simply not offered for honors credit.

IV. Recommendations

As unit level essential questions have now also been created through using the backward design process, this team is continuing their work by creating KUDs for each unit, realigning assessments to address these essential questions, and building differentiated learning activities that support the unit and course-level goals. The team will complete Stages 2 and 3 during the 2013-14 school year in preparation for the transition to block schedule.

To address the honors enrollment challenge, the team has proposed that this course be offered at both the regular level and honors level. To address scheduling challenges that this could create, both courses will be offered within the same classroom with differentiated activities and assessments being used to challenge both sets of students appropriately. This model is used at GBN and is one that we would like to adopt at GBS as well.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	A recommendation is being brought forward that an Astronomy Honors 171 option be offered in addition to the Astronomy 161 course. This course will be taught concurrently.	None at this time	No change	No additional staffing	N/A

GBS Social Studies Department Curriculum Report – November 2013

I. Introduction

A. Courses reviewed during past year

AP US History 183
AP Psychology 183
AP European History 183
AP World History 183
AP Macroeconomics 181/182

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 reviewed global AP data, created a list of relevant questions, collected and analyzed available data relating to these questions, and made recommendations. Each committee also reviewed, and revised as needed, course descriptions and curricular maps.

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

II. Report Schedule

November 2014	November 2015	November 2016	November 2017	November 2018
Issues and Answers 161/162	Urban Studies I: Chicago 161/162	World History Studies 163	US History Studies 163	AP US History 183
Sociology: Intro to Sociology Crime & Deviance 161/162	Urban Studies II: Problems and Solutions 162	World History 163	US History 163	AP Psychology 183
Sociology: Dating & Family Behavior & Crime 161/162	World Religions East 161/162	World History Honors 163	US History LA 163	AP European History 183
Psychology 161/162	World Religions West 161/162	World History LA 163	US History LA 163	AP World History 183
Latin American History 161/162	The Pacific Rim 161/162	Global Geography LA 163	US History Team 163	AP Economics 183
International Relations 161/162			World History Team 163	AP Government 181/182

Approximate percentage of curriculum to be reviewed:

November 2014	November 2015	November 2016	November 2017	November 2018
20%	20%	20 %	25%	15%

Course or Initiative: AP US History 183

III. Findings

In the 1990s, AP US History typically enrolled around 75 students. In the last five years we have more consistently been close to 110 students. Increasing the number of students that may access this rigorous course has been a departmental goal. We have found that sufficiently well-prepared students are enrolling; that is, we have very few students who drop to the regular-level US History course due to poor performance. Last year’s AP scores were quite high, with a 90 percent pass rate of 3 or better, and very few 1 and 2 scores. Consequently, we are confident that our approach in preparing students is quite solid. GBS scores beat the national mean in all of the sub-content areas. The topic on which we had the lowest margin above the mean was the colonial era. This comes as no surprise. Two years ago course instructors decided to limit treatment of that era in order to spend more time on recent US history. The GBS margin above the mean in both 19th and 20th century eras is substantial. We have also concluded that students entering from AP European as sophomores are much more intellectually and emotionally prepared for the rigorous expectations of this course.

The research paper completed in the second semester continues to be a meaningful academic experience for students. While most students approach a project of this length and scope with apprehension, most students complete solidly-written, well-researched, and technically-proficient papers. Feedback from collegians is that this course was a significant step in preparing them for success at highly-competitive universities. The research paper is frequently cited as a central component of that preparation.

IV. Recommendations

The EPP review is written amidst two significant transitions. First, the College Board is currently in the process of changing the structure and format of the Advanced Placement Examination for the 2014-15 school year. Fundamentally, the new examination is much less focused on discrete content knowledge and instead focused on knowledge of key historical themes and the development of essential analytic skills. Second, Glenbrook South will be transitioning to the A/B block schedule during the 2014-2015 year. In order for AP US to effectively make these transitions we need to:

- Evaluate the content of the existing AP US curriculum in order to adapt to the AB Block.
- Investigate the skills-based format of the new AP US exam, which may require substantive changes in instructional methods.
- Consider a possible text change to meet the needs of emerging AP US standards/themes.
- Seek conferences, seminars, and institutes that are available to focus appropriate attention on the emerging course.

V. Department Action

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

Course or Initiative: AP Psychology 183

III. Findings

AP data from the past five test administrations show that the percentage of GBS students earning a '3' or higher ranged from 85% to 93 %. In analyzing the individual sections of the 2012 exam results we find our students outperform the national average in all categories - multiple choice and free response in all content areas. Specifically, GBS students scored 12.2% higher than the global mean on the multiple-choice questions and 15.1% higher than the global mean on the free response questions.

The enrollment for this course has been consistent for many years, with either six or seven yearlong sections. Approximately, 185-210 students are enrolled in AP Psychology each year. The majority of these are seniors. We have allowed many students without AP/Honors background to take this course. We believe that AP Psychology is the right place for students to take on this challenge that better prepares them for the demands of college. We think that this trend should continue as many of the non-AP students have found success with the highly engaging course material.

The AP Psychology curriculum map has been updated as of June 2012 in accordance with UbD format. The new format includes essential questions for the course as well as for each unit. The student objectives are reflective of these expectations and the curriculum is aligned to the standards set forth by College Board and the APA-TOPSS (American Psychological Association, Teachers of Psychology in Secondary Schools). The APA-TOPSS standards were newly revised in 2011. Additional modifications will be necessary as the new map is an organic document, both influencing teaching and learning and reciprocally being influenced by the realities of classroom dynamics.

IV. Recommendations

- Investigate Common Core Anchor Standard 5 as it relates to the study of psychology: Analyze the structure of texts. Find appropriate level text readings for students to critically analyze. Create instructional lesson that engage students in more complex text analysis.
- Continue to reflect on the implementation of the 2013 UbD summer curriculum project (e.g., review essential questions and enduring understandings, course content and skills, especially in regards to preparation for the transition to the AB Block in 2014-2015). The AP Psychology team must re-think how the content of existing units of study will be instructed within the time constraints of block scheduling; and re-vision how 90 minutes of instruction can be utilized to more fully engage student learning. The latter task will not be difficult in an AP Psychology class.

V. Department Action

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

Course or Initiative: AP European History 183

III. Findings

Glenbrook South's Advanced Placement European History course has a long tradition of success in academic rigor, preparation for college, and on the national APEH examination. During the past five years AP European History students (primarily sophomores) have averaged a 3.81 score on the AP exam, with an average of 56 students taking the course per year, and section numbers fluctuating between two and three. The AP test scores for students have been quite high, well above the national average. Our students' writing scores, in particular, are significantly above the national mean. Recently, enrollment has been on an upward trend, necessitating the addition of a fourth section and a new colleague during the 2013-14 school year. The sophomores who have been taking the course have been well prepared by their freshmen Honors World History teachers with the appropriate writing skills, study skills, and content background. On average only two students drop this course at the end of the first semester.

Our current texts, *Western Civilization* and *Sources from the Western Tradition* are widely used by American high schools and have prepared students well for the national exam. It may be time to reassess the textbook, *Western Civilization*, as it has been used for at least ten years and another more effective text may be available. However, *Sources from the Western Tradition* remains an outstanding primary source companion text used at the top universities in equivalent course, so we will continue to use it. These primary sources are the core of the course, and lead to better reading scores, meaningful class discussions, and preparation for document analysis and the writing of DBQs.

IV. Recommendations

- Continue to evaluate the content of the existing AP European History curriculum in order to adapt to the AB Block.
- Continue vertical communication between the Honors World History and AP US History levels to insure that writing and research skills are scaffolded and avoid redundancy.
- Consider a possible text change to meet the needs of emerging AP European History standards/themes.
- Seek AP conferences, seminars, and institutes that are available to focus appropriate attention on the emerging course.
- Propose a summer curriculum project for the summer of 2014 to write a new syllabus that reflects the new AP Euro standards and adapts the course to an AB Block schedule.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	Yes	A possible change is being considered	None	None

Course or Initiative: AP World History 183

III. Findings

Students that take this elective course as seniors tend to do well. AP Exam scores have been fairly consistent over the past three years. The 2013 test scores revealed that 73% received 3 or above, while 66% received 4 or above (15 students overall). In 2012, 86% of students received a 3 or above, while 60% received a 4 or above (31 students overall). In 2011, 95% of students received a 3 or above, while 60% received a 4 or above (22 students overall). We are delighted with student success in this course; however, we are concerned about the fact that course enrollment has declined over the 10 years that this has been offered. In the early years we were able to offer two sections, however over the past five years we have typically offered only one section. The size of that one section has not been consistent – in 2011-2012 the single section had 31 students. In both the 2012-13 and 2013-2014 years, the single section contained 15 students. Enrollment has declined due to the addition of an AP Economics course, which has become an increasingly popular senior elective. The addition of an AP Government course for the 2013-14 school year may cause an additional enrollment decrease in AP World History. Data has been collected that details where most north suburban schools offer this course. It is clear that there is no common agreement as to the best year to offer it. During the 2012-13 school year two meetings were held within the department on PLM days to re-think where this course could be offered. Collective wisdom concluded that current incoming honors level freshman are not sufficiently prepared by sender schools to meet the critical reading and DBQ and FRQ writing expectations of an AP college level course. We were also reticent to move the course to sophomore year, where an AP European History course is thriving, and meeting the needs of students preparing to take AP US History as juniors. We also considered dropping the course, but we found that this was a decision we are not prepared to make at this time. The students that do take the course inform us in end-of-the-year surveys that they do truly appreciate its comprehensive thematic view of world history, especially after taking three years of prior history courses.

IV. Recommendations

- Improve student understanding of the value of studying AP World History during our annual elective course presentation day.
- Consider using the latest edition of the current course text (Sterns), or another commonly used AP World History text (Bentley).
- Employ more primary sources and DBQ analysis.
- Continue to evaluate the content and instructional methodologies of the existing AP World History curriculum in order to adapt to the AB Block.

V. Department Action

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

Course or Initiative: AP Macroeconomics 181/182

III. Findings

Glenbrook South is in the process of transitioning from a one-semester AP Macroeconomics course to a year-long AP Economics course that will encompass both micro and macroeconomics topics for the 2013-14 school year. As a result, this EPP review is for a course that is going out of business.

AP Macroeconomics has been growing in numbers in the first four years of its existence. In 2012-13 there were five sections and 130 students. The enrollment for the full year course in 2013-14 is 106, and is designated to have four sections. Clearly there is strong student interest in a full year AP Economics course. Currently, AP Macro draws about 40 percent of its enrollment from students who *have not* typically taken honors-level social studies. Such students who work diligently (as indicated by high B or A grades) typically do quite well on the AP examination, which indicates the benefits of a more open enrollment policy. This more open enrollment policy is a benefit for those students who step up to meet the challenges of the course. It is our hope that the same pattern can be true in the full-year course. Data collected each year from the Macroeconomics exam indicates an average score of 3.61. The 2013 score of 3.66 was the highest in the three years that this course has been offered.

As with all AP courses, time constraints remain a challenge in AP Macro. A central casualty of those constraints is formative assessment. It is hoped the full-year course will allow for more consistent checking of student mastery.

IV. Recommendations

- Implement and assess the AP Economics summer of 2013 project.
- Carefully assess the efficacy of increasing enrollment in AP Economics (i.e., are we allowing too many students to take this course?). What is the best way to determine a student's chance of succeeding in this course with at least a score of 3?
- Re-think how the content of existing units of study will be instructed within the time constraints of block scheduling; and re-vision how 90 minutes of instruction can be utilized to more fully engage student learning.
- Develop more formative assessments that check student mastery.
- Pursue getting highly qualified Glenbrook South economics students involved in the *Fed Challenge*, to be held at the Federal Reserve Bank of Chicago on April 29, 2014.
- Seek conferences, seminars, and institutes that are available in order to focus instruction with "best practice" strategies.

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 2013

I. Introduction

A. Courses reviewed during past year
Advisory/Study Skills

B. Process

The GBS Special Education Department met during department and team meetings, professional learning mornings and with coaches as available to establish Department mission/vision/philosophy, Big Ideas, Essential Questions and Enduring Understandings. The EPP team utilized the department work to help guide discussions on Resource (Advisory/Study Skills).

The faculty members involved in the EPP process reviewed past practices in Resource (formerly Advisory/Study Skills). This case management period allows students to work on progress monitoring of IEP goals, organizational skills, planning, time-management, self-advocacy, homework, projects and future planning. The majority of students receiving services through the Special Education Department have a resource period scheduled in their day. The students who do not have a designated period are students on “monitor” as a step toward exiting services.

Students enrolled in resource range in academic ability levels and in emotional functioning levels. All students with an Individualized Education Plan (IEP) have a Transition Plan as a part of the document. This plan outlines transition assessments and goals (both in the areas of Employment, Education/Training, Independent Living), a course of study and Transition Services indicating school and community supports in the areas of; Instruction, Related Services, Community Experience, Development of Employment and Post-School Adult Living, Acquisition of Daily Living Skills and Linkages to Support Agencies. Assessment in for Transition goals can often present as a challenge for teams.

During the 2012-2013 school year, the department worked to develop Big Ideas for Special Education, leading to a department statement, ‘The Glenbrook South High School Special Education Department is committed to providing a caring community, comprised of dedicated staff and involved parents, that meets the diverse academic, emotional, and social needs of our students as they transition from adolescence to adulthood. The Glenbrook South High School Special Education Department strives to foster independence by assisting students in developing skills to manage and monitor behavior, academic progress and personal goals. Our staff works diligently with students to develop self-advocacy strategies, allowing students to access support across educational, vocational and community settings, while maintaining the highest level of dignity for all involved.’”

The EPP team worked to align the department big ideas, which focus on transition, to the resource curriculum. The following domains were identified as essential components of the course: Personal Management, Academics, Self-Determination, Social Emotional Health and Transition.

- C. Additional initiatives (outside of review process): The Contained teachers have continued to review curriculum and related service delivery for students with significant social-emotional needs.

II. Report Schedule

November 2014	November 2015	November 2016	November 2017	November 2018
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	Implementation of IEP goals through Advisory and Study Skills Classes
	Review needs of students along with current delivery of services			Review Advisory and Study Skills student needs and related courses offered
Review Math and Consumer Education Curriculum	Review courses and curricula related to Transition	Review English and Reading Curricula	Review Science and Social Studies Curricula	Review Advisory and Study Skills 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 rd semester: N/A
--

Course or Initiative: Resource (Advisory)

III. Findings

An on-line resource binder was created for use with students to complete activities and build personal portfolios which would support the age-appropriate assessment portion of the transition plan. The documents are currently housed in Google Docs and can be accessed by each case manager.

Over 60 activities are cataloged and over 200 students will benefit from this project.

The activities identified may be used to document growth toward transition goals and serve as transition assessments in the IEP document. The majority of these activities are student driven and designed to foster self-awareness. These activities are accessible by any student receiving services through the Special Education Department.

IV. Recommendations

1. Continue to build on the Resource Activities Google Document (or other identified electronic format) to maintain current/relevant activities
2. Establish communication protocol with families regarding the transition activities, outside of the IEP meeting schedule

V. Department Action

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

GBS World Languages Department Curriculum Report – November 2013

I. Introduction

A. Courses reviewed during past year

- French 463
- French 473
- German 463/473
- Japanese 463/473
- Mandarin Chinese 463/ 473
- Spanish Studies 463
- Spanish 463
- Spanish 473

B. Process

Curricular teams for all fourth 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 on the Teaching of Foreign Languages (ACTFL): communication, comparisons, cultures, communities, and connections. An essential component of the curricular evaluation was a critical review of assessments in the three modes of communication as outlined in ACTFL's communication standards: interpersonal, interpretive, and presentational.

In 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 2014	November 2015	November 2016	November 2017	November 2018
American Sign Language 363*	American Sign Language 163	American Sign Language 263	American Sign Language 363	
French 563/573	French 163	French 263	French 363	French 463
AP French Language & Culture 583		French 273	French 373	French 473
AP German Language & Culture 583	German 163	German 263/273	German 363/373	German 463/473
AP Japanese Language & Culture 583	Japanese 163	Japanese 263/273	Japanese 363/373	Japanese 473
AP Mandarin Chinese Language & Culture 583	Mandarin Chinese 163	Mandarin Chinese 263/273	Mandarin Chinese 363/373	Mandarin Chinese 463/473
		Spanish 263 Studies	Spanish 363 Studies	Spanish 463 Studies
Spanish 563	Spanish 163	Spanish 263	Spanish 363	Spanish 463
AP Spanish Language & Culture 583		Spanish 273	Spanish 373	Spanish 473
AP Spanish Literature 583		Spanish 463 Studies		
	Spanish for Heritage Learners 163	Spanish for Heritage Learners 263/273	Spanish for Heritage Learners 363/373	

*ASL 363 is a new course and will be in its third semester during the next EPP cycle.

Approximate percentage of curriculum to be reviewed:

November 2014	November 2015	November 2016	November 2017	November 2018
20%	16%	24%	22%	18%

Course or Initiative: French 463

III. Findings

French 463 was redesigned during the 2012-2013 school year using the *Understanding by Design* model. The course was based on the overarching essential question: “How does culture affect us?” Using that question and the ultimate goal that the student would achieve an intermediate-mid proficiency rating on the American Council on the Teaching of Foreign Languages rating scale, rubrics were then created to monitor student progress and show growth towards this goal. Clear objectives were identified and rubrics were explained to students throughout the implementation year so that they could understand the ratings and monitor their progress and evaluate feedback to use for self-reflection throughout the study of all eight thematic units.

A significant change in the redesign of this course is the switch from a traditional communicative grammar approach to a more lexically based communicative approach with grammar consciousness-raising activities to be introduced but not explicitly taught. The teacher collected data to compare the grammatical progress of the 2012-2013 school year students to students previously in the course with a more traditional grammar approach. When the results of discreet grammar questions were compared between the two years, both sets of students received the same average percentage. This demonstrates that students are still able to learn the necessary grammatical structures while focusing primarily on communication in the 3 modes: interpersonal, interpretive, and presentational. The most promising finding was the increase in students’ speaking skills, which was captured as the teacher compared the average semester final speaking grades. In 2011-2012, students received an average of 79% while the 2012-2013 students received an average of 91%.

IV. Recommendations

Data will be collected on student proficiency levels, and results will be shared with the rest of the department. Due to professional development opportunities last summer, including an in depth workshop on the ACTFL proficiency ratings, rubrics will be honed and calibrated to provide even stronger feedback to the students. The thematically-based curriculum of French 463 will also continue to be strengthened in light of additional training in content-based instruction through the University of Minnesota last summer.

V. Department Action

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

Course or Initiative: French 473

I. Findings

The honors level French 4 course uses chronological history and literature as the context for skill development in French language and culture. The current textbook used is *Trésors du Temps*, which provides the historical context. All other instructional materials are authentic resources that connect to the themes, such as poems, short stories, documentaries, and extracts. The novel *Les jeux sont faits (The Chips are Down)* by Jean-Paul Sartre is studied, which is an existentialist novel about human potential set in an imaginary occupied France.

