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

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TO: DR. RIGGLE  
FROM: DR. WILLIAMSON  
SUBJECT: CURRICULUM REPORTS  
DATE: JANUARY 21, 2015  
CC: BOARD OF EDUCATION

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At the regular board meeting on Monday, January 26, 2015 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 20, 2015  
Re: Curriculum Reports

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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 relevant course standards, 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 2014

### I. Introduction

- A. Courses to be reviewed during next two years
- Autos 161, 261, 363/463

B. Process

The review process for the courses listed above is following the curriculum review model put forth by the Board of Education. The curriculum review will be completed by the current automotive education teacher for the respective courses and address findings and recommendations for each course. *Due to the transition within the automotive department, our new automotive teacher will review the curriculum and the process will be completed for the automotive sequence over the next two years, as he has the opportunity to interact with our students and teach each of the courses.*

The above classes are being reviewed in terms of course objectives and alignment to industry practices, the career-ready practices of the Common Career Technical Core and the ISBE. In addition, as Glenbrook South has been using the research-based curricular review and development model Understanding by Design, each course’s review process focused on working through Stage 1 of this backward design model.

Stage 1 involves establishing desired results by developing essential questions and enduring understandings at the course level, followed by the development of essential questions at the unit level. Finally, learning targets called KUDs (Know, Understand, Do) are established/reviewed at the end of Stage 1. Stages 2 and 3 will continue to be developed during the 2014-17 school years.

### II. Report Schedule

November 2015	November 2016	November 2017	November 2018	November 2019
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
	Drafting/Architecture 363/463	Photos 461	Woods 461	Photos TLS
			PLTW 173	PLTW 373
			PLTW 273	PLTW 473

Approximate percentage of curriculum to be reviewed:

November 2015	November 2016	November 2017	November 2018	November 2019
12%	15%	21%	26%	26%

Additional courses to be reviewed this year:

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

# GBS Art Department Curriculum Report – November 2014

## I. Introduction

### Courses reviewed during past year:

*AP Studio Art, Advanced Jewelry, DLS Art*

### 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 AP Studio Art students. Stephanie Fuja and Natalie Ingaunis prepared the report and Martin Sirvatka revised the final copy.

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

None.

## II. Report Schedule

November 2015	November 2016	November 2017	November 2018	November 2019
Painting 1	Drawing 1	Jewelry1	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			DLS Art

### Approximate percentage of curriculum to be reviewed:

November 2015	November 2016	November 2017	November 2018	November 2019
21%	21%	16%	21%	21%

### Additional courses to be reviewed this year:

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

## Course or Initiative: **AP Studio Art**

### **III. Findings**

Advanced Placement Studio Art is a college level course designed to allow for select students to develop a collegiate level art-portfolio to submit to the A.P. College Board in May. The focus of instruction is to guide students in developing high-level collegiate studio art skills relating to a common theme or idea called a “concentration.” Students explore not only idea development but also depth of compositional designs and ideas. All students have the opportunity to develop strong levels of skill and ability.

For the first part of the year, students cultivate a detailed concentration idea and begin to create their first few art-works, all focusing on either painting, drawing, or mixed-media works: each art work relates to the student’s overall concentration idea; each work still possesses its own individual meaning. Historical and contemporary artists are studied as students reference the artists that connect or relate to their own work. Throughout the course, students develop brainstorming packets for each piece accompanied by thorough research and references used to support their ideas. Students conclude their year in a celebration of their concentration works by curating their own A.P. student art-show for the entire school to see and enjoy.

### **IV. Recommendations**

After a recent initiative to improve planning and preparation for a class due to re-working art curriculums to accommodate the new block schedule, the instructor has established a linear, chronological path of activities, schedules, calendars and deadlines beginning with research and brainstorming/drawing assignments. This timeline helps students understand the necessary building blocks and tools needed to create meaningful collegiate level art work.

To assist students with planning and organizing for projects, instructors will develop a brainstorming packet per concentration piece. This packet will allow for students to develop thorough ideas with depth and structure to enhance their overall project. It will also help students accomplish certain activities and complete a plan for action with a specific goal for completion by an established date.

The instructor will continue to frequently communicate with GBN’s AP Art teacher, inviting her to AP Art shows, asking advice and collaborating on projects and assignments. The instructor will also plan AP Studio art field trips with GBN to allow for more district alignment of standards, involvement, and interaction.

As the teachers hope to grow the AP program, it is the recommendation of the instructor and the instructional supervisor that we explore adding 3-dimensional

studies to the AP Studio curriculum or perhaps follow the procedures needed to add another course offering for students.

**V. Department Action**

	<b>New Course Proposals</b>	<b>Summer Curriculum Projects</b>	<b>Textbook(s)</b>	<b>Staffing</b>	<b>Resources</b>
<b>Department Actions</b>	AP Studio Art 3-D	3-D AP Art curriculum creation	None	If enrollment increases with interest	Chromebooks, reference books.

Course or Initiative: **Advanced Jewelry**

**III. Findings**

Advanced Jewelry is a semester long course offered to students who have successfully completed Jewelry 161. In the summer of 2012, changes were made to the existing curriculum in an effort to generate renewed interest in the jewelry program.

The course offers students a comprehensive approach to metalworking and jewelry making techniques, while allowing students to pursue their own creative personal endeavors. Students are challenged in this project-based class, thus engaging them in problem-solving and integrative thinking.

New course initiatives have been implemented, resulting in an increased number of advanced level jewelry students this year. The rise in enrollment is due, in part, to the introduction of the revised beginning jewelry curriculum as well as students who are working towards fulfillment of the requirements for 3-Dimensional Advanced Placement.

**IV. Recommendations**

It is the recommendation of the teachers and instructional supervisor that students receive training in advanced metal working techniques as well as basic hot glass techniques and precious metal clay. While overall enrollment in the Art Department is increasing, there is still a focus to continue to generate interest in the area of jewelry and metalworking. As the elective teachers continue to strength their programs, there is a new urgency for increased communication and collaboration as we share our students. The community is starting to see connections: one parent who attended our Parent Night in the Classroom in September, commented, "Wow! This class (jewelry) is like putting PLTW into action!"

As we continue to see growth in the program and meet the needs of those who are interested in pursuing further experience in real-world art careers, we will continue to analyze our condition based on state of the art equipment while maintaining our existing equipment. The instructional supervisor and the maintenance department are collaborating frequently to maximize student learning and completion of project artwork.

In keeping with contemporary art trends and art programs in adjacent community high schools, it may be beneficial to pursue the development of a unit of study in Hot Glass working that could include fusing, slumping, casting and lampworking.

**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: **DLS Art**

**III. Findings**

DLS Art is offered in the spring semester each school year. There are no course prerequisites and students may repeat the class. This course gives students an introduction to drawing and design through the study of the elements and principles integral to the process of creating two- and three-dimensional works of art. The language of visual arts, the development of creativity and aesthetics, and hands-on skills are the key components of this survey-like course.

**IV. Recommendation**

Each semester is unique in the ability levels and cognitive development of the students who take this course. Generally, students are from our DLS program, but in recent years, several TLS students have been placed in this class. In most cases, each student requires a one-to-one aid which has worked out well with the help of Instructional Assistants and Peer Mentors. Because of the variations in student's learning development (and having had students repeat the class), it will be essential to review and test the students at the beginning of each semester to determine their aptitude and skill level. Revisions to any curriculum depend on the results of these findings.

**V. Department Action**

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

## GBS Business Education Department Curriculum Report – November 2014

### I. Introduction

#### A. Courses reviewed during past year

- Game Design 261
- Sports Marketing 161
- Tech Essentials (previously Computer Applications) 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 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 and alignment to industry practices, National Business Education Association standards, NETS Standards for technology courses, the career-ready practices of the Common Career Technical Core and the ISBE. In addition, as Glenbrook South has been using the research-based curricular review and development model Understanding by Design, each course’s review process focused on working through Stage 1 of this backward design model.

Stage 1 involves establishing desired results by developing essential questions and enduring understandings at the course level, followed by the development of essential questions at the unit level. Finally, learning targets called KUDs (Know, Understand, Do) are established/reviewed at the end of Stage 1. Stages 2 and 3 will continue to be developed during the 2014-17 school years.

### 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
Tech Essentials (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 261	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 <sup>rd</sup> semester:

## **Course or Initiative:** Game Design 261

### **I. Findings**

GBS and GBN will review software for this course during the 2014-15 school year in order to recommend the selection of newer more powerful, level-editing software packages.

Discussions with Ryan Bretag, and examination of current software and hardware resulted in an updated process to align GBS and GBN game design classes to be on the same hardware and software rotation plan, and successfully support the minimum requirements necessary to run the advanced software utilized in these courses.

More advanced game design students benefit from a differentiated instructional practice that supports opportunities for extending their skills. For example, we have added the following for students to utilize:

- 3dsMax (3D modeling for asset and character design)
- CryEngine (advanced terrain design)
- Minecraft (creating levels based upon precise scale)
- Newest version of Unreal Development Kit Engine

Stage 1 UbD Curriculum Review Findings:

Overarching Essential Questions:

- What makes a video game good?
- How does each step in the game design process allow designers to generate new ideas?
- How do graphics affect the quality of the game?
- How are lighting options properly utilized for indoor and outdoor game levels?
- How can video games affect society positively and negatively?
- What characteristics do currently popular video games have in common?
- When are static meshes preferable to building geometry from scratch?
- How does ease of use contribute to a game's overall rating?
- How do you know when a game is completed and ready for distribution?
- What positions are available and skills needed for a career in game design?

Enduring Understandings:

- Good video games have some common characteristics
- Selecting an additive/subtractive element allows the movement, rotation and resizing of geometry in 3D
- Video games can have both positive and negative effects on society
- Testing and troubleshooting is a critical process in improving a game
- How to create proper lighting for indoor and outdoor game levels
- Purpose and benefit of using static meshes versus building geometry from scratch
- How to effectively distribute and market a video game
- The relationship between game design and animation

## II. Recommendations

Finalize research on the level design software packages being used in post-secondary courses as well as other high school programs in order to choose a new level design program, as we strive to maintain relevancy of the course given current trends in technology as well as student's post-secondary educational interests.

Teacher will complete Stage 1 of UbD by the end of this school year, and move on to Stage 2 and assessments moving forward.

## III. Department Action

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

## **Course or Initiative:** Sports Marketing 161

### **I. Findings**

Through the curriculum review process, student surveys and exam analysis, the Business Education team identified several key findings with regard to curriculum:

- Students consistently report that the curriculum is relevant and provides opportunities for them to apply marketing strategies to real-world situations, as well as a clearer understanding of marketing as a potential career
- Student interest in this course and career field is increasing based on enrollment numbers
- The field trips and interaction with marketing professionals are consistently rated as highly relevant experiences that further inform students' career direction
- The transition to a block schedule and 1:1 Chromebook initiative has created significant opportunities to further explore and utilize digital resources.

Marketing with a sports emphasis has gained popularity with students in recent years as evidenced by enrollment. Various topics ranging from the marketing mix (product, place, price, and promotion) to career exploration in the field have engaged students to do a multitude of various projects. The course continues to utilize a semester-long eighteen (18) section final examination portfolio that culminates into the creation of a franchise with various advertising/promotions and a written marketing plan to demonstrate mastery of marketing vocabulary, theory, and creativity.

Stage 1 UbD Curriculum Review Findings:

Overarching Essential Questions:

- What is marketing?
- Is marketing an art or a science?
- How are consumers influenced by marketing?
- What is the role of marketing in a successful business or sports franchise?
- How do you design a successful marketing plan?
- How do you determine if marketing is successful?
- How can social media enhance or detract from a marketing plan?
- How can we accurately measure the Return on Investment of a marketing plan?
- What elements are unique in sports marketing?
- What are potential careers in marketing that I might pursue?

Enduring Understandings:

- The ultimate purpose of marketing is to build brand loyalty.
- Successful marketing strategies create demand.
- Brand identity is a critical component of marketing.
- Licensing, sponsorships, and endorsements are significant elements in sports marketing.
- Marketing is important to the success of a business or sports franchise.
- Proficiency with technology is a key skill for marketing professionals.

- Measuring the success of marketing strategies is critical to an effective marketing plan.
- Sports marketing is unique in that it targets fans versus customers, who are tied to the product emotionally versus making economic decisions based on value.

**II. Recommendations**

Over the past year, Stage 1 of the Understanding By Design process has been completed and is being reviewed with instructional coaches. The teacher is continuing to develop and enhance curriculum as it is implemented in the block schedule and has begun work in Stage 2 on assessments, to align with the essential questions and to create an overall assessment plan incorporating purposeful formative and summative assessment.

**III. Department Action**

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

## Course or Initiative: Technology Essentials 161 (previously Computer Applications)

### I. Findings

The one-to-one computing initiative in Glenbrook District 225 is emblematic of a paradigm shift in the way individuals interact with computers and technology in the Twenty-First Century. Evidence of such a shift exists in the ability and expectation to be able to collaboratively access applications and data anytime and anywhere.

*Computer Applications 161* was originally designed to prepare students for an office environment focused on specific software applications. As the use of technology and applications available has expanded in recent years, our curriculum has been adjusted to meet the current and future needs of our students. Our vision is to prepare students to thrive in an evolving technology landscape by exploring relevant careers and gaining the skills to select the appropriate technology to successfully solve problems and complete tasks.

Stage 1 UbD Curriculum Review Findings:

#### Course Essential Questions

- How can I effectively search for content on the internet?
- How can I determine the credibility/validity of web-based resources?
- How can I organize the vast amount of information that I encounter online and off?
- How can I safeguard my online identity?
- What is “the cloud” and how has it impacted computing?
- How have blogging, podcasting, and video streaming changed the media landscape?
- What frameworks of thinking benefit from technology?
- How can we use technology to inform our decision making and filter the signal from the noise?
- What should we be cautious of as responsible digital citizens?
- What responsibilities do we have as “Digital Citizens?”
- How does creativity impact innovation?
- What does the ever evolving nature of technology mean with regard to our own learning?

### II. Recommendations

With a new instructor in place, the curriculum will continue to be reviewed and enhanced this year as the course is taught in the block schedule and Stage 1 of the Understanding By Design process will be completed by the end of this school year. The teacher will then move on to work on Stage 2 on assessments to align with the essential questions and to create an overall assessment plan incorporating purposeful formative and summative assessment.

### III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbooks(s)	Staffing	Resources
Department Action	None	Yes to continue Stage 2 curriculum work.	None	None	None





## GBS ELL Curriculum Report – November 2014

### I. Introduction

A. Courses reviewed during past year:

Program review to restructure curriculum maps using the UbD framework as well as WIDA, Common Core, and College Readiness Standards.

B. Process

The ELL Coordinator met with the ELL Team to devise a plan to restructure each course’s curriculum map in order to ensure alignment with UbD, WIDA, Common Core, and College Readiness Standards.

C. Additional initiatives (outside of review process)

We adopted a new textbook series at the intensive through advanced level in order to increase rigor and cognitive challenge.

### II. Report Schedule

November 2015	November 2016	November 2017	November 2018	November 2019
Transitional English	Advanced ESL	Beginning ESL	Bilingual electives: Power Skills for Success/Exploring Potential for Success	Program Review to Evaluate Restructuring using UbD and WIDA, Common Core, and College Readiness Standards, especially Language-Assisted classes
Transitional English Studies	Intermediate ESL	Intensive ESL		

Approximate percentage of curriculum to be reviewed:

November 2015	November 2016	November 2017	November 2018	November 2019
25%	25%	25%	25%	NA

## Course or Initiative: ELL Program Restructuring

### III. Findings

After reviewing UbD, WIDA, Common Core, and College Readiness Standards, it was determined that we would restructure all courses at all levels using UbD and all three sets of standards. We decided to keep our Essential Questions (EQ's) and Enduring Understandings (EU's) the same as the English department's for our Transitional English Studies and Transitional English courses in order to continue to prepare our ELL students for the demands of the mainstream courses. We continued to develop course specific EQs and EUs as our work continued. At our Intensive through Advanced levels we decided to adapt the Big Questions from our newly adopted textbook series in order to align our curriculum with the series. We had meetings to determine how best to adapt the Big Questions to form EQs and EUs. Due to the newly adopted textbook series, we also discussed vertical articulation among the courses at each level, and we discussed English proficiency skills needed at each level. We then determined which standards align with each course. Once the EQs, EUs, and standards were determined for each course, we worked independently to restructure our curriculum maps. We utilized professional development, instructional coaching, and team meetings to make this happen. We will need to reflect on and evaluate the restructuring of our courses and curriculum maps as well as our textbook adoption as we also transition to block in the 2014-15 school year.

### IV. Recommendations

- During professional development times, as well as team meetings, review and reflect on the restructured curriculum maps for each course level and make any necessary changes so that they are fully aligned with UbD, WIDA, Common Core, and College Readiness Standards
- During professional development times, as well as team meetings, review and reflect on the newly adopted textbook series
- During professional development times, as well as team meetings, develop authentic listening assessments in order to enhance students' skills in the speaking and listening domains
- During professional development times, as well as team meetings, begin to discuss common formative assessments that can be used in all courses
- Welcome knowledge and insights brought by new teachers to the team

### 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 curriculum for Transitional English and/or Transitional English Studies	No change	None	Continue current funding through Title grants to support ELL professional development in regards to Common Core  Time and professional development



## GBS English/Broadcasting Department Curriculum Report –November 2014

### I. Introduction

#### A. Courses reviewed during past year

All English/Broadcasting elective courses: Argumentation & Debate, Debate Honors, Creative Writing, Media Collage, Drama 161, Advanced Acting 261, Improvisation 361, Directed Drama Projects 461, Film Studies, Journalistic Writing, Newspaper, Advanced Journalism Honors: Newspaper, Reading Skills Development, Yearbook, Advanced Journalism Honors: Yearbook, Introduction to Broadcasting, Beginning Radio Production, Advanced Radio Production, Radio News and Sportscasting, Honors Advanced Radio Production, Honors News Radio & Sportscasting, Beginning Television & Film Production, Advanced Television & Film Production

#### B. Process

The instructional supervisor met with all elective teachers in October 2013 to review the process with them. She shared the following underpinning of the process with them:

- The Educational Planning Process is driven by a motivation for improved student learning and success in a particular course and/or program.
- This is a formal opportunity to review a course/program.
- The process begins with exploratory, analytical questions that pique the curiosity of the elective teacher(s) regarding student performance, curricular design, the instructional process and/or other contextual issues/concerns. **This year the main focus should be a smooth transition to block schedule.**
- The unique circumstances of elective singletons necessitate some distinctive, creative pathways for the review process.
- Collaboration with colleagues in and out of GBS brings insights and perceptions that ultimately can improve curricular design, instruction, and other factors that influence student learning.

She also asked the teachers to develop questions for analysis by December and to make contact made with GBN colleagues and/or colleagues from outside the District-by February to ascertain any qualitative and/or quantitative data they might need to assess the curriculum. Because of the unique nature of each of the courses, teachers also were invited to bring forward other “data-collection” ideas that were not discussed.

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

## II. Report Schedule

November 2015	November 2016	November 2017	November 2018	November 2019
Freshman English TEAM	Sophomore English TEAM			All English/ELL Electives
Freshman English	Sophomore	Junior English	Senior English Studies	

Studies	English Studies	Studies		
Freshman English 161	Sophomore English 263	Junior English 363	Senior Regular-Level: Rhetoric, Humanities, World Literature	
Communications 167				
Freshman Honors English 173	Sophomore Honors English 273	AP Language & Composition	AP Literature & Composition	

Approximate percentage of curriculum to be reviewed:

November 2015	November 2016	November 2017	November 2018	November 2019
20%	20%	20%	20%	20%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 <sup>rd</sup> semester: None
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**Course or Initiative:** Argumentation and Debate, Advanced Debate

### **III. Findings**

The backward design process provided an opportunity to ensure that the current curricula of Argumentation and Debate as well as Advanced Debate are aligned with the goals and enduring understandings of the debate courses. The curriculum of each course has been appropriately aligned. The formative and summative assessments in the courses are effective measurements of transferable skills. Several Common Core standards are easily identified in both course curriculums.

Both courses lacked curriculum maps. These were created and included both overarching essential questions and unit level essential questions.

The discussion with other debate teachers and coaches as well as the backward design curriculum review revealed an area of the curriculum that needed improvement. It was determined that the knowledge and skills associated with Lincoln-Douglas (L-D) debate could benefit the students. A 2014 summer curriculum project resulted in a six-week Lincoln-Douglas debate unit in the Argumentation and Debate curriculum being implemented in the 2014-2015 school year. The backward design approach for this unit led to a revision of how the curriculum is structured. Formative and summative assessments indicated that students acquired the concrete skills for L-D, but could be more effective debaters with a deeper understanding of the philosophical underpinnings of the debate style. Foundational information about some of the fundamental philosophies that anchor L-D debate was woven into both courses. The new Director of Debate has expertise in Lincoln-Douglas debate and will implement these revisions.