Current events in the French-speaking world are always integrated into the course as they relate to the historical or literary content being studied. Students' first writing assignment of the course, for example, requires students to synthesize what they have learned about prehistoric sites (from caves to more recent megaliths) from their history book, on a website advertising for UNESCO recognition, and a short documentary about a particular location in Brittany. Students need to decide whether or not the French government should close prehistoric sites, allowing no access to the public, in order to better preserve them. Students can argue either way but must use sources examined during the unit to support their argument.

During the 2012-2013 school year, the instructor participated in the Backward design pilot. Essential questions were created to guide instruction through each unit of study, and several overarching questions for the entire course were defined. Examples include:

- In what ways is the French nation (and any nation) the product of its topography and of its human geography?
- What geopolitical, social, and religious forces in France have shaped the French nation and by extension the world?
- What value can we derive from a history that is not inherently our own?
- In what ways is history a perspective-dependent construct?
- How does literature reflect its historical context?

II. Recommendations

The *Understanding by Design* process will continue throughout this year, and by spring of 2014 a new curriculum map will be completed, which will document the changes in this Pre-AP course.

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	UbD project started in 2012-13 school year.	None	None	None

Course or Initiative: German 463/473

I. Findings

The German 463/473 course reflects the vertical alignment of the German program, providing students an option to end with Advanced Placement German Language & Culture or to complete the sequence with German 473. The latter is part of a rotating curricular cycle using the *Understanding by Design* framework, and is combined with the level 363 and 463 courses. Although these courses do not lead to the AP exam, students are held to level-appropriate standards, such as the national foreign language standards outlined by the American Council on the Teaching of Foreign Language and the College Readiness Standards for reading which are used in FL to appropriately assess the interpretive mode of communication in listening, reading, and viewing. This mode of communication demands interpretation of authentic sources that are not created for language learners. Students are also expected to communicate in the presentational mode in writing and speaking, as well as communicating in the interpersonal mode.

While the primary goal of any language course, regardless of the level, is to create world citizens who are communicative in a foreign language, this course places an even greater emphasis on cultural components that motivate and engage students. Authentic articles from news sites and other sites developed by German-speakers for German-speakers will be implemented; from the very beginning of the year students will be developing the skills to decode and understanding authentic readings. Students will also be virtually connected to numerous online sources, such as music and arts that will inspire them to interact in the language in their free time as well.

One of the greatest challenges in the German program is the mixed-level courses. This class period will combine German 3 regular, German 4 regular and German 4 honors. Whole-class interactions can be designed and implemented on any given theme; but in order to be successful, they require considerable differentiation of instructional methods. There is a fairly large span of language abilities within one classroom, which calls for the teacher's awareness and expertise to hold students accountable for an appropriate level of language proficiency and development.

II. Recommendations

The adjustments to appropriately differentiate in this course (regular and honors; levels 3 and 4) need to be ongoing and reflective of current students' needs. Variations in learning expectations and targets for language proficiency will be outlined in the curriculum map, which is reflective of the *UbD* process.

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	<i>Portfolio Deutsch 3</i> is a supplement.	None	None

Course or Initiative: Japanese 463/473

I. Findings

The advanced level Japanese curriculum has been using *Yookoso* textbook materials for six years, with *Yookoso II* being adopted for Japanese 473 and AP Language and Culture for the 2007-2008 school year. The *Kanji Book I* was also added for supplementary instructional practice since the Advanced Placement examination requires students to learn 400-500 kanji characters in addition to the other two Japanese alphabets: hiragana and katakana. The ability to use both alphabets, as well as this extensive number of kanji characters for reading, aligns with learning expectations for students in the 3 modes of communication as outlined in the ACTFL proficiency guidelines.

The Japanese 473 curriculum has evolved over the years to become a theme-based course that supports the six over-arching themes of the College Board. Sub-themes are the focus of the eight units that have been developed: 1) Self, family, and friends within the context of home and school; 2) Health and well-being; 3) School and seasonal events; 4) Education and occupations; 5) Media and communication; 6) Science and technology; 7) Climate and nature; and 8) Travel, transportation, and shopping. The *Yookoso II* text materials and the *Kanji Book I* continue to be utilized, but they are used as a reference instead of as primary texts. This is one of the results of the *UbD* process of identifying the specific learning outcomes for students. Online resources are used to expose students to authentic materials as well as to provide them with additional practice.

II. Recommendations

Research and continued experimentation with emerging technologies to support student learning will be conducted. Collaborative work with the instructor of Mandarin Chinese as well as with other languages will continue as presentational and interpersonal rubrics aligned to the ACTFL performance descriptors are implemented. Collaboration with Japanese teachers at other local high schools is also recommended.

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 463/473

I. Findings

Mandarin Chinese 463/473 is conducted in the same class together with Mandarin Chinese 363/373 and Mandarin Chinese AP Language & Culture 583. In order to maximize learning for all students in this combined grouping, the instructional sequence was redesigned during the summer of 2013. In this way, the AP-based themes for each level are synchronized so that students can work together while still being assessed at his/her differentiated level of language proficiency. Each unit was recreated in a backward-design manner; learning objectives are clearly stated at the beginning of each unit and assessments are skill-based. These changes are reflected in the updated curriculum map.

Mandarin Chinese 463/473 continues to develop students' skills in the three modes of communication, interpersonal, interpretive, and presentational, yet students seemed to struggle most with presentational speaking and writing. As more activities and class time were devoted to works in these two areas during the 2012-2013 school year, second semester test scores indicated a strong improvement in students' speaking and writing performances. Students in the 463/473 level appear to possess the skills they need to move up to the next level of the language learning, and most continue into AP the following year.

Instructional technology has been implemented to enhance student learning, and the use of Google Docs has allowed students to collaborate more efficiently. Google Calendar has been another way that students have been able to increase their level of preparedness for every class period.

II. Recommendations

The implementation of the redesigned learning sequence will be monitored throughout the 2013-2014 school year, and student input as well as teacher reflection on its impact will be evaluated.

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 463

I. Findings

The Spanish Studies 463 course has maintained enrollment requiring one or two sections each school year since its inception. Students requiring an adapted pace and greater focus on basic communication skills benefit from this course. Most students are juniors, although some seniors are served in the program each year. While the course has been meeting the needs of its students, there are several factors that require a redevelopment of the curriculum for implementation the following school year. First of all, the two Spanish Studies courses (263 and 363) that precede 463 have now been redesigned using a backward design model. Students in these courses are guided through a series of essential questions such as “How do relationships vary from culture to culture?” “How does art reflect the culture from which it is created?” and “Why are myths different in every culture?” The Spanish Studies 463 course will be designed in this same way so that students benefit from an ongoing pursuit of essential questions, which provides the purpose (content and context) for communication in the 3 modes: interpersonal, interpretive, and presentational. Secondly, the textbook that has been used since the inception of the course is now outdated. With the addition of the Chromebook, the curricular team will be able to evaluate the best use of resources for students. Finally, the teacher who has taught the course since its start will be retiring at the end of the 2013-2014 school year. For these reasons, the course will be completely redesigned during the summer of 2014.

II. Recommendations

- A curriculum project will be requested for the summer of 2014 to develop a new curriculum for the Spanish Studies 463 course.
- Spanish Studies 263 through 463 will collaborate to articulate the goals for performance of each level as well as share successful instructional strategies.
- ACTFL performance descriptors will be reviewed and aligned with rubrics and assessments to ensure expected language growth.

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	Project will be requested for summer of 2014 to redesign the course.	Currently researching options.	None	None

Course or Initiative: Spanish 463

I. Findings

The Spanish 463 course team participated in the *Understanding by Design* pilot during the 2013-2014 school year, and as a result is currently working to restructure its curriculum. During the first stage of this process, various tasks were accomplished. The target level of language proficiency was determined to be Intermediate-Mid as described in the guidelines from the American Council on the Teaching of Foreign Languages (ACTFL). The national standards from ACTFL were studied, and there is now a common understanding of how to incorporate assessments (formative and summative) in all 3 modes of communication, which is the first standard. Work to integrate the other standards (cultures, comparisons, communities, connections) is continuing in the 2013-2014 school year.

The 463 team reviewed the six over-arching course themes as outlined by the College Board for world language and culture courses, and is in the process of selecting appropriate sub-themes on which to base the essential questions for each unit. Unit themes and essential questions that were created and partially implemented during second semester of the 2012-2013 school year include:

AP Theme: Global Challenges

Sub-themes: nature, problems with the environment, energy

Unit-level essential question: How do our personal choices impact the world?

AP Theme: Science and Technology

Sub-theme: advances in technology

Is technology good?

AP Theme: Beauty and Aesthetics

Sub-themes: art, artists of Spanish-speaking world

Unit-level essential question: How does art reflect history, culture and personal experience?

II. Recommendations

The Spanish 463 course team will continue to redefine the curriculum by creating and/or revising essential questions and detailing relevant assessments. While this work is currently taking place, a summer curriculum project will be requested for the summer of 2014 to provide team members the opportunity to appropriately collaborate.

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	Project will be requested for summer of 2014.	Textbook may be replaced by an online access code.	None	None

Course or Initiative: Spanish 473

I. Findings

The Spanish 473 curriculum provides students with a deep experience in language and culture that is organized around the six cultural themes of the College Board. This course prepares students for success in the AP Spanish Language and Culture course as well as the AP Spanish Literature offering. The team collaborates extensively to reflect on the curriculum and to make changes on an ongoing basis. Common assessments as well as common rubrics for expected performance are used and analyzed as a team.

The curricular review of 473 focused on the national standards as outlined by ACTFL, the proficiency guidelines (ACTFL), and the College Readiness Standards in reading. The proficiency target for the 473 course is Intermediate-High, which is the benchmark used by the College Board for the AP examination. All three modes of communication are included and assessed throughout the curriculum, and in the AP examination, but a need to increase student development in two areas was identified for the 473 course: interpersonal and interpretive. During the 2012-2013 school year, the team regularly included more interpersonal speaking tasks, which need to be spontaneous in nature but still assessed to provide students with appropriate feedback as to how to improve.

Developing students' interpretive communication skills at a higher level was also a focus; authentic resources (primarily non-fiction) replaced several textbook-created materials while the study of literature in the course remained constant. Several short stories and a play from the AP Spanish Literature required reading list are included in the curriculum, in addition to other works from prominent Spanish and Latin American authors. The 473 team uses the College Readiness Standards in reading to guide assessment of interpretive skills (reading and listening) so that students are moved to higher-level thinking such as identifying the main idea or discovering the meaning of a word by its context.

II. Recommendations

The 473 team will continue to add and/or modify standards-based activities and assessments to ensure that all 3 modes of communication are being developed. Another recommendation is to analyze each unit in order to eliminate some content in order to provide students a deeper focus; this streamlined approach will be beneficial to their learning.

III. Department Action

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

MEMORANDUM

TO: DR. MICHAEL RIGGLE AND DR. ROSANNE WILLIAMSON
FROM: KRIS FRANDSON AND JOHN FINAN, ASSOCIATE PRINCIPALS
SUBJECT: CURRICULUM REPORTS
DATE: 1/22/2014
CC: DR. PAUL PRYMA, PRINCIPAL

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 developed an implementation plan for Project Lead the Way (PLTW) Pathway to Engineering program and will begin offering Introduction to Engineering next year. A four course sequence was presented as new courses to the school board. The department also decided to pursue dual credit with Oakton Community College.
- The Business Department reviewed the Career Placement course and enrollment trends. The department is considering alternatives to this capstone course, such as the Internship course offered at Glenbrook South. A new course proposal could be possible next year.
- Career and Life Skills' Family Consumer Science teachers recommended expanding current field trip sites, guest speakers and topics addressed in the Psychology for Living course to enrich the real-life elements of class. Some of the new topics include LGBT teens, bullying, depression and suicide as well as trips to various health facilities in the local area. They also plan to integrate more student reflective journaling to support students' expression of ideas they may not share during classroom discussions.
- English faculty members considered new texts that could be used to create consistency of experiences across the various senior course offerings. Professional development centered on the Common Core requirements and how to include research and argumentative writing projects into the senior courses. Effective use of Google applications to support student writing, collaboration and instructional communities was a focus of several instructional teams.
- TEAM program staff members in English and Social Studies aligned curriculum, common texts and instruction at each grade level and vertically within courses in an effort to mirror regular level learning experiences. Professional development on various co-teaching models of instruction was also provided.
- Fine Arts' Visual Arts staff members explored ideas of integrating technology resources (Chromebooks and specific software) and Google tools to enhance student learning and digital portfolios. They also evaluated how to balance specific learning experiences between hand-manipulated and computer designed components in several classes. Music Staff members

collaborated on the teachers' new instructional assignment of Electronic Music and continued to align the curriculum to the Ableton Live software to maximize student learning.

- The Mathematics Department continued their effort of transitioning to the Common Core State Standards (CCSS). The department is in the second year of a three year implementation plan. Course content and sequences were reviewed and aligned to the CCSS. Additional work in designing lessons and activities to mandate critical thinking, problem solving, Standards of Math Practice and GBN's qualities of literacy continue in the curricular teams.
 - The Physical Education Department integrated technology resources into Strength Training classes to help students understand proper lift techniques. In the Fit for Life course staff members worked to design instruction focused on the four aspects of physical fitness – muscular strength, endurance, flexibility and cardiovascular endurance. The High Adventure program directed their efforts to increase students' confidence in specific skills and team building.
 - The Science Department compared current curriculum in the courses reviewed with the Next Generation Science Standards for appropriate alignment and identification of gap areas to address. The curricular teams also reviewed content of Principals of Science and Technology with Project Lead the Way – Introduction to Engineering class to see how these two courses can align to support a curricular pathway for students interested in engineering. The department also developed instructional activities on technical writing skills as part of the GBN literacy initiative.
 - The Social Studies Department has worked to support district engagement and building literacy goals by revising lessons and improving assessments that require students to use critical thinking skills and articulate their ideas through various writing prompts. The department has also explored and implemented meaningful use of Google applications across all classes. A review of all Advanced Placement courses was completed and recommendations were made to expand students' opportunities to access European and World History. The debate program was also reviewed and class compositions were evaluated.
 - The Special Education Department examined the Study Strategies program and how current practices serve our students. Recommendations were made to help general educators understand the goals of this course/program and how it can support students in the general education classes. In addition, recommendations were made to expand the knowledge of special education staff members about the general education curriculum. When teachers understand each other's work and the specific curriculum content, they will have greater capacity to support students academically.
 - The World Languages Department reviewed the fourth year level courses in all seven languages evaluating how the language skills of listening, speaking, reading and writing are developed through a focus on the three modes of communication; interpersonal, interpretive and presentational. Teachers also reviewed their current curriculum to evaluate whether the current course resources align with American Council on the Teaching of Foreign Language (ACTFL) standards and proficiency guidelines.
-

**GBN Career & Life Skills - Applied Technology
Curriculum Report – November 2013**

I. Introduction

A. Courses reviewed during past year

Welding 161 & Advanced Welding 261
Small Engines 161 & Small Engines Adv 261
Principles of Science and Technology 163

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)

New course proposals for Project Lead the Way (PLTW) Introduction to Engineering Design (IED), Principles of Engineering (POE), Civil Engineering and Architecture (CEA) and Engineering Design & Development (EDD) will be brought to the Board of Education in January. In the 2014-15 school year we would like to offer IED and the following year POE and CEA. In subsequent years, we would like to implement PLTW specialization courses as well as a capstone course (EDD) in order to become a certified PLTW school and create opportunities for students to earn college credit.

II. Report Schedule

November 2014	November 2015	November 2016	November 2017	November 2018
Autos: 161, 261, 262, 361	Drafting 161	Metals 161 & 263	Woods 161, 261 & 361	Welding: 161 & 261
Game Design 161 & 261	Architecture 163, 263, 363, 463	Metals Tech 163 & 263	Construction Skills	Small Engines 161 & 261
				Principles of Sci & Tech 163

Approximate percentage of curriculum to be reviewed:

November 2014	November 2015	November 2016	November 2017	November 2018
25%	21%	16.5%	16.5%	21%

Additional courses to be reviewed this year:

N/A

Course or Initiative: Welding 161 and Advanced Welding 261

III. Findings

- Welding 161 is an introductory course in metal fusion where students learn basic techniques in both oxy/acetylene gas and electric arc welding. This process fuses mild steel together.
 - Students learn how to cut and prepare material using an OAW cutting torch, plasma cutter, horizontal band saws, hand shears and hydraulic shears. They edge weld, t-weld, braze (a hard solder technique) and test their weld strength sealing capabilities.
- Advanced Welding Class students learn more complex welding techniques such as MIG and TIG welding, which allows them to weld different types of metal such as aluminum and stainless steel.
 - Students research, design and create a final project where they create blueprints and a materials lists before construction.
- To better align with industry and post-secondary education, the curriculum needs to be continually updated to include new techniques, industry specific software, community college visits and field trips to manufacturing firms.
- These classes are male dominated and usually stacked together due to low enrollment.

IV. Recommendations

- Continue to integrate into the curriculum new techniques in welding based on information gathered from post-secondary education and industry.
- Plan field trips to local community colleges that offer welding programs and site visits to manufacturing firms.
- Offer more opportunities for students to choose their welding projects to increase engagement.
- Research ways to increase female enrollment in welding.

V. Department Action

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

Course or Initiative: Small Engines 161, Small Engines Adv 261

III. Findings

- Small Engines 161 is an introductory engines course where students learn shop safety, engine fundamentals, and basic maintenance of small equipment (lawn mowers, leaf blowers, snow blowers, etc.). They utilize problem solving and researching skills to rebuild a small engine.
- Advanced Small Engines curriculum focuses on the maintenance, diagnosis and repair of small engine powered equipment. This course has not run in the last four years due to low enrollment.
- The Applied Technology Department researched the possibility of offering dual credit with Oakton Community College, ASE (Automotive Service Excellence) student certifications or NATEF (National Automotive Technicians Education Foundation) certification for the school to better align with industry and post-secondary education. The department decided to move forward with dual credit ASE certification with Oakton and have begun the process of aligning courses with Oakton.

IV. Recommendations

- Continue to update the curriculum to integrate the latest technologies students will encounter in today's small engines.
- Archive Advanced Small Engines if it does not have enough enrollment to run in the 2014-2015 school year.
- Examine the procedures to implement dual credit, ASE student certification for Glenbrook North students.

V. Department Action

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

Course or Initiative - Principles of Science and Technology 163

III. Findings

- The Information shared in this section is also found in the Science Department's EPP Report.
- Principles of Applied Science & Technology (Sci-Tech) is a yearlong course offered to sophomores, juniors and seniors. It is team-taught by an applied technology teacher and science instructor thereby affording students the opportunity to earn 0.5 credits in applied technology and 0.5 credits in science.
- The course supports heterogeneous group of students including individuals from special programs such as Special Education and Off-Campus. In addition, the academic range varies from the Team level student to Advanced Placement students.
- Hands-on and problem-solving experiences that integrate all of the STEM components of science, technology, engineering and math are designed to allow students to collaborate in teams of typically four students. The engineering challenges include, but are not limited to, the problem of the week, challenge of the month, individual design challenges and a yearlong project.
- Self-assessment is utilized on yearlong projects to help keep students focused on their progress upon completion of each quarter, students self-assess their goals and make adjustments as needed. Throughout this process, the instructors provide in-class feedback as well as written and verbal responses to students' self-reflections.
- Writing has become more evident in the course during the past few years. The instructors have incorporated a reflection paper after each challenge of the month. Students write about the results achieved during the challenge and reflect on the processes used regardless if they were successful or not. Demonstrations are performed and students are challenged to explain the demonstration in writing.

IV. Recommendations

- Continue to provide a hands-on learning environment that relies on problem solving and teamwork. Make adjustments to projects to meet the needs of the students with regards to interests, experience, and ability levels.
- Continue to use writing prompts to develop technical writing skills and promote self-assessment. Reference GBN's 8 Qualities of Literacy as needed while designing and assessing writing prompts.
- Work with physical science teachers to participate in an event to increase female enrollment in the physical and engineering sciences.
- Consider reviewing the Project Lead the Way curriculum for the Introduction to Engineering Design course to identify alignment with the current Principles of Science and Technology course. Determine areas of overlap and gaps. Share findings with the Instructional Supervisor of Science and the Instructional Supervisor of Career and Life Skills.
- Review the Science and Engineering Practice's outline in the Next Generation Science Standards. Identify areas of overlap and gaps. Share findings with the Instructional Supervisor of Science to determine next steps in accomplishing the necessary skills within the context of the current course.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Text book	Staffing	Resources
Department Action	N/A	Evaluation of NGSS and PTLW	N/A	N/A	Summer Curriculum Monies

**GBN Career & Life Skills - Business Education
Curriculum Report – November 2013**

I. Introduction

A. Courses reviewed during past year

Career Placement 161
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 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)

Keyboarding was reviewed last fall. The new alignment of the schedule for course reviews has placed Keyboarding into a review cycle in 2018.

II. Report Schedule

November 2014	November 2015	November 2016	November 2017	November 2018
Computer Apps 161	Management & Leadership 161	Accounting 161	Consumer Ed 161	Career Placement 161
Multimedia Apps 261	Introduction to Business 161	Adv Business Topics 261	Consumer Ed G 161	Keyboarding 161
Marketing 161	Business Law 161		Honors Consumer Ed 171	

Approximate percentage of curriculum to be reviewed:

November 2014	November 2015	November 2016	November 2017	November 2018
23%	23%	15%	23%	15%

Additional courses to be reviewed this year:

N/A

Course or Initiative: Career Placement 161

III. Findings

This course is a cooperative work-study program designed for junior or senior students wishing to work part-time and receive school credit. This program requires on-site training with an approved cooperating employer and evaluations of work performance by a school coordinator each grading period.

There has been insufficient enrollment over the last five years so the course has not run. The department would like to consider other options for providing a capstone course.

IV. Recommendations

The department would recommend researching the Internship course offered at Glenbrook South to see if it would meet the needs of Glenbrook North students. The Internship course allows students the opportunity to focus on their passions and explore their potential college major and career goals, given their abilities and interests after school and on weekends.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	Possible adoption the Glenbrook South Internship course in 2015-2016.	N/A	N/A		

**GBN Career & Life Skills - Family & Consumer Science
Curriculum Report – November 2013**

I. Introduction

A. Courses reviewed during past year:

Psychology for Living 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 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)

N/A

II. Report Schedule

November 2014	November 2015	November 2016	November 2017	November 2018
FCS Career 163	Culinary 161	Introduction to Human Growth 161	Fashion Construction Studio 161	Psych for Living 161
Fashion & Interior Design 161	Culinary 261	Educational Foundations 261	Fashion Construction Studio 261	
Fashion Design Studio 461	Culinary 361	Teaching Internship 361	Fashion Construction Studio 361	
	Senior Foods 161			

Approximate percentage of curriculum to be reviewed:

November 2014	November 2015	November 2016	November 2017	November 2018
21%	29%	21%	21%	8%

Additional courses to be reviewed this year: N/A

Course or Initiative: Psychology of Living 161

III. Findings

- Psychology of Living is a junior/senior level course that centers on teen issues such as depression, suicide, grief, eating disorders, drugs, alcohol, bullying and death. These topics are taught through lecture, discussion, guest speakers and field trips. Some students are a little reluctant to openly participate during classroom discussions.
- The course remains an important option for our students to understand the social emotional needs of young adult life.
- The guest speakers share real-life experiences in the following areas of cancer survivors, an AIDS educator, organ and tissue transplant recipients, drug addicts, and LGBT teens.
- The class currently takes a field trip to the funeral home to help students understand the processes of what occurs after death.
- Enrollment has remained steady over the last five years with the majority of students being female.
- Students have said that they are having more conversations at home about the topics covered in class, which has opened lines of communication between students and parents.

IV. Recommendations

- Research speakers to discuss the topics of LGBT, bullying, and depression.
- Invite specialists to teach students the signs of depression and suicide and the resources available to them.
- Investigate other options for field trips to the Cancer Wellness Center and Highland Park Hospital.
- Integrate teacher-guided journaling to allow students the opportunity to express themselves without feeling apprehensive about sharing in a group discussion. Reference GBN's 8 Qualities of Literacy as needed when designing prompts.
- Investigate additional topics that would attract more male students to the class.
- Communicate to parents via email the semester schedule of class topics and guest speakers to foster conversations at home.

V. Department Action

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

**GBN English Department
Curriculum Report – November 2013**

I. Introduction

A. Courses reviewed during past year

English 463: GT, English 463: Seminar, & English 463: Exploring Self, Society & Media

English 463/473: Contemporary Social Themes

English 463/473: Humanities

English 483: AP Literature & 483: AP Language

B. Process

The English Department's review process for all of the above courses followed the District #225 Board of Education review model. This collaborative effort comprised of the senior level course team members, and the Instructional Supervisor for English, examined the current curricula and recommended changes as necessary. Included in this process were the reviews of course goals, curriculum, state standards, resources, and current teaching pedagogy. Teachers attended conferences, read professional journals, and participated in district and school professional development activities throughout the process. Much of the professional development experiences provided through the school's literacy initiatives, and the district goal of "engagement," applied to the senior course review. The senior team worked collaboratively to create common experiences for all students at the senior level. Also, understanding the Common Core State Standards and aligning to these standards are a part of every curriculum review. For the senior course teams, knowledge of these standards was the first step. Although some findings and recommendations affect one particular course, many of the initiatives reported apply to all of the senior course electives.

As the senior team began their work, they restructured a few of their curriculum teams. The purpose of this restructuring was to create larger teams to foster more consistency in the delivery of content and to work more collaboratively to improve instruction. The most dramatic shift occurred as English 463 GT, English 463:Seminar, and English 463: Exploring Self, Society and Media teachers combined to form one curricular team. These teachers met several times exclusively during the process to examine current practices and make recommendations for change.

Teachers reviewed the AP Language and AP Literature courses. The AP teachers for both courses collaborated to solidify a unique offering for students. For example, the AP Literature course uses primarily fiction and poetry to achieve the course goals, while the AP Language course exposes students to many non-fiction texts. In the case of AP Literature, there is a new teacher for the course. The teacher needed to create a new syllabus and submit it for approval to the College Board. The new teacher to the course, in cooperation with the former AP Literature teacher and the instructional supervisor,

reviewed the current content and detailed the changes. A summer curriculum project was created to review new content and create a final syllabus to submit to the College Board.

As part of the process, the senior curriculum team selected several contemporary novels to read, review and possibly recommend for inclusion. For example, the senior team read, *Home* by Toni Morrison, *The Round House* by Louise Erdrich, and *The Warmth of Other Suns* by Isabel Wilkerson. Dates were scheduled and groups were formed to discuss the literature. In the case of *The Round House* and *The Warmth of Other Suns*, the librarians and a few social studies teachers participated in the reading and discussion groups.

In addition, the entire senior team worked on a unifying experience for seniors to participate in the second semester. The “Education Seminar” has been an ongoing project, and teachers worked to finalize some of the non-fiction writings part of this experience.

Teachers of senior English worked to create experiences for students using technology to enhance learning. Several explored and implemented the use of Google docs and Google plus when assigning their writing projects.

C. Additional initiatives (outside of review process)

TEAM Program courses

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 every five years within each department). This work will be ongoing and we will report out each year.

II. Report Schedule

November 2014	November 2015	November 2016	November 2017	November 2018
English Electives	English 163GT	English 263GT	English 363GT English 363	English 463GT
Public Speaking Introduction to Journalism Foundations of Writing Creative Writing	English 163	English 263	English 373	English 463: Self, Society & Media English 463/473: Humanities English 463/473: Contemporary Social Themes
Reading Skills Development	Honors Freshman English 173	Sophomore Honors English 273	American Studies	483:AP Literature and Composition 483:AP Language

Approximate percentage of curriculum to be reviewed:

November 2014	November 2015	November 2016	November 2017	November 2018
20	20	20	20	20

Course or Initiative: English 463: GT, Seminar, and Exploring Self, Society and Media

III. Findings

The review process started by examining English 463: GT, English 463: Seminar, and English 463: Exploring Self, Society and Media. These three courses represent the next in sequence courses that many students at the regular level choose as their elective (other course electives such as Humanities or Contemporary Social Themes are also options). These three courses serve students according to their abilities. English GT serves the students coming from the TEAM program, English 463: Self, Society and Media serves the students from English 363 or American Studies and English 463: Seminar serves as a course for students in need of more writing skill work. Over the years, these courses became isolated from one another and shared less and less in common. The review process revealed that texts were no longer in common among the courses, but the courses still shared many of the same essential questions.

As the Common Core Standards become more integrated into all levels of English, the senior team needs to continue to progress students in the variety of literacies required. One example of this is in the area of argumentative writing. Courses need to include these new components of core writings. As with this and all other writing experiences, teachers continue to experiment with the Google tools provided by the district. Many see the need to transition more writing assignments to the Google formats.

IV. Recommendations

- The senior curricular teams should continue to explore new texts. Part of this process includes reading new novels. The team will continue to generate a list in the spring and again select text/s to read over summer break.
- During this school year, each teacher will implement one new text into their course. The novels were chosen from an existing list of texts for seniors. The goal is to create unity among the courses by reading common text.
- Curricular teams will continue to participate in professional development to learn about the common core requirements. Specifically, the upcoming meeting times will focus on including research and argumentative writing projects in the senior courses. The goal is to include new projects for the 2014-2015 school year.
- Continued incorporation of Google apps for teaching and learning. As the Chromebook pilot takes effect for the senior class in 2014-2015, all of the teachers of senior English courses will continue to learn ways to incorporate the Google suite of tools to prepare for these opportunities. For example, the teachers of senior English will participate in the spring school workshop on technology on March 3, 2014.

V. Department Actions

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

Course or Initiative: English 463/473: Contemporary Social Themes

III. Findings

Contemporary Social Themes is a co-taught class by teachers from the English and Social Studies Departments. Since the last review cycle, new teachers to the course found the need to examine the content and the outside class projects that are the fabric of the class. Also, since there are multiple sections of this class taught by two separate teams of teachers, the delivery of curriculum started to differ. For example, although some of the non-fiction writings were common, the two teams were teaching different novels. There was a need to decide on core content so that all students were experiencing the same curriculum.

The course teams collaborated to make the outside class projects more meaningful. During this process, it was revealed that the Community Action Project for the class, once a significant event, became less so because of similar projects taught to many seniors taking others courses. These projects were becoming repetitive. For example, there is a business/marketing course offered to seniors through the Career and Life Skills Department. In recent years, students in CST have reported that projects in their business class were similar to those in English. Increasingly, as students searched for local community organizations and businesses for assistance with their CST projects, students discovered the organizations and businesses were currently supporting a project from their business classes.

IV. Recommendations

- Each section of Contemporary Social Themes teach the following common texts: *Middlesex*, *Brave New World*, *An Enemy of the People* and *In the Time of the Butterflies*. After several meetings, it was determined that a new sequencing of texts was in order. Teachers rearrange the texts so to better build the knowledge base for students. The course now begins with exploring one's identity, moves to understanding society, and culminates in how to take action in the community.
- Continue to teach the same core non-fiction texts. This will help to provide much of the same core readings for students.
- Change the Community Action Project and expand its definition so diverse projects emerge. Students are exposed to multiple ways to take action in their community. Instead defining the CST project as a charity drive, students will now pick from a variety of activities, such as letter writing, film making or joining an organization. These projects will give students the tools to make a difference in their community.

V. Department Actions.

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	CST course members created a new syllabus	N/A	N/A	N/A

Course or Initiative: English 463/473: Humanities

III. Findings

The Humanities course focus includes creating student awareness of the injustices around the world and the human response to these occurrences. Since the last review cycle, teachers new to the Humanities course have contributed to the content and other classroom experiences, thereby, altering the curriculum. The course has developed into a unique learning experience and the most popular English senior elective. New teachers were added to the course team to accommodate this student load. This change shifted the delivery of the curriculum and there was a need to revisit the core components of the course. A team of four teachers decided to revise the curriculum so that all students were engaging in common experiences.

Since Humanities themes include global and social justice issues, students engage in contemporary readings from a variety of news sources to keep abreast of these issues. In addition, students are required to attend out of the classroom experiences, such as movies, lectures, etc. The teachers and students needed a better platform to house information for the course. They found Google plus an effective way to post links for the resources needed to communicate with students.

IV. Recommendations

- The department will continue the use of the common texts including: *Burial at Thebes*, *In the Time of the Butterflies*, *Things Fall Apart*, *Snow Flower and the Secret Fan*, and *Antigone*. Teachers will plan lessons and incorporate research and writing projects for all texts.
- A Humanities Google plus community was developed and teachers and students will continue contributions to this collaborative site. Postings are updated by both students and teachers and include current events and links to the resources needed for the class.

V. Department Actions

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

Course or Initiative: English 483: AP Literature & 483: AP Language

III. Findings

The AP courses attract some of our top achieving students. The AP teachers work to create a curriculum that is relevant and continues to develop the critical thinking skills the students need for post-secondary experiences and beyond. Both course offerings allow students to choose based on their skills and interest in English. The teachers worked collaboratively to achieve the goals of the course as required by the College Board and to fit the needs the needs of the students electing to take AP.

As part of the requirement for this course, a teacher needs to submit his or her syllabus to the College Board. As the course description reads: *AP Literature 483 emphasizes the development of literacy skills and habits of mind for independent literary analysis and interpretation. Reading instruction focuses on representative selections from the College Board's list of recommended texts; students must, therefore, be willing and able to read a substantial number of challenging novels, plays, and poems.* It is imperative that the new teacher familiarizes himself with the abundance of options and select the appropriate texts for the course. Furthermore, there is paperwork that must be submitted and time needed to prepare for the challenges of teaching AP Literature.

IV. Recommendations

- Create distinct opportunities for students to take AP courses that focus primarily on fiction or non-fiction texts. The AP Language course includes a variety of essays and biographical texts to model for students the rhetorical devices learned. The AP Literature course has included plays, poetry and novels that are relevant and create independent thinking opportunities.
- Completed the course audit form and the course syllabus for AP Literature.
- Reviewed the four sample syllabi from College Board of AP Literature
- Reviewed and modified the general aspects of the AP Lit syllabus, including course description, key terms, essential questions, and AP aspects.
- Reviewed *The Metamorphosis*, *The Hours*, *Doubt*, *Wuthering Heights*, *The Things They Carried*, and *Othello* as the texts for this AP course and evaluate their support of the instructional goals of the course.

V. Department Action:

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

Course or Initiative: Team Courses -

English 163 GT and History of World Civilizations GT

English 263 GT and Civics GT

English 363 GT and U.S. History GT

III. Findings

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

The teachers in the TEAM program meet with one another regularly during their planning period. They also have monthly meetings with Ms. Frandson, the coordinator of the program, as well as support personnel from Student Services (e.g. school social workers and psychologists). Additionally, there are several meetings each year that include all team teachers across grade levels and departments for selected professional development.

This year, the TEAM program teachers and leadership focused on recommendations that came from last year's review. The teachers used team planning to further integrate the English and social studies segments of their classes, and to better align with the courses at the regular level. One example is the 9th grade team has added a novel this year, *The Absolutely True Diary of a Part-time Indian*, and now has an additional novel in common with the entire 9th grade class. The 10th grade team has worked to further integrate the Civics curriculum with the literature in the course. For example, students complete even more shared writing assignment, including an assignment on values as related to citizenship and those expressed in poems studied in class, and an assignment that links *Mr. Smith Goes to Washington* with *Lord of the Flies*. In the 11th grade year, students have gained valuable experience with DBQs (document based questions) within several units. These in-depth primary source assignments now take place across all curricular levels.

The TEAM program faculty also benefited greatly from a professional development opportunity last year. In February of 2013, Richard Villa, an expert in the field of co-teaching models, led a professional development workshop for TEAM teachers to foster even greater collaboration with regard to classroom instruction. He was well received and teachers left with a set of valuable resources to evaluate and their roles within the teaching team on any given class day.

Starting in the 2013-2014 school year, Reading Skill Development (RSD) was offered to incoming freshmen enrolled in the TEAM English 163/HWC program (GT). Students eligible for TEAM typically demonstrate skills gaps in relation to their peers in any or all of the following: reading comprehension, reading fluency, vocabulary, writing, study habits, and organization. RSD 163 provides additional skill practice and application to core academics (primarily English/HWC GT) as well as supplemental materials. In addition to teacher-directed instruction, students are also provided time to read and study as they apply comprehension and

critical thinking strategies. This optional course was offered to all English 163 TEAM students and approximately 25 students, or half of the incoming freshman GT students, opted to enroll.

IV. Recommendations:

- Continued work toward the school literacy goal within the program. The school identified writing and as a key component for developing critical thinking skills. The English and social studies integrated approach allows for students to apply writing skills when engaging in non-fiction text.
- Continued incorporation of Google apps for teaching and learning. Students in the Team program continue to explore the use of Google presentation and documents to communicate and create projects. These tools are particularly helpful for TEAM students to keep work saved and better organized.
- Continued work on curricular integration at all levels. Through the common professional time 8-9A, teachers should continue to integrate the social studies and English units. Teachers are blending instruction so themes match the content for both disciplines, creating a deeper understanding for the TEAM students.
- Continued support of Student Services department members at the team level meetings to ensure communication with various support systems (counselors, case managers, deans, etc).