Discussions regarding the modifications needed to align to the new block schedule also were explored. Although major changes were not needed, the new block schedule allows for practice debates to occur within the block rather than after school, especially for policy debate (which takes approximately 75 minutes to complete). It will also allow for a longer Congressional Debate chamber, which gives the students an opportunity to have a more in-depth pro/con discussion of the bill being debated.

### **IV. Recommendations**

- The after-school period for the Honors Advanced Debate course should be phased out.
- GBS should mirror the lay-out of the advanced debate courses offered at Glenbrook North and consider three elective course offerings for advanced students: Advanced Honors Policy Debate, Advanced Honors Lincoln-Douglas Debate, and Advanced Honors Congressional Debate. This would solve the fragmented approach that currently exists and allows for a singular focus in one event during a particular block period. The new debate director should review and consider proposing these changes.
- The debate instructors should continue to explore best practices in regards to Lincoln-Douglas debate to continually strengthen the curriculum in the courses.

- The debate instructors should find meaningful ways to continue to incorporate practice debate sessions during the block period.

## V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		There could be summer curriculum projects available to explore developing a curriculum solely focused on students in Lincoln-Douglas and students in Congressional Debate	n/a	If courses are implemented, staffing could mirror GBN's staffing with already existing instructors.	n/a

**Course or Initiative:** Creative Writing

**III. Findings**

Using backward design, essential questions and enduring understandings were created, and a scaffolded creative process was documented. After communicating with several colleagues at different schools about the Creative Writing curriculum, several similarities regarding process and content were found. All the courses, like GBS, depend on the classroom sharing of pieces; the need to read many master models of different genre, analyzing the language and syntax of the pieces to allow students to be more intentional in their work, and to push students to write in many genres. In addition, encouraging or requiring students to submit their work to publications increased the quality level of student work. Our course at GBS is commensurate with these characteristics.

**IV. Recommendations**

Because the teacher teaching the course retired at the end of 2013-2014 school year, the new teacher used the curriculum map to plan the course. Every teacher who teaches this elective brings their own talents to the course. The main tenets of the course will remain and get stronger with the new teacher.

**V. Department Action**

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



**Course or Initiative:** Media Collage

**III. Findings**

As the media landscape has changed due to the internet and digital technology, the call for direct instruction regarding media literacy has grown more widespread. While our newly acquired 1:1 provides students with many experiences using media, Media Collage provides curriculum and instruction that supports students learning how to shape the narratives using the most cutting edge digital tools.

To honor the EPP, the teacher read carefully and followed the recommendations of the Kaiser Foundation and respected academics like Henry Jenkins, Howard Rheingold, and Cathy Davidson. He also used Twitter to forge contacts with and learn from nationally-recognized educators, like Chris Lehmann as well as gathering feedback from ISs, teachers, administrators, and students. All of this activity has led to one key finding: the curriculum of this course needs to support students understanding how to use their devices and the internet in creative and thoughtful ways, while at the same time explicitly understanding and navigating the pitfalls.

**IV. Recommendations**

As we more fully integrate 1:1 and consider ways to empower students as learners and citizens, Media Collage can play a key role in assisting students to explore the technology that is reshaping all aspects of our lives.

**III. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	N/A	N/A	Professional time to continue developing the course. Given the nature of the subject matter (technology, the internet, and learning), content and curricular ideas are typically in flux.  The opportunity to attend conferences such as Educon, where it is possible to meet directly with thinkers at the forefront of the field.

**Course or Initiative:** Drama 161, Advanced Acting 261, Improvisation 361, Directed Drama Projects, TLS Drama

**III. Findings**

Glenbrook South’s drama curriculum is comprised of four semester-long courses, three of which can be repeated for credit. The introductory course gives students the basic knowledge and skills needed to understand the terminology used in performance and the skills used in performing. The advanced courses provide students with opportunities to hone their skills and to showcase their talents.

The EPP process resulted in the teachers examining the program’s curriculum and an affirmation that the curriculum that was revised during the last EPP process provides students with a scaffolded, activity-focused experience that allows students to explore their particular passion in this discipline. During the backward design process, instructors determined essential questions and enduring understandings, now documented in the curriculum maps for each course, which have made instruction more explicit and connecting to students’ experiences.

In addition, Beth Barber met with several teachers who teach drama for students with special needs to prepare for the new course at Glenbrook South. She also met with the TLS coordinators and the Special Education Department at Glenbrook South to determine the needs of the current population. She observed two classes at Niles North High School and read many books on how to teach students with special needs. The need for a course in drama for this population is rich.

**IV. Recommendations**

1. Recommend new course: TLS Drama be created to serve special ed population.
2. Drama classes be moved under Fine Arts Department rather than English.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	TLS Drama began August, 2014	TLS Drama - Completed 7/14	none	Drama teacher aides as needed in TLS/DLS Acting class.	Resource texts for planning

**Course or Initiative:** Film Studies

**III. Findings**

The course lacked a curriculum map, so a curriculum map was created, including both overarching essential questions and unit level essential questions. These questions and understandings allowed for a formal list of films to be generated for each unit of study: the elements of film, film style, and the history of film. The elements of film unit explores cinematography, film editing, sound editing, and mise en scene. The film style unit covers the realism-classicism-formalism style continuum. And the history of film unit covers film from the 1920s through the 21<sup>st</sup> century, studying each individual decade along the way. For each of these units, audio/visual presentations were either created or updated. Extensive handouts and assessments – both formative and summative – were also created. The course culminates with the presentation of *Citizen Kane*, with students applying the three units of study to their understanding of the film.

Some of this work was done during a summer curricular project during the summer of 2013, and some of this work was done during the year. These assessments were created using the backward design approach and in tandem with the Common Core State Standards.

**IV. Recommendations**

The effectiveness of the course and course materials needs to be evaluated and, where necessary, revised. There also needs to be evaluation and revision of the newly implemented formative and summative writing assessments.

**V. Department Action**

New Course Proposals	Summer Curriculum Projects	Textbook	Staffing	Resources
N/A	<u>Summer 2013</u> Backward Design of Film Studies (completed)	Excerpts from In the <i>Blink of an Eye</i> is used.	N/A	-Professional time during school year to do the following: -Revision of curriculum map for modifications based on ongoing assessment of new curriculum and instruction. -Revision of curriculum map as additional professional development regarding block scheduling informs teachers' decisions regarding appropriate timeframes for individual units of study. -Revision, as needed, of newly implemented formative and summative writing assessments.

**Course or Initiative:** Intro to Journalistic Writing, Honors Advanced Journalism – Newspaper, and Newspaper

**III. Findings**

The backward design process revealed that the current curriculum and instruction in all three courses are consistent with the expected enduring understandings for students. Additionally, the assessments currently in place - both formative and summative – do measure that which they are meant to. The curriculum, instruction, and assessment are all also well-aligned with Common Core standards.

The discussions with Bryan Halpern regarding block schedule revealed that nothing about curriculum and instruction should be changed for the block schedule. Because of the hands-on nature of the courses, instruction should be appropriate for the longer class-periods. The day-to-day operations of the newspaper staff should function as normal because a well-established system of on-line communication through email and Google Docs already exists within the newspaper program. However, the addition of SRT will create more opportunities for small-group and one-on-one coaching regarding targeted journalistic skills for specific students, which is an exciting prospect.

Regarding how the newspaper staff conducts surveys, it is clear from examination of the processes and from conversations with interested parties that the process is less than scientific. Despite the newspaper staff’s best efforts to improve the processes, some road-blocks still exist, including the number of students who take surveys, less-than-serious answers, and leading questions.

Regarding the possibilities of collaboration with the broadcasting programs, conversations with both Dan Oswald and Julie Benca have provided a foundation for further exploration of this initiative. All three of us agree that the idea is important for students who are interested in a future in communications.

**IV. Recommendations**

- Students should attend small-group meetings and individual coaching sessions regarding targeted journalistic skills during newly available time provided by the block schedule.
- The newspaper should continue to explore best practices regarding how to conduct valid and responsible surveys. Options involving the first three minutes of the block-schedule day as well as the use of Google Forms should be explored.
- The newspaper, radio, and television teachers should continue to explore opportunities to collaborate.

**V. Department Action**

New Course Proposals	Summer Curriculum Projects	Textbook(s)	Resources
n/a	2015 possibility – building a collaborative environment across journalistic disciplines (print & broadcasting)	n/a	n/a

**Course or Initiative:** Reading Skills Development

**III. Findings**

Judy Libman and Afrodite Skaouris worked on starting to write a curriculum map for the course this year. A curriculum map had not existed prior to last year. About three years ago, the course started to be considered a Tier 2 intervention that required progress monitoring, so retired EXPLORE tests are used to gauge student progress; since last year STAR was added as a progress monitoring tool. We created one overarching essential question regarding strategic reading and how that type of reading improves overall reading skills as assessed by major state assessments and also English class assessments. We also wrote two enduring understandings and several unit level questions. All those questions regard CRS’ reading standards and are rooted in strategic reading, annotation, and test-taking skills. Due to the differentiated needs of students, this is a course that has been rooted in research-informed, teacher-created materials. It is important to consider that every semester involves students with different needs and new material has to be created to suit those needs consistently.

**IV. Recommendations**

With the addition of a new reading specialist in the department who will now teach this course, the expectation is that she review the established questions and determine the appropriate content that will accompany the course.

**V. Department Action**

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

**Course or Initiative:** Yearbook and Honors Advanced Journalism:Yearbook

**III. Findings**

Formally examining the curriculum utilizing the backward design process revealed that the curriculum and instruction are consistent with the enduring understandings of the course. The course is project-based, so formative and summative assessments in the conventional sense are limited. Formative and summative assessments exist in the form of mini and final deadlines. This structure measures progress and understanding appropriately. Yearbook teaches 21st century skills; the course is also well-aligned to Common Core standards.

The block schedule should not change much about curriculum and instruction. Ninety-minute periods should provide for greater productivity. Given that there are already multiple yearbook courses, systems exist for keeping communication open and easy. The addition of the use of Trello (an online project management tool) for staff organization, communication and planning will be especially helpful since students will not be in class every day. One potential challenge of the block might be the loss of minutes over time. It's difficult to assess; however, how much this loss of time will affect us. Hopefully use of SRT in the yearbook lab will make up for this loss of class time.

As we've continued to explore how to reach out to students using social media, I've created the role of Marketing Manager on the editorial board. While our use of social media as a staff has increased over the past several years, the responsibility for it has been divided (and therefore limited).

**IV. Recommendations**

- Students should examine the extent to which communication can and should be improved with the move to the block.
- Staff should examine and try to anticipate how the loss of time each week might affect the overall production schedule.
- A job description should be developed for the Marketing Manager (s).

**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:** Introduction to Broadcasting

**III. Findings**

After comparing the course to university-level courses and receiving feedback from university instructors, it was found that the content of Introduction to Broadcasting is similar to the content of introductory university-level courses. However, the Introduction to Broadcasting course has been traditionally lecture based. The lecture format - useful in certain respects- does not fit with organizational goal of moving to a block schedule. Consequently, Introduction to Broadcasting was redeveloped as a project-based course during the fall of 2013.

**IV. Recommendations**

- Continue to focus on revising projects for effectiveness and appeal.
- Continue to ensure a course that meets college standards for content.
- Broadcast team review and identify “global” terms and skills.

**V. Department Actions**

	New Course Proposals	Summer Curriculum Projects	Textbook	Staffing	Resources
Department Action	N/A	Summer 2014 Broadcasting team review and identify key terms and skills.	N/A	N/A	Time during school year 2013-2014 to design and implement projects that address key terms and skills.

## **Course or Initiative: Beginning Radio Production**

### **III. Findings:**

After receiving feedback from university directors, we found that Beginning Radio Production is commensurate with many of the expectations at the higher level. It continues to provide learners with guided hands on production practice. Students are immersed in the world of radio through research, writing, and producing required non-entertainment content for the district's radio station, WGBK. In essence, Beginning Radio Production provides a simulated working environment in which students can explore new ideas and make mistakes without the fear of "deadly errors." Of course, the quality of the simulation, as with all simulations, is based on how closely it approximates the "real world." While students in Beginning Radio Production use real world techniques to develop real world products, they do not yet use real world tools. Students in the GBS radio program use Garage Band as their production and editing software, rather than the industry standard Adobe Audition software. Adobe Audition is the audio production and editing software most often used by commercial radio stations.

### **IV. Recommendations**

- Upgrade to Adobe Audition was installed September 2014.



## **Course or Initiative:** Advanced Radio Production/Honors Advanced

### **III. Findings:**

After comparing the coursework at GBS with other programs, we found that the curriculum is appropriately challenging and this course supports student growth in leadership and decision-making.

Advanced Radio Production continues to provide learners with guided hands-on experience programming, managing, and promoting, a real non-commercial radio station. Students learn about radio performance, radio production, and radio regulation (law) by “doing radio.” In essence, the Glenbrook South radio program provides a simulated working environment in which students can explore new ideas and make mistakes without the fear of “deadly errors.” Of course, the quality of the simulation, as with all simulations, is based on how closely it approximates the “real world.” While students in Advanced Radio Production use real world techniques to develop real world products, they do not yet use real world tools. Students in the GBS radio program use Garage Band as their production and editing software, rather than the industry standard Adobe Audition software. Adobe Audition is the audio production and editing software most often used by commercial radio stations.

### **IV. Recommendations**

- Upgrade to Adobe was installed September 2014.

## **Course or Initiative: News & Sports Broadcasting**

### **III. Findings**

News and Sports Broadcasting continues to provide learners with guided, hands-on experience writing, producing, and broadcasting both local and national news stories. The course also provides students with opportunities to broadcast live sporting events. Finally, the News & Sports Broadcasting course functions as a “window into the school” as students produce radio programs highlighting Glenbrook South athletes, coaches, and sports teams. The program continues to successfully meet the goals of providing students with opportunities to practice “broadcasting” with guidance, and serve the community with both entertainment and critical information. Students in News & Sports Broadcasting use real world techniques to develop real world products, but they do not yet use real world tools. Students in the GBS radio program use Garage Band as their production and editing software, rather than the industry standard Adobe Audition software. Adobe Audition is the audio production and editing software most often used by commercial radio stations.

### **IV. Recommendations**

- Upgrade to Adobe Audition was installed September 2014.

**Course or Initiative:** Beginning Television & Film Production:

### **III. Findings**

The Beginning Television & Film Production class is the training ground for students who continue on to the advanced production class. The course includes both intensive hands on training as well as detailed instruction in production processes. Students learn how to write scripts, draw storyboards, operate equipment and manage a full production crew to produce viable television programming. When they enter the arena of Advanced TV, they are ready.

The biggest change in Beginning Television has been adding a separate narrative production unit. Up until now the course focused specifically on television production training, but there exists a need to guide students in the steps of narrative film production.

### **IV. Recommendations**

The new television/film teacher will bring her new ideas to strengthen and develop the program.

### **V, Department Action**

None needed

**Course or Initiative:** Advanced Television

**III. Findings**

No other high school television production program in Illinois provides as wide a range of video experiences as does the television program at Glenbrook South. What makes it unique is that students who enroll in the Advanced Television Production class create virtually all of the programming for our two school cable channels, Comcast Channel 26 and Wide Open West Channel 14. These two community cable channels reach over 11,000 families in the Glenview area.

GBS-TV is widely viewed as positive way to outreach into the community. For example, among the various productions cablecast are many public affairs programs hosted by or featuring Glenbrook superintendents, principals, and teachers. Programs about school facilities, district budgeting processes, referendum issues, etc. are frequently produced and cablecast in an effort to enlighten and inform Glenview citizens about the good works taking place at Glenbrook South. This emphasis on positive outreach is a key motivating force behind the success of Glenbrook South Television.

Nearly every year students are recognized on both state and national levels for the excellence of their work. No other school in Illinois offers as many varied, intensive, and relevant video production experiences.

**IV. Recommendations**

None needed. The new television/film teacher will bring new insights and ideas to the program.

**V. Department Action**

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

## GBS Family & Consumer Science Department Curriculum Report – November 2014

### I. Introduction

#### A. Courses reviewed during past year

- Psych for Living (Fall 2014 due to maternity leave)
- Interior Design 161
- Foods DLS
- Creative Textiles & Construction 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 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. In addition, as Glenbrook South has been using the research-based curricular review and development model Understanding by Design, each course's review process focused on working through Stage 1 of this backward design model.

Stage 1 involves establishing desired results by developing essential questions and enduring understandings at the course level, followed by the development of essential questions at the unit level. Finally, learning targets called KUDs (Know, Understand, Do) are established/reviewed at the end of Stage 1. Stages 2 and 3 will continue to be developed during the 2014-17 school years.

### 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	Foods 161
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 <sup>rd</sup> semester:
none

**Course or Initiative:**  
Foods DLS/TLS

**III. Findings**

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

- National obesity rates continue to go up and awareness of nutrition is a key component
- Students lack awareness of career options
- The decision to move to a block schedule and the district Chromebook 1-to-1 initiative create opportunities to maximize digital resources and extend lab experiences for a block schedule

Stage 1 UbD Curriculum Review Findings:

Overarching Essential Questions:

- Why must the highest standard of sanitation, safety and hygiene be practiced in food preparation?
- How does food and entertaining relate to our roles in society?
- How do we effectively work with others to successfully prepare food?
- How do we make healthy food choices and influence others to do the same?
- Why should we plan a balanced meal?
- How do food choices affect wellness and how do they change over the lifespan?
- Why should consumers be aware of nutrition?
- How does math apply to wellness and the role of being a consumer?
- How do we appropriately use tools and equipment in food preparation?
- When do we apply various preparation methods and cooking techniques and how do they relate to various food groups?
- How can the medium of food express creativity?

Enduring Understandings:

- Cooperative work with kitchen teams improves the overall process.
- Naming, identifying, and applying the 6 major nutrients contributes to overall health.
- Healthy recipe development is essential to live a life of wellness.
- Developing positive global and personal human relationships enhances self-confidence.
- Food/Exercise journaling contributes to self-awareness.
- Setting wellness goals can help to achieve wellness success.
- Applying math skills to recipes enhances the overall product.
- Adapting recipes to meet the needs of nutritional meal planning decreases the chance of over consumption.
- Appropriately using and caring for tools and equipment improves the quality of the product.
- Etiquette and hospitality during meals is important to the ambience.
- Creativity is an important aspect of food presentation because consumers eat with their eyes first.

The use of technologies such as Google Sites, Google Classroom and Google Calendar have been created and implemented for the 2014-15 school year to support student learning in a 1:1 environment and on block schedule. Teachers will continue to develop and enhance these tools given experience and feedback from implementation.

**IV. Recommendations**

Through conversations with Special Education case managers and Instructional Supervisor, the teachers have confirmed the relevance and significance of aligning the Foods DLS as closely as

possible to the Foods 161 curriculum in order to have a common experience and build relevant life skills. With some additional support and reinforcement in terms of vocabulary and processes, the DLS students will complete the same curriculum and foods labs, given accommodations to support learning.

For TLS students, curriculum is adapted based on the make-up of the students and any dietary restrictions or preferences. Teachers still attempt to mirror the Foods 161 curriculum and lab experiences, but with substantial support, including one-on-one aides.

Teachers have begun work on Stage 2 on assessments to align with the essential questions and to create an overall assessment plan incorporating purposeful formative and summative assessment.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	Yes, to complete Stage 2 of the backward design framework.	None	None	None

## **Course or Initiative:** Psychology of Living 161

### **III. Findings**

Enrollment for Psych of Living the highest we've had in the past four years. In examining enrollment trends, we have identified a correlation between schedule placement and enrollment in this upper level elective course.

Stage 1 UbD Curriculum Review Findings:

Overarching Essential Questions:

- How do I feel about myself?
- What influences and factors develop and change one's personality and character?
- What do I value in life?
- How can LGBT teens be supported?
- What are the effects of divorce?
- What is the impact of depression on adolescence?
- How are emotions affected when a loved one passes away?
- What is causing America's obesity epidemic?
- Why is it important to understand the signs and symptoms of eating disorders?
- What is the impact of drug and alcohol abuse?

Enduring Understandings:

- Investigating and analyzing contemporary issues and trends in our society fosters emotional intelligence.
- Effectively evaluating prevention and management techniques provides personal coping skills.
- Employing management techniques increases the possibility of conflict resolution.
- Analyzing strategies to manage family roles and responsibilities creates personal ethics.
- Demonstrating communication skills contributes to building positive interpersonal relationships.
- Demonstrating an appreciation for diverse perspectives, needs and characteristics of other individuals and families provides a well-rounded view of oneself and the world.
- Problem solving and critical thinking skills aide in the awareness of social problems and issues.
- Introspective skills are critical to the self-actualization process.

The use of technologies such as Google Sites, Google Classroom and Google Calendar have been created and implemented for the 2014-15 school year to support student learning in a 1:1 environment and on block schedule. Teachers will continue to develop and enhance these tools given experience and feedback from implementation.

### **IV. Recommendations**

Over the past year, Stage 1 of the Understanding By Design process has been completed and teachers are continuing to develop and enhance curriculum as it is implemented in the block schedule. The teacher has also begun work on Stage 2 on assessments to align with the essential questions and to create an overall assessment plan incorporating purposeful formative and summative assessment.