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 Fine Arts Department Curriculum Report - November 2013

I. Introduction

A. Courses reviewed this past year

- Graphic Design
- Art Studio
- AP/Honors Art
- Electronic Music

B. Process

- Fine Arts I.S., Chad Davidson, collaborated with all three visual art teachers on the curriculum review, with one teacher taking the lead role in each area:
 - Rob Milkowski reviewed and revised the Graphic Design curriculum.
 - Lee Block reviewed the AP/Honors curriculum.
 - Justin Gerbich reviewed the Art Studio curriculum.
- Chad Davidson, Aaron Kaplan, and Andrew Wallace reviewed the Electronic Music Curriculum

C. Additional Initiatives

- All of our instructors are researching ways to incorporate the use of Chromebooks in our classes to support student learning and instructional goals.
- We are continuing our discussion of how to best utilize the two orchestra directors in our district. Should we keep the current structure with both teachers traveling between GBN and GBS, or should we transition to building-based leadership with one teacher at each building? Our orchestra teachers, Kristin Meyer and Aaron Kaplan, along with building administrators in each school are working to determine the best utilization of these two teachers.
- In all Visual Arts classes, teachers guide students in the creation of individual digital portfolios. Student work is collected and stored on-line. This provides a forum for students to share information, ideas and critiques of student artwork. Students also have the option of using these digital portfolios as supplementary information in the college application process.

II. Report Schedule

November 2014	November 2015	November 2016	November 2017	November 2018
Advanced Improvisation	Band (all levels)	Ceramics (all levels)	Photography (all levels)	Graphic Design (all levels)
TLS Drama	Performance Skills	Guitar	AP Theory	Art Studio
Choir (all levels)	Introduction to Broadcasting	Orchestra (all levels)	Intro to Theory	Electronic Music (all levels)
	Sportscasting (all levels)		Drama 161 and 261	AP Art/ Honors Art
	Television Broadcasting (all levels)		Advanced Acting/Directing	
	Radio Broadcasting (all levels)		Drawing/Design (all levels)	

Approximate percentage of classes to be reviewed:

15%	27%	15%	27%	18%
-----	-----	-----	-----	-----

Course or Initiative: Graphic Design 161-461

III. Findings:

The current Graphic Design curriculum has been in place for the past four years. During those four years, minor adjustments to the curriculum have been made. Some of the changes in the curriculum have come due to the fact that the prerequisite of Art Studio has been dropped for sophomores, juniors, and seniors. Now that many students enter this upper level class with little or no art experience, the basic elements and principles of art and design are incorporated into each lesson.

Although we continue to modify the curriculum to stay current with emerging trends, the overall educational outcomes in Graphic Design have remained the same. Students at Glenbrook North will learn that Graphic Design is the ability to visually communicate a message to a targeted audience and that a Graphic Designer is responsible for solving the visual issues involved in delivering these messages to the audience.

Before starting any Graphic Design assignment, the designer (our students) must first answer six questions to determine which steps they should take before they begin:

1. What do you want to achieve; what is your objective?
2. Who is the message intended for?
3. What are the basic components of the problem?
4. What tools are needed to best complete the assignment?
5. How will the message be conveyed?
6. What is the timeline for the assignment?

The Graphic Design curriculum at Glenbrook North incorporates a balance of hand-manipulated processes with the latest in technology that designers are using. The assignments are sequenced from Graphic Design 161 through 461, allowing students to build from their previous knowledge and aid in the selection of the proper tools to use in conquering all visual problems.

IV. Recommendations:

- The instructional goals for this class, including balancing traditional hand-manipulated components of Graphic Design with computer design, are appropriate and should be continued.
- The department will continue to research the growing trends in the field of Graphic Design, and will translate these new trends into real world activities for the art students at GBN.
- The department will continue to promote the artwork of GBN students not only through school displays and exhibits, but also through the students' digital portfolios.

V. Department Action

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

Course or Initiative: Art Studio 161

III. Findings:

Art Studio remains our preferred entry into the Visual Art program at Glenbrook North. While it is no longer required as a prerequisite class for 10-12th graders, it continues to provide the most comprehensive introduction to subsequent art classes. Not only does it focus on the basic elements of art and design, but course objectives focus on critical thinking and authentic assessment.

Assignments in classes have been set up to link knowledge in a sequential order. As projects build upon one another, students are able to analyze and dissect previous information and ideas from beginning lessons and apply it to sequential projects throughout the semester and subsequent classes in the Art Department. Students have been able to explore and develop critical thinking by becoming involved in the creative and learning process on an intrinsic level. Students are developing greater insight into their own work and their strengths by taking advantage of all the opportunities that have been put into place. The quality of artistic products has improved as a result of this process.

Teachers have updated the Art Studio curriculum to include assignments from Ceramics, Photography, Painting, Drawing and 2-D Design. They have examined current assignments and altered them to create more enriching art experiences and increased enthusiasm for the projects, while keeping critical thinking and learning in place. The unified curriculum and the sharing of ideas and concepts within the department helps instructors develop a cohesive, entry-level art experience.

Staff members have received very positive feedback from current students that the Art Studio class is necessary to build confidence, work ethic, and practice in a variety of media and techniques that are further developed in the advanced level classes that follow.

IV. Recommendations:

- Although not a requirement, it is recommended that all students take Art Studio as their entry-level course. Art Studio gives students a solid foundation and understanding of the elements of art and principles of design that shows in the development of their work when taking future classes. The strength of the Art department is teaching strong, core techniques and thinking that segue into subsequent classes. Introducing and reinforcing the principles of design during subsequent art classes will continue to be stressed to make sure that students learn a strong, sense of design while working in new media. This recommendation will be made to students during all articulation activities and will also be shared with our counselors so that they may help encourage Art Studio as the best entry to the art department.
- Recognizing that not all students will take Art Studio, teachers will continue to incorporate the elements of art and design into all 161 level courses in the Art Department. While the staff members feel that Art Studio provides the best introduction to subsequent art classes, they can help students learn the basic elements, work ethic,

aesthetic experience, and critical thinking skills even if students have not had the benefit of taking Art Studio.

- Communication and sharing of ideas within the department should continue to be the cornerstone of staff members' collaborative efforts. The department will continue to expose students to as many opportunities as possible in current art trends, artists, technology and real world application. Continued incorporation into the classroom of new art trends, artists, and technology (Chromebooks) will help students grow as artists and people as they think critically, self-evaluate, and peer-critique.

V. Department Actions:

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

Course or Initiative: AP/Honors Art

III. Findings:

The department has recently changed the prerequisites for this course to better accommodate the multiple areas of interest in studio art. Students are to have had 4 semesters of art and are required to submit a portfolio for department review in order to be considered for this course. The positive aspect of this change is greater access for all students to take this specific class. 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.

The pace and sequence of Advanced Placement Studio Art and Honors Art have to be aligned with student skill level and challenge in not only Drawing and Painting, but also in Graphic Design and Photography. 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 concepts of their “Concentration” part of their portfolio. Portfolio development will align with best practices for further study allowing the “Breadth” portion of the portfolio to be built from some past advanced coursework and the “Concentration” portion to be defined and produced entirely within the year.

At least half of the students in A.P./Honors Art take an additional art class during the year. This is consistent with other schools in the area.

Based on the fact that multiple areas of studio coursework (Drawing, Painting, Graphic Design, Photography) are all taught at the same time, alterations to the physical studio space and overall time constraints have to be considered. Individual solutions to each portfolio is required and regularly places additional instructional time outside of class that is schedule during the teacher’s planning time, before school, and after school. 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:

- Build a continuum of skills from one advanced level course to the next level is necessary to develop student confidence, awareness, theory, and a students’ art aesthetic as they mature. Encourage students to not only build a comprehensive experience in our program, but also devote a depth of study in areas that are specific to the Drawing and 2-D Portfolios over the minimum 4 semesters of Art requirement. Staff members also encourage students to supplement their A.P./Honors class with another art class to develop a consistent approach to their portfolio whether for college admissions, the common application art supplement, as well as, their culminating Advanced Placement Portfolio due in May.
- The department will continue to identify the desired educational outcomes in this program and the overall strength of the current approach using critiques, sketchbook practice, art historical references, and trends in art to develop consistency in the A.P and Honors levels.

- Due to the range of skill level and experience across the department, the teachers strongly suggest that the Honors and A.P. level continue to be taught as a combined class.
- Summer curriculum work on the assignments and proficiencies at the Honors and Advanced Placement Studio Art levels is necessary to engage these motivated students to seek out challenge and promote their study and practice in art with a broad range of experiences. Due to the varied background of student experiences the teacher will continue to develop best practices that can span over all included content areas previously structured for more of the Drawing and Painting students. As more students are accessing this rigor in their schedule, a cohesive experience for the Photography and Graphic Design centered students must be developed, and secure a more comprehensive result for the specific 2-D portfolio that they prepare.
- Color printers for these levels also need to be updated and made available to these students.

V. Department Actions:

	New Course Proposals	Summer Curriculum Projects	Textbooks	Staffing
Action	N/A	To develop a curricular redesigned to accommodate the varying skill sets and interests of students entering this class.	N/A	N/A

Course or Initiative: Electronic Music 161-361

III. Findings:

Electronic Music 161 recently underwent a massive curriculum shift since its last review in 2008. Since then, an additional 11 workstations have been added creating a total of 20 student workstations and one teacher workstation. In addition, the digital audio workstation software Ableton Live was purchased by the district, as well as 20 APC-40 controllers, which allow students to use these MIDI controllers to input information into the computer software. A Glenbrook Foundation grant was used to purchase an additional 8 MIDI-Fighter controllers. The change in the number of workstations and the acquisition of new technology has prompted significant changes to the curriculum.

The curriculum of Electronic Music has shifted from projects in composition, notation, and digital recording, to using Ableton Live to compose and produce various forms of electronic music, with a particular focus on dance music. There is a wealth of online video tutorials that students can access in class or at home that provide techniques for using Ableton Live. Students work independently on projects that span over the course of several class periods to create original electronic music compositions.

With this retooling of the curriculum and the addition of the Ableton Live software, there has been a dramatic increase in the number of students that request this course. Over the past 3 years, we have seen student requests for this class increase from an average of about 30-35 students per year, to almost 80 requests for this school year. We have also seen a shift in the type of student that this class attracts. The vast majority of the students who take this class are not enrolled in any other music course and have little to no formal musical training. However, many of them are quite skilled in the use of the Ableton Live software and frequently spend time outside of class time in the lab working on class projects and other independent projects using this software.

IV. Recommendations:

- Aaron Kaplan and Aaron Wojcik (GBS Electronic Music teacher) will continue to collaborate in an effort to unify the instructional goals for the Electronic Music classes district-wide. Aaron Wojcik is shifting his curriculum more towards sound engineering, recording arts, and digital audio technology. Incorporating some of these elements into the Glenbrook North electronic music class curriculum would be a logical extension of the skills currently being taught at GBN.
- It is recommended that a portion of the curriculum be dedicated to teaching the basics of music theory and harmony. This will enhance their creativity when applying this knowledge to their compositions in Ableton Live.

V. Department Action:

	New Course Proposals	Summer Curriculum Projects	Textbooks	Staffing
Action	N/A	N/A	Pro-Tools software would enhance the learning environment for this class. Instructional Technology will cover this expense.	N/A

GBN Mathematics Department
Curriculum Report – November 2013

I. Introduction

A. Courses reviewed during past year

Geometry GA 163
 Geometry G 163
 Geometry 163
 Geometry 173
 Intensified Algebra GTA 163

B. Process

The review process for all of the above courses followed the District #225 Board of Education Model. The Instructional Supervisor convened Curriculum Review Committees beginning in the fall of the 2012-2013 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 class. 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): None

II. Report Schedule :

November 2014	November 2015	November 2016	November 2017	November 2018
AP Calculus AB	Algebra 163	Algebra GTA 163	Pre-calculus 173	Geometry GA
AP Calculus BC	Advanced Algebra 263	Algebra G 163	Pre-calculus/Trig 163	Geometry G
AP Statistics	Adv. Algebra/Trig 273	Advanced Alg. G 263	College Alg./Trig G 163	Geometry 163
AP Computer Science	Discrete Mathematics	Advanced Alg. GA 263	College Alg./Trig GA 163	Geometry 173
Linear Algebra		Multivariable Calculus		Intensified Algebra GTA

Approximate percentage of curriculum to be reviewed:

November 2014	November 2015	November 2016	November 2017	November 2018
22	17	22	17	22

Additional courses to be reviewed this year: None

Course or Initiative: Geometry GA 163

III. Findings

One of the biggest changes implemented in the Geometry GA course over the last year is the order in which topics are covered. The textbook for this course covers trigonometry and special right triangles in the last chapter (Chapter 10). We have decided to cover Chapter 10 before Chapters 8 & 9 (calculating area and volume). Students have benefitted from being exposed to trigonometry earlier in the year, as it has been reinforced in many different types of problems, including area and volume calculations.

The bulk of the problems in the textbook are fairly routine, which has been helpful in skill-building. However, in each chapter, we found the need to create supplementary materials to have students see unique spins on problems or to have the students thinking more critically.

Over the past two years, exams have been altered to include more critical thinking and more challenging algebra. Upon analysis of summative assessments at the end of each chapter, many students were hindered by struggles with most algebra that extended beyond straightforward linear equations. For this reason, we decided to infuse additional Algebra I review into every chapter starting with Chapter 3. The first two chapters deal with the vocabulary and symbolism of the course and already include an embedded Algebra I review, so no supplementary materials were needed before Chapter 3.

Because of the pace of the course, we do not have time to cover each topic in the textbook adequately, nor do we believe that is appropriate. We have excluded topics that are the less applicable to the real world and topics that will not be necessary for success in future math courses. These topics include detailed triangle congruence proofs, altitude to the hypotenuse problems, and points of concurrency. This has allowed us to study the topics that are covered with more depth.

IV. Recommendations

- Our textbook takes a very straightforward approach to the discovery and learning of geometry. As we progress towards Common Core, it would be worthwhile to look into a textbook that has interesting, layered problems that incorporate a spiral review. While all of the aforementioned supplementary materials will continue to be used, we believe the students would benefit from having a wealth of these types of problems at their disposal.
- Geometry GA teachers, Algebra GTA teachers, Advanced Algebra GA teachers, and College Algebra GA teachers should continue to meet and talk about the progression of students through our courses, talking about noted areas of strength and weaknesses, as well as what we could be doing to help best prepare students for their next year of mathematics. At the start of this school year, the Geometry GA, Advanced Algebra GA, and College Algebra GA teachers met and worked on some common expectations that would be held in all of our courses and this is a conversation that will constantly evolve.

- The exclusion of the following topics: detailed triangle congruence proofs, points of concurrency (centroids, orthocenters, incenters, & circumcenters), and altitude to the hypotenuse problems, will allow the course to reach a greater depth with the topics it does cover. We will continue to look at our curriculum critically with an eye towards which topics are truly essential to developing a thorough knowledge of geometry and becoming stronger critical thinkers. The topics that are covered can be truly geared towards Common Core State Standards for Mathematics and best instructional practices. Full days in class can be dedicated to student presentations, discoveries, and projects as opposed to only having one day on a section and having to move on to the next topic.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		As mentioned above, we have had to supplement a number of algebra review materials as well as questions that inspire critical thinking. A summer curriculum project that builds one or two thought-provoking tasks for each chapter would be beneficial.	Investigate alternate textbooks that include more spiral review and problems that are more thought-provoking during the 2014-2015 school year for implementation in the 2015-2016 school year.		

Course or Initiative: Geometry G 163

III. Findings

During the past two years, the Geometry G team has spent significant time revising the curriculum for the course. This review process started at the beginning of the 2011-2012 school year. Numerous topics from the previous curriculum have been condensed while other topics have been added. Teachers chose not to eliminate any topics from the current curriculum because they felt each concept was important in the overall development of a strong foundation in geometry. Instead, the department decided to condense the time necessary to teach these concepts in order to compensate for the additional topics that will be implemented as a result of CCSSM. In particular, there will be added emphasis on transformations and constructions (in anticipation of CCSSM).

Concepts condensed:

- Unit 1 – Identification of points, lines, planes, segments, and rays
- Unit 1 – Measure and classify angles
- Unit 1 – Classification of polygons
- Unit 2 – Analyze conditional statements
- Unit 5 – Midsegment Theorem
- Unit 5 – Using medians and altitudes

Concepts added:

- Unit 9 – Translations (technology-based)
- Unit 9 – Reflections (technology-based)
- Unit 9 – Rotations (technology-based)
- Constructions (using TI-Nspire and/or Geogebra software)

Since all students are required to have a TI-Nspire calculator and a Chromebook, instructional activities have been created over the past two school years to effectively introduce and reinforce geometric concepts. In addition to discovery labs each chapter, students will further use these two pieces of technology to learn about translations, reflections, rotations, and create constructions (CCSSM).

Geometry G students are typically weaker in math skills when compared to their peers in Geometry 163. If Algebra reviews did not take place during the year, students would have a difficult time retaining skills/concepts and preparedness for Algebra 2 G the following year. The department feels it is vital for students to retain the concepts they learned in their algebra class the previous year. Staff members feel it is essential to implement a weekly review of the most important algebraic concepts. Consistent review of those concepts will lead to increased levels of retention as students move to Algebra 2 courses. All students need to develop power as mathematical thinkers and problem solvers. Increasing the depth of the problems requiring critical thinking skills will improve the way students think and approach problems. These higher level thinking tasks can be open-ended in nature and used to promote meaningful discussions.

IV. Recommendations

- The inclusion of translations, reflections, rotations, and constructions will provide students with a hands-on learning experience. These concepts were added in anticipation of the Common Core State Standards for Mathematics. These activities will provide students the chance to discover, experiment, and prove concepts that lead to connections among geometric units at a deeper level.
- Technology resources and activities continue to need to be developed for Geometry G. The TI-Nspire is an outstanding tool for class demonstrations and student discovery activities. It would benefit the Geometry G team to horizontally align technology activities with the Geometry GA and Geometry 163 teams in order to establish consistency across all geometry courses.
- The content for Geometry G needs to be reviewed with additional content teams from vertically aligned courses. Geometry G team members need to be aware of the algebraic concepts that were taught and learned in Algebra G in order to create appropriate review materials. It is essential for Geometry G team members to also be aware of the most important concepts with which students need to enter an advanced algebra class.
- A database of higher level thinking tasks needs to be created for students in Geometry G. It is essential to include problems that utilize a combination of previously learned algebraic concepts with current geometric topics. These problems will allow students to make connections at a deeper level and promote critical thinking skills.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action			We will be reviewing textbooks during the 2014-2015 school year for possible change for the 2015-2016 school year.		

Course or Initiative: Geometry 163

III. Findings

Over the past several years, the department has continued to adjust Geometry 163. In addition to teaching the Geometry concepts for understanding, we have two additional initiatives:

- 1) Eradicate any algebraic deficiencies our students have in order to make the transition to Algebra 2 smooth process.
- 2) Incorporate critical thinking and problem solving more consistently in order to increase student understanding.