In conjunction with the current technologies, the teacher would like to investigate the use of TheRealGame, an interactive and engaging online classroom that allows students to role-play careers and build communities.



**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	Yes, to complete Stage 2 of the backward design framework.	None		

**Course or Initiative:**  
Interior Design 161

**III. Findings**

Currently, Interior Design is undergoing the process of Understanding By Design (UbD), specifically in stage 1 of the process with essential questions being reviewed and revised by the new teacher Melissa Regan, who has taken over the program following a teacher retirement.

In addition, digital course spaces, such as Google Sites and Google Calendar, have been created to share curriculum. With the implementation of digital course spaces, students are able to easily identify learning targets, which have been established and embedded within units and assignments. The 1-1 digital classroom environment has been proactive and helpful for students in Interior Design and transitioning to block schedule. The teacher will continue to develop and enhance these tools given experience and feedback from implementation.

According to the *Bureau of Labor Statistics: Occupational Outlook Handbook*, employment for interior designers is projected to grow 13% from 2012 to 2022 (as fast as average for all occupations) and designers will play a vital role in meeting the needs of consumer expectations, which include designing interiors of homes and offices to meet certain conditions, such as being environmentally friendly and universally designed.

At Glenbrook South High School, Interior Design has been consistently demanded by students and an interest in participation within the Family, Career, & Community Leaders of America club, specifically in the area of Interior Design, has been expressed by students.

The use of technologies such as Google Sites, Google Classroom and Google Calendar have been created and implemented for the 2014-15 school year to support student learning in a 1:1 environment and on block schedule. Teachers will continue to develop and enhance these tools given experience and feedback from implementation.

**IV. Recommendations**

Efforts are focused on completing stage one of the Understanding by Design process in the 2014-15 school year. Also, units are being reevaluated and assessments are being updated to work toward the completion of the Interior Design curriculum maps.

To encourage career readiness and instill leadership, it is a goal to align Interior Design's final project with FCCLA STAR Event rubrics. In addition, an initiative in which Interior Design students and Glenbrook South CAD students to participate collaboratively in a co-curricular project.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	Yes – Aligning Final Project with FCCLA/CAD and completing Stage 2 of UbD.	None		

**Course or Initiative:**

Creative Textile & Construction 161

**III. Findings**

Creative Textile & Construction is a course that has typically been stacked with the advanced fashion & apparel courses 361 and 461 to allow students an opportunity to work on projects designed for home, such as a quilt or pillow. It has not had enough enrollment to run independently, and has been trending downward.

The teacher taking over the fashion and interior design program at Glenbrook South, Melissa Regan, will be examining this course for a potential opportunity to update and expand the curriculum and allow for students to explore creative passions in a variety of applications. Student interests in DIY projects inspired by Pinterest, and the movement to recycle and redesign prior garments or materials. The goal is to provide a specialization course option for students with a passion related to fashion and design.

The curriculum review work, including essential questions and enduring understandings would mirror upper level fashion apparel classes.

**IV. Recommendations**

Add a prerequisite of Fashion 161 to allow students to develop basic skills in order to have the opportunity to pursue their interests through specific projects. This would also allow greater access by increasing flexibility in scheduling with the ability to stack the course with upper level fashion & apparel courses.

To encourage career readiness and instill leadership, it is a goal to align with FCCLA STAR Event rubrics and support student interest in participating in this program and competitive events to showcase student work.

**V. Department Action**

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

**GBS Mathematics Department  
2013-14 Curriculum Report | November, 2014**

**I. Introduction**

A. Courses reviewed during past year

- Decision Making with Data
- Calculus
- AP Calculus AB
- AP Calculus BC
- AP Statistics
- AP Computer Science

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 2013-14 school year. The teachers working on these committees teach the course. Curriculum was reviewed with respect to the Common Core Standards for Mathematics, the NCTM Standards, College Board prescriptive guidelines, College Readiness Standards, and organizational goals. Teams deliberated on topics such as backward design, formative and summative assessments, vertical alignment with previous/subsequent courses, curricular organization, instructional materials, and integration of technology, to name a few. All course teams defined the enduring understandings of the course, the skills to be taught, and revised the curriculum maps.

C. Additional initiatives (outside of review process)

None.

**II. Report Schedule**

November 2015	November 2016	November 2017	November 2018	November 2019
Algebra 163 (LA)	Computer Science Honors 371	Precalculus with Statistics 463	Geometry Team 263	Decision Making with Data 561
Algebra 2 363	Algebra Team 163	Precalculus with Discrete Math 563	Geometry Studies 263 (LA)	Calculus 663
Algebra 2 Honors 373	Algebra Studies 163 (LA)	Precalculus Honors 573	Geometry 263	AP Calculus AB 683
	Algebra 2 Studies (LA) & Team 363	Advanced Topics Honors 873 (Sem1)	Geometry Honors 273	AP Calculus BC 683
	Algebra 3 Studies 463	Precalculus		AP Statistics 683
	Advanced Topics Honors 873 (Sem2)			AP Computer Science 483

Approximate percentage of curriculum to be reviewed:

13%	22%	20%	18%	27%
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## Course: Decision Making with Data

### III. Findings

- Continue making curricular changes and finding resources for this course. Changing order of some topics, adding formative assessments, further integrating technology like Excel, revamping projects (new project deals with streamed graphs of actual data from the United Nations database using *Gapminder* open-source software). Students now make a trend analysis of the data and research historical reasons to justify their trend analysis. A project in quarter 3 was also changed, now asking students to analyze normally distributed data using Excel. Lastly, a unit on finance mathematics using Excel was re-written and adapted from the Actuarial Association workbook materials.
- Several other area schools have contacted GBS as they plan to model a new course at their schools after ours.
- The following were written as part of the UbD process: course understandings, course and unit essential questions, content, skills, assessments, and timeline.

#### Overarching Essential Questions:

- How can we use data to make decisions based on fairness methods?
- How can we use data to make decisions based on optimization?
- How can we use data to make decisions based on statistical measures?
- How can we use spreadsheet technology to assist in the decision making process?

#### Enduring Understandings:

- There are a variety of methods that can be used to make a fair decision.
- We can optimize routing and scheduling problems.
- Statistics provides the means for analyzing and predicting with data.
- Spreadsheets are a powerful, dynamic tool to organize and analyze data.

### IV. Recommendations

The teachers will continue to modify the organization, content, and pacing of the course to maximize student performance. Formative assessments will continue to be created and updated to ensure that teachers are checking for understanding frequently. Attention might be paid to the Dana Center at the University of Texas for further direction in a non-traditional fourth-year mathematics course.

### V. Department Action

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

## Course: Calculus

### III. Findings

- Curriculum has been examined. This class can be flexible given that is not required to cover the entire AP curriculum. Course typically covers at least as much material as a typical Calculus I college class (limits, derivatives, and introduction to integrals).
- Tentative calendar has been created for the block schedule.
- The following were written as part of the UbD process: course understandings, course and unit essential questions, content, skills, assessments, and timeline.

#### Overarching Essential Questions:

- How is the idea of change analyzed?
- How does one measure accumulation of a quantity?

#### Enduring Understandings:

- Calculus is a useful language for symbolically modeling and thus simplifying and analyzing our world.
- Connections exist within mathematical concepts and can broaden our understanding of the world.
- Mathematical ideas must be communicated clearly in written, visual, or oral form.
- Flexibility in one's ability to read and interpret various forms is important in understanding problems and solutions.

### IV. Recommendations

- Will revise the first unit of the course (which is a review of key precalculus understandings) in light of needs of students and redundancies from prior courses. Will try to allow more time for subsequent units and ultimately a more substantial treatment of the last unit (integral calculus).
- During the course of the 2014-15 school year, the pacing, the presentation of material, the use of varied activities, and the amount of material will all be evaluated to determine the optimal outcomes.

### V. Department Action

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

## Course: AP Calculus AB and BC

### VI. Findings

The content of AP Calculus AB and BC is defined by the AP Syllabus set forth by the College Board. We spent this calendar year adjusting our curriculum map to align with the Understanding by Design Model. The team focused on Enduring Understandings and Essential Questions that they want students to reflect on throughout their time in AP Calculus AB and BC.

#### Overarching Essential Questions:

- How is the idea of change analyzed?
- How does one measure accumulation of a quantity?

#### Enduring Understandings:

- Calculus is a useful language for symbolically modeling and thus simplifying and analyzing our world.
- Connections exist within mathematical concepts and can broaden our understanding of the world.
- Mathematical ideas must be communicated clearly in written, visual, or oral form.
- Flexibility in one's ability to read and interpret various forms is important in understanding problems and solutions.

Each year, the team makes minor adjustments to the curriculum based on student performance on the AP Exam the previous year. We have expanded on topics such as derivatives of the inverse of a function and accumulation functions. This process is a continuous one. Because the results on the exam have been outstanding, there is no need for major revision but the teachers continuously strive to improve the course and their instruction.

The team implemented changes in how the two weeks after the exam are spent. Students are researching a topic and doing a final project.

### VII. Recommendations

The teachers will continue to revise the course based upon the findings of the AP Exam report issued by College Board. They will also stay abreast of any changes from College Board.

### VIII. Department Action

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

## Course: AP Statistics

### III. Findings

There has been an increase in student enrollment in the past two years. More students from Pre-Calculus with Statistics are choosing to take AP Statistics rather than Discrete Math and more Precalculus with Discrete Math students are choosing to take AP Statistics rather than Calculus. These regular-level students are capable of succeeding in the rigorous AP curriculum and getting an AP score of 4 or perhaps 5 on the AP Exam. Now, with the block schedule for 2014 – 2015 school year, the curriculum and instruction will be adjusted to insure that all material is adequately learned.

The following were written as part of the UbD process: course understandings, course and unit essential questions, content, skills, assessments, and timeline.

#### Overarching Essential Questions:

- How is effective communication of mathematics essential to its application?
- How can one symbolically model and thus simplify and analyze the world around us?
- How can one generalize patterns, describe relationships, and analyze data sets?

#### Enduring Understanding

- Students will understand that statistical information is a powerful, pervasive force in our world.
- Students will understand that statistics can be used to make valuable, reliable inferences from empirical information.
- The appropriate communication and interpretation of statistics is essential to avoiding statistical abuse and/or misunderstanding.
- Exploratory analysis of data makes use of graphical and numerical techniques to study patterns and departures from patterns.
- Data must be collected according to a well-developed plan if valid information is to be obtained. Data sets can be used to make predictions.
- Probability is the tool used for anticipating what the distribution of data should look like under a given model.
- Statistical inference guides the selection of appropriate models.
- Simulations can be used to model real world situations.

### IV. Recommendations

The course team will make changes to prepare for the block schedule. To insure there is adequate time for most challenging material, the pacing will be very intentional to work quickly through some of the easier chapters at the beginning of the course. The team feels that they can do this without sacrificing quality.

### V. Department Action

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



## Course: AP Computer Science

### III. Findings

- This course continues to evolve with the changing syllabus from College Board. 2014 marks the end of the GridWorld case study. Starting in 2014-15 there will no longer be a case study. However there is a new lab requirement including three large projects. While the projects themselves are not mandatory, the content they cover is mandatory and will occur on the AP test.
- Enrollment for the course has been strengthening as more and more students seek programming knowledge to open doors to college and careers that require it. This trend will continue with increased numbers taking the prerequisite course, Computer Science Honors.
- Curricular adjustments are being planned given the transition to block. The teacher will likely have to reduce the scope of lower priority projects given the decreased contact time.

The following were written as part of the UbD process: course understandings, course and unit essential questions, content, skills, assessments, and timeline.

#### Overarching Essential Questions:

- How can computer programming be used to model real-world scenarios and solve problems?

#### Enduring Understanding

- Programming is an extreme form of customization
- Programming can be used to interact with technology in a way not previously defined or intended.

### IV. Recommendations

- Implement the new lab requirement for 2014-15 and make other necessary curricular adjustments.

### V. Department Action

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

# Draft: GBS Music Department Curriculum Report – November 2014

## I. Introduction

### A. Courses reviewed during past year

*Music Technology and Production, Music Theory I, AP Music Theory II and III, Guitar*

### B. Process

The Instructional Supervisor, Martin Sirvatka, and the music teachers, Andrew Toniolo, 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, the alignment of standards throughout the four levels of Music Theory, and celebrated the change of name and focus in *Music Technology and Production*.

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

*None at this time.*

## II. Report Schedule

November 2015	November 2016	November 2017	November 2018	November 2019
Freshman Band			Master Singers	Music Production and Technology
Freshman Strings	Premier Chorus	Bel Canto Chorale	Jazz Ensemble	Music Theory 1
Girl's Glee Club	Symphonic Band	Symphony Orchestra	Jazz Lab Band	AP Music Theory 2, 3
Titan Chorus FHR	Concert Band	Symphonic Winds	Music Exploratory	Guitar

Approximate percentage of curriculum to be reviewed:

November 2015	November 2016	November 2017	November 2018	November 2019
22%	17%	22%	17%	22%

Additional courses to be reviewed this year:

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

## Course or Initiative: **Music Production and Technology**

### **III. Findings**

**Music Production and Technology** is a course designed to provide a unique musical experience for all students, grade level from 9 through 12. Class numbers have steadily increased over the past three years. Currently the class size is at 22 students. Students arrive to the class with varied musical backgrounds, from no musical experience to one of a currently active performer.

The most recent change to this course has been a name change. The former course title, **Electronic Music**, did not fully articulate the course curriculum. In an effort to better describe the course to our students the course title was changed to **Music Production and Technology**. The effect of the name change has helped students to better understand the objectives of the course.

Music Production fundamentally differs from the performance classes in the music department as it explores how electronics can be used to record, enhance, and synthesize *audio* to develop original works of music. Students accomplish these objectives through the use of computer stations, electronic keyboards, microphones, and soundboards. Students are continually engaged in a variety of instructional activities: observation of demonstrations, lab, group, and individual work, and teacher-student conferences. Recording sessions are held periodically to provide new, original material for students to incorporate into their projects. Students, throughout the course of the class, build a library of musical works that becomes the main focus of the final project: designing, programming, and creating an original and comprehensive compact disc (CD).

Students utilize industry standard Digital Audio Workstation (DAW) software to record, synthesize, and sequence audio samples into a fully mastered product. Previously the class utilized Audacity, Garage Band, and Logic Express as the DAW platforms. This year, in collaboration with Glenbrook North and Instructional Technology, the industry-standard software, ProTools, was introduced into the classroom. The instructor was granted a summer curriculum project, again in conjunction with Glenbrook North, to develop program-specific labs for this new software. This collaborative effort has greatly updated and improved the course curriculum.

### **IV. Recommendations**

Because we work to keep enrollment high and curriculum current we continue to assess our facility and equipment needs. So that the current physical set-up will not cause constraint on student usage of the facility, the instructional supervisor has and will continue to work with the instructors, head of the GBS maintenance department, and Ryan Bretag to maximize space for students.

The challenge for this course since its inception 30 years ago has been to keep up-to-date in the fast pace world of technology. New software and equipment developments are constantly changing the professional dynamic. We recommend a continuation of analysis of our current conditions based on what we know of state-of-the-art technology and equipment to maximize student learning. Ultimately we need to be vigilant to equip our students to succeed in an ever-changing and competitive work of music technology and business.

**V. Department Action**

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

Course or Initiative: **Music Theory I**

**III. Findings**

After much discussion, assessment reviews, and charting student opportunities in the upper levels, we now offer Music Theory I as a semester course. Music Theory continues to serve not only students who are enrolled in our performing ensembles, such as orchestra, band, and choir, but also the students who are the fringe, garage-band aficionados who do not find a home in the large groups. As such, instruction is focused on the music core fundamentals of notation, rhythm, structure and rudiments of theory, ear training, terminology, and the recognition of various musical styles and forms. Student's knowledge of content is then systematically applied to the art of composition.

**IV. Recommendations**

We will continue to offer Music Theory I as a semester class. Teachers will monitor instruction on the block schedule and evaluate success at the end of each semester by reviewing test scores, enrollment, and student plans to further their studies in AP Theory II and III. Students who complete the course work during the fall or spring semesters will be eligible to continue their studies at level II the following year.

Enrollment has increased over the past five years and we are continually looking for ways to include more students in the music program. We have and will collaborate with the maintenance and technology departments to monitor space considerations so that we can maximize student learning and composing potential.

**V. Department Action**

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

Course or Initiative: **AP Music Theory II and III**

### **III. Findings**

Students of advanced levels of **Music Theory II and III** currently meet on the block to accomplish a variety of curricular goals determined by an approved syllabus—the overarching goal is to learn enough of the advanced theory curriculum to score a 4 or 5 on the Advanced Placement exam offered every May. But of equal importance, students solidify their knowledge of the fundamentals of theory introduced in Music Theory I, explore new concepts, and apply the content to more difficult levels of composition and arranging. For the last five years, over ninety percent of the students enrolled in the course complete the advanced placement exam either in level II or III, (the following year). Enrollment has increased over the past four years: for the school-year 2014-15, seventeen students have enrolled in AP Theory II, and seven students have enrolled in the honors level III and IV. Graduates of the GBS continue to enroll in advanced levels of music theory at the college level, or, in a few cases, test out of all undergraduate level classes. By the time students have completed level III, they have explored the intricacies of Neapolitan and Augmented Sixth Chords, and applied the composition techniques to arranging and orchestration. Students wrap up their studies by an investigation and survey of Jazz Theory, curriculum most college music majors study as seniors and graduate students.

### **IV. Recommendations**

Because the instructor teaches a “stacked” class of students at three levels of skill and knowledge attainment, he must continue to refine his instructional methods so that the students, even in the 90-minute periods, are engaged and involved with learning at all times. An example would include the students in level III having the opportunity to tutor students in level II. Explaining material to younger students reinforces and cements the concepts in the minds of the young teachers, while affording the less experienced students a chance to hear it explained in a different way.

Instructors in all levels of theory use technology in supplementing and maximizing learning. The 90-minute blocks afford students time to work on compositions on computers using the latest music-writing programs in the presence of the instructor, and it is the desire of the instructor to see an increase in sophistication and quality of composing skills.

**V. Department Action**

	<b>New Course Proposals</b>	<b>Summer Curriculum Projects</b>	<b>Textbook(s)</b>	<b>Staffing</b>	<b>Resources</b>
Department Actions	None	None at this time	Same as before.		

Course or Initiative: **Guitar**

### **III. Findings**

No prior musical knowledge or playing experience is required for students to enroll in Guitar class. Instruction continues to focus on the students who are at a beginning level; however, there are increasing numbers of students who are repeating the semester class, and therefore displaying advanced guitar-playing skills.

Basic guitar playing technique, including tuning, note reading, and chord playing is included. Grades are based on knowledge of guitar plus playing ability in chords and traditional note reading. The nature of this class allows for a broader cross-section of the student population to have an opportunity to participate in a music class. Additionally, it provides the music department another outlet to provide instruction in music literacy to more students. Most often, the students enrolled in the guitar class are students who are not enrolled in other curricular music offerings. As such, instruction is focused on the music core fundamentals of notation, rhythm, structure and theory, ear training, terminology, and the recognition of various musical styles and forms.

The primary instructional delivery method for the class is one-on-one, with each student progressing according to the point at which they enter the class. The teacher has full knowledge of the student's starting point, strengths, and areas needing improvement—and assigns work/assessments in the class book according to that knowledge. While all students are expected to progress forward at individual rates, there are consistent assessment expectations for the entire class. This allows for much peer cooperation in learning and additionally creates opportunities for ensemble creation. If the student wishes to continue guitar study beyond the semester length of the class, he/she may choose to repeat the course and advance further, or may also take advantage of private guitar instruction at school/outside of school.

### **IV. Recommendations**

While the primary student goal of this class is to be able to play the guitar, there is also an equal and inseparable goal: to educate the students in music fundamentals to create/improve music literacy. With this in mind, a very elementary theory workbook (much more basic than what is used in Theory Class) might be a valuable resource in instruction. As of the past school year, resources were provided by the teacher and through public domain sources; however, it is the recommendation of the supervisor to pursue investigation into a more structured and multi-tiered text/work book.

Providing an assigned small group project which would have some structured parameters, yet ultimately be student driven, would be an excellent additional



performance-assessment for the class. Because of the individual “lab” environment of the course, enrollment does need to be limited; however, employing projects as mentioned above could generate further interest in the course, ultimately increasing student enrollment over time.

**V. Department Action**

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

## GBS Health, PE and Driver Education Department Curriculum Report November 2014

### I. Introduction

#### A. Courses Reviewed

- Freshman PE
- Advanced Self-Defense
- TLS and DLS

#### 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. The committees consisted of teachers currently teaching their respective courses and/or stakeholders in the course.

#### C. Additional initiatives

A recommendation for the 2014-2015 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 used many professional mornings to gain an understanding of backward design curriculum and best instructional methods. Curriculum maps are currently being analyzed and revised.