One major area of focus is the implementation of Algebra skills throughout the course. The students are given an Algebra packet the first day of school that reviews the skills they are expected to know for this course. Students have two weeks to review the material, during which they are expected to go to the resource center and/or see their teacher for help. During class, teachers answer questions about the material and include the different skills they are stressing in their openers and class notes. At the end of the two weeks, the students are given an Algebra Skills screener test by the Math Enrichment Center (MEC) staff. If students do not meet the standards set by the Geometry team and the MEC, then the students are enrolled in the MEC for small group tutoring which focuses on the Algebra skills for which they were unable to demonstrate mastery. Teachers continue to emphasize the need for Algebra proficiency throughout the year by supplementing with algebra worksheets at the end of each chapter and by having a substantial amount of Algebra incorporated into the Geometry assessments during and at the culmination of each chapter. Over the past five years through unit assessments and the Algebra screener given at the start of the year, we have discovered deficiencies in these particular Algebraic skills: writing equations of lines in point-slope form, factoring, solving quadratics, simplifying and operations involving square roots, and solving systems of equations.

As we move toward the Common Core Standards, a second area of concentration for Geometry 163 is critical thinking and problem solving. In order to make way for deeper understanding, we have had to remove some concepts from our curriculum that we have previously covered. The concepts we are no longer teaching are indirect proof and centers of circles (except centroid). These concepts were removed as they were either taught in other courses or they did not align with the Common Core Standards. Since removing these topics, we have been able to incorporate more discovery-learning and hands-on activities with the use of technology and other manipulatives. We have found that taking the time to incorporate these types of activities has provided our students with a richer learning environment in which we are able to process the concepts more with our students and encourage deeper understanding. This has led to more lessons/activities that use the Common Core Standards of Mathematical Practice.

IV. Recommendations

- Continue to stress the importance of algebraic skills in our classes by monitoring our students at the beginning of the year with algebra assessment, re-teaching and supporting those students who show need with the MEC, and checking progress with supplemental

algebra assignments and assessment questions. We will continue to focus on the areas of concern which are writing equations of lines in point-slope form, factoring, solving quadratics, simplifying and operations involving square roots, and solving systems of equations.

- Continue to design lessons and activities that will mandate critical thinking, problem solving and the Standards of Mathematical Practice. Specifically, we would like to incorporate more problems that involve real-life applications, maximizing/minimizing area, and the integration of graphs.
- Align our curriculum with the Common Core State Standards.
- Incorporate more formative and summative assessments that help our students improve written communication and literacy. These assessment items include high cognitive-demand application and critical thinking.
- Add in more constructions, transformations, equations of circles, and trigonometry for general triangles as per the Common Core State Standards.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Complete a summer curriculum project that will address needs from the CCSSM curriculum alignment and create additional high cognitive demand items.	Will wait for implementation of Common Core before exploring new book options		

Course or Initiative: Geometry 173

III. Findings

The review of this course led to a conclusion that a large percentage of the curriculum is right on target with the needs of the students. These freshmen students are given an Algebra screener two weeks into the course. Twenty to twenty-five percent of these students are still showing Algebra deficiencies. They are assigned sessions in the Math Enrichment Center to remediate these deficiencies.

The Geometry Honors course continually assesses and emphasizes strengthening and enhancing Algebra through high-level problem solving and critical thinking which they might not have done in the past. Anecdotal feedback from students at the end of the course provides evidence that the curriculum has given them tools and skills to move to the next honors course.

The one area that still needs to be considered is the use of technology as a tool to help students learn geometry. The TI-Nspire calculators come with geometry software that can be used to help students with the inductive reasoning we do in geometry. The Chromebooks also give students an opportunity to explore geometry using a program named Geogebra. It is difficult to determine how much time should be spent using these forms of technology to help students learn and if it helps them learn. We have tried using the technology at various degrees to try to determine what is best. There is now less emphasis using technology during the first semester of the course than in previous. We felt that some of the work with the geometry software took time away from more problem-solving skill development and this was a trade-off. Spending less time with the geometry software had showed positive effects on assessments. Using the technology was not a waste time; it is just that some of the topics did not lend themselves to using technology as appropriate for student learning. Units on proof, (triangle congruence, perpendicular bisector theorems, and medians/altitudes) were areas where it was best to do more problems and less discovery activities using technology.

Another area to further review is the amount of emphasis on constructions and which practices lead to better student understanding. The amount of emphasis on transformations needs to be evaluated as well. Transformations and constructions are topics that are included in the Common Core State Standards for Mathematics. We will be making alignment adjustments to begin next year.

Overall, the course provides the students with a rich academic experience that helps them in their future course work. The course has an emphasis on problem solving and critical thinking that will help students with the challenge of higher level mathematics. The course also has students learn independently at times and collaboratively at other times and how to determine which is best in a particular situation. During the year, the amount of growth in the students as learners is impressive as evidenced by course exams. The students' ability to read, process, and solve complex multi-level problems increases

dramatically over the course of the year. Compared to when they enter the course, at the end the year they are able to think creatively, connect ideas, and solve more challenging problems that they could at the start of the year. Students now have the tools to attempt these problems and are willing to work collaboratively with others to solve these problems.

IV. Recommendations

- Explore how the Chromebooks can be used for to help students learn and further develop critical thinking skills. We are exploring Geogebra software as means to use for content delivery. Constructions will be one of the content areas we look at using this software as this is required by the Common Core School Standards for Mathematics. Constructions are an area where students must master using a computer because it will be tested the same way. As we move into the new CCSSM curriculum, revisions of activities and lessons will take place.
- Examine the possibilities for Constructions in the curriculum as guided by CCSSM.
- Consider the possibility of adding a Transformation unit.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		Once the curriculum is aligned with CCSSM, a summer curriculum project will be needed to redesign activities/lessons. The current book does not contain a specific unit on <i>transformations</i> and a unit will need to be created. We do not want to change textbooks because of the rich, challenging problems. The current book is well-suited to the CCSSM curriculum.			

Course or Initiative: Intensified Algebra GTA 163

III. Findings

This course was new to GBN during the 2011-2012 school year. Students were selected for this course if they had not taken a course in Pre-Algebra. The class meets every day for 90 minutes. Students who successfully complete the course can move to Geometry because Pre-Algebra and Algebra 1 concepts are covered throughout the year. In addition to the mathematical content, the course teaches social and intrapersonal skills through the Academic Youth Development (AYD) component of the program. Metacognitive skills are taught which students can apply in other disciplines.

The students enrolled in the class have a wide range of abilities. The enrollment for the first two years ranged from 12 – 15 students. The course was taught by one regular education and one special education teacher. All of the students in the class have an individual educational plan (IEP).

During the first year of the course (2011-2012) there were 12 students enrolled. 8 enrolled in and passed Geometry GA, 2 enrolled in and successfully passed Geometry G, 1 enrolled in Algebra GTA and then Geometry G in summer school, and 1 moved out of district. All 11 are enrolled in an Advanced Algebra course this year; 6 are in Advanced Algebra GA, 3 are in Advanced Algebra G, and 2 are in a self-contained Special Education Advanced Algebra course. For the second year of the course (2012-2013) there were 13 students enrolled. The teachers indicated these students were of lower abilities than the students from the previous year. 12 are currently enrolled in Geometry GA 163 and 1 has a district placement and not attending GBN this year. It is clear from the data that this course is helping to match their academic course with their peers and take an Advanced Algebra class by junior year. For the current school year (2013-2014), the course did not run because there were no students who fit the profile for the course.

Reflecting upon the past two years of this course, students entered the course lacking certain study skills. Most of the students came from a self-contained Special Education classroom where most of the instruction occurred one-on-one. They are now enrolled in a regular education math class with a larger class size and varying instructional methods. The expectations for this course require students to take notes, work collaboratively with peers, engage in discussion, and have homework every night. As the year progressed, significant gains in these areas were achieved through the structure of the AYD component of the program. The daily rigorous classroom routines played a large role in student growth.

Students entering this program came from different sender schools with large variability in skills. For example, some knew how to follow order of operations where others had not seen this in a previous class.

Two teachers are a necessity for this class because these students require constant teacher attention to either redirect, engage, and keep on task. One teacher might be giving direct instruction to the whole class while the other teacher works one-on-one with individual students that require more attention.

IV. Recommendations

- Support skill weakness with supplemental materials.
- Continue to pair one general education mathematics teacher with a special education teacher.
- Continue the AYD component of the program. These skills will assist students in classes as they progress through GBN.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Develop additional supplemental materials to enhance the daily instruction that reinforce prerequisite skills.	Will wait for implementation of Common Core before exploring new book options		

**GBN Health, Physical Education and Driver Education Department
Curriculum Report – November 2013**

I. Introduction

A. Courses reviewed this past year

- Strength Training I
- Strength Training II
- High Adventure I
- High Adventure II
- Fit for Life

B. Process

The Instructional Supervisor for Physical Education, Health & Driver Education, Bob Pieper, and Department Assistant, Mike English and Jill Nowak met with a committee of teachers who currently teach the reviewed courses. The teams discussed the course curriculum, guidelines for instruction, course syllabus, study guides and student assessment processes. Courses reviewed and respective team members were:

- Strength Training I: Jen Schultz, Matt Purdy, Justin Georgacakis
- Strength Training II: Matt Purdy
- High Adventure I: Renee Brosnan
- High Adventure II: Mike English is the teacher
- Fit for Life: Jessica Roby

C. Additional initiatives

- Investigate new ways to incorporate Chromebooks into the Health curriculum.
- Trying to enhance the Health curriculum by adding additional guest speakers.
- Teachers will continue to review their specific curriculum each year.
- Implementing the use of in-car cameras for the Driver Education curriculum.
- Adding a variety of new exercises and activities to enhance our strength initiative across all physical education courses.

II. Report Schedule:

November 2014	November 2015	November 2016	November 2017	November 2018
Freshman	Sophomore	Lifetime	Team Sports	Strength Training I & II
TLS	Dance I & II	Aquatics	Phys Man	High Adventure I & II
DLS	Driver Education	Health	Leaders	Fit For Life
	Personal Training	Team Health		
		Soph STC		

Approximate percentage of curriculum to be reviewed:

November 2014	November 2015	November 2016	November 2017	November 2018
17	22	27	17	17

Course or Initiative: Strength Training I

III. Findings

- Strength Training I is a progressive weight lifting class that teaches beginning lifting techniques and safety procedures.
- The class introduces basic lifting vocabulary and principles that the student can use to realize their potential in the class. The curriculum is designed toward improving the students overall fitness levels in the weight room.
- Through demonstration and positive feedback the students will learn four core lifts including: squats, bench, hang clean and push press.
- Flipped cameras are used to show proper and improper lifting techniques.
- Students are assessed using a pre-test, post-test, a visual identification of different lifts and a physical demonstration of the lifts.

IV. Recommendations

The Physical Education department recommends:

- Continue the Strength Training I curriculum, which provides the students the tools to live a healthy lifestyle.
- Bring in a certified dietician to discuss the dangers of certain supplements and communicate the positive effects of proper nutrition on their overall fitness level.
- Continue to use technology in class to help students understand the proper lifting techniques. Students having access to Chromebooks helps to facilitate this instructional process.
- Use pre-test and post-test assessments to show student's growth in the class.

V. Department Action

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

Course or Initiative: Strength Training II

III. Findings

- Strength Training II is an intense curriculum that is geared towards the accomplished weight lifter.
- The course works to emphasize overall physical wellness by teaching muscular strength, muscular endurance, cardiovascular endurance, and body composition.
- The curriculum teaches the Olympic lifts, as well as, bench, squat, clean hang, and push press learned during Strength Training I.
- There continues to be a gender imbalance in this curriculum.

IV. Recommendations

The Physical Education department recommends:

- Continue the Strength Training II curriculum, which provides students an opportunity to participate in an advanced weight lifting environment.
- The knowledge gained allows the students to create and customize an individual lifting plan which supports the department's overall philosophy of individual fitness and well-being.
- There needs to be a greater emphasis with the head coaches to promote Strength Training II with their athletes as a means to increase the participation of our female students in the course.

V. Department Action

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

Course or Initiative: High Adventure I

III. Findings

- The High Adventure I curriculum is designed to challenge each student both mentally and physically.
- Many students take this class to overcome their fear of heights and increase their self-esteem and self-confidence in situations that are out of their comfort zone.
- Throughout the semester teambuilding activities are used to allow the class to collaborate and trust one another.
- Students learn the fundamentals of climbing, belaying, and rappelling.
- To ensure the students' safety each student must pass a written examination on safety procedures and equipment.
- A field trip to Vertical Endeavors Climbing Facility allows students the opportunity to challenge themselves outside the school setting.
- The popularity of this class continues to increase each school year as evidenced by increasing enrollments.

IV. Recommendations

The physical education department recommends:

- To incorporate new team building activities that will continue to build trustworthy relationships within the class.
- To continue to test the students on their safety knowledge.
- To continue teaching the fundamentals of climbing, belaying, and repelling in order to provide a safe learning environment.
- To challenge each student to help them overcome any of their fears or anxiety.

V. Department Action

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

Course or Initiative: High Adventure II

III. Findings

- The High Adventure II Curriculum provides students with an opportunity to learn advanced climbing and rappelling skills.
- High Adventure II students are challenged in a variety of ways, which include 150 foot climbs, Australian rappelling, vertical traversing, and testing physical limitations while performing these tasks.
- Students learn how to be a valuable team member by participating in a variety of team building activities.
- Students are given more responsibility for setting up the climbs, ensuring the safety of the climbs, and helping each other become successful on the climbs.
- Survival skills are taught to give a student a basic knowledge of surviving in the outdoors.

IV. Recommendations

The Physical Education department recommends:

- High Adventure II continues to provide students the knowledge to safely use these skills outside of Glenbrook North High School.
- To continue to provide a variety of challenges that the students can accomplish individually or with the assistance and encouragement of their classmates.
- Continue to provide leadership opportunities for the students by providing additional responsibilities within the class.

V. Department Action

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

Course or Initiative: Fit for Life

III. Findings

- Fit for Life is designed to allow the students the opportunity to participate in a variety of workouts and gain knowledge on healthy nutrition in a lab setting.
- Workouts will focus on students’ muscular endurance, muscular strength, flexibility and cardiovascular endurance.
- Students learn the importance of portion control, metabolism, and nutrition and their effect on overall wellness.
- The final project will give the students a chance to put the skills and concepts they learned by designing a fitness program for a person with a specific health condition.
- Technology continues to enhance the curriculum by allowing students to interact via social media and to record their personal fitness and nutrition data.

IV. Recommendations

The Physical Education department recommends:

- Fit for Life to continue their curriculum allowing students to see the benefits of being physically fit and following a proper nutrition plan.
- Continue to stay current with the latest technology in regards with physical fitness and nutrition.
- Continue to focus on the four aspects of physical fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance).

V. Department Action

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

**GBN Science Department
Curriculum Report – November 2013**

I. Introduction

A. Courses reviewed during past year

- Astronomy & Space Science 163
- Astronomy & Space Science 173
- Science Projects 163 & 173
- Principles of Applied Science & Technology 163

Courses reviewed as a result of the 3rd semester

- Anatomy & Physiology: Body Systems

B. Process

Astronomy & Space Science 163 & 173

The astronomy instructor and instructional supervisor met and identified essential questions to be investigated through the educational planning process were identified.

1. What adjustments will need to be made to the curriculum to support the future adoption of the Next Generation Science Standards (NGSS)?
2. How can the research-focused learning experiences in astronomy courses be redesigned to best utilize available technological resources and align with Glenbrook North's 8 Qualities of Writing?
3. What placement guidelines should be developed to support the differentiation between Astronomy & Space Science 163 and 173?
4. What steps can be taken to provide a better gender balance in Astronomy of Space Science enrollment?

Science Projects 163 & 173

The instructional supervisor surveyed the department on the existence of the science projects courses.

1. Do the interests of the Glenbrook North Students support enrollment in the Science Projects course?
2. Could Science Projects better meet the needs of Glenbrook students as an enrichment summer school course?
3. Does the continued availability of the course actually inhibit students who enroll from taking an elective course of their choice once the Science Projects course does not run?
4. Does Glenbrook North offer a menu of electives and activities that meet the needs of a Science Projects student?

Principles of Science and Technology 163

The Instructional Supervisors of Science and Career & Life Skills met independently with the instructors of the with the Principles of Science and Technology 163 course. The Instructional Supervisors met and discussed identified essential questions, finding and recommendations at various times during the process. The final report was reviewed by all parties. The essential questions identified include:

1. Does the course provide a hands-on, challenging learning environment that meets the needs of a variety of learners?
2. How can literacy become better woven into the hands-on environment?
3. What can be done in efforts to increase female interest in the class to provide gender balance?
4. How will the potential approval of Project Lead the Way impact the enrollment in the course?
5. How will the course support the potential adoption of the Science & Engineering Skills that accompany the Next Generation Science Standards?

Anatomy & Physiology: Body Systems 162

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 2010. Anatomy & Physiology: Body System was reviewed this year reviewed as a result of a 3rd semester review.

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

C. Additional initiatives (outside of review process)

- Adoption & implementation of revised College Board approved AP Chemistry Curriculum

II. Report Schedule

November 2014	November 2015	November 2016	November 2017	November 2018
AP Biology 283	Chemistry 163	Biology 163	Physics 163	Astronomy & Space Science 163
AP Physics 283	Honors Chemistry 173	Honors Biology 173 (9 th & 11 th grades)▲	Honors Physics 173	Honors Astronomy & Space Science 173
AP Chemistry 283	Intro to Chemistry 163	Human Biology GT – TEAM 163	Intro to Physics 163	Plant Science 161 (Spring & Fall)
AP Environmental Science 283	Brain Studies 161			Science Projects 163 & 173
Earth Science 163				Sci-Tech 163
Earth Science GT-TEAM 163				Anatomy & Physiology: Body Systems* 162
Material Science 163*□				Anatomy & Physiology: Bones, Muscles, and Nerves 161▲
Material Science 173*□				
Forensic Science 163▲				

*Indicates 3rd semester review.