### II. Report Schedule

<u>November 2015</u>	<u>November 2016</u>	<u>November 2017</u>	<u>November 2018</u>	<u>November 2019</u>
Sophomores	Lifetime	PE Leaders	Weights / Conditioning	Freshman
Dance	Health	Total Body Conditioning	Adventure Ed I & II	DLS
Driver Education	Team Health	Physical Management	Adaptive	TLS
Life-Guard Training	Swim Fitness			Advanced Self- Defense/Fitness

Approximate percentage of curriculum to be reviewed:

November 2015	November 2016	November 2017	November 2018	November 2019
22%	22%	17%	17%	22%

Additional courses to be reviewed this year:

NONE
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**Course Reviewed: Freshman PE**

**III. Findings:**

- The scope and sequence of activities was inappropriate for the students enrolled in the Freshman Curriculum course.
- Current curriculum map was outdated and did not reflect what was 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 and TRX training into the curriculum during fitness days.
- Teachers wanted to begin to incorporate the use of HR monitors during different phases of training. This unit would assist with the introduction of the FITT principles and the proper use of the HR monitor.
- 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.

**IV. Recommendations:**

- The addition of a variety of strength training, cross training and cardiovascular work, the staff felt that the curriculum map should reflect this change. The Freshman Curriculum team members revised current activities offered in order to improve cardiovascular endurance, strength and flexibility.
- Essential Questions and a new curriculum map were developed reflecting the changes made to the course.
- The team developed an updated syllabus that incorporates the use of summative assessments as well as student expectations.
- Incorporate a skill or performance type assessment exam along with cross fit and other fitness activities.
- The team has proposed the development of both formative and summative assessments that will allow instructors to target the skill levels of both the advanced and novice students.
- The team will develop a generalized block plan, which will incorporate all units and key teaching points in order to ensure that their students are learning the same material.

**V. Department Action**

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

**Courses Reviewed: TLS Physical Education**

**III. Findings:**

- The scope of activities was appropriate for the students enrolled in the TLS PE course; however the sequence of the activities needed to be adjusted.
- Current curriculum map was outdated and did not reflect what was taught in class.
- The groups of students with many different abilities of made the curriculum and instruction for many of our students difficult.
- Course needed an up to date syllabus.

**IV. 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.
- The team recommended two TLS sections with the population sectioned by ability groups.

**V. Department Action**

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

**Courses Reviewed: Advanced Self-Defense / Fitness**

**III. Findings:**

- The scope of activities was appropriate for the students enrolled in in the Advanced Self-Defense course; however the sequence of the activities needed to be adjusted as students achieved specific benchmarks.

- The curriculum needed to be revised to reflect what was being taught and direction of the course. Students were excelling at certain levels and needed to be challenged with new curriculum.
- Current curriculum map was outdated and did not reflect what was taught in class. As more curriculums was added the course turned into a two level course.
- Course needed an up to date syllabus to reflect what was being taught in class.

**IV. 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 (testing for specific levels) assessments.

**V. 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 2014

### I. Introduction

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

*AP Biology 283*

*AP Chemistry 283*

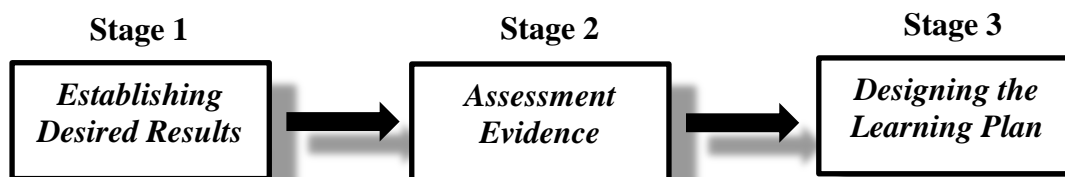
*AP Environmental Science 283*

*AP Physics 283*

*Forensics 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 focuses 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 (i.e. Know, Understand, Do) are established/reviewed at the conclusion of Stage 1. Stages 2 and 3 will be completed during the 2014-17 school years. 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 2015</i>	<i>November 2016</i>	<i>November 2017</i>	<i>November 2018</i>	<i>November 2019</i>
Chemistry Studies 163	Biology Team 163	Physics Studies 163	Horticulture 163	AP Biology 283
Chemistry 163	Biology Studies 163	Physics 163	Advanced Horticulture 263	AP Chemistry 283
Chemistry Honors 173	Biology 163	Physics Honors 173	Horticulture LA 163	AP Physics 283
Brain Studies 161	Biology Honors 173	Physical Science Team 263	Medical Technology 161	AP Environmental Science 283
	Biology LA 163	Physical Science LA 163	Astronomy 161	Forensics 161
		STEM Physics Honors 173		

Approximate percentage of curriculum to be reviewed:

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

### III. Findings

Beginning their curricular review of the AP Biology 283 course, the team set out to first understand the significant and recent changes that the College Board has brought about to the AP Biology curriculum. These changes are consistent with the *Next Generation Science Standards*, the “Common Core” for science. Next, the team established the below course-wide curricular questions and understandings that would drive their curricular revisions:

#### **Overarching Essential Questions:**

- How does change over time drive the diversity and unity of life?
- How do biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis?
- How do living systems store, retrieve, transmit, and respond to information essential to life processes?
- How do complex biological systems interact?

#### **Enduring Understandings:**

- Growth, reproduction and dynamic homeostasis require that cells create and maintain internal environments that are different from their external environments.
- Organisms use feedback mechanisms to regulate growth and reproduction, and to maintain dynamic homeostasis.
- Heritable information provides for continuity of life.
- Cells communicate by generating, transmitting and receiving chemical signals.
- Transmission of information results in changes within and between biological systems.
- Competition and cooperation are important aspects of biological systems.
- Naturally occurring diversity among and between components within biological systems affects interactions with the environment. *(This is a subset of a more exhaustive set of enduring understanding)*

After re-aligning their course to the new AP Biology curriculum set forth by the College Board, the team set out to identify assessment and curricular changes that would need to be made in order to address these changes. The following recommendations outline some of these changes.

### IV. Recommendations

The team recognized a marked reduction in content in the new standards. Topics such as the human body, for example, are no longer addressed in the AP Biology curriculum. The team did notice a significant shift in focusing on ‘big ideas’ and the connections between processes. In light of this, the team has eliminated a unit on the human body and is using their essential questions as a way to address the overarching ‘big ideas’ of the course. 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. Stage 2, the development of assessments aligned to these new standards and enduring understanding, is the focus of this year’s work.

### 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.	No change in text at this time. However, the team is discussing a move to an electronic text within the next couple years	No additional staffing	N/A

### III. Findings

In addition the College Board re-designing the AP Biology curriculum, last year the College Board also re-structured the AP Chemistry curriculum. These changes, along with the newly released *Next Generation of Science Standards*, served as the curricular foundation as the team built essential questions and enduring understanding for the course. These overarching essential questions and enduring understandings are outlined below:

#### Overarching Essential Questions:

- What are the fundamental building materials of matter?
- How can the chemical and physical properties of materials be explained by the structure and arrangement of particles and the forces that act between and among them?
- How do changes in matter involve the arrangement and/or reorganization of atoms and/or the transfer of electrons?
- How are the rates of chemical reactions determined by molecular collisions?
- How do the laws of thermodynamics describe the essential role of energy and explain and predict the direction of changes in matter?
- How are the processes of bond formation and bond breaking in competition with each other and how are they affected by external stresses?

#### Enduring Understandings:

- All matter can be understood in terms of the arrangement of atoms and these atoms retain their identity in chemical reactions.
- Chemical and physical properties of materials can be explained by the structure and arrangement of atoms, ions, or molecules, and the forces between them.  
Changes in matter involve the arrangement and/or reorganization of atoms and/or the transfer of electrons.
- Rates of chemical reactions are determined by details of the molecular collisions.
- The laws of thermodynamics describe the essential role of energy and explain and predict the direction of changes in matter.
- Any bond or intermolecular attraction that can be formed can be broken. These two processes are in a dynamic competition sensitive to initial conditions and external stresses.

### IV. Recommendations

While this team identified that there were not as significant changes to the AP Chemistry topics addressed—compared to the AP Biology re-structuring—the team did find that the College Board’s revisions also very clearly outline the backward design process which increases the emphasis on students seeing the ‘big picture’ in addition to the complex problem skills needed for students to successfully navigate this course. In light of this, 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 light of the transition to the block schedule.

### V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	None at this time; however each teacher on the team collectively attended three weeks of AP Chemistry summer workshop to be better equipped to teach the revised AP Chemistry curriculum	No change	No additional staffing	N/A



### III. Findings

Significant revisions have also been made to this course during the past year. These changes are due to the following factors: (1) changes in the College Board’s AP Environmental Science curriculum, (2) the adoption of the *Next Generation Science Standards* as the Illinois science standards and those that we are embracing in our district, (3) the 40% loss of instructional time for this course in the transition to block, (4) transition to an electronic text, and (5) a new instructor teaching this course. As has been outlined for other courses, below are essential questions and enduring understanding for AP Environmental Science:

#### Overarching Essential Questions:

- How can science be used to understand environmental issues?
- How do energy conversions underlie all ecological processes?
- How do biotic and abiotic cycles of Earth interact?
- How have humans affected these cycles? What is the evidence?
- How can humans help sustain a stable environment?
- What are the economic, environmental and social ramifications of an issue?

#### Enduring Understandings:

- Science is a process that seeks to understand complex processes and systems in nature; environmental science seeks to understand these processes/systems and then develop solutions to problems that arise when mankind alters the balance of these processes/systems.
- Energy conversions underlie all ecological processes.
- The Earth itself is one interconnected system.
- Humans alter natural systems—sometimes for good, sometimes for bad.
- Environmental problems have a cultural and social context that must be understood in order to seek viable solutions.
- Human survival depends on developing practices that will achieve sustainable systems.

A significant discussion has occurred regarding the fact that AP Environmental Science at GBS is the only AP science course that is taught on a single block (all other AP science courses are 1.5 blocks long, including AP Environmental Science at GBN). While the advantage of this reduced contact time is that it affords an opportunity for students wanting to take an AP science class and who could not otherwise fit a 1.5 block course into their schedule to do so, the ‘cost’ comes in the breadth of inquiry experiences, extended labs, and field trips—which are strongly recommended by the College Board. We would like to continue to evaluate the effectiveness of this course on the block given the single block model and revisit the contact hour question within a year or two.

### IV. Recommendations

Significant discussion focused on providing educational opportunities that will not compromise our educational quality while managing the anticipated enrollment projections.

### 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

### III. Findings

AP Physics has also worked through the backward design process and established overarching essential questions and enduring understandings. While each unit is also driven by unit level essential questions and KUDs, recorded below are the course-level overarching essential questions and course level enduring understandings:

#### Overarching Essential Questions:

- How can one explain and predict interactions between objects and within systems of objects?
- How is energy transferred and conserved?
- How are waves used to transfer energy and send and store information?
- How can science practices be applied to design and use scientific investigations to build and test models of the universe?
- How is scientific knowledge developed and accepted?

#### Enduring Understandings:

- There are many conserved quantities in nature such as energy, momentum, charge and mass.
- Unbalanced force causes acceleration and mass resists acceleration.
- Scientific knowledge can be discovered or verified experimentally.
- Scientific claims are investigable and can be supported with evidence.

Similar to the comment mentioned in AP Environmental Science, significant discussion focused on providing educational opportunities that will not compromise our educational quality while managing the anticipated enrollment projections will be taking place with administration.

### IV. Recommendations

While this course team has completed Stage 1 of the backward design process, the focus is now on constructing new assessments that reflect these changes and then activities that support the development of these skills and enduring understandings. We do believe this team will need to consider a transition to an electronic textbook within the next two years. This team has begun considering possible electronic text resources in preparation for this transition.

### V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No proposals at this time	None at this time	While no change will be made at this time, we do anticipate moving to an electronic text within the next year or two.	No additional staffing	N/A

## VI. Findings

In keeping with our department's backward design work, Forensics 161 is also being reviewed through the backward design curricular review process. Essential questions and enduring understanding both at the course level and unit level are also being developed for this course.

### Overarching Essential Questions:

- What skills does an investigator need to solve a crime?
- How does a forensic scientist detect trace evidence at a crime scene?
- How can scientists tell that a specific instrument created a mark, not one like it?
- How can a Forensic Scientist reconstruct a crime scene when they weren't there when it happened?
- How do forensic scientists know that substances are actually drugs?
- How can a forensic scientist use hair and fiber to help them solve a crime?
- How have forensic science advancements affected the rights of individuals?
- How can individuals be wrongly convicted?

### Enduring Understandings:

- Scientific inquiry affords all learners opportunities to make observations, pose questions, develop hypotheses, design and conduct investigations, and analyze data to draw conclusions.
- Exploring systems, order, and organizations in our natural and designed world are integral to understanding the scientific disciplines and their interdependence.
- Both contemporary and historical scientific understandings inform technological, ethical, cultural and life decisions.

While this course was re-designed using the framework of the *Next Generation Science Standards* and *College Readiness Standards*, because the skills and concepts of this course are truly unique, it was beneficial for the instructor of this course to meet with her colleague from GBN who also teaches the Forensics course at this school. In addition, our teacher worked with a team of two instructors from Oakton Community College who offers a similar course to compare our curriculum to that is offered at the community college level.

## VII. Recommendations

Like the Medical Technology and the Astronomy science offerings at GBS, the Forensics team has decided to pursue being able to offer Forensics as a dual credit offering (corresponding to course offering LAE 135) through Oakton Community College. Completion of this process has allowed students to receive both GBS science credit as well as 3 hours of college credit through Oakton Community College. This dual credit opportunity is being made available to students during the 2014-15 school year.

## VIII. 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.	The textbook for this course has been changed and two electronic texts (the introductory and advanced ebooks) are being used by students during the 2014-15 school year.	No additional staffing	N/A

## GBS Social Studies Department Curriculum Report – November 2014

### I. Introduction

#### A. Courses reviewed during past year

**Issues and Answers in Philosophy 161/162**

**Marriage and Family 161; Crime and Deviance 162**

**Introduction To Human Relationships 161; Behavior and Crime 162**

**Psychology 161/162**

**Latin American History 161/162**

**International Relations 161/162**

#### 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 unit and final exam assessment 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 2015	November 2016	November 2017	November 2018	November 2019
Urban Studies I: Chicago 161/162	World History Studies 163	US History Studies 163	AP US History 183	Issues and Answers in Philosophy 161/162
Urban Studies II: Problems and Solutions 162	World History 163	US History 163	AP Psychology 183	Sociology: Marriage and Family 161; Crime and Deviance 162
World Religions East 161/162	World History Honors 163	US History Studies 163	AP European History 183	Sociology: Intro to Human Rela. 161; Behavior and Crime 162
World Religions West 161/162	World History LA 163	US History LA 163	AP World History 183	Psychology 161/162
The Pacific Rim 161/162	Global Geography LA 163	US History Team 163	AP Economics 183	Latin American History
		World History Team 163	AP Government 183	International Relations 161/162

Approximate percentage of curriculum to be reviewed:

November 2015	November 2016	November 2017	November 2018	November 2019
15%	20%	25%	25%	15%

## Course or Initiative: Issues and Answers in Philosophy 161/162

### III. Findings

The overall enrollment trends for Issues and Answers in Philosophy are very good. In the past five years the course has grown from one section per semester to consistently scheduling at four sections. This course continues to be one of the least “tracked” courses at Glenbrook South, ranging from Academy and Honors students to Team students. The course has been redesigned according to UbD principles. A new curriculum map has been created, with course Essential Questions, Enduring Understandings, and essential skills identified. The reading materials used in the course are meeting the course curricular goals and students’ educational needs. New readings are added every year to keep the course current and engaging. Some of the new readings added since the last review are: *Mean Genes*, “Social Animal”, “The Anguish of Freedom”, an excerpt from *River out of Eden*, “Why You Truly Never Leave High School”, and numerous shorter readings from a number of periodicals. The activities in the course continue to be engaging and challenging. Course assessments offer many ways to express ideas and prove deep understanding. Students are given ample opportunities to improve their College Reading Readiness. Increasing focus is being made to have all assessments emphasize Bloom’s rigor divide and strive for originality, insight, and thoroughness.

### IV. Recommendations

- Continue to evaluate the content of the course curriculum as it relates to instruction on the AB Block.
- Investigate ways to improve student writing of argumentative essays that reflect critical thought. Develop a dynamic rubric that assesses student critical thought through written expression.
- Continue to seek high quality readings in philosophy.
- Continue to seek high quality guest speakers.
- Continue to seek conferences and seminars that address philosophical issues that form the basis of the course (e.g., Newberry Library seminars, etc.)

### V. Department Action

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

**Course or Initiative: Introduction to Sociology 161; Crime and Deviance 162  
Dating and Family 161; Behavior and Crime 162**

**III. Findings**

Enrollment for each of the two levels of Sociology has been consistent for the past five years. Marriage and Family – 2 sections per semester, Crime and Deviance – 3 sections per semester; Introduction to Human and Behavior and Crime – 2 sections each semester. Students have met with success in both levels of Sociology; however, the leveling of these two courses continues to be under review. Sociology has always been offered at both a regular and “studies” level. After years of teaching the course, Sociology teachers have concluded that merging the two levels is in the best interest of the students. This merger would also stabilize enrollment and scheduling. New resources will need to be put in place to ensure that all students can be successful in the course.

The Sociology courses have been redesigned according to UbD principles. New curriculum maps have been created, with course Essential Questions, Enduring Understandings, and essential skills identified. The reading materials used in the courses are meeting the course curricular goals and students’ educational needs. In the past two years, revisions were made to spend more time on sociological methods, which is reflected in the course Essential Questions. The course text, James Henslin’s *Sociology: A Down to Earth Approach*, meets the needs of both Sociology courses and is challenging yet manageable for the students. Although some students with lower reading ability might struggle with the text, the course has built in support systems to ensure they are still successful. The text also offers online support for students. Due to the nature of the course, ancillary materials need to be updated on a regular basis. All of the teachers of Sociology have been working hard to keep additional reading materials current. The student learning activities in both semesters of Sociology are engaging and connected to course objectives. The field trip to criminal court offered second semester is closely tied to the course objectives. It is a meaningful experience that students look forward to and helps them to understand what they have been learning in class in a more tangible manner. The assessments for the course are in alignment with the Essential Questions and Enduring Understandings. The final exam for first semester allows the students to apply what they have learned through a sociological research project. It is both meaningful and tied to the objectives of the course. Comments from students on course exit surveys are overwhelmingly positive. Students continue to see the mock trial component of second semester to be a valuable learning experience.

**IV: Recommendations**

- Merge the existing two levels of Sociology per semester into one regular level course per semester.
- Find a suitable Sociology text for the “merged” course, and appropriate resources that meet the reading needs of a range of students.
- Implement an official name change of the Marriage and Family course. Since the course has moved to now focus more on major trends in society and American culture the name should reflect that. The name needs to be changed to *An Introduction to Sociology*.
- Continue to evaluate the content of the Sociology courses’ curriculum as it relates to instruction on the AB Block.

- Continue to seek conferences and seminars that address sociological issues that form the basis of the course.

**V. Department Action**

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

## Course or Initiative: Psychology 161/162

### III. Findings

Enrollment trends have been consistent for the past 5 years with 3 sections per semester. The students enrolled in Psychology have a variety of learning needs and display strengths in non-traditional assessments. The course has been redesigned according to UbD principles. A new curriculum map has been created, with course Essential Questions, Enduring Understandings, and essential skills identified. The course content and assessments have been tailored to accommodate students' strengths and weaknesses. The text currently used in this course is appropriate for the population and is supplemented with outside resources where needed. A new edition may be adopted at the end of the next 5-year cycle. The activities that are used in this course are engaging and help students to apply a variety of skills and content in many formats. Improvements are being made to incorporate more current video material and to create assessments and activities utilizing 1:1 opportunities. Assessment formats we use currently include multiple choice tests/quizzes, projects, writing assignments, journal writing and application activities. We need to incorporate more short answer and essay questions to enhance objective unit assessments. This will also give students an opportunity to synthesize material from the modules and apply relevant information to new and novel situations. We would like to create more opportunities for students to compare/contrast and summarize information from relevant areas of the text and unit. The final assessment is a cumulative and reflective writing assignment. Projects are assigned both in groups and individually and allow students to exhibit their comprehension of the material in alternative ways. Exit surveys indicate that students enjoy how the class relates to their lives and how they see psychological terms come alive in the world around them. Students would like more alternative assessments and projects to be offered in the course.

### IV. Recommendations

- Continue to investigate and discuss whether or not we should emphasize the biological component more than the environmental issues of psychology; and whether we cover enough information about the brain and nervous system.
- Continue to investigate 1:1 learning opportunities in the classroom.
- Continue to evaluate the content of the Psychology curriculum as it relates to instruction on the AB Block.
- Continue to seek new activities and supplemental materials for the course.
- Continue to seek conferences and seminars that address emerging psychological issues that are impacting society.

### V. Department Action

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



## Course or Initiative: Latin American History 161/162

### III. Findings

The Latin American History is a course that attracts a wide variety of students. A typical semester has four sections of students comprised of varying ages, ethnic groups, English ability levels, socio-economic backgrounds, and academic ability levels participating in the same course. Because the classes are so heterogeneous a focus of the course is to meet each individual student where he or she is and strive for individual improvement in reading, writing, interpretation of visual media, and understanding of the world throughout the semester. The heterogeneous composition of the class enriches the learning experience of all students as many different viewpoints are expressed on every issue and students are challenged to consider the perspectives of other people/groups throughout the semester. Especially valuable to the course are the many Latino and Caribbean students who take the class. These students bring the stories and perspectives of their home countries to the class to give their classmates a more personal view of the countries studied in the course.

The course is in the process of being redesigned according to UbD principles. A new curriculum map has been created, with course Essential Questions, Enduring Understandings, and essential skills identified. Assessments have been amended to reflect Essential Questions and Enduring Understandings. The *Century of the Wind* resource has been discontinued as a textbook. *Enrique's Journey* is still successfully utilized; however course instructors would like to use the latest version of this text for the 2015-16 school year. Reading development continues to be a focus in the course. Students read primary and secondary sources for the main idea and supporting detail. Students continue to do a significant amount of writing – both reflective and analytic. Music, movies, and other media are integral parts of the course. There is a mock election and a mock debate each quarter that allows students to step into the shoes of the people of Latin America. The Latin American History course has a well-developed Google Site that allows students to access resources online. The course uses a variety of assessments to evaluate student learning. Some multiple choice tests are given, but because the course attracts a large number of ELL students and these students typically struggle with multiple choice tests, many other types of assignments are given to help the students demonstrate their learning (e.g., projects, graded discussions, the creation of group murals). The strong emphasis on visual media in the course allows students with language difficulties to showcase their strengths. Exit surveys indicate that students are enthusiastic about the course and refer to it as one of the classes that opened their eyes to another part of the world.

### IV. Recommendations

- Update the current edition of *Enrique's Journey*.
- Continue to investigate 1:1 learning opportunities in the classroom.
- Continue to evaluate the content of the Latin American History curriculum as it relates to instruction on the AB Block.

### V. Department Action

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

## Course or Initiative: International Relations 161/162

### II. Findings

The International Relations course has had a stable enrollment of one class per semester for the past five years. Sections tend to vary in size, with no more than 18 students in a section. Enrollment figures for the 2014-2015 school year reflect increased enrollment, with first semester numbers holding at 29 students and second semester at 22. Student interest in this course is driven more by outside extra-curricular activities, like STAND, Model UN, Amnesty International, etc. As a result, the “right” students are taking the class. Given the contemporary focus of the course, the curriculum evolves based on what is actually happening in the world at the time. As a result, there is no standard text and the majority of reading material is derived from current scholarship and reportage. Readings are constantly updated. A continued focus on student reading skills remains critical. The course has been updated to include debate and Model UN style diplomatic discussions as both instructional and assessment tools. While more authentic and powerful, it takes considerable time to teach the models and to implement them in the classroom setting. Instruction in use of the models needs to be made more efficient, so that the majority of class time is used for actual engagement. The Social Studies department has increased its focus on current events in elective courses and connecting course themes to contemporary issues. Most of the instructional materials come from current media sources that are accessible to the students using their chromebooks. Resources meet the needs of students by way of materials selected from scholarly journals and quality on-line news sources. The addition of traditional and diplomatic debate has and will continue to enhance engagement. Chromebooks have enhanced student ability to research questions that arise in class – improving the quality and substance of dialogue. Evaluation of local assessments will continue to guarantee that assessments are aligned with course Essential Questions and Enduring Understandings. Course exit surveys indicate that they enjoy the timeliness of the course topics. Students have mixed reactions to the debate formats. Some students are not comfortable making oral arguments in front of their peers. Given that debate is not widely used as an instructional tool throughout the school, consideration should be given to on-line debate / discussion boards – perhaps as introductory forums to build up to live in-class debate.

### IV. Recommendations

- Continue to implement diplomatic debate to enhance student engagement as well as better meet course objectives. Develop rubric for debates.
- Improve student argumentative research, writing and speaking skills.
- Improve reading materials for IR theory - background readings that set up core topic discussions.
- Continue to evaluate the content of the International Relations curriculum as it relates to instruction on the AB Block.

### 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 2014

### I. Introduction

- A. Courses reviewed during past year  
**Essential Math, Math Concepts and Applications, Geometry Concepts and Applications, Applied Math (Formerly Math 1, Math 2, Math 3 and Math 4)**
- B. Process

The GBS Special Education Department met during department and team meetings, professional learning mornings and with coaches as available to review current student math needs along with current math curriculum and course offerings. The committee, in conjunction with instructional coaches and general education math staff, established a math “vision” –a course offerings sequence – to best meet student needs. The EPP team utilized the department work to help guide discussions on math courses.

- C. Additional initiatives

The ARCH Team (formerly Contained) continued to work toward program development, resulting in an early draft on an ARCH Program Handbook for students and parents.

### II. Report Schedule

November 2015	November 2016	November 2017	November 2018	November 2019
Implementation of IEP goals through Math	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	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 2015	November 2016	November 2017	November 2018	November 2019
20%	20%	20%	20%	20%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 <sup>rd</sup> semester: N/A
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**Course or Initiative: Essential Math, Math Concepts and Applications, Geometry Concepts and Applications, Applied Math (Formerly Math 1, Math 2, Math 3 and Math 4)**

### **III. Findings**

The faculty members involved in the EPP process reviewed current and past practices in DLS Mathematics courses. Focus was directed to current student need(s) as specified in individual student IEP as well as incorporation of CCSS-M and alignment with the general education math courses.

- Reviewed current course sequence, gaps and strengths; reviewed sample of student math IEP goals; designed possible course sequence; "checked" its feasibility against sample student population (current math students, and some caseload students)
- Established new DLS math course sequence
- Reviewed and decided which common core standards are to be addressed at each level
- Developed course titles and descriptions for math classes next year in cooperation with administration and student services personnel.
- Requested and reviewed materials to consider for courses; confirm materials used in each course, participated in math curriculum fair hosted by D225 at GBN
- Each course team worked to develop Big Ideas/Essential Understandings along with unit essential questions and skills; incorporate and align common core standards and college readiness standards in each course
- Completed curriculum map for each course following UBD principals
- Various team members participated in both in house (GBS UBD course), local (NSSD "Unwrapping the Standards) and national (Carnegie's Blended Learning Summit) professional development opportunities
- Made final decision for course materials and completed textbook adoption process
- Given new curriculum maps and course materials, began initial unit and lesson planning

### **IV. Recommendations**

1. Ongoing review of each course and the related adopted course materials at each level to determine appropriateness of each
2. Research and Review materials and curricular options for Applied math course.
3. Review both formative and summative assessments to monitor student growth
4. Continue to investigate blended learning aspect (i.e, continue review of related and supplemental materials and technology)

5. Consider current student population and needs as related to Math 180

**V. Department Action**

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

# GBS World Languages Department Curriculum Report – November 2014

## I. Introduction

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

- French 563/573
- AP French Language and Culture
- AP German Language and Culture
- AP Japanese Language and Culture
- AP Mandarin Chinese Language and Culture
- Spanish 563/573
- AP Spanish Language and Culture
- AP Spanish Literature
- American Sign Language 363 (New course in its 3<sup>rd</sup> semester)

### B. Process

Curricular teams for all fifth 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 five 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.

Finally, all courses reviewed their units of study and tied these units to one of the six thematic units, as outlined by the Advanced Placement College Board. All units have been backwards designed using the GBS curriculum map template and directly linked to the AP College Board standards. These themes provide a wide variety of topics that deal

with daily life and communication to prepare all students for real-life social situations in the target culture. After aligning and designing all of these units, all AP courses submitted their curriculum to the College Board for auditing purposes and all have been approved. It will be noted, therefore, that our AP courses are aligned and all have similar essential questions due to the curricular framework set forth by the College Board.

## II. Report Schedule

<b>November 2015</b>	<b>November 2016</b>	<b>November 2017</b>	<b>November 2018</b>	<b>November 2019</b>
American Sign Language 163	American Sign Language 263	American Sign Language 363		
French 163	French 263	French 363	French 463	French 563/573
	French 273	French 373	French 474	AP French Language & Culture 583
German 163	German 263/273	German 363/373	German 463/473	AP German Language & Culture 583
Japanese 163	Japanese 263/273	Japanese 363/373	Japanese 463/473	AP Japanese Language & Culture 583
Mandarin Chinese 163	Mandarin Chinese 263/273	Mandarin Chinese 363/373	Mandarin Chinese 463/473	AP Mandarin Chinese Language & Culture 583
	Spanish 263 Studies	Spanish 363 Studies	Spanish 463 Studies	
Spanish 163	Spanish 263	Spanish 363	Spanish 463	Spanish 563/573
	Spanish 273	Spanish 373	Spanish 473	AP Spanish Language & Culture 583
				AP Spanish Literature 583
Spanish for Heritage	Spanish for Heritage Learners	Spanish for Heritage Learners		



Learners 163	263/273	363/373		
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Approximate percentage of curriculum to be reviewed:

November 2015	November 2016	November 2017	November 2018	November 2019
16%	24%	22%	18%	20%

**Course or initiative: French 563/573**

### III. Findings

The French 563/573 course uses francophone films and literature as the context for skill development in francophone language and culture. The course is based on the overarching essential question: “Who is a French speaker?” The ultimate goal is that students achieve the intermediate high proficiency range on the American Council of the Teaching of Foreign Languages rating scale. Rubrics and the essential question are used as a guide to achieve this goal. Rubrics were then modified to monitor student progress and show growth towards this goal after the teacher attended a workshop on ACTFL proficiency ratings. All course materials are authentic, including all eight films and both novels, *Maigret et le clochard* and *Où on va papa?* Each of the eight thematic units and their appropriate essential questions are based upon a film. Students study the film and the culturally and thematically-appropriate readings to analyze the diversity of the francophone world.

A significant change in this course is the switch from a traditional communicative grammar approach to a more grammar consciousness-raising approach. Students monitor grammatical errors throughout the course of each unit. At the end of the unit, students set a personal, measurable grammatical goal. Then, during the next unit of study, students work towards improvement with their individualized goal through personalized activities and teacher and peer support during writing conferences. Each student, therefore, is able to increase personal strengths and improve their individual weaknesses by learning how to identify and work towards unique targets.

### IV. Recommendations

Data will be collected on students’ progress towards their individual grammatical learning goals and the results will be shared with the rest of the department. An analysis of the data will be done to determine if this method of individualized goal setting is building proficiency for students and if students also perceive that they are building proficiency. After an analysis of the data is completed, changes will be made to make this process more effective for students and the teacher, including other teachers in the department.

### V. Department Action

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

## **Course or initiative: AP French Language and Culture**

### **III. Findings**

The French Advanced Placement Language and Culture course uses the College Board's curricular framework to prepare students for the Advanced Placement exam, with the ultimate goals of increasing student proficiency and developing cultural competency. The course has an ACTFL proficiency target of pre-advanced/advanced low, which corresponds to earning a 5 on the AP exam. In order to achieve this proficiency goal, the AP language and culture courses have all been redesigned to include units based on the six AP themes and ongoing skill development in the three modes of communication. These themes (Contemporary Life, Beauty and Aesthetics, Global Challenges, Science and Technology, Families and Communities, Personal and Public Identities) provide the context for language use and deep cultural comparisons. Authentic resources are used exclusively; authentic sources refer to materials created for native speakers in the target culture, NOT materials created for learners of the language. Both literary and non-fictional texts (print, online, video and audio) are embedded from the beginning of the language sequence in order to develop learners that are culturally and linguistically adept. This success can be measured by the 100% passing rate of GBS students on the AP French Language and Culture exam.

The AP French teacher has been a selected reader for national AP French exams for many years, which is a testament to his expertise in the linguistic and cultural expectations for students. Through this role, he has been able to provide additional support on appropriate tasks, themes, and vocabulary to help not only AP students, but the entire vertical sequence to build a stronger program for all students. The AP language and culture teacher also works extensively with the French vertical team to ensure that the six themes are being introduced and spiraled throughout all levels in the vertical sequence. It is essential that a focus on assessing the three modes of communication begins as soon as students enter the program, and an alignment process between levels is critical. The AP Language and Culture courses provide a true framework for backward design of the language sequence.

### **IV. Recommendations**

The College Board’s incorporation of interpersonal writing in the AP framework has heightened teachers’ awareness and has prompted the department to strengthen the development of students’ skills in this area for all levels. AP French is using this shift to focus student work on the reading of information that must then be used in their writing to respond as well as extend a written correspondence. Vertical teams need to address this, and the support of the AP teachers is needed to make the creation and implementation of tasks successful.

### V. Department Action

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

### Course or initiative: AP German Language and Culture

#### III. Findings

The German Advanced Placement Language and Culture course uses the College Board’s curricular framework to prepare students for the Advanced Placement exam, with the ultimate goals of increasing student proficiency and developing cultural competency. The course has an ACTFL proficiency target of pre-advanced/advanced low, which corresponds to earning a 5 on the AP exam. In order to achieve this proficiency goal, the AP language and culture courses have all been redesigned to include units based on the six AP themes and ongoing skill development in the three modes of communication. These themes (Contemporary Life, Beauty and Aesthetics, Global Challenges, Science and Technology, Families and Communities, Personal and Public Identities) provide the context for language use and deep cultural comparisons. Authentic resources are used exclusively; authentic sources refer to materials created for native speakers in the target culture, NOT materials created for learners of the language. Both literary and non-fictional texts (print, online, video and audio) are embedded from the beginning of the language sequence in order to develop learners that are culturally and linguistically adept.

Because there is no German language program offered to students in our sender school districts, students must skip a level in order to reach the Advanced Placement level. For this reason, the AP German teacher has created a 2-year rotating curriculum for students in 373 and AP; all six AP themes are embedded over the 2 year sequence and students enrolled have the opportunity to benefit from those with stronger or weaker skills depending on their year in the rotation. During this rotation students study the novel *Pünklchen und Anton*, which is an authentic text that deals with the theme of communities while also building reading and critical thinking skills. Students in the cycle also create a soap opera with different episodes that center on each of the different

AP themes to create a student-produced assessment that focuses on presentational writing and interpersonal speaker, two major assessment types on the exam.

Despite the challenges faced by students with much less time to develop their linguistic and cultural skills, as compared to French and Spanish, they have been very successful in the AP course at Glenbrook South and enrollment for the German program has been growing due to this success.

#### **IV. Recommendations**

While authentic reading, listening and viewing are present in the AP German curriculum, it is recommended that additional resources be added to each theme. Through the addition of more authentic interpretive tasks, students will build stronger skills that will help them to be stronger and more successful as they take the AP exam.

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

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

#### **Course or initiative: AP Japanese Language and Culture**

#### **III. Findings**

The Advanced Placement Japanese Language and Culture course uses the College Board’s curricular framework to prepare students for the Advanced Placement exam, with the ultimate goals of increasing student proficiency and developing cultural competency. The course has an ACTFL proficiency target of intermediate high, which corresponds to earning a 5 on the AP exam. Due to the level of difficulty of the Asian languages, this proficiency target is lower than that of the Romance languages. In order to achieve this proficiency goal, the AP language and culture courses have all been redesigned to include units based on the six AP themes and ongoing skill development in the three modes of communication. These themes (Contemporary Life, Beauty and Aesthetics, Global Challenges, Science and Technology, Families and Communities, Personal and Public Identities) provide the context for language use and deep cultural comparisons. Authentic resources are used extensively; authentic sources refer to materials created for native speakers in the target culture, NOT materials created for learners of the language.

The AP teacher uses the themes and one-to-one technology to provide meaningful culturally relevant information to students. The students often work with an online computer program from Japan that teaches them thematic content in an interactive and engaging manner. They create presentations, dialogues, text messages and interpersonal writing to encourage

communication, which are all characteristic of an intermediate-high language learner. Students learn about a variety of cultural topics, in an exclusively Japanese environment, such as what communities and homes look like in various parts of Japan. These activities support their ability to make the required cultural comparisons in the Advanced Placement examination.

The Japanese course at Glenbrook South, as other AP Language and Culture courses, has been approved through the College Board’s auditing process. Despite challenges to students, such as the overall increase in difficulty in an Asian Language, the need to learn three different character systems to read in Japanese and the need to skip a level in the sequence if they wish to enroll in the AP course, students have enjoyed the rigor of the program.

**IV. Recommendations**

While this course uses authentic resources to drive the curriculum, there is still a need to expand the use of authentic materials and to develop greater student proficiency in the interpretive mode of communication. The challenges of having three character systems for writing and reading mean that students need a variety of practice and support in order to be successful in this uniquely challenging skill.

**V. Department Action**

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

**Course or initiative: AP Mandarin Chinese Language and Culture**

**III. Findings**

The Chinese Advanced Placement Language and Culture course uses the College Board’s curricular framework to prepare students for the Advanced Placement exam, with the ultimate goals of increasing student proficiency and developing cultural competency. The course has an ACTFL proficiency target of intermediate high, which corresponds to earning a 5 on the AP exam. Due to the level of difficulty of the Asian languages, this proficiency target is lower than that of the Romance languages. In order to achieve this proficiency goal, the AP language and culture courses have all been redesigned to include units based on the six AP themes and ongoing skill development in the three modes of communication. These themes (Contemporary Life, Beauty and Aesthetics, Global Challenges, Science and Technology, Families and Communities, Personal and Public Identities) provide the context for language use and deep cultural comparisons. Authentic resources are used extensively; authentic sources refer to materials created for native speakers in the target culture, NOT materials created for learners of

the language. Literary passages, newspapers, magazine articles and authentic writings are used to build reading and listening skills while learning valuable information about Chinese culture such as celebrations and historic cities and monuments.

Students participate in activities and work on projects that work on pragmatics and lexicon while speaking exclusively in Chinese. Students practice phone conversations, narrations, express and defend opinions and present information to the class, which are all characteristic of an intermediate-high language learner. In addition to the overall increase in difficulty of developing proficiency in an Asian Language, the great majority of our students must skip a level in the sequence if they wish to enroll in the AP course. The only sender district offering Mandarin Chinese is District 30, from which GBS receives a relatively low number of students.

#### **IV. Recommendations**

While this course uses themes to organize the materials, it is recommended that the teacher look at the overarching AP themes of the College Board to create better fluidity and organization of the thematic units. By using the overarching themes provided in the AP framework, reorganization will increase students' ability to make broad connections within the topics addressed in each theme. This work has begun through horizontal planning with other AP Language and Culture instructors.

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

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

#### **Course or initiative: Spanish 563/73**

#### **III. Findings**

The Spanish 563/73 course uses Hispanic films, television, current events and literature as the context for skill development in Hispanic language and culture. The course is based on the overarching essential question: *What can one learn about a culture through the films of its country?* The ultimate goal is that students achieve an intermediate high proficiency rating on the ACTFL (American Council of the Teaching of Foreign Languages) proficiency scale. Rubrics and specific unit-level essential questions are used as a guide to achieve this goal. Rubrics have been modified to monitor student progress and show growth towards this goal after the teacher attended an intensive 4-day workshop last summer to better understand the ACTFL proficiency ratings.

All course materials are authentic, including all films, the Spanish television series, all non-fiction articles and the literature that is read in the course. The essential questions for each unit are based on rich cultural themes of a film, serving as the thematic anchor for the unit. Students study the film and the corresponding culturally and thematically appropriate texts (readings, listening sources such as podcasts, and video segments) to deepen their analysis of the diversity of the Spanish-speaking world.

A significant change in this course since its last 5-year EPP review is the switch from a traditional communicative grammar approach to a more grammar consciousness-raising approach. Students monitor grammatical errors throughout the course of each unit and explicit grammar is taught in the “pop-up” fashion. Grammar is no longer taught explicitly but rather implicitly.

#### **IV. Recommendations**

There are no concrete recommendations at this time, as the course is continually evolving to incorporate the most up-to-date instructional resources. The 563/73 team may consider adopting a textbook in the future, but at this point is very satisfied with its collection of authentic resources and teacher-created materials.

#### **V. Department Actions**

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

### **Course or initiative: AP Spanish Language and Culture**

#### **III. Findings**

The Spanish Advanced Placement Language and Culture course uses the College Board’s curricular framework to prepare students for the Advanced Placement exam, with the ultimate goals of increasing student proficiency and developing cultural competency. The course has an ACTFL proficiency target of pre-advanced/advanced low, which corresponds to earning a 5 on

the AP exam. In order to achieve this proficiency goal, the AP language and culture courses have all been redesigned to include units based on the six AP themes and ongoing skill development in the three modes of communication. These themes (Contemporary Life, Beauty and Aesthetics, Global Challenges, Science and Technology, Families and Communities, Personal and Public Identities) provide the context for language use and deep cultural comparisons. Authentic resources are used exclusively; authentic sources refer to materials created for native speakers in the target culture, NOT materials created for learners of the language. Both literary and non-fictional texts (print, online, video and audio) are embedded from the beginning of the language sequence in order to develop learners that are culturally and linguistically adept. This success can be measured by the 100% passing rate of GBS students on the AP Spanish Language and Culture exam, including all four sections of the 2013-2104 school year.