□Course did not run due to low enrollment in 2011-2012 & 2012-2013

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

Approximate percentage of curriculum to be reviewed:

November 2014	November 2015	November 2016	November 2017	November 2018
15	24	23	21	10

Course or Initiative: Astronomy and Space Science 163 and 173

III. Findings

- The Next Generation Science Standards Disciplinary Core Ideas align well with the current curricula in both Astronomy 163 and 173.
- The current Astronomy & Space Science curricula address many of the Science & Engineering Practices outlined in the Next Generation Science Standards.
- Over the past two years, the Astronomy and Space Science teachers has partnered with the ARC to develop content-related text reading and note taking skills.
- There has not been collaboration with the English department and library to align the Astronomy & Space Science research-based projects with other junior and senior level projects in the building.
- Currently, the Astronomy and Space science 163 and 173 have the same prerequisites. In the past this practice suited the courses well because the two levels ran concurrently during the same instructional block.
- With the increase in enrollment, it is difficult for the counselors to guide students into either the 163 or 173 courses appropriately.
- Enrollment in Astronomy 163 and 173 has increased significantly over the past three school years:

Astronomy & Space Science Enrollment

	Astronomy 163	Astronomy 173
2011-2012*	11	6
2012-2013	18	21
2013-2014	26	27

* 163 & 173 courses met concurrently due to low enrollment

IV. Recommendations

- The Astronomy instructor should incorporate Science & Engineering Practices upon adoption of the Next Generation Science Standard to build off of the core science courses.
- The astronomy instructor should further develop the curricular connection with the ARC to further support writing and research in astronomy courses and ensure the writing assignments align with the concurrent or completed English class along with the 8 Qualities of Literacy.
- Make the following adjustments to course placement guidelines
 - Suggested concurrent math placement for Astronomy 163 is Advanced Algebra G and Advanced Algebra GA
 - Suggested concurrent math placement for Astronomy 173 is Advanced Algebra 273
 - Regular math students will continue to be placed based on teacher recommendation, interest in science, and historical success in both math and science courses
- Work with instructors who teach courses related to physics and engineering to participate in an event to increase female enrollment.

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: Science Projects 163 & 173

III. Findings

- The Science Projects 163 & 173 courses have not run in over a decade with a maximum of 12 students interested per year during registration.
- The Science Projects 163 & 173 courses were advertised as an enrichment course offered through our summer school program during the summer of 2013. Just two students, one from GBS and one from GBN, registered for the course.
- For the past ten years, after the registration process is complete, the Science Project's 163 & 173 courses is cancelled due to low enrollment. As a result, students who enrolled, at times, have difficulty finding a course that works with their schedule. By archiving this course, students will have the opportunity to choose from viable options during the registration process.
- Currently, GBN offers electives in the following core science electives and activities:

Core Science	
Biology	AP Biology Anatomy & Physiology : Bone, Muscles, & Nerves Anatomy 7& Physiology: Body Systems Brain studies Forensic Science Plant Science Spartan Medical Club GADGET
Chemistry	AP Chemistry Forensics Science Material Science 163 & 173 GADGET
Physics	AP Physics Forensic Science Material Science 163 & 173 Principles of Applied Science and Technology GADGET
Earth & Space Science	AP Environmental Science Earth Science 163 Astronomy and Space Science 163 & 173 GADGET Environmental Club

IV. Recommendations

- Archive Science Projects 163 & 173 and remove the course from the Curriculum Guide and annual course offerings.

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 - Principles of Science and Technology 163

III. Findings

- Principles of Applied Science & Technology (Sci-Tech) is a yearlong course offered to sophomores, juniors and seniors. It is team-taught by an applied technology teacher and science instructor thereby affording students the opportunity to earn 0.5 credits in applied technology and 0.5 credits in science.
- The course supports heterogeneous group of students including individuals from special programs such as Special Education and Off-Campus. In addition, the academic range varies from the Team level student to Advanced Placement students.
- Hands-on and problem-solving experiences that integrate all of the STEM components of science, technology, engineering and math are designed to allow students to collaborate in teams of typically four students. The engineering challenges include, but are not limited to, the problem of the week, challenge of the month, individual design challenges and a yearlong project.
- Self-assessment is utilized on yearlong projects to help keep students focused on their progress upon completion of each quarter, students self-assess their goals and make adjustments as needed. Throughout this process, the instructors provide in-class feedback as well as written and verbal responses to students' self-reflections.
- Writing has become more evident in the course during the past few years. The instructors have incorporated a reflection paper after each challenge of the month. Students write about the results achieved during the challenge and reflect on the processes used regardless if they were successful or not. Demonstrations are performed and students are challenged to explain the demonstration in writing.

IV. Recommendations

- Continue to provide a hands-on learning environment that relies on problem-solving and teamwork. Make adjustments to projects to meet the needs of the students with regards to interests, experience, and ability levels.
- Continue to use writing prompts to develop technical writing skills and promote self-assessment. Reference GBN's 8 Qualities of Literacy as needed while designing and assessing writing prompts.
- Work with physical science teachers to participate in an event to increase female enrollment in the physical and engineering sciences.
- Consider reviewing the Project Lead the Way curriculum for the Introduction to Engineering Design course to identify alignment with the current Principles of Science and Technology course. Determine areas of overlap and gaps. Share findings with the Instructional Supervisor of Science and the Instructional Supervisor of Career and Life Skills.
- Review the Science and Engineering Practice's outline in the Next Generation Science Standards. Identify areas of overlap and gaps. Share findings with the Instructional Supervisor of Science to determine next steps in accomplishing the necessary skills within the context of the current course.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Text book	Staffing	Resources
Department Action	N/A	Evaluation of NGSS and PTLW	N/A	N/A	Summer Curriuclum Monies

Course or Initiative - Anatomy & Physiology: Body Systems 161

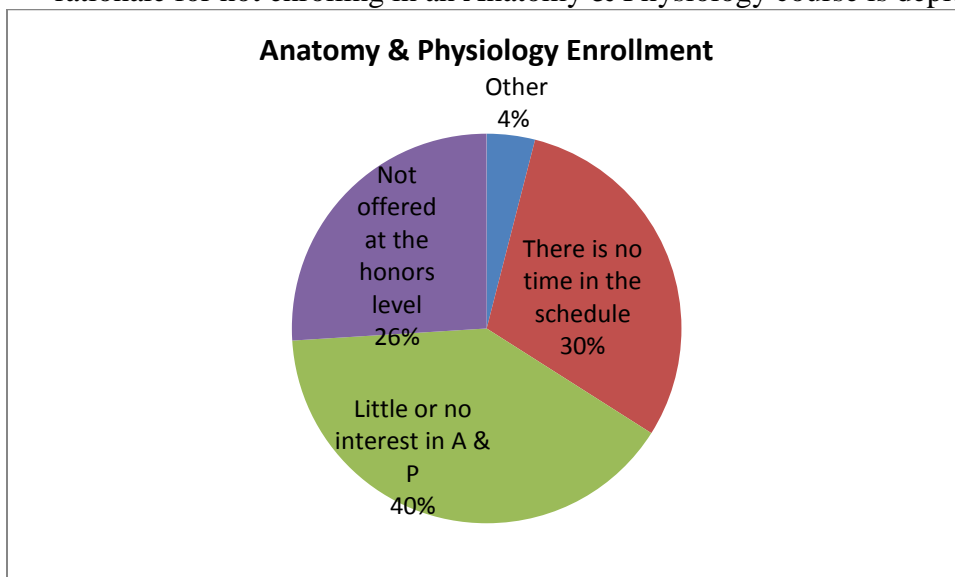
VI. Findings

- Enrollment in the Anatomy & Physiology: Bones, Muscles, and Nerves course has dropped significantly between the 2012-2013 and 2013-2014 school years.

Anatomy & Physiology: Body Systems Enrollment

	Total Enrollment
2011-2012	43
2012-2013	42
2013-2014	27

- High achieving science students, those enrolled in the PCB sequence, do not typically take the Anatomy & Physiology courses. The 54 juniors enrolled in the PCB biology course were surveyed and asked about future enrollment in the Anatomy & Physiology courses. Of the 54 juniors, four students had planned on taking the course. The rationale for not enrolling in an Anatomy & Physiology course is depicted below:



- 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.
- Based on feedback gathered when reviewing the Anatomy & Physiology: Bones, Muscles & Nerves course, there is less emphasis on memorization of material and more resource availability which affords students the opportunity to apply knowledge gained in the course. 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 surveys from Anatomy & Physiology: Bones, Muscles & Nerves course prompted teachers to review the homework load.

IV. Recommendations

- Continue to “advertise” the Anatomy & Physiology course through the Elective Extravaganza to maintain or increase enrollment in the course. The Elective Extravaganza is a 20 minute overview of elective courses presented to current sophomores and juniors during science courses prior to registration to introduce students to the wealth of science elective offerings at Glenbrook North.
- 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 learn from student experience and collect data through student survey.
- Continue with the current homework philosophy ensuring that all at-home assignments are necessary, meaningful, and further support in-class learning experiences.
- Consider investigating the dual credit option offered through Oakton Community College

VI. Department Action

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

**GBN Social Studies Department,
Curriculum Report - November 2013**

I. Introduction

A. Courses reviewed during past year:

Advanced Placement American Government and Politics
Advanced Placement Comparative Government
Advanced Placement European History
Advanced Placement Macroeconomics
Advanced Placement Psychology
Advanced Placement U.S. History
Advanced Placement World History

Introduction to Debate 163
Debate 183 – Seminar – P (Policy)
Debate 183 – Seminar – L (Lincoln Douglas/Public Forum)

TEAM Program courses

B. Process

Each of the Advanced Placement teachers completes an extensive review of the AP curricula as part of the College Board's ongoing AP Audit. This process required teachers to review their syllabi, course content, instructional delivery, and pacing to ensure alignment with the College Board's Course Requirements. In addition to this process, our Advanced Placement teachers used the Educational Planning Process as an opportunity to reflect upon their courses, dialogue with their colleagues, seek student input, and make improvements based upon their findings. Four of our seven APs are taught by two different teachers (American Government, Macroeconomics, Psychology and US History). In those cases, the teachers worked together throughout to evaluate their courses. For the other three AP courses (European History, Comparative Government, and World History), the teachers consulted with the Instructional Supervisor as part of the process. The Debate Program Director and a fellow debate instructor comprised the team reviewing the debate courses.

C. Additional initiatives (outside of review process)

- All teachers have been working toward the school literacy goal and district engagement goals by revising lessons and improving assessments. Additionally, they have explored and implemented the meaningful use of Google apps across social studies classes.
- The US History Team completed a revision of the Constitution Test to improve the objective portion and add a written portion focused on critical thinking.

- The HWC Team has worked toward implementing thematic assessments throughout the course.

II. Report Schedule

November 2014	November 2015	November 2016	November 2017	November 2018
Geography	European History	HWC 163	US History 163	AP American Government
Int'l Relations	Sociology	HWC 173	US History 173	AP Comparative Gov't
Psychology	Comp. Global Issues		American Studies	AP European History
Simulation	Political Science			AP Macroeconomics
Urban Studies	Anthropology			AP US History
	World Religions			AP Psychology
				AP World History
				Debate courses

Approximate percentage of curriculum to be reviewed:

November 2014	November 2015	November 2016	November 2017	November 2018
20	20	20	20	20

Additional courses to be reviewed this year:

Team Program course in Social Studies

Course or Initiative: AP American Government and Politics

III. Findings

Advanced Placement (AP) American Government and Politics is a semester-long elective class offered during the senior year. Five years ago there was one section of AP American Government and Politics with approximately 20 students in the class. Since then, the number of students who take the class has more than doubled and the last two years there have been two large sections. AP Government and Politics used to be linked to the AP Comparative Government course; students who took the former were required to take the later. For the past two years, the department uncoupled those two courses where students could take either class without the other or still opt to take both.

Within the past five years, teachers have altered the curriculum for this course. The old curriculum used a college text for background, lengthy readings from political journals, and the previous teacher heavily incorporated large excerpts from Supreme Court decisions. The class also involved more independent student work and analysis of readings. Today, following two different edition updates of the textbook, the course is more closely aligned with the sequencing and coverage of the text. The current text is “an AP edition” and therefore more closely linked to the requirements of the College Board. Additionally, teachers still use supplemental readings but more commonly use shorter excerpts of Court decisions, as well as current opinion pieces and editorials from more traditional media sources. Teachers also incorporate significantly more streaming video clips followed by student written reflections. These clips range from television news snippets to campaign commercials and debate coverage. In short, current media is now a more important component of the class.

Five years ago, when the last formal review of this class took place, the former instructor, Don Poynton, suggested teachers use AP released free response questions (FRQs) from old Advanced Placement tests as a larger component of the curriculum. Since that time, teachers completed a summer curriculum project that included a review of all released exam materials. Teachers created a database of question topics, and now frequently use released FRQs as writing assignments in each unit.

IV. Recommendations

- AP Government and Politics and AP Comparative Government should remain uncoupled. Some students are interested in both courses, but others are not. The split of the courses has enabled great flexibility for students to enroll in courses of great interest.
- As our pilot of 1:1 devices expands, teachers will want to incorporate more in-class quick writes and research based activities. They will also consider which, if any, online communities they want incorporate into the class.

V. Department Action

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

Course or Initiative: AP Comparative Government and Politics

III. Findings

Advanced Placement Comparative Government and Politics is a semester-long elective class offered exclusively to second-semester seniors. Last academic year (2012-2013) marked the first year in which the course was decoupled from its fall companion AP American Government and Politics. An encouraging sign for the course has been the continued high enrollment, enough to fill one section with students who are genuinely interested in the content.

In the past few years the curricular units has been slightly rearranged to follow a more logical order and one with which students will begin with a higher degree of subject familiarity: globalization, the European Union and Great Britain. Course readings are still derived from the course text, *Introduction to Comparative Politics*, but are also supplemented by teacher-selected articles from a variety of sources, including but not limited to: The Economist, AP Central/The College Board, BBC, politicalcompass.org, and Current History. Students collaborate in groups assigned to one of our six target countries and are responsible for developing critical thinking questions, leading discussion, diagramming the government and presenting on current events. The course incorporates past AP exam free-response questions and conducts a practice FRQ workshop to prepare students for expectations for the AP test.

IV. Recommendations

It is incumbent upon the instructor to consistently stay current on challenging political developments as the nature of government is constantly evolving in the target countries. Related to this idea, the textbook (we currently use the fifth edition) is becoming out-of-date as it does not include elections and political developments of the past three years. We should move to the most current edition if copies of the current text are no longer available, or in 2015 (five years since the previous adoption).

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	Explore most recent edition of the text	N/A	N/A

Course or Initiative: AP European History

III. Findings

Advanced Placement European History is a yearlong history course offered at the sophomore level. The course has enrolled two sections over the past five years, and in the past two years, the class size within those sections has grown, indicating greater enrollment and interest. This year, The Social Studies Department is proposing opening both AP European History and AP World History to sophomores and seniors in order to accommodate greater flexibility for students in scheduling their classes.

Over the past five years and with the introduction of a new teacher, this course has experienced alterations in focus and teaching methods since its previous review. The course was adjusted to better meet the needs of the sophomore population, placing greater emphasis on reading and writing skill development. Throughout the course, students work to develop their ability to ask questions, think critically, solve problems, utilize technology for research, work collaboratively and communicate effectively in both the written and oral form. These skills are refined through a systematic analysis and evaluation of modern European History (1450-present) and its various social, political, religious, intellectual, technological and economic advancements over time. Additionally, skills including textbook outlining, long-and short-form argument construction, historiographical analysis, document analysis via the College Board approved APPARTS strategy (a reading strategy focusing on: Author, Place and time, Prior knowledge, Audience, Reason, The main idea, and Significance of documents) and “living” history assignments are routinely integrated into the presentation of historical content.

These changes have enabled steady enrollment by sophomores; it has sustained two full sections (50-60 total students) for the past three years. Additionally, the emphasis on skill development within the AP curriculum has resulted in an improvement in AP score averages from previous years. These improvements have even been carried over in the AP US History course, as the teachers of that course have reported their students arriving from AP European History with a solid foundational base for note taking, test preparation, document analysis and argument construction.

IV. Recommendations

There are several recommendations for this course due to proposed and mandated changes coming from both the Social Studies Department and College Board.

- The Social Studies Department is proposing opening both AP European History and AP World History to sophomores and seniors in order to accommodate greater flexibility for students in scheduling their classes. This could ultimately change the composition of students within the class and would likely require minor tweaking to the scaffolding skill work currently used. Much could be done through a small summer curriculum project.

- The College Board has announced an AP European History redesign for the 2015-2016 school year. This redesign will mirror a similar redesign being implemented in the AP US History course during the 2014-15 school year. The new course structure organizes European History into specific periods and presents each period with a conceptual focus weighted 25 percent on the revised exam. These periods include: 1450-1648, 1648-1815, 1815-1914, and 1914-present. A concept outline details four to six key concepts within each period. Additionally, the exam will shift to include less detailed multiple-choice questions and more analytical writing (four short answers, one document-based essay and one long essay). This change will require a significant curriculum overhaul and will likely need to take place over the next two summers via summer curriculum projects.
- Finally, we have used the same edition of our textbook for past 10 years. The bookstore and current publisher have said that there will not be sufficient copies of that edition next year. The timing of this change is fortuitous. Given the redesign and potential introduction of seniors to the class, it will be essential to review a series of new texts to choose one best suited for the class composition and closer in line with the thematic changes of the redesign.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	Open AP European History to seniors as well as sophomores	Adapting curriculum for class composition and College Board redesign	Evaluate new texts for available adoption	N/A	Summer curriculum funds

Course or Initiative: AP Macroeconomics

III. Findings

Advanced Placement Macroeconomics is a semester-long elective class offered to sophomores, juniors and seniors. Five years ago there were three sections with approximately 70 to 75 total students taking the class. Today, enrollment has increased. We now run four sections with total enrollment over 100 students. The increase in enrollment has led to a second instructor teaching the class.

The curriculum for the course as prescribed by the College Board has not been significantly altered over the past five years. We are using the same publisher for text materials. While the editions of the books have changed and the text examples and materials updated, course coverage remains largely the same. We have rearranged some of the course sequencing in line with textbook changes. Today, we incorporate more international trade related content at the front end of the class. Additionally, as the AP exam now includes greater emphasis on neo-classical theories, we have added more material and practice problems related to more conservative monetary and fiscal policy analysis.

Direct instruction is an important component of the AP Macroeconomics class. However, over the past five years, we have developed more group based problem sets for students to work with in class. Today, we increasingly require students to work together, explain concepts to each other, and demonstrate ideas in class. We have also developed some new active engagement strategies to make the course both more interesting and more accessible. For example, we use student role play activities, competitions, and even short dramatic plays to engage students.

IV. Recommendations

As our pilot of one to one devices expands, teachers will want to incorporate more in-class quick writes and research based activities. We will also want to develop more resource materials for students to access out of class and perhaps incorporate some “flipped” lessons. Finally, we should develop online communities for our classes to better facilitate information sharing and even greater student collaboration.

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: AP Psychology

III. Findings

Advanced Placement Psychology continues to be both our most popular advanced placement course and our most popular senior course. The course has enrolled between 140-160 students each of the past five years, creating five or six sections each year. AP Psychology has proven to be a class in which students can be successful coming from AP US History, Honors US History, or, in some cases, regular US History in their junior year.

Over the past five years, the teachers in AP Psychology have made changes to the curriculum to reflect the changing emphasis in the College Board course outline and on the AP test. The teachers have made updates to the unit on the biological basis of behavior. Medical advances in the field such as functional MRIs (fMRIs) have changed the course of study in this unit and the teachers have altered the curriculum to reflect this. The College Board has also increased its emphasis on social psychology and cognition. While the College Board increased the coverage on those units, they have slightly reduced the emphasis on the personality and abnormal psychology units, and the teachers have adapted the timing in the syllabus to reflect these changes as well.

Within the past five years, we have adopted a new textbook (Myers Psychology for AP) to reflect these changes, and now use the same text as Glenbrook South. The book and its online materials keep current with changes from the College Board, and the units are closely tied to AP Learning Objectives. Glenbrook teachers Dori Franck, Pete Masciopinto, Sejal Vaughn, and Hilary Rosenthal (retired) all were focus group participants during the textbook development process.

IV. Recommendations

After nearly 20 years teaching Psychology at Glenbrook North, our lead AP Psychology teacher is retiring in June 2015. We recommend transition planning to prepare for this retirement, and have another teacher in the department ready to step in to AP Psychology. The new teacher will attend the spring AP workshop presented by the College Board, and the two will do summer curriculum work in preparation for the change.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Preparation for new teacher to lead the curriculum team	N/A	N/A	Summer curriculum funds

Course or Initiative: AP US History

III. Findings

Advanced Placement US History is a yearlong course offered to juniors. The course has seen its enrollment grow within the past five years and this year has four sections. The increase in enrollment has led to the addition of a second instructor for the class.

The most notable change since the past curriculum review is the introduction of a web-based class workspace. In the last three years, teachers have implemented a technology based collaborative workspace project to replace individual outlining of the textbook. Students work in teams to contribute content to the outline. They also contribute individual responses on specific identification (ID) terms and key themes. In the first two years of the project students have indicated that they felt better prepared for the test using this methodology. Many also report a reduction in stress and better management of the day-to-day curriculum using this tool. The project is under ongoing evaluation and revision to develop effective accountability for students and teachers and to refine evaluation procedures.

The course continues to have a strong emphasis on writing preparation for both document based essays and the College Board free response form. Many course activities are designed to strengthen these skill areas.

IV. Recommendations

The College Board recently announced a major revision to the American History curriculum beginning with the 2014-15 school year. Professional development, curriculum development and lesson planning over the next few years will focus on implementing the College Board's new curriculum design for the course. The revision materials that we have received so far indicate a greater focus on writing, reading comprehension and historical interpretation. The course revision will likely entail substantial revision of testing instruments, and will therefore likely require summer curriculum hours.

Additionally, the senior teacher on the AP US History team will be retiring in June 2015. The department will work next year to successfully transition another teacher into the course and transfer valuable instructional materials before the retirement.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Adaptation to College Board Redesign	N/A	N/A	Summer curriculum funds

Course or Initiative: AP World History

III. Findings

Advanced Placement World History is a yearlong course offered at the senior level. Over the past five years, there has been one section of the course, with 20-25 students. In most years, more students registered, but scheduling conflicts reduce the actual enrollment number.

With regard to the curriculum over the past five years, the teacher has reorganized several aspects of the AP World History course. There is a new, more streamlined and less costly textbook, as well as supplemental texts like *This Fleeting World*. Three years ago, the teacher inaugurated digital collaboration using Google sites, and this continues in the present. This past year, as a result of a hearty summer curriculum project, the units within the syllabus have been dramatically reconfigured to make the course truly thematic. We continue to monitor changes in the AP test itself and insure that the course prepares motivated students to succeed; the teacher has been a reader for the AP test for seven of the last 10 years, and this greatly aids our understanding of the College Board's expectations. Additionally, the instructor constantly solicits student feedback about reading materials, lessons and projects to glean whether they find the work engaging and worthwhile.

IV. Recommendations

In light of our decade long experience with the course, and the challenges to enrollment in AP World History given the plethora of advanced social studies offerings during senior year, the department would like to allow sophomores to take AP World History and seniors to take AP European History. At present, AP World History is open only to seniors and AP European History is open only to sophomores. We believe this change will create greater flexibility for students in planning their four years at Glenbrook North and that qualified and motivated sophomores can succeed in AP World along with seniors. In making this change, students would be prohibited from taking these two classes within the same year.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	Open AP World History to sophomores as well as seniors	Adapt course materials for class composition			Summer curriculum funds

Debate Program Courses

The Debate Program courses were reviewed five years ago as part of the English Department's Educational Planning Process. Since 2009, Michael Greenstein has led the Debate Program. He and the other debate teacher, Jamie Ellinger-Macon, are both social studies teachers, so the Debate Program review is now part of the Social Studies department's curriculum report.

Course or Initiative: Debate 163

III. Findings

Debate 163, the introduction to debate class, is a year-long elective class offered at the regular level to students of all grades. Four years ago there was one section of Debate 163 with ten students enrolled in it. Since then, enrollment has quadrupled and remained at two sections of 22-28 students in each section. Enrolling in the class automatically places students on the debate team and provides them with opportunities to participate in extra-curricular debate practices or competitions (though participation on the team is not a requirement of the class).

Within the last five years, the curriculum for this course has been completely overhauled and redesigned. The old curriculum consisted mainly of readings and independent student work on the three different types of debate GBN offers. Now the curriculum is student centered and requires more student collaboration. First semester is dedicated entirely to policy debate. The first semester is broken up into several units of study that each build from the last as a means of gradually exposing students to the various elements of basic policy debate. While the structure of the units remains the same each year (e.g. basic debate, burdens of proof, flowing, spreading, disadvantages, and counterplans), the substance by which students approach the units correlates with the current year-long national high school policy debate topic. This approach not only allows student to build fundamental debate skills such as critical thinking, analyzing arguments, and debating both sides of a topic, but also prepares them to compete in tournaments on the national topic if they choose to. The last unit of first semester introduces students to a broader range of policy issues that they could debate on the current resolution or future resolutions. Such issues include: global warming, proliferation of weapons of mass destruction, United States hegemony, and basic international relations theory.

Second semester is split into three units. During third quarter students are introduced to Lincoln-Douglas and Public Forum debate. Since students already have knowledge of the structure of Policy debate, students initially learn Lincoln-Douglas and Public Forum debate by comparing and contrasting their structures to the structure of Policy debate. As part of the Lincoln-Douglas and Public Forum units, each student engages in two in-class debates: one in the Lincoln-Douglas format and the other in the Public Forum format. During these debates, when students are not debating they are responsible for acting as a judge for the debates of other students and must use what they know about those types of debates to decide a winner. By allowing students to judge debates, it further strengthens student debate skills by helping them understand what adult judges might use as their criteria to evaluate students at debate tournaments.

During fourth quarter, students complete a quarter-long research project on the following year's national high school policy resolution that culminates in an actual debate. Up to this point in the course, the teacher has completed the research for the students. This practice has allowed

students to focus solely on developing all other fundamental debate skills instead of spreading students too thin in their learning. Since the capacity to engage in high quality research is such an important element of successful debate, the entire quarter is dedicated to guiding students through the process learning to conduct high quality research. At the outset of the project, students form groups of four and within that group, two of the students will be affirmative and eventually debate the other two students who will be negative. With teacher guidance and student collaboration, throughout the quarter groups gradually develop enough research to have a full debate. The final exam for second semester is for students to have an actual debate on the following year's topic using only research done by the students and with arguments created by the students. As a part of this project, students are also introduced to paperless debate. Paperless debate enables students to organize their evidence and arguments much more easily as well as allows them to produce debate arguments more efficiently.

IV. Recommendations

There are two recommendations for the Debate 163 course:

- The first is to consider limiting the course to only freshman and sophomore students. For the last four years, with very few exceptions, the only students that have taken the course are freshman. The few times sophomores have taken the course there have been no issues. However, the rare instances of juniors or seniors taking the class have created an awkward dynamic since typically the entirety of the rest of the class is comprised of only freshman. After analyzing the issue this year, we will likely propose this change next fall.
- Second, for debate classes, the department would recommend that student are able to use laptop computers in addition to Chromebooks. The paperless system we use for debate is not currently compatible with Chromebooks. Currently all our files are created by using specific uniform templates in Microsoft Word and organized with document maps in Word. When students give a speech during a debate tournament, they need to rapidly transfer individual pieces of evidence from a variety of different Word documents into one "speech" document. Students currently create this speech document using macros in Word. Template, macro, and document map functions are not currently available in Google documents, though I am hopeful those features will soon be available in which case we would eventually be able to use Chromebooks for this aspect of the class.

V. Department Action

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

Course or Initiative: Debate 183 – Seminar – P (Policy)

III. Findings

Debate 183, is a year-long elective class offered at the honors level to students in their second, third, or fourth year of debate who wish to compete in Policy debate. Students enrolled in this class are required to compete on the debate team. Teachers created this course within the last decade to create a curriculum that focuses on the type of debate students intended to compete in. While at first there was one section of this course, in the last few years the number of students interested in debate has quadrupled which has consistently resulted in two robust sections of this course. Knowing enrollment was large enough to have two sections of Debate Seminar-P, the Social Studies Department has worked with the Student Services Department to create one section of the course for sophomores and one section of the course for juniors and seniors.

A small portion of the curriculum for this course mirrors the curriculum of the first semester of Debate 163 in that some class time is dedicated to helping sophomore students sharpen the same fundamental debate skills they learned in Debate 163 by teaching them more advanced debate techniques. However, in this course, there is a much greater emphasis on student research and student oral communication skills as opposed to a sole focus on an introduction of how to debate. During class students also conduct research, have mini-debate focused on particular skills they want to improve or arguments they want to practice, or have full-length debates. After every tournament (which is about every week), the teacher and students create lists of new research assignments the class needs to accomplish to be prepared for future tournaments. While creating this list, the class engages in discussion and debate about the best ways to attack the arguments of opponents or counter arguments opponents make against GBN students. Aside from tournament preparation, the entire class will engage in various advanced debate skills work as a group to maximize the team's success. Such activities might include learning to debate against new affirmatives, listening to new arguments classmates have developed and providing feedback, or listening to classmates re-give speeches from a debate they lost to help them improve their strategies, arguments, and/or skills. More experience students in this course are also expected to mentor the less experienced students both after school and at tournaments.

IV. Recommendations

If the number of students who sign up to take debate remains the same or increases, it may be beneficial to create a separate varsity policy class for sophomores only. Students in their second year of debate often require more skill work than the junior and senior counterparts and could benefit from a more specifically tailored curriculum. Upon further analysis, we may bring this as a new course proposal next year.

V. Department Action

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

Course or Initiative: Debate 173 – Debate Seminar – L (Lincoln-Douglas/Public Forum)

III. Findings

Debate 173, is a year-long elective class offered at the honors level to students in their second, third, or fourth year of debate who wish to compete in Lincoln-Douglas or Public Forum debate. Students enrolled in this class are required to compete on the debate team. Teachers created this course within the last decade to create a curriculum that focuses on the type of debate students intended to compete in. While at first there was one section of this course, in the last few years the number of students interested in debate has quadrupled which has recently resulted in two robust sections of this course. Knowing enrollment was large enough to have two sections of Debate Seminar-L, the Social Studies Department has worked with the Student Services Department to create one section of the course for sophomores and one section of the course for juniors and seniors.

The course is now structured to better meet the demands of those students preparing for competitively debating in Lincoln Douglas and Public Forum events specifically. As such, course objectives are designed to include: advanced argument construction and cross-examination techniques, research and evidence organization, advanced analysis and reasoning, logic, establishing/arguing value and philosophical hierarchies, and advanced language and speaking skills. These are routinely worked on as topics rotate throughout the school year. While there is not an official textbook for the course, a compilation of handouts are used throughout the year. These readings are from various sources including: *Basic Debate*, *Advanced Debate*, *Competitive Debate*, *The Democracy Reader*, *A Pocket Guide to Public Speaking*, and *A Workbook for Arguments: A Complete Course in Critical Thinking*. More experience students in this course are also expected to mentor the less experienced students both after-school and at tournaments.

IV. Recommendations

If the number of students who sign up to take the Lincoln Douglas/Public Forum course remains the same or increases, we may have to make decisions about the optimal class composition. Students may benefit from being in a class that is exclusively designed for their competitive activity (e.g. Lincoln Douglas or Public Forum) and/or their grade level.

V. Department Action

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

Course or Initiative: TEAM Program courses

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 every five years within each department). This work will be ongoing and we will report out each year.

III. Findings

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

The teachers in the TEAM program meet with one another regularly during their planning period. They also have monthly meetings with Ms. Frandson, coordinator of the program, as well as support personnel from Student Services (e.g. school social workers and psychologists). Additionally, there are several meetings each year that include all team teachers across grade levels and departments for selected professional development.

This year, the TEAM program teachers and leadership focused on recommendations that came from last year's review. The teachers used team planning to further integrate the English and social studies segments of their classes, and to better align with the courses at the regular level. Some examples follow. The 9th grade team has added a novel this year, The Absolutely True Diary of a Part-time Indian, and now has an additional novel in common with the entire 9th grade class. The 10th grade team has worked to further integrate the Civics curriculum with the literature in the course. For example, students complete even more shared writing assignments, including an assignment on values as related to citizenship and those expressed in poems studied in class, and an assignment that links *Mr. Smith Goes to Washington* with Lord of the Flies. In the 11th grade year, students have gained valuable experience with DBQs (document based questions) within several units. These in-depth primary source assignments now take place across all curricular levels.

The TEAM program faculty also benefited greatly from a professional development opportunity last year. In February of 2013, Richard Villa, an expert in the field of co-teaching models, led a professional development workshop for TEAM teachers to foster even greater collaboration with regard to classroom instruction. He was well received and teachers left with a set of valuable resources to evaluate and their roles within the teaching team on any given class day.

Lastly, starting with the 2013-2014 school year, Reading Skill Development (RSD) was offered to incoming freshmen enrolled in the TEAM English 163 GT and TEAM HWC GT courses. Students eligible for TEAM typically demonstrate skills gaps in relation to their peers in any or all of the following: reading comprehension, reading fluency,

vocabulary, writing, study habits, and organization. RSD 163 provides additional skill practice and application to core academics (primarily English/HWC GT) as well as supplemental materials. In addition to teacher-directed instruction, students are also provided time to read and study as they apply comprehension and critical thinking strategies. This optional course was offered to all English 163 TEAM students and approximately 25 students, or half of the incoming freshman GT students, opted to enroll.

IV. Recommendations

- Continue working toward school literacy goal within the program. The school identified writing and as a key component for developing critical thinking skills. The English and social studies integrated approach allows for students to apply writing skills when engaging in non-fiction text.
- Continued incorporation of Google apps for teaching and learning. Students in the Team program continue to explore the use of Google presentation and documents to communicate and create projects. These tools are particularly helpful for Team students to keep work saved and better organized.
- Continued work on curricular integration at all levels. Through the common professional time 8-9A, teachers should continue to integrate the social studies and English units. Teachers are blending instruction so themes match the content for both disciplines; thus, creating a deeper understanding for the Team students.
- Continued support of Student Services department members at the team level meetings to ensure communication with various support systems (counselors, case managers, deans, etc).

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 2013**

I. Introduction

A. Course reviewed during this past year
Study Strategies

B. Process

Throughout the 2012-2013 school year, the Developmental Learning Services (DLS) and Therapeutic and Academic Support Continuum (TASC) teacher teams met weekly to review student needs from both individual and programmatic levels and discussed how the Study Strategies curriculum meets the needs of the students in those self-contained programs. In addition, a small subcommittee of the freshman Team program Special Education teachers met to review their role as Study Strategies teachers to students who part of the Team program. Finally, the faculty had several whole department meetings to discuss Study Strategies curriculum. 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 math curriculum for at-risk learners, especially for DLS students. 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. The TASC teachers developed a program-wide social-emotional curriculum emphasizing positive behaviors and supports that is currently in its initial year of implementation.

II. Report Schedule

November 2014	November 2015	November 2016	November 2017	November 2018
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	Implementation of IEP goals through Study Skills classes
				Review needs of students and study skills courses offered
Review of math and consumer curriculum	Review of Transition Services	Review of English and Reading curriculum	Review Science and Social Studies Curricula	Review Study Skills curriculum

Approximate percentage of curriculum to be reviewed:

November 2014	November 2015	November 2016	November 2017	November 2018
20	20	20	20	20

Additional courses to be reviewed this year: None

Course or Initiative: Study Strategies

III. Findings:

The faculty members involved in the Educational Planning Process reviewed curriculum for the Study Strategies course. The team identified areas of strength, where it seems that students' needs are being met, and other areas where there may be benefit from changes to curriculum. The primary finding of the review process is that students enrolled in Study Strategies vary greatly from one another with respect to their instructional needs. For this reason, the faculty decided to identify the common needs of all students in Study Strategies and then to define the curricular activities that all teachers of Study Strategies utilize. The following is the course description and the common activities identified by the Department as part of Study Strategies curriculum.

Study Strategies is a course where emphasis is placed on developing skills to meet the individual learning needs of students as well as on facilitating the transfer of these skills to academic areas. In every Study Strategies section, teachers review IEP goals with students and develop individualized plans to work towards the IEP goals. IEP goals range from functional life skills (self-care, hygiene, emotional regulation) to independent learner behaviors (homework completion, organization). As part of this process, students are provided opportunities to work on assignments for academic classes or to seek out building supports. Students will receive direct instruction during Study Strategies time for a specific area of identified weakness, like reading, writing, math, executive functioning, or study skills. All Special Education teachers provide direct coaching to students on self-advocacy skills meeting the student at their level of ability in this area. Ultimately, the goal for students in Study Strategies is for them to strive for independence through self-advocacy, or to build the skills they need to be successful at the post high school level with a minimal level of support.

During Study Strategies, some students receive instructional support in a related service area like speech and language, job coaching, transition counseling, or social work services. Related service providers may "push-in" to the class and work with the Study Strategies teacher and student in the classroom or meet with the student in a separate office individually or in a small group. All students in Study Strategies classes engage in a number of transition/post-high school planning activities. Students review their IEP transition plans with their case managers and complete assessments for transition purposes. These assessments will assist with career exploration and the finding the right fit process for a post-high school institution. Study Strategies instructional time is spent teaching students how to communicate effectively with instructors and parents about their academic goals. Often times, case managers or the Study Strategies teacher need to manage communication if students' skills are not adequate in this area until the skills develop.

Time in class is spent reviewing and integrating the additional information provided to case managers about student's needs from private providers like educational advocates, tutors, private therapist, parents, etc. All students' IEP goals are monitored with data collection. Teachers engage students in this process by developing systems to track progress that involve the student to the extent possible. In addition, even when the ultimate IEP goal does mention overall academic progress, teachers support this larger, broad goal by monitoring student

accomplishments in their classes and identifying additional areas needing support that may not be specific to the student's disability or IEP goals. Checking each student's grades, attendance, and discipline referrals are routine activities completed in the class. In addition, students are taught the appropriate means of requesting the testing and classroom accommodations to which they are entitled utilizing a model that is consistent with what most colleges require students with disabilities to do prior to exams or class. Students receive instruction in multiple areas of executive functioning including organization, time management, homework/classwork production, advanced planning, and executing long-term plans.

Students also receive feedback on their strengths and areas of need with regard to behavior and emotional regulation and coping. For students where behavior is a significant issue, teaching adaptive skills and monitoring of a Behavior Intervention Plan occurs in Study Strategies.