The AP teacher uses daily news from around the world to help students build their language and culture skills; students watch a daily newscast from CNN in Spanish and listen to native Spanish speakers discuss current events from the world, and then students discuss these events as a class. This activity is similar to the integrated performance style that the AP exam uses, in which several modes of communication are required for students to accurately understand, synthesize and/or present a topic. The AP Spanish course also uses songs and technology to reach students in a novel and engaging way while also challenging them to think about the overarching themes from different perspectives. All of these resources and strategies support students' ability to make deep cultural comparisons, which is also required on the AP examination.

#### **IV. Recommendations**

The College Board's incorporation of interpersonal writing in the AP framework has heightened teachers' awareness and has prompted the department to strengthen the development of students' skills in this area for all levels. AP Spanish is using this shift to focus student work on the reading of information that must then be used in their writing to respond as well as extend a written correspondence. Vertical teams need to address this, and the support of the AP teachers is needed to make the creation and implementation of tasks successful.

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

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

**Course or initiative: AP Spanish Literature and Culture**



### III. Findings

The Advanced Placement Spanish Literature and Culture course uses the College Board framework to prepare students for the Advanced Placement exam, with the ultimate goal of increasing student linguistic and cultural proficiency through literature. This course has a proficiency target of pre-advanced/advanced low, which corresponds to the American Council on the Teaching of Foreign Language's (ACTFL) proficiency rating and a 5 on the AP examination. Recent changes in the College Board, both in format and actual content, have been extensive and have resulted in significant changes to the GBS course. The College Board implemented changes added an interactive component to this literature course, as students are no longer only tested on their literary knowledge but also on their communicative skills. They are now required to speak and write about literary works spanning from medieval to contemporary works. This interactive component required adjustments in the curriculum to fit all of the needs of the course of study. Another addition to the AP examination is the art comparison; students need to compare of a work of art (a painting, for example) and a literary text. The course also aligns with the 6 themes (Contemporary Life, Beauty and Aesthetics, Global Challenges, Science and Technology, Families and Communities, Personal and Public Identities) that have been identified by the College Board and works of literature are organized around these themes to create an organized focus for students as they are studying the various works.

Students have been very successful in the AP courses at Glenbrook South, and the literature course is no exception; 100% of all students who took the AP Spanish Literature and Culture exam received a 3 or higher. It is also important to note that enrollment in the course has increased from one section to two sections, demonstrating interest and success of the course as well as the successful alignment and incorporation of literature in the AP vertical sequence.

### IV. Recommendations

With the recent change in this course, it is recommended that the course continue to add a variety of activities and assessments that work towards the integrated use of the modes of communication, very much like the practices of a high school English teacher. This work has already begun and students are benefitting from this approach.

### V. Department Action

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

**Course or initiative: American Sign Language 363**

**III. Findings**

The American Sign Language 363 course is a new course in its third semester at Glenbrook South High School. In this course, students are progressing in their study and understanding of American Sign Language and deaf culture. Students use a variety of means of communication in this silent classroom to extend their learning which centers on the culture and identity of deaf people and the deaf community. The three modes of communication are used extensively in this course, with the exception of listening and reading in the interpretive mode, focusing solely on viewing. Students work on improving their gestures, facial expressions and body language in order to effectively present information and communicate with others about experiences in the deaf culture.

The American Sign Language 363 course is active in the deaf community to further strengthen the class goal and create a stronger sense of community, which is one of the five goals as outlined by the American Council on the Teaching of Foreign Language. Students are required to attend two deaf events. One of the events is a deaf coffee chat where students are in an intimate environment signing with interpreters, college students and native users of American Sign Language. The other event is one of the student’s choosing that actively engages them in the deaf community, such as serving a Thanksgiving meal at the deaf center or attending a play that is done in ASL. This cultural tie is an important piece in this course, and students report that these are some of the most meaningful learning experiences.

**IV. Recommendations**

The recommendation of this course is to use technology in a way to better assist the learning outcomes of the course. One of the recommendations that is already taking place is for the course is to use one-to-one technology to create assignments where the students are using video and recordings to communicate with each other or creating presentations about real-world situations outside of the classroom. This supports classroom instruction and helps to build communication skills amongst learners, as students are required to self-assess and also participate in peer-assessments. The other goal is to use the technology to incorporate more authentic resources that meet the course objectives in a meaningful way.

**V. Department Action**

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

Department Action	None	None	None	None	None
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**MEMORANDUM**

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**TO:** DR. MICHAEL RIGGLE AND DR. ROSANNE WILLIAMSON  
**FROM:** KRIS FRANDSON AND JOHN FINAN, ASSOCIATE PRINCIPALS  
**SUBJECT:** CURRICULUM REPORTS  
**DATE:** 1/21/2015  
**CC:** DR. PAUL PRYMA, PRINCIPAL

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

- Several departments examined the current courses in light of new standards including: Common Core State Standards (English, Math and Social Studies), Next Generation Science Standards (Science), and National Standards for Business Education (Business). A great deal of work has been completed to ensure that our curricular programs align with these new standards.
- Several departments have also reviewed changes to College Board Advanced Placement curriculum and the current practices within our AP courses and how effectively they meet students' educational goals.
- Across the school, departments also focused their review and recommendations on integrating new technology tools to improve learning within the 1:1 Chromebook environment. These efforts have supported student ownership of their learning.
- Work also continues in the design of classroom activities that leverage literacy skills to build critical thinking skills. Many courses are creating new projects and activities that incorporate writing and oral communication strategies to demonstrate higher order skills of synthesis, analysis, evaluation and creation.
- Within the World Languages department, staff examined how to incorporate performance-based assessments into each level of curriculum to promote speaking proficiency and cultural competence.
- Career and Life Skills department evaluated current curriculum to ensure that it aligns with college experiences and industry standards. They also are working to integrate new technologies into a variety of courses.
- The Fine Arts department has collaborated on curriculum alignment between Glenbrook North and Glenbrook South for Electronic Music to best meet students' needs across the district.

## GBN Applied Technology Curriculum Report – November 2014

### I. Introduction

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

Automotives: 161, 261, 262, 361  
 Game Design & Theory 161 and 261

#### 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): None

### II. Report Schedule

November 2015	November 2016	November 2017	November 2018	November 2019
Drafting 161	Metals: 161 & 263	Woods: 161, 261 & 361	Welding: 161 & 261	Autos: 161, 261, 361 & 461
Architecture: 163, 263, 363, 463	MetalsTech: 163 & 263	Construction Skills for Service 161	Small Engines: 161 & 261	Game Design & Theory: 161 & 261
PLTW Intro to Engineering Design 173			Sci Tech 163	

Approximate percentage of curriculum to be reviewed:

November 2015	November 2016	November 2017	November 2018	November 2019
24%	16%	16%	20%	24%

Additional courses to be reviewed this year: N/A

**Course or Initiative: Automotives 161, 261, 262, 361**

**III. Findings**

These one-semester automotive courses are offered to sophomores, juniors and seniors. The current topics of these courses focus on preparing students for the tasks they will encounter in the field as well as in post secondary study. Students completing the automotives sequence will learn basic entry-level skills to work in an automotive shop.

In Automotives 161 students develop a general understanding of “what’s under the hood” of a car. Students learn how fuel, electrical, lubrication and cooling systems as well as how internal combustion engines function and operate.

The objectives in Automotives 261 are engine performance and fuel systems. Students learn how ignition systems, fuel systems and computerized engine controls function. Time is spent using advanced diagnostic equipment to trouble shoot engine problems.

In Automotives 262 students learn how power trains, brakes and suspension systems operate. Students will continue to learn diagnostic and repair procedures as well as basic maintenance for these systems. Other topics covered in this course are active suspensions, anti-lock brakes and variable speed transmissions.

Automotives 361 is the capstone course in the automotive program. This course is designed for students who are interested in the automotive field as a vocation. Students apply skills learned in their previous automotive classes to repair cars brought into the shop by students and staff members.

The instructor of this course also teaches automotive courses at Oakton Community College and continually updates the curriculum to include college level activities to challenge the students. The curriculum review team evaluated the process of being a National Automotive Technicians Education Foundation (NATEF) certified school program, but requirements would not assist our students directly with any specific career certification. We found that this certification would only be a distinction for the school’s facilities. We will, however, continue to incorporate NATEF curriculum and instructional strategies that align with industry standards.

The team also found that in their conversations with students, families and counselors that an adjustment to the course names and numbers would bring greater clarity to the sequence of courses along this field of study. These name changes will be proposed for next school year and will have the following sequence:

- Autos 161: Introduction to Autos
- Autos 261: Engines and Engine Performance
- Autos 361: Steering and Suspensions
- Autos 461: Vocational

#### **IV. Recommendations**

- Continue to integrate college curriculum as well as NATEF tasks into the curriculum.
- Propose name changes to the Autos sequence of courses that brings greater detail to the concepts explored in each class.

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

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	Propose course name changes in Autos program	N/A	N/A	None	None

**Course or Initiative: Game Design and Theory 161 & 261**

**III. Findings**

Game Design and Theory 161 is an introductory course focusing on the four basic skills of level design; volume modeling, materials, static meshes and lighting. This course explores the historical development of video games and the impact imposed by and to it from societal, economic, cultural, and technological elements. Game Design and Theory 261 is an advanced course that builds on the skills learned in Game Design and Theory 161 and incorporates a variety of other game and/or modeling engines in asset development. In both courses current events and trends in the gaming industry are discussed as well as examining the qualities of good design in asset development. Due to new technologies and software, the units of study in this course continually adapt to the changing technologies.

**IV. Recommendations**

- Continue to examine potential game engines to maintain industry standards that students will see at the collegiate level.
- Stay abreast of collegiate practices and standards in game design to maintain a suitable curriculum.

**V. Department Action**

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



## GBN Business Curriculum Report – November 2014

### I. Introduction

#### A. Courses reviewed during past year

Computer Applications 161 and Multimedia Applications 261  
Marketing 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): N/A

### II. Report Schedule

November 2015	November 2016	November 2017	November 2018	November 2019
Management & Leadership 161	Accounting 161	Consumer Ed 161	Career Placement 161	Computer Apps 161
Introduction to Business 161	Adv Business Topics 261	Consumer Ed G 161	Keyboarding 161	Multimedia Apps 261
Business Law 161		Honors Consumer Ed 171		Marketing 161

Approximate percentage of curriculum to be reviewed:

November 2015	November 2016	November 2017	November 2018	November 2019
23%	15%	23%	15%	23%

Additional courses to be reviewed this year: N/A

## Course or Initiative: Marketing 161

### III. Findings

Marketing is a one-semester course offered to sophomores, juniors, and seniors. On average, three sections of this elective course run each year. Marketing provides an overview of major marketing careers and concepts centered on advertising, promotions, public relations, selling, distribution, graphic design, and research. The course is a project-based class where students analyze, create or develop strategy plans, magazine ads, and product packaging prototypes. Guest speakers in the fields of marketing, public relations or advertising provide real world connection in the classroom. In addition, the marketing class acts as an agency for a local business by dividing into groups to research, analyze, present and defend their recommendations for the marketing campaign to the client.

Technology continues to be a vital component for the marketing course. Chromebooks and the business lab are utilized daily and allows for easy access to the online component, Google Classroom. The marketing curriculum is continually being updated to include the newest technologies, social media and apps that are relevant within the marketing field. In June 2014, the marketing curriculum was reviewed to align with National Standards for Business Education. Distributive Education Clubs of America (DECA) materials supplement this project-based course and provide students the opportunity to analyze case studies and write business strategy recommendations. DECA materials are also aligned with the national curriculum standards.

### IV. Recommendations

- Update the curriculum to include the national standards relating to global marketing and laws in marketing.
- Continue to integrate technology (videos, screencasts, apps, etc.).
- Continue to foster business relationships within the community through Northbrook Chamber of Commerce, Northbrook Court, and Rotary.

### 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: Computer Applications 161, Multimedia Applications 261

### III. Findings

Computer Applications is a one-semester course offered to all grade levels. On average two sections of this elective course run each year. In this course students are exposed to a variety of software packages and learn techniques and efficiencies to create appealing, meaningful and concise documents for their high school classes and beyond. The units of study have evolved over the last five years due to software updates and the addition of Chromebooks to include: word processing using Microsoft Word and Google Docs; spreadsheets using Microsoft Excel and Google Sheets; desktop publishing using Pages and Canva; design using Adobe Photoshop and PicMonkey; and presentations using Microsoft PowerPoint and Google Presentations. Many students have shown an interest in a computer-programming course, however the Career & Life Skills Department does not offer one at this time. To meet these students needs, a short unit on programming has been added to the Computer Applications course in conjunction with the nationwide initiative Hour of Code last December.

Students who successfully complete Computer Applications can enroll in Multimedia Applications. This one-semester course is offered to all grade levels. On average, there is usually one section of this class per year, however over the past two years the class was not offered due to low enrollment. In this course students learn advanced video skills including green screening, backwards motion, stop motion, etc. An introduction to app building, web page design, advanced Photoshop lessons along with other multimedia skills are also key components of this course. Due to the nature of this course, it is constantly evolving to include new technologies and software.

### IV. Recommendations

- Continue to update the curriculum to include more cloud-based software as it is developed.
- Attend technology conferences to keep abreast of what is new in the field.
- Research computer programming courses offered in other districts to add a unit to Computer Applications or create a new course.

### V. Department Action

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

## GBN Family & Consumer Science Curriculum Report – November 2014

### I. Introduction

A. Courses reviewed during past year:

Fashion and Interior Design 161  
 Fashion Design Studio 461  
 FCS Careers 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 Family and Consumer Science curriculum team members and the team consulted with the Instructional Supervisor as part of the process. The teachers reviewed the course goals, curricula, requirements, resources, and other information specific to the course.

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

### II. Report Schedule

November 2015	November 2016	November 2017	November 2018	November 2019
Culinary 161	Introduction to Human Growth 161	Fashion Construction Studio 161	Psych for Living 161	FCS Careers 163
Culinary 261	Educational Foundations 261	Fashion Construction Studio 261		Fashion & Interior Design 161
Culinary 361	Teaching Internship 361	Fashion Construction Studio 361		Fashion Design Studio 461
Senior Foods 161				

Approximate percentage of curriculum to be reviewed:

November 2014	November 2015	November 2016	November 2017	November 2013
29%	21%	21%	8%	21%

Additional courses to be reviewed this year: N/A

## Course or Initiative: Fashion and Interior Design 161

### III. Findings

Fashion and Interior Design 161 is a semester-long course available to sophomores through seniors. On average, 1-2 sections of this course run per year and the make-up is mostly female.

The course is divided into two parts, nine weeks of fashion design and nine weeks of interior design. At the end of each unit students are required to complete a large project. In the fashion unit students learn elements and principles of design, sketching and fashion design and how to spot the trends in the fashion industry. The culminating project is a Design-A-line project where students create a 10-piece collection of clothing using fashion elements and principles learned in class. The Interior Design portion of the course covers elements and principles of design, floor plans, furniture arrangement and placement and an introduction to CAD software. This unit concludes with a design board and presentation of a 1-bedroom, 1-bathroom condominium. During the course of the semester, students create an online portfolio of what they learned utilizing current magazines, catalogs and their Chromebooks.

The use of the CAD software, Chromebooks and other technologies have enhanced the learning and instruction of this course and students are now developing digital portfolios of their work.

### IV. Recommendations

- Continue to update the curriculum to incorporate new technologies and new trends in the fashion and interior design fields.

### 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: Fashion Design Studio 461

### III. Findings

Fashion Design Studio 461 is a one-semester course available to sophomores through seniors who have completed Fashion Construction Studio 361 or Fashion Interior Design 161 and who wish to continue advanced study in their interest area. Enrollment at this level continues to be small (4-8 students over the course of a year) but offering a fourth level ensures the opportunity for students desiring continued study/practice in this skilled creative arena. This course is stacked with Fashion Construction 261 and 361 to fulfill the class size requirements.

This course is designed in an apprentice-type or college design studio atmosphere where students have the freedom to choose projects they are interested in and work independently during class. The instructor works with each student to adapt the curriculum objectives, focusing on the practice of fashion construction and/or design techniques specific to the learner level. Students are encouraged to utilize specialized construction equipment (CoverPro, embroidery machines and sergers) in their projects to enhance the construction and finishing of the garment.

Students are provided the opportunity to create fashion window displays over the course of the semester to showcase their work and providing practice in creative visual display marketing strategies. Field trips to coordinate project materials, view a local fashion show or tour a local industry setting are an integral part of the curriculum. Students are encouraged to participate in Family, Career and Community Leaders of America (FCCLA) and compete in events that directly relate to the course's content.

### IV. Recommendations

- Continue professional development on the specialized construction equipment for teachers as needed.
- Explore options to invite guest speakers into the classroom.

### 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: FCS Careers 163**

**III. Findings**

This course is a cooperative work-study program designed for junior or senior students wishing to work part-time in the areas of interior design, culinary arts, clothing, fashion or education 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.	N/A	N/A	N/A	N/A

## GBN English Curriculum Report – November 2014

### I. Introduction

#### A. Courses reviewed during past year

- Reading Skills Development 163, 163GT, 263
- Foundations of Writing
- Creative Writing
- Introduction to Journalism (inactive)
- Public Speaking (inactive)

#### 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 elective teachers (past and present), the Academic Resource Center (ARC) coordinator, the reading specialist and the Instructional Supervisor for English, examined the current curricula and recommended changes as necessary. Included in this process were the review 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 initiative in the area of writing and the district goal of "Engagement," applied to the elective course review. Also, understanding the Common Core State Standards and aligning to these standards are a part of every curriculum review.

As the teachers of elective courses began their work, they reflected on past curriculum and instruction with an understanding of changes to instructional technology taking place at the school. Reflecting on past practice, teachers prepared for any needed changes or revisions to current instructional practices. This was the case for the shift that occurred in 2013 for the Reading Skills Development course. Over the past year, the RSD GT teachers and the reading coordinator, took time to reflect on the course offerings. The RSD teachers met several times during the process to examine current practices and make recommendations for change.

In the case of the Foundations of Writing course, past teachers of the course were solicited for their input. After data was gathered, the instructional supervisor worked with ARC coordinator and reading specialist to recommend changes to the curriculum.

For the other electives offered through the English Department, only one is currently active. Creative Writing has consistently been a popular course for sophomore, juniors and seniors. The current creative writing teacher has taught this course for three years running. This consistency has provided the opportunity to create and change curriculum to best meet the needs of students.



As part of the process, the teachers considered the evolving changes to learning due to two major factors: 1) the district’s 1:1 initiative and 2) the inclusion of the Common Core State Standards as our new curricular frameworks. In addition, the teachers considered the rapidly changing technologies that affect course structures and pedagogy. The change of device for freshmen and sophomores from a laptop to a tablet/laptop had implications for the elective courses. For example, as the tablets become devices that make electronic reading more accessible, the curriculum will need to adjust to provide opportunities for learning using this new tool. Teachers continue to use the suite of Google tools to enhance student learning. Therefore, teachers need to prepare for the rapid changes taking place to all modes of communication.

## II. Report Schedule

<b>November 2015</b>	<b>November 2016</b>	<b>November 2017</b>	<b>November 2018</b>	<b>November 2019</b>
English 163GT	English 263GT	English 363GT English 363	English 463GT	English Electives
English 163	English 263	English 373	English 463: Self, Society & Media English 463/473: Humanities English 463/473: Contemporary Social Themes	Public Speaking Introduction to Journalism Foundations of Writing Creative Writing
Honors Freshman English 173	Sophomore Honors English 273	American Studies	483:AP Literature and Composition 483:AP Language	Reading Skills Development 162,163GT, 263

Approximate percentage of curriculum to be reviewed:

<b>November 2015</b>	<b>November 2016</b>	<b>November 2017</b>	<b>November 2018</b>	<b>November 2019</b>
20	20	20	20	20

## Course or Initiative: Reading Skills Development 163 GT

### III. Findings

For many years, the Reading Skills Development course has provided incoming freshmen the opportunity to receive needed reading support during the transition to high school English. Students enrolled in the course are identified through test scores and 8<sup>th</sup> grade teacher recommendations. Students identified as needing reading support in order to be successful in high school are placed in RSD 163. Generally, these students are in our regular level English classes, yet still need reading support. It was determined that the students within the TEAM classes would also benefit from this Reading Skill Development course as. There was a pilot program created for 2013-2014 school year and almost half of the Team students enrolled in the course. The team of RSD teachers created lessons that combine reading skill support with the freshmen English 163GT curriculum. Additionally, they developed curriculum to support GT level students using their HWC & biology textbooks. Students use guided homework time to support the reading that they experience in these courses.

As the Common Core State Standards become more integrated into all levels of English, the curricular changes need to address the variety of literacies required. As with RSD and all other support courses, teachers continue to integrate the Common Core State Standards into their curriculum.

### IV. Recommendations

- Textbook support: Teach students in RSD GT class how to use online tools that come with digital textbook (flashcards, quizzes, graphic organizers for note-taking).
- The RSD GT teacher & instructional assistant should separately work with groups of students on the discipline specific projects from English and HWC team class as needed.
- *The Absolutely True Diary of a Part-Time Indian* will be included in the RSD GT reading workshop to provide GT students with a common experience shared by 163 and 173 peers.
- Structure of RSD GT (different from other RSD levels) needs time designated for instruction, reading workshop, and homework vs. alternating between only reading workshops and homework structures.

### 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: Reading Skills Development 163/263**

**III. Findings**

Reading Skills Development support courses have been offered for multiple grade levels for many years. Over the past several years, the numbers of students enrolling in the RSD 163 courses has shifted. More students are taking the support course at the sophomore and junior level instead of taking the course during freshman year. This shift created an opportunity for balancing the sections and creating collaborative partnerships among all grade levels of RSD. For the first time, there are now two teachers who teach each grade level of RSD. This has created a healthy collaboration between teachers as they create lessons and provide support to students during the freshman, sophomore and junior years. The RSD program also provides teachers with the training needed to implement reading strategies into the core English courses. For this purpose, the reading specialist and the instructional supervisor for English, work to rotate the RSD teachers so all teachers learn the reading strategies effective for all students.

During the 2013-14 school year the department piloted the use of the STAR reading assessment program for freshmen students and all students in our Team level to identify current reading skills and document student growth. Feedback from teachers has supported the continued use of STAR assessments for the 2014-15 school year with some fine-tuning of assessment administration. These assessments assist with course recommendations, identify students who are in need of ARC supports, provide data for IEP meetings and inform teachers of areas where students need additional instructional assistance.

**IV. Recommendations**

- Continue the assessment of student progress with STAR reading test 3 times per year for progress monitoring and to provide pre/post scores for RSD program.
- Utilize STAR assessments for student achievement with specific strands in Common Core State Standards.
- Use STAR assessments in English 163 as universal screener for RSD 263 placement or ARC support
- Use STAR assessments in all Team level classes to determine level change to regular + RSD vs. remaining in the TEAM program.

**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: Foundations of Writing

### III. Findings

Foundations of Writing is a course offered to students in need of writing support. Lessons provide instruction in the core areas of writing development: focus, organization, fluency, conventions, and voice. The course was created as a workshop environment. This translates into individualized skill building instruction as opposed to having a set curriculum linked to a core class. The Pass/Fail and one-semester structures were developed to provide the flexibility for teachers to recommend students as needed at semester. During the review process, teachers and students were polled to find if changes to the structure would help to better accomplish the goals of the course. Juxtaposing the framework of the Reading Skills Development program, it was determined the Foundations of Writing course was not providing students the support it could because it was not tied directly to a core English class. Also, students were not awarded a grade for academic work, as is the case for Reading Skills Development.

### IV. Recommendations

- Revise curriculum modeled after Reading Skills Development, integrating lessons into the curriculum
- Develop formative writing assessments for students to measure year-long growth
- Build a stronger relationship between the ARC staff and the Foundation of Writing students, utilizing peer tutors when appropriate
- Provide students with a grade to award appropriate credit
- Provide structured writing support across disciplines making Foundations of Writing a year-long course
- Incorporate 8 qualities of literacy and Common Core Standards into a year-long curriculum

### V. Department Action:

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Integrated lesson plans using English 163 & 263	N/A	N/A	Summer curriculum funds

## Course or Initiative: Creative Writing

### III. Findings

The Creative Writing course is a long-running elective course popular with students (especially in their senior year). The semester course allows students to create writing projects in a variety of genres not always offered in their core English courses. The goal of the course is to provide student writers with the training and outlet to express their passion for writing. Students enrolled in the Creative Writing course are from the sophomore-senior grades and represent a variety of ability levels. It was discovered that a need for more differentiated instruction was necessary to meet the various needs of students. Developing a wider range of assignments would also help to address the variety of skill and age levels in the class. For example, composing poetry, satire and one-act plays would allow students from a variety of skill levels and interests the opportunity to succeed.

In the past, the course relied on a computer lab to compose and publish work. With the transition to a 1:1 environment, the students and teacher have the opportunity to create and publish in ways not possible before. Exploring these practices is a goal for the course moving forward.

### IV. Recommendations

- Differentiate the lessons so all students receive many meaningful opportunities to express their creative writing skills
- Use technology to publish written projects
- Create meaningful projects using the technology of the 1:1 classroom environment
- Create a wider range of assignments such as one-act plays to meet the interests of the age and ability levels

### 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: Introduction to Journalism**

**III. Findings**

Since the last EPP report reviewing English course electives five years ago, the Introduction to Journalism course has run three semesters. During the review process, department members explored the relevance of this course in context of other course offerings. Included in this examination were the offerings of Newspaper I and II, and courses within the Broadcasting program. The inconsistency of student interest in Introduction to Journalism may indicate that student interest may be fulfilled elsewhere.

**IV. Recommendations**

- Continue to monitor the interest and relevance of the course
- Examine the like course electives offered and determine if the Introduction to Journalism course is relevant

**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: Public Speaking:**

**III. Findings**

Since the last EPP report reviewing English course electives five years ago, the Public Speaking course has run three semesters. During the review process, department members explored the relevance of this course in the context of other course offerings in Fine Arts. Also, the speech team sponsor was included in the discussions regarding the course curriculum and relevance. The inconsistency of student interest in the Public Speaking course may indicate that student interest in speech is fulfilled through the participation on speech team or courses offered in the Fine Arts Department.

**IV. Recommendations**

- Continue to monitor the interest and relevance of the course
- Examine other oral communication course electives and activities offered to determine if interest in the course remains

**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 Curriculum Report – November 2014**

### **I. Introduction**

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

- TLS Drama,
- Advanced Acting and Directing 161
- Advanced Improvisation 161
- Treble Choir
- Spartan Choir
- Varsity Choir
- Cecilian Singers
- Chorale

#### **B. Process**

- Chad Davidson and Andrew Wallace reviewed the curriculum for all levels of Choral Music
- Julie Ann Robinson reviewed the curriculum for Advanced Improvisation and Advanced Acting and Directing
- Julie Ann Robinson, Andrew Wallace, and Chad Davidson reviewed the TLS Drama Curriculum.

#### **C. Additional Initiatives**

- Aaron Kaplan, Rich Chapman, 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.
- Research into the use of Chromebooks in the Fine Arts Classroom will continue.
- Moving all orchestra classes in both buildings to the afternoon has resulted in the ability of Academy students to participate in orchestra. Previously, academy students at GBS were unable to schedule orchestra classes.



## II. Report Schedule

November 2015	November 2016	November 2017	November 2018	November 2019
Band (all levels)	Ceramics (all levels)	Photography (all levels)	Graphic Design (all levels)	Advanced Improvisation
Performance Skills 161	Guitar 161	AP Music Theory	Art Studio	TLS Drama
Introduction to Broadcasting 161	Orchestra (all levels)	Introduction to Music Theory	Electronic Music (all levels)	Advanced Acting 161/Directing 161
Sportscasting (all levels)		Drama 161 and 261	AP Studio Art 183	Choir (all levels)
Television Broadcasting (all levels)		Drawing/Design (all levels)	Honors Art 173	
Radio Broadcasting (all levels)				

Approximate percentage of classes to be reviewed:

31%	14%	22%	19%	14%
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## **Course or Initiative: Treble Choir, Spartan Choir, Varsity Choir, Cecilian Singers and Chorale**

### **III. Findings**

- The curriculum for Choral Music at GBN divides ensembles into two levels. Treble Choir, Spartan Choir, and Varsity Choir are non-auditioned, entry-level choirs. These ensembles follow beginning level curriculum. Membership in Cecilian Singers and Chorale is earned by participating in a rigorous audition process. The musical expectations for these ensembles are greater, and therefore, they follow advanced choral curriculum. While the specific goals, objectives, and teaching sequence is different based on level, the over-arching philosophies and methods are the same in all choirs. The department's goal for all musical performances to be artistic, aesthetically pleasing, and authentic to the style, genre, and musical time period.
- Staff members are using Google+ Communities as a tool for students to interact with each other and with the teachers. Each student blogs daily on issues related to classroom topics. Faculty members are in the process of creating a digital textbook that includes study materials, on-line tutorials, and opportunities for students to practice outside of class time.
- The ultimate goal for choir students is to become independent music learners. In the beginning level choirs, teaching is focused on students' skills and strategies that promote musical literacy. Specific attention is paid to sight-reading, music dictation, basic music theory, and vocal production. Projects are designed that require students to practice these skills in small groups as determined by the instructor. In our advanced level choirs, instruction builds on these skills, culminating in a public performance project. Instructors serve to guide the process, but students are wholly responsible for the teaching, learning, and performance of a musical piece selected by the instructor.

### **IV. Recommendations**

- Continue to expose students to a variety of styles and genres, including Classical, Folk, Pop, Broadway, and World Music. Repertoire will span the entire Western musical timeline, including examples from the Renaissance period, Contemporary selections, and all significant musical eras in between.
- Continue to integrate the 1:1 devices (Chromebooks) into daily classroom activities.
- Student led performance projects have been successful and the department recommends continuation of these student centered learning opportunities.

## V. Department Action

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

## **Course or Initiative: TLS Drama**

### **III. Findings**

The curriculum for TLS Drama has been in place for the past five years and serves students with a varying range of disabilities. During that time, the course has run twice. Some changes have occurred to the curriculum, due to the fact that the course includes different students each year and they have varied needs and abilities.

An emphasis on improvisation and simple scripts has allowed the students to perform publicly. Major units of study include:

- Basic Performance Skills (volume, energy, and focus)
- Improvisation (thinking quickly, working as a team, not being afraid to fail)
- Production Work (creating a short class production for public performance)

Due to the nature of the students this class serves, there are no homework assignments, but students are required to commit some lines of dialogue and actions to memory. Frequent rehearsal of memorized pieces addresses that challenge.

The curriculum includes the necessary participation of aides and peer mentors, since many students require accommodation for the activities. The drama classroom (E110) is the ideal location for this course, due to its open floor plan, its technological capabilities, and its ability to accommodate large groups. In addition, some students use wheelchairs and space accommodates this type of equipment.

Extensive collaboration with the TLS Department regarding individual needs as well as common goals has also helped shape the curriculum outline for this course. The Fine Arts department has received very positive feedback that this course builds confidence, enhances creativity, and allows for healthy peer interactions.

### **IV. Recommendations**

- TLS Drama is a wonderful course for the TLS students and peer mentors because it allows them to explore their creativity while strengthening their skills. It is recommended that this course continue to be offered for the benefit of the TLS program as well as peer mentors.
- Communication with the TLS program staff members should continue to guide the development of curriculum and inclusion of various projects and activities, as the student population varies greatly from year to year

## V. Department Actions

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

## **Course or Initiative: Advanced Improvisation 161**

### **III. Findings**

The curriculum for Advanced Improvisation 161 has been a course offering for the past five years. During that time, the course has run twice. This past summer, Julie Ann Robinson did a curriculum project to update the curriculum and streamline it for the combined Advanced Improvisation 161 and Advanced Acting and Directing 161 course that will run this spring.

The course emphasizes advanced improvisational techniques. Major units of study include:

- Long-Form Improvisation
- Sketch Comedy Writing
- Stand Up Comedy
- Musical Improvisation

Much of the course is project-based, but there are some ongoing projects, including the sketch comedy writing, which occurs throughout the semester. Students perform their sketch comedy material informally for the class and in a more formal public performance at the end of the semester.

The drama classroom (E110) is the ideal location for this course due to its open floor plan, the sound-system, and curtains. The culminating project, the sketch comedy show, is presented in the drama room during the day and at night for friends and family members.

Feedback from students indicates that this course builds confidence, enhances creativity, and provides a valuable theatrical experience for students.

### **IV. Recommendations**

- Advanced Improvisation is an exciting and challenging course that builds on the skills developed in Drama 161 and Drama 261. Although it runs infrequently due to low enrollment, it is recommended that this course continue to be offered.
- Because the course is challenging and specialized, it is recommended that the course be run in conjunction with Advanced Acting and Directing when the

numbers are low. The course can easily be modified to provide students with an opportunity to explore both improvisation and acting/directing.

**V. Department Actions**

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

## **Course or Initiative: Advanced Acting and Directing 161**

### **III. Findings**

The curriculum for Advanced Acting and Directing has been offered for the past five years. During that time, the course has run twice. This past summer, Julie Ann Robinson did a curriculum project to update the curriculum and streamline it for the combined Advanced Improvisation and Advanced Acting and Directing course that will run this spring.

The course emphasizes advanced acting and directing techniques. Major units of study include:

- Monologue scene study and writing
- Dramatic and comedic scene study and writing
- Directing techniques (Concept, Cutting, Blocking, Characterization, Pace)
- Acting approaches (Stanislavski, Meisner, Viewpoints)
- Elements of production design (Scenic design, costumes, props, lights, sound, makeup, publicity)
- Class production

The course is unit-based, including several acting projects such as the creation of an original monologue, a dramatic duet, and a comedic duet project. The course culminates in a student directed class production of a short play where all students will participate in the role of a director, actor, or designer.

The drama classroom (E110) is the ideal location for this course, due to its open floor plan, lighting system, the sound-system, and curtains. The culminating project, the class play, is presented in the drama room for GBN classes during the day and for friends and family members at night.

We have received very positive feedback that this course develops acting and directing skills, builds confidence, enhances creativity, and provides a valuable theatrical experience for students.



#### **IV. Recommendations**

- Advanced Acting and Directing is a wonderful and challenging course that builds on the skills developed in Drama 161 and Drama 261. Although it runs infrequently due to low enrollment, it is recommended that this course continue to be offered.
- Because the course is challenging and specialized, it is recommended that the course be run in conjunction with Advanced Improvisation when the numbers are low. The course can easily be modified to provide students with an opportunity to explore both improvisation and acting/directing.

#### **V. Department Actions:**

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

**Course or Initiative: Electronic Music**

**III. Findings**

Outside of the curricular review process, faculty members have worked collaboratively with staff from Glenbrook South on the curriculum design and instructional goals for the Electronic Music course. During the discussions teachers designed various units of study and integration of technologies specific to the music production process. This collaboration has been extremely helpful to the staff members who teach the course and had unified the instructional program district-wide.

**IV. Recommendations**

- Recommend a course name change from Electronic Music to Music Production and Technology to better align the course title to what is used at Glenbrook South and to the terminology with in the music industry.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbooks	Staffing
Action	Requesting a name change from “Electronic Music” to “Music Production Technology”.	N/A	N/A	N/A

## GBN Mathematics Department Curriculum Report – November 2014

### I. Introduction

#### A. Courses reviewed during past year

AP Statistics 183  
 AP Calculus AB 183  
 AP Calculus BC 183  
 Linear Algebra

#### B. Process

The review process for all of the above courses followed the District #225 Board of Education Model. The Instructional Supervisor convened four Curriculum Review Committees beginning in the fall of the 2013-2014 school year for each of the courses. The teachers working on these committees either teach the current course or a course of the previous/subsequent course. The committees reviewed grades, test scores, current curriculum with respect to the National Council Teachers of Mathematics Standards, student achievement, course organization curricular materials, technology integration, and success in previous and subsequent courses.

The Common Core State Standards for Mathematics (CCSSM) have been implemented for Algebra, Geometry and Algebra 2 this year. At this time, the benchmark assessments for CCSSM are scheduled to be given in March and May of 2015. 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 2015	November 2016	November 2017	November 2018	November 2019
Algebra 163	Algebra GTA 163	Pre-calculus 173	Geometry GA	AP Statistics 183
Algebra 2 263	Algebra G 163	Pre-calculus 163	Geometry G	AP Calculus AB
Algebra 2 Honors 273	Algebra 2 G 263	College Algebra G 163	Geometry 163	AP Calculus BC
Discrete Mathematics	Algebra 2 GA 263	College Algebra GA 163	Geometry Honors 173	Advanced Topics
	Intensified Algebra 163			

Approximate percentage of curriculum to be reviewed:

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

Additional courses to be reviewed this year: None

## Course or Initiative: A.P. Statistics 183

### III. Findings

- College Board has not made any curricular changes to AP Statistics in the past five years.
- All students use the TI-Nspire graphing calculator for the course as it is allowed on the AP exam and is a tool to help students understand mathematical concepts and relationships.
- Over the past several years, we have allowed juniors enrolled in Pre-calculus to simultaneously enroll in AP Statistics adding to the diversity and strength of the student core in the course. This change also allows students to access multiple AP math courses.
- Enrollment in the course has been consistent, increasing slightly over the past few years, from 75 students in 2012-13 to 79 students in 2013-14 to 83 students this year.
- Students perform above the global average on the AP exams. The College Board reports 33% of the students receive a grade of 4 or 5. In 2013 and 2012, 81% of GBN students scored with a 4 or 5. In 2014, it was 82%. More students are taking the course and we have tried to make it more accessible to students that might not have taken an AP course in their senior year. The overall passing rate (3 or higher) is quite good, ranging from 95-99% where the global pass rate is between 55 and 60%.
- When looking at GBN results specific to the four major content areas in the course, one area for potential improvement is Statistical Inference. Over the last 3 years, our students correctly answered 79% of multiple choice questions on Sampling and Experimentation, 76% on Exploring Data, 70% on Probability and Simulation, and only 66% on Statistical Inference.
- The current textbook, Statistics, The Art and Science of Learning From Data, was not written to follow the AP Syllabus. There are areas where we have to supplement materials in order to ensure students experiencing a full AP Statistics course. Some areas lacking from this textbook include regression with transformed data, geometric random variables, probability distributions of combined random variables, and the depth of coverage on statistical inference. Several students' remark that the exercises in the textbook are too easy compared to the level of questions asked on unit tests and the AP Exam.
- One of the AP Statistics teachers has been a reader/table leader since 2000. Another one of the AP Statistics teachers has applied to be a reader this year as it is his third year teaching the course and he now meets the College Board requirements.

#### IV. Recommendations

- We would like to adopt a new textbook that is more in line with the College Board's AP syllabus. This will assist in improving the course in the areas of probability and statistical inference, and giving students more real-world problems to do in their assignments.
- We would like to find more opportunities for students to actually *practice* statistics and not just learn statistics. Some ways to help accomplish this goal are using statistical software more frequently and requiring some sort of cumulative project in the course.

#### V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	We have obtained samples of top AP Statistics textbooks for review and will have a specific new text recommendation soon.	N/A	N/A

## Course or Initiative: A.P. Calculus AB 183

### III. Findings

- College Board has not added new content to the AB Calculus curriculum in the last five years.
- There was a change to the AB Calculus AP Exam format in May of 2011. The change was to the free response section of the exam. There are now 2 calculator and 4 non-calculator free response questions while previously there were 3 calculator and 3 non-calculator free response questions.
- Teachers new to the course have attended a one-week College Board summer institute, and the other AP Calculus teachers are offered one day training sessions for additional professional development.
- In 2013 there was one AB Calculus teacher who was a reader/grader for the AP Calculus Exam and in 2014 there were two AB Calculus teachers who were readers.
- All students use the TI-Nspire graphing calculator for the course as it is allowed on the AP exam and is a tool to help students understand mathematical concepts and relationships.
- Teachers use the Autograph 3.2, Calculus in Motion, and TI-Nspire software to enhance learning and visualizations of Calculus concepts. Many topics such as Volumes of Revolution, Slope Fields and Riemann Sums are easier for students to understand and visualize with this software.
- In the past two years since students were issued chromebooks, classroom access to software such as Desmos has enhanced student learning. Teachers are also able to create google communities for sharing documents since all students have access to the internet while in the building.
- We continue to use the Ostebee Zorn Calculus textbook that is printed in two volumes. Students are only required to purchase Volume 1 and we have maintained our agreement with the publishers to reprint the 3 sections of volume 2 that is needed for the AB Calculus course. (The publisher has given us permission to reprint those sections and provided us with the pdf. files). This text works well to meet the goals and objectives of the course.
- On the AP Calculus AB Exam, Glenbrook North students score well above the national average for students earning 4's and 5's on the exam. In May of 2010 the national percent of students scoring 4's and 5's was 37.3% while 86.1% of GBN students scored 4's and 5's. In 2011 the national percent was 37.4% while GBN was 88.4%. In 2012 the national percent was 41.9% while GBN was 87.5%. In 2013 the national percent was 41.7% while GBN was 85.0%. In 2014 the national percent was 40.7% while GBN was 91.5%.
- The number of students taking the exam over the past 5 years is as follows:  
2010: 108 students, 2011: 112 students, 2012: 120 students, 2013: 107 students, and 2014: 94 students.
- The number of students enrolled in AP Calculus AB is as follows: 2012-2013: 110, 2013-2014: 97, 2014-2015: 107.