In some cases, the Study Strategies format is utilized for a student to complete an Independent Study course taught by a Special Education teacher for the purpose of credit recovery. In the unique situation where a Study Strategies section consists of students who are taking the same general education courses, like is the case for students in freshmen Team program, the Study Strategies instructors are able to do whole group reviews for quizzes and tests, reteaching of class concepts, provide feedback from assessments, and other study activities related to Team course content.

The team identified that lack of cohesion in terms of the instructional needs of the students who are placed in Study Strategies sections often results in the inability of teachers to design whole group lessons that meet the needs of many or all. Thus, in most cases, teachers are tasked with the need to have separate individual lessons for each student in the course. One area where teachers feels there would be benefit to structuring Study Strategies sections so that the students are grouped similarly is for those who are fully part of the TASC or DLS programs. For these students, having students with similar instructional needs in each Study Strategies section would allow the teacher to design lessons that appeal to most learners and to address their IEP goal areas as a group. This is already being done to the extent possible, but master schedule limitations require the Special Education Department to be flexible with how students are grouped during Study Strategies so that students are provided with maximum access to other courses they need or elect to take as part of their schedule. The Special Education faculty will continue to explore ways to group students in the same sections to allow for this type of instructional planning when it is deemed that this would benefit the student and be necessary to meet their IEP needs. That being said, the Department recognizes that it is important to maintain a model where the students in each Study Strategies classroom continue to demonstrate a range of abilities. Particularly in the area of self-advocacy, it is helpful for students who demonstrate fewer skills in this area to have positive peer models in their Study Strategies class who can be highlighted as demonstrating exemplar skills related to various areas including self-advocacy, study skills, or communication with teachers.

Further, as part of the Educational Planning process, one Special Education teacher met with general education colleagues to gain feedback about their knowledge of the role of special education teachers and the support services afforded to about 10% of the student population, the approximate percentage of student enrolled in at least one Study Strategies class. From these meetings, it was determined that teachers would benefit from more information about the role of Special Education case managers, including how the Study Strategies class meets the needs of learners. After reviewing the feedback from these meetings, the Department agreed that it would

important to conduct a brief in-service with general education teachers about the Study Strategies curriculum and how the general education teachers can partner with special education colleagues to maximize the benefit of Study Strategies.

IV. Recommendations:

- Develop and deliver a presentation to GBN general education colleagues to educate them about the Study Strategies curriculum so that they better understand the support that students in Special Education receive
- Continue to consider new and innovative ways to engage students in transition (post-high school planning) as part of their Study Strategies experience
- Continue to find ways for all Special Education teachers to be knowledgeable about the general education and self-contained content area curricula in the areas that they do not teach so that they can maximize their ability to support students in the mainstream
- Continue to provide opportunities for professional development in a wide range of areas related to student with disabilities so that Study Strategies instructors demonstrate the basic skills to address any deficits area presented by their students in the Study Strategies sections

V. Department Action

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

GBN World Languages Department

Curriculum Report - 2013

I. Introduction

A. Courses reviewed this year:

Chinese 463/473
French 463/473
Hebrew 463/473
Latin 463/473
Russian 463/473
Spanish 463 G, 463/473

B. Process

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

Chinese 463/473: Wanyin Chou
French 463/473: Nicole Abbot and MJ Petrini-Poli
Hebrew 463/473: Josh Morrell
Latin 463/473: Joe Gerencser
Russian 463/473: Izabella Tashlitskaya
Spanish 463 G: Rommel Guzman
Spanish 463: Samantha Rinella and Norma Vakil
Spanish 473: Annahi Hart and Beth Herrera

Teachers in each team were encouraged by the Instructional Supervisor to evaluate student speaking, writing and reading proficiency. The department's goal is for students to finish their fourth year of language study at an intermediate level. Teacher team discussions centered on how to encourage students to speak more in the target language by using the three modes of communication. Teachers also reviewed their current curriculum to evaluate whether the current textbooks align with ACTFL standards and our own proficiency goals. The teachers also researched past enrollment to determine student interest in each language program.

C. Additional initiatives (outside of review process)

The department is discussing how to incorporate performance-based assessments into each level of curriculum to promote speaking, reading, and writing proficiency as well as cultural competence. Part of performance-based assessments could include the Oral Proficiency Interview (OPI) which is an interview done in the language of study to determine a student's language ability. The OPI determines how well a student can talk

about everyday situations and ask questions (Novice Level), describe a situation, narrate a story using major verb tenses, and handle an unfamiliar situation (Intermediate Level) or give an opinion on a topic, support an argument or hypothesis and discuss abstract ideas (Advanced Level).

II. Report Schedule

November 2014	November 2015	November 2016	November 2017	November 2018
Chinese 563	Chinese 163	Chinese 263	Chinese 363	Chinese 463
Chinese 573	-----	Chinese 273	Chinese 373	Chinese 473
French 563	French 163	French 263	French 363	French 463
French 573	-----	French 273	French 373	French 473
French 583 AP	-----	-----	-----	-----
-----	German 163	German 263	German 363	German 463
-----	-----	German 273	German 373	German 473
Hebrew 563	Hebrew 163	Hebrew 263	Hebrew 363	Hebrew 463
Hebrew 573	-----	Hebrew 273	Hebrew 373	Hebrew 473
-----	Latin 163	Latin 263	Latin 363	Latin 463
-----	-----	Latin 273	Latin 373	Latin 473
Russian 563	Russian 163	Russian 263	Russian 363	Russian 463
Russian 573	-----	Russian 273	Russian 373	Russian 473
-----	-----	-----	-----	-----
Spanish 563	Spanish 163G	Spanish 263 G	Spanish 363 G	Spanish 463 G
Spanish 573	Spanish 163	Spanish 263	Spanish 363	Spanish 463
Spanish 583AP	-----	Spanish 273	Spanish 373	Spanish 473
Spanish 583 LIT	-----	-----	-----	-----

Approximate percentage of curriculum to be reviewed:

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

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

Hebrew 463/473 and Mandarin Chinese 463/473

These courses are part of the course review for this curricular report and information can be found in their respective areas.

Course or Initiative: Mandarin Chinese 473

III. Findings

The number of students enrolled in Mandarin Chinese has increased significantly since GBN started offering this course. In 2009, we offered one class with 17 students. This year we now have 5 levels of the language spread across 4 classes and offered to 77 students total. There are two classes of combined Mandarin Chinese 373/473 for the 2013-2014 school year. The students taking Chinese 473 are all seniors with the exception of two junior students. These juniors are interested in taking AP Chinese next year. Dr. Chou expects all of the current 373 students will sign up for Mandarin Chinese 473 for 2014-2015. This will make a class of 17 students for next year.

Mandarin Chinese 473 addresses the importance of reading, writing, speaking and culture as well as current events related to Chinese-speaking countries. The majority of instruction is conducted in the target language in order to familiarize students with listening, speaking, and thinking in Mandarin Chinese. Dr. Chou's goal is to teach in a full-immersion style next year in accordance with ACTFL's standard of teaching at least 90% in the target language.

The textbook for Mandarin Chinese 473 is Integrated Chinese (3rd edition, level 1, part 2). This is a college level textbook. Students learn the first six chapters of the book in 473. This is the first year we have used this textbook in District 225.

IV. Recommendations

Dr. Chou would like to ask for a summer curriculum project so she will be able to establish her goals for increasing student proficiency in speaking, listening, and writing at the fourth-year level for next year. It is Dr. Chou's goal to have students finish four years of Mandarin with at least an Intermediate Mid level of speaking proficiency. Dr. Chou is expected to be an official ACTFL OPI rater and tester for Mandarin Chinese by the summer of 2014. She would like to incorporate OPI testing for all students and possibly give them ratings next year.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbooks(s)	Staffing	Resources
Department Action	NA	Adjust objectives to include speaking proficiency objectives and OPI guidelines	NA	NA	NA

Course or Initiative: French 463/473

III. Findings

This year we have a fourth year honors of 30 students. In the regular track, there have been 2 sections each year averaging 18 students. The course addresses interpersonal, interpretive, and presentational skills via reading, writing, listening, speaking and culture in both levels.

The curriculum for French 473 presents some challenges: over the years the curriculum has become overly rich in materials; presenting a time challenge, therefore sacrificing individual attention to these outstanding students. The fourth year regular program is working satisfactorily for our students. The French 473 students will move to French 573 or 583AP. Roughly 50% to 60% continue in their language studies when the fifth level is offered. Most fourth year regular students terminate their study of the language unless enrollment is sufficient to run a fifth year regular level class. Some years there are not enough enrollments for a regular level French 563, but an AP fifth year course is approved.

French 473 uses a grammar textbook, a novel, short story reader, Tell Me More lab program, short history program, culture units, and newspaper article discussions. The French 463 uses a text and Tell Me More lab program. Tell Me More does help students build proficiency, but the teachers also need to do more research in the ACTFL standard of 90% target language in the classroom to enhance students' speaking skills.

IV. Recommendations

French teachers Nicole Abbott and Marie-Juliette Petrini-Poli believe we should find a new textbook for four honors that encompasses all the readings, grammar and culture. They do not feel our current curriculum incorporates all three modes of communication, nor does it align with ACTFL standards. A new textbook more in line with the current ACTFL standards will assist these teachers in increasing student speaking proficiency into the Intermediate Range. Their recommendation is to balance the size of the two sections as scheduling will allow.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbooks(s)	Staffing	Resources
Department Action	NA	NA	Find texts that incorporate the three modes of communication to enhance student speaking skills	Seek ways to divide class enrollment equally	NA

Course or Initiative: Hebrew 463/473

III. Findings

The number of students taking Hebrew varies from year to year; however, we usually run one section per level. Year four is no exception and therefore we tend to run Hebrew 463 and 473 in one class. On average, we have between 17-21 students in all combined levels. Furthermore, the amount of students in each respective level (463 and 473) varies from year to year. The course addresses reading, writing, speaking, and listening. There is also a large emphasis placed on culture in Hebrew 463 and Hebrew 473. One of the main challenges for Hebrew 463/473 is elevating the proficiency of all students in a combined class with a variety of skill levels. Mr. Morrel believes he needs to incorporate the three modes of communication into his classes to push students to the Intermediate level. Most students in Hebrew 463/473 at GBN are sophomores so we hope to run Hebrew 573 next year combining these students with the current Hebrew 573 students (Hebrew 573 changes focus from year to year so students are able to stay in level five over two years).

The textbook for Hebrew 463/473 is serviceable for our goals in this course. While it is not entirely up-to-date and Mr. Morrel is looking to change our primary texts for all Hebrew courses, he wants to begin with the lower levels with a textbook change and work up through the various levels of instruction. In addition, the students regularly use an online program. This program focuses on culture while fostering the development of interpretive, interpersonal and presentational skills.

IV. Recommendations

Mr. Morrel would like to explore other options for a series of primary textbooks that would better meet the needs of the students in the program and be better aligned with ACTFL standards.

V. Department Action

	New Course Proposal	Summer Curriculum Project	Textbooks	Staffing	Resources
Department Action	N/A	N/A	Propose new Hebrew 463/473 text book for 2015-2016.	N/A	N/A

Course/Initiative: Latin 463/473

III. Findings

The number of students taking Latin varies from year to year. Sometimes Latin 473 and Latin 373 and Latin 463/363 are combined giving a purely honors class or purely regular class, as during the 2012/2013 academic year. This year Latin 473 and 463 were combined yielding a class of 18 students all seniors. Mixed honors/regular of the same grade level appear to be better for instructional purposes than mixed grade levels of the same academic achievement level.

In Latin 463/473 students continue the study of Roman culture, history, institutions, and literature. They also continue etymological studies and begin the comparison of Latin with Greek since both languages supply so much vocabulary to English.

Our textbook, *Ecce Romani* series is a good text with plenty of supplementary material in workbook format and on line. The series is good for our 4 year high school course. The book aligns nicely with Mr. Gerencer's goals to increase student literacy in English by teaching students Latin-based vocabulary. The very last book introduces students to original Latin, written by actual Roman authors such as Caesar and Cicero, thus supplying students with an understanding of history by reading real historical accounts in the original Latin.

IV. Recommendations

The current textbook and workbooks for Latin meet the learning and instructional needs of the course. Mr. Gerencser will search for additional resources to introduce Latin students to the interpretive and presentational modes of communication in order for our Latin program to align with ACTFL standards. Incorporating these standards will maintain student engagement and reinforce Mr. Gerencer's goals of increasing students' English proficiency by learning Latin-based vocabulary.

V. Department Action

	New Course proposals	Summer Curriculum Projects	Textbooks	Staffing	Resources
Department Action	N/A	N/A	N/A	N/A	N/A

Course or Initiative: Russian 463/473

III. Findings

The number of students taking Russian varies from year to year, but we usually run four or five sections at various levels. Some instructional levels will be combined into one class section to meet enrollment needs. We are currently running Russian 463/473/573AP. The course addresses reading, writing, speaking, listening and culture at all levels. One of the main challenges for Russian 463 was bringing all students up to the appropriate level of writing and reading comprehension when the class is combined with another level. Ms. Tashlitskaya attended the ICTFL conference this year where she learned more about the three modes of communication and the ACTFL standards. She already spends much time teaching in the target language, but she is interested in techniques to help her students achieve the next level of speaking proficiency. She believes that if students have more practice speaking in Russian on unfamiliar topics, they will move from the Intermediate level to the Advanced level.

Most of the students in fourth year wanted to continue on to Russian 573 AP. We are running Russian 273/373 this year, so there will also be students who will continue on to Russian 463/473 next year. The textbook and the intermediate reader are college level books and they have a great variety of topics to suit the interests and needs of the students in class. Students also use the internet to research current events and other projects to be prepared for the Russian AP exam.

IV. Recommendations

Ms. Tashlitskaya would like to find out more about the possibility of using the Tell Me More program as a supplement for her mixed level classes. Perhaps this online program can increase student listening and speaking proficiency. She is certain that the materials she is already using in class are helpful for her students and their high performance on the Prototype AP exam supports this. Mrs. Guzik has also worked with Ms. Tashlitskaya to help students practice their skills such as circumlocution, which is describing a word in the target language that student's don't know the precise word for, to help students increase their speaking proficiency and obtain a higher OPI score.

V. Department Action

	New Course proposals	Summer Curriculum Projects	Textbooks	Staffing	Resources
Department Action	N/A	N/A	N/A	N/A	N/A

Course or Initiative: Spanish 463G

III. Findings

The number of students taking Spanish 463G varies from year to year. We usually run one section of this class. The Spanish 463G class addresses reading, writing, speaking and listening in a holistic fashion and at a pace that matches the needs of the program. This class scaffolds on certain grammatical skills and vocabulary acquisition from previous classes. Overall in the writing, speaking and listening activities, the class also requires a lot of repetition, visual cues and contextual cues. While Mr. Guzman anticipates the overall philosophy of Spanish 463G staying the same, he does have an interest in incorporating the three modes of communication into this course to align it with ACTFL standards.

This class currently does not have a textbook. The movie, “La Catrina” in this class is somewhat outmoded. There are likely better audio-visual options out there with greater student appeal. Mr. Guzman would like to explore possibilities in terms of textbooks, readings, technology applications and other class materials.

Mr. Guzman still periodically uses “Read Naturally” as part of our Spanish four G curriculum. Mr. Guzman feels this program allows students to focus on and appreciate the content and build on their reading skills in the target language. Mr. Keeler and Mr. Guzman are continuing to explore some of the options Blaine Ray and other Total Physical Response (TPR) advocates have written which might be appropriate for Spanish 463G.

IV. Recommendations

Mr. Guzman and Mr. Keeler both agree that Glenbrook North’s Spanish G curriculum would benefit from the incorporation of more performance-based assessments and activities. Moreover, they feel the incorporation and alignment of ACTFL standards within curriculum would help to better assess student achievement and better ascertain where students are currently in their skills. Mr. Guzman and Mr. Keeler propose to outline and clarify these standards/performance-based assessments as part of a summer curriculum project or in chunks during late-arrival or similar days.

V. Department Action

	New Course proposals	Summer Curriculum Projects	Textbooks	Staffing	Resources
Department Action	N/A	Create integrated performance-based assessments	N/A	N/A	N/A

Course or Initiative: Spanish 463

III. Findings

The number of students taking Spanish 463 varies but we have approximately 5 full classes each year. This year the class size averages from 27-30 students in each section. The course addresses reading, writing, speaking, listening and culture. Spanish 463 continues to emphasize the primary use of the target language in class. Most of the students in 463 continue on to 563. The majority of students are fulfilling a 4-year high school language program for college applications.

The textbook for Spanish 463 is Enfoques. It has great authentic cultural cinema for students. It includes cultural topics from Latin America. The readings and videos are accessible to students. The book is accompanied by online practice activities. The online component is even more accessible in the classroom because of our use of Chromebooks. Mrs. Vakil and Ms. Rinella would like to explore more ways to prompt students to speak Spanish during the class. They are proposing focusing on the three modes of communication to create portfolio projects or experimenting with the idea of the flipped classroom to get students talking.

IV. Recommendations

Ms. Vakil and Ms. Rinella would like to explore the idea of only using the online version of the textbook, considering that students would have access to the grammar points and instructional videos. They are hoping that this will reduce the cost of textbooks for students. The online component may also help them to experiment with the idea of a flipped classroom. The teachers hope to make this change by the 2015-2016 school year.

V. Department Action

	New Course proposals	Summer Curriculum Projects	Textbooks	Staffing	Resources
Department Action	N/A	N/A	Explore online text only	N/A	N/A

Course or initiative: Spanish 473

III. Findings:

The number of students taking Spanish 473 has been very consistent over the course of time. In this course we address listening, reading, writing, speaking, and knowledge of cultures and history. Some students end their study of high school Spanish after this level due to scheduling conflicts in senior year. Other students continue on to Spanish 563 or 573, which is a combined course, or they take the 583AP class.

We are currently using the 4th edition of “Enfoques” textbook, workbook and an accompanied website. With these instructional resources all five language components are addressed to meet the needs of the language learner. It serves as a foundation for the course allowing the students to branch out and investigate topics on their own such as Latino immigration. Because the course focuses on topics that should promote discussion, teachers in the honors level track would like to present opportunities for students to make real-world connections with the subjects they are studying. For example, the teachers would like to have a Spanish speaking lawyer Skype with the class about immigration reform. Using Skype would help students practice their interpersonal speaking and listening skills as well as enhance cultural understanding.

IV. Recommendations:

Mrs. Herrera and Ms. Hart would like to go to a conference where they can connect with other teachers from around the world. In particular they would like to learn how to use Skype for level four language students on an international level. Skype would be used to communicate with both native Spanish speakers and other learners of the Spanish language.

V. Department Action:

	New Course proposals	Summer Curriculum Projects	Textbooks	Staffing	Resources
Department Action	N/A	Explore Skype resources & possible contacts at a global level	N/A	N/A	N/A

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