#### IV. Recommendations

- Continue appropriate professional development of AB Calculus teachers. Department funds will support these professional growth efforts.
- There has been turnover in staff due to the retirement of Dan Workman. New teachers to the course have taken the institute and are being mentored by the AB Calculus team.
- The Pre-calculus 163 team continues working with the AB Calculus team to write/develop AP-style problems for students to work through in the Pre-calculus 163 course. Students will develop a strong sense of how to write a strong free response solution to multiple-topic problems. This aligns with the Pre-AP College Board model.
- The AB Calculus team will work with the Pre-calculus 163 team throughout the implementation of the Common Core State Standards to ensure that all prerequisite skills for AP Calculus continue to be taught.
- Continue to use *Calculus from a Graphical, Numerical, and Symbolic Points of View (2<sup>nd</sup> edition)* by Ostebee/Zorn as the text for the course

#### 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: A.P. Calculus BC 183**

**III. Findings**

- Nationally, about 48% of BC students earn a score of 5 on the exam. For GBN, that percentage has been 96% in 2010, 94% in 2011, 84% in 2012, 91% in 2013, and 96% in 2014.
- Enrollment over the past four years is as follows: 2009-2010 42 students, 2010-2011 44 students, 2011-2012 52 students, 2012-2013 56 students, 2013-2014 53 students. The enrollment has increased even though our school population has decreased. There are some students who were recommended for BC Calculus but opted to AB Calculus since they were already taking multiple AP classes.
- The juniors in this course usually continue in Advanced Topics and/or AP Statistics as seniors.
- A topic that we hope to continue improve on is Taylor series. While our students perform well above the national average on this topic, we think there is still room for improvement. We will continue to try different explorations, approaches, and problems to help students' performance improve.
- The two BC Calculus teachers have found that implementing technology such as Nspire calculators, Chromebooks, Autograph 3.2, Calculus in Motion, Desmos, and Visual Calculus, etc. have helped students learn the concepts of calculus at a higher level.
- The two BC Calculus teachers have found that using a shared Google drive folder for the classes has helped students access materials to learn the subject better and has encouraged a collaborative environment for students across class sections.
- One of the BC Calculus teachers has been an AP reader for 8 years.

**IV. Recommendations**

- Continue department funding and support of professional development for BC Calculus teachers as needed.
- Encourage more students that are recommended for BC Calculus to try the course and not drop before the year begins.
- Continue current use of the new textbook as it meets the curricular and instructional goals of the course.

**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: Linear Algebra (part of Advanced Topics 173)

### III. Findings

- The role of Linear Algebra within Advanced Topics has changed in recent years. Experience has shown that students need significant time to become fluent with certain topics in multivariable Calculus, in particular surface integrals, the divergence theorem, and Stoke's theorem. As a result, less time has been available for Linear Algebra in the fourth quarter. To compensate for this, concepts of Linear Algebra are threaded throughout the year. Elements of Linear Algebra in two and three dimensions are covered at the beginning of the year; linear transformations make a natural appearance when we study the differentiable function and determinants. This approach of integrating concepts of Linear Algebra into multivariable Calculus is used at times in college courses. An example of this tendency is the recent book Vector Calculus, Linear Algebra, and Differential Forms: A Unified Approach by John Hubbard and Barbara Burke Hubbard.
- Towards the end of the year, additional topics such as solutions to linear equations, linear dependence and independence, vector spaces, and the null and column space of a matrix may be studied. However, in contrast to the goals of the multivariable Calculus, it is not intended that the Linear Algebra portion of the class be equivalent to a full college course. Students are encouraged to take Linear Algebra in college if they intend to study mathematics, statistics, science, computer science or engineering. The approach of this course is to provide an introduction to some of the ideas in Linear Algebra.
- Students taking this class have all completed BC Calculus AP, most with a score of 5 on the Advanced Placement exam. This class completes the typical three semester Calculus sequence for scientifically oriented students and that is taught at most colleges and universities. Since there is no advanced placement test on this material, many students choose to repeat this class during their first year of college.
- Many students report to us that they have a deep understanding of the material prior to the college course and that the college course serves to solidify their command over the difficult concepts at the end of the course.
- Some students report to us that they take a test when they enter college to show their mastery of this material and do not repeat the course. In recent years, we are aware of students who attended MIT and Stanford that chose this approach.
- Students report they are well prepared when they enter college and take either advanced Calculus, Mathematical Methods in Engineering, Real Analysis and Probability courses.

#### **IV. Recommendations**

- We recommend thinking of Advanced Topics as a single course rather than as two separate courses, one in multivariable Calculus and one in Linear Algebra. This course provides an extremely thorough and complete course in the third semester of Calculus with an introduction to topics in Linear Algebra. For the next cycle of curriculum review, both courses should be reviewed together under the Advanced Topics course name.

#### **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 Health, Physical and Driver Education Curriculum Report – November 2014**

## **I. Introduction**

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

Freshman Girls Physical Education  
Freshman Boys Physical Education  
DLS Physical Education  
TLS Physical Education

### **B. Process**

The Instructional Supervisor for Physical Education, Health & Driver Education, Bob Pieper, and Department Assistant, Mike English, met with committees of teachers who currently teach in each of the courses reviewed:

Freshman Girls Physical Education staff: Beth Figaro, Renee Brosnan, Jennifer Holmbeck, Tiffany Kim and Bridget Korney.

Freshman Boys Physical Education staff: Mark Rebora

DLS and TLS Physical Education staff: Kirby Tripple

The various committees discussed the course curriculum, guidelines, course syllabus, study guides as well as the student assessment process.

### **C. Additional initiatives**

- Enhancing the Strength Initiative by incorporating specific strength workouts from TC Boost.
- PE Department will continue to promote lifelong fitness by offering a cross-fit and triathlon day.
- Teachers are continuing to support 1:1 learning by developing online communities for their classes, as well as, integration of technology tools to enhance learning.

## II. Report Schedule

<b>November 2015</b>	<b>November 2016</b>	<b>November 2017</b>	<b>November 2018</b>	<b>November 2019</b>
Soph. Physical Ed 261 (Boys & Girls)	Lifetime Sports & Conditioning 161	Team Sports & Conditioning 161	Strength Training & Cond 161 & 261	Freshman Girls Physical Ed 161
Dance 161 & 261	Aquatics 161	Physical Management 171	High Adventure 161 & 261	Freshman Boys Physical Ed 161
Driver Education 161	Health 161	Leaders Physical Ed 163 & 263	Fit For Life	TLS/DLS Physical Ed
	Team Health 161			
	Intro to Strength Training 161			

Approximate percentage of curriculum to be reviewed:

<b>November 2015</b>	<b>November 2016</b>	<b>November 2017</b>	<b>November 2018</b>	<b>November 2019</b>
22	27	17	17	17

Additional courses to be reviewed this year: None

**Course or Initiative: Freshmen Girls Physical Education 161**

**III. Findings**

- The curriculum continues to emphasize a strong fitness component
- Team building activities provide new students the opportunity to meet new friends at Glenbrook North along with improving communication and leadership skills.
- Students are taught the five components of physical fitness with an emphasis on cardiovascular fitness and muscular strength.
- All classes learn the safety procedures in the fitness center and the correct lifting techniques used with the weight machines.
- The class introduces the girls to fitness activities that will increase their general fitness levels.
- Professional development for staff members will continue to add new concepts and ideas to the curriculum.
- Students are assessed using a combination of written exams and skills testing.

**IV. Recommendations**

The Physical Education department recommends:

- Maintaining the curriculum, which provides students with a foundation of fitness skills that can be used throughout their lives.
- Supporting professional development to keep the curriculum in-line with current trends and research.
- Utilizing the Fitness Center to reinforce safety procedures and lifting techniques.
- Using written exams and skills tests to measure the student's growth.

**V. Department Action**

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

**Course or Initiative: Freshmen Boys Physical Education 163**

**III. Findings**

- Freshman Boys curriculum continues to stress the importance of physical fitness on the student’s overall wellness.
- Students learn proper safety and lifting techniques in the fitness center.
- The curriculum is committed to building muscular strength on a daily basis using proper muscular development and innovative lessons.
- Basic strategies and rules are learned in a variety of team sports along with teaching sportsmanship and teamwork.
- Students are assessed with written exams and skills tests.

**IV. Recommendations**

The Physical Education department recommends:

- Continuing to provide the freshman boys with a strong fitness foundation. Stressing the importance of safety and sound lifting techniques to enhance their muscular development.
- Develop a functional movement screening test to help identify deficiencies in muscular strength and endurance.
- Use of the team sports units to develop teamwork and sportsmanship in the classes.
- Continue to use written exams and skills tests to measure student’s growth.

**V. Department Action**

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

**Course or Initiative: DLS Physical Education**

**III. Findings**

- The DLS curriculum is a fitness- based curriculum with a strong emphasis on cardiovascular endurance and muscular strength.
- This class does a good job utilizing all of our fitness facilities. The fitness center, old weight room and the spin room provide students with a variety of fitness activities.
- The teacher adapts and modifies lessons to fit the student’s physical capabilities and unique learning needs.
- Students are assessed on effort, behavior, attitude and following directions within this course. All of these skills are important to the IEP goals of the students in the class.

**IV. Recommendations**

- Continue providing the students the opportunity to work on their cardiovascular endurance and muscular strength.
- Using the all the fitness facilities to help adapt and modify lessons providing a more personalized curriculum for each student.
- Continue to use assessments to reinforce proper behaviors in class and improve social and communication skills.

**V. Department Action**

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



**Course or Initiative: TLS Physical Education**

**III. Findings**

- The TLS curriculum gives students the opportunity for daily movement and activity. Many of the students have challenges with motor skills and also have cognitive disabilities.
- Lessons are modified and adapted to help each student have a positive experience in class.
- Movement activities teach students spatial awareness and safety.
- The curriculum provides students the chance to work on their hand-eye coordination.
- Peer mentors and Instructional Aides continue to play an important role in the success of the class.

**IV. Recommendations**

- Continue to provide a safe learning environment that gives every TLS student an opportunity to get daily physical activity.
- Structure lessons so each student is challenged based on their physical abilities.
- Continue to encourage the Instructional Aides and Peer Mentors to take an active role in the class.

**V. Department Action**

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

## **GBN Science Curriculum Report – November 2014**

### **I. Introduction**

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

- Advanced Placement Biology 283
- Advanced Placement Chemistry 283
- Advanced Placement Physics C 283
- Advanced Placement Environmental Science 283
- Earth Science 163
- Earth Science GT 163
- Materials Science 173
- Materials Science 163
- Forensic Science 161

#### **B. Process**

The instructional supervisor and course instructors met and identified essential questions to be investigated through the educational planning process.

#### **Advanced Placement Biology and Chemistry 283**

1. What curricular adjustments are needed to ensure the course meets the requirements of College Board curricula revisions?
2. Are the current prerequisites appropriate and support potential success in the courses?
3. Are the AP courses accessible to all students, as appropriate?
4. Are students demonstrating success on the AP tests?

#### **Advanced Placement Environmental Science 283**

1. Are the current prerequisites appropriate and support potential success in the course?
2. Is the AP course accessible to all students, as appropriate?
3. Is the contact time appropriate to experience the curricula with regards to College Board recommendations?
4. Are students demonstrating success on the AP test?

### **Advanced Placement Physics C 283**

1. Are the current prerequisites appropriate and support potential success in the courses?
2. Is the AP course accessible to all students, as appropriate?
3. Is the rigor of the AP Physics C reported clearly on student transcripts in contrast to the Algebra-based Physics 1 and 2 offered at other area schools?
4. What can we do, as a department, to increase the number of females enrolled in AP Physics C?
5. Are students demonstrating success on the AP tests?

### **Earth Science 163 & Earth Science GT 163**

1. What adjustments will need to be made to the curriculum to support the future adoption of the Next Generation Science Standards (NGSS)?
2. Are current placement guidelines appropriate for placement in Earth Science 163 and Earth Science GT 163?

### **Materials Science 163 & 173**

1. Do the interests of the Glenbrook North Students support enrollment in the Material Science courses?
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 Material Science courses?
4. Do GBN students feel that the Material Science courses are a valuable experience?

### **Forensic Science 161**

1. Do the interests of the Glenbrook North Students support enrollment in the Forensic Science course?
2. Are students of various levels (Team, Regular, and Honors) successful in the Forensic Science course?
3. Do GBN students feel that the Forensic Science course is a valuable experience?
4. What types of learning experiences within the course stimulate the highest level of student engagement?

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

- Curriculum review and alignment to the Next Generation Science Standards in all core science courses: Biology, Chemistry, Physics, Earth Science, and Astronomy & Space Science

## II. Report Schedule

November 2015	November 2016	November 2017	November 2018	November 2019
Chemistry 163	Biology 163	Physics 163	Astronomy & Space Science 163	AP Biology 283
Honors Chemistry 173	Honors Biology 173 (9 <sup>th</sup> & 11 <sup>th</sup> grades)	Honors Physics 173	Honors Astronomy & Space Science 173	AP Physics 283
Intro to Chemistry 163	Biology GT – 163	Intro to Physics 163	Plant Science 161 (Spring & Fall)	AP Chemistry 283
Brain Studies 161			Sci-Tech 163	AP Environmental Science 283
			Anatomy & Physiology: Bones, Muscles, and Nerves 161	Earth Science 163
			Anatomy & Physiology: Body Systems 162	Earth Science GT-TEAM 163
				Forensic Science 163
				Material Science 173

Approximate percentage of curriculum to be reviewed:

<b>November 2015</b>	<b>November 2016</b>	<b>November 2017</b>	<b>November 2018</b>	<b>November 2019</b>
28	23	22	11	16

## Course or Initiative - Advanced Placement Biology and Chemistry 283

### III. Findings

- According to the College Board, the redesigned AP Biology Curriculum (2012) and AP Chemistry Curriculum (2013) fosters in-depth learning of science and students' ability to apply knowledge. The curriculum now emphasizes depth over breadth due to a more progressive philosophy that AP courses can be helpful in fostering not just what students know about science, but what they should be able to do with science. In the past, AP curricula consisted of lists of what students should learn. Now, it consists of a series of learning objectives that pair a piece of content with a science practice. As a result, students are required to be active participants in scientific design.
- The AP Biology and AP Chemistry curricula at Glenbrook North have historically embraced in-depth learning and have developed classroom experiences that practice and apply science. As a result, the instructional practices at Glenbrook North have not significantly changed as a result of the redesign. Updated syllabi were submitted through the AP Audit Process and were approved.
- According to College Board, AP Biology prerequisites should consist of first-year Chemistry and first-year Biology courses and completion of an Algebra course.
- Glenbrook North requires first-year Chemistry and Biology courses and does not specify a level of math as Algebra is a requirement of a first-year chemistry course.
- According to College Board, AP Chemistry prerequisites should consist of a first-year Chemistry course and completion of an Algebra 2 course.
- Glenbrook North requires a first-year Chemistry course and concurrent enrollment in a pre-calculus course which indicates completion of an Algebra 2 program.
- Philosophically, the AP courses offer experience and exposure to prepare Glenbrook North students for coursework at the college level. Students are not prohibited from taking the AP courses at Glenbrook North. However, preference is given to upper classmen and those who have completed or are concurrently enrolled in a third year of a lab science.
- Glenbrook North Students continue to outscore National averages for both AP Biology and AP Chemistry (*see below*).

Advanced Placement Biology 283

Score	2010		2011		2012		2013		2014		2014 national	
	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students	%		%
5	13	52	19	54	15	63	10	28	4	18		6.6
4	5	20	7	20	7	29	9	35	7	32		22.4
3	3	12	5	14	1	4	14	29	9	41		35.2
2	1	4	2	6	1	4	3	8	2	9		27.1
1	3	12	2	6	0	0	0	0	0	0		8.7
total number tested	25		35		24		36		22			
mean score	3.96		4.11		4.5		3.72		3.59		2.91	
score of 3 or better (%)		84		88		92		92		91		64

Advanced Placement Chemistry 283

Score	2010		2011		2012		2013		2014		2014 national	
	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students	%		%
5	2	8	7	18	8	17	2	12	3	11		10.1
4	4	16	12	31	8	17	6	35	7	25		16.9
3	10	40	11	28	15	33	3	18	10	36		25.9
2	4	16	6	15	8	17	2	12	8	29		25.8
1	5	20	3	8	7	15	4	24	0	0		21.4
total number tested	25		39		46		17		28			
mean score	2.76	64	3.36		3.04		3		3.18		2.68	
score of 3 or better (%)		64		77		67		65		72		52.9

#### **IV. Recommendations**

- Continue to integrate the application of and practice of science in AP Biology and AP Chemistry courses as the current methodologies have proven successful on the AP Exam and align with the changes made by College Board to these courses.
- Maintain current prerequisite requirements to support student success in the courses.
- Continue to provide equal opportunities for all students to enroll in AP courses and who have a the appropriate prerequisite courses.

#### **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 - Advanced Placement Environmental Science 283

### III. Findings

- According to College Board, AP Environmental Science prerequisites should consist of two years of a lab science, preferably first-year Chemistry, first-year Biology, and/or first-year Earth Science courses, along with completion of an Algebra course.
- Glenbrook North requires two years of a lab science and completion of an Algebra 2 program
- Philosophically, the AP courses offer experience and exposure to prepare Glenbrook North students for coursework at the college level. Students are not prohibited from taking the AP courses at Glenbrook North. However, preference is given to upper classmen and those who have completed or are concurrently enrolled in a third year of a lab science.
- According to the College Board, a minimum of one class period, or its equivalent per week, should be spent engaged in laboratory and/or field work. On a 90/45-minute block schedule, this amount of time translates to approximately 67 minutes of lab work and/or field experience per week.
- Contact Time for area high schools as seen below:

AP Environmental Science Contact Time

School	Contact Minutes over a two week period*
Glenbrook South	450
Stevenson	500
New Trier	560
Deerfield	580
Evanston	588
Niles	588
Glenbrook North	675
Maine	700
District 214	900

\* reported by department chairpersons  
via survey in 2011



- Glenbrook North Students continue to outscore National averages in AP Environmental Science (*see below*).

Advanced Placement Environmental Science 283

	2010		2011		2012		2013		2014		2014 national	
Score	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students	%		%
5	1	5	2	9	1	4	3	12	3	7		8.3
4	7	32	8	35	12	52	11	44	18	44		23.6
3	9	41	6	26	4	17	7	28	7	17		15.3
2	4	18	5	22	5	22	3	12	9	22		25.5
1	1	5	2	9	1	4	1	4	4	10		27.2
total number tested	22		23		23		25		41			
mean score	3.14		3.13		3.3		3.48		3.17		2.6	
score of 3 or better (%)		78		70		73		84		68		47.2

**IV. Recommendations**

- Maintain current prerequisite requirements as they have proved successful for student achievement.
- Continue to provide equal opportunities for all students to enroll in AP courses.
- Maintain current level of contact time to allow for lab work and field experiences.
- Maintain current instructional practices as the current methodologies have proven successful on the AP Exam.

**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 – Advanced Placement Physics C 283

### III. Findings

- According to College Board, AP Physics C prerequisites should consist of a first-year Physics course along with completion of, or concurrent enrollment Calculus.
- Glenbrook North requires a first-year physics course and completion of, or concurrent enrollment in Calculus.
- Philosophically, the AP courses offer experience and exposure to prepare Glenbrook North students for coursework at the college level. Students are not prohibited from taking the AP courses at Glenbrook North. However, preference is given to upper classmen and those who have completed or are concurrently enrolled in a third year of a lab science.
- Over the past five years, approximately 75% of the students enrolled in Honors Physics 173, a prerequisite course for AP Physics C, are juniors. As a result, the course is not available to the students until their senior year.
- College Board has recently redesigned the AP Physics B course and renamed the course AP Physics 1 and 2. These courses are algebra-based and do not require the same mathematical application, engineering practices, and experimental design that is required by the AP Physics C course. As a result, an AP Physics denomination on a transcript does not specify the rigor of the content and curriculum.
- Glenbrook North does not offer AP Physics 1 and 2.
- Over the past five years, approximately 25% of the students enrolled in AP Physics C are females.
- Glenbrook North AP Physics C students continue to outscore National averages in both Mechanics and Electricity & Magnetism (*see below*).

Advanced Placement Physics C 283 - Mechanics

Score	2010		2011		2012		2013		2014		2014 national	
	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students	%		%
5	12	48	11	42	8	31	10	27	13	50		32.4
4	6	24	7	27	11	42	18	49	4	15		25.6
3	4	16	7	27	5	19	7	19	7	27		18.7
2	2	8	0	0	2	7	2	5	1	4		12.7
1	1	4	1	4	0	0	0	0	1	4		10.6
total number tested	25		26		26		37		26			
mean score	4.04		4.04		3.96		3.97		4.04		3.56	
score of 3 or better (%)		88		96		92		95		92		76.7

Advanced Placement Physics C 283 - Electricity & Magnetism

Score	2010		2011		2012		2013		2014		2014 national	
	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students	%		%
5	11	44	6	23	7	28	8	23	8	32		15.8
4	4	16	8	31	5	20	10	29	5	20		18.5
3	3	12	2	8	6	24	5	14	2	8		21.5
2	4	16	7	27	6	24	8	23	8	32		17
1	3	12	3	11	1	4	4	11	2	8		22.3
total number tested	25		26		25		35		25			
mean score	3.64		3.27		3.44		3.29		3.36		2.89	
score of 3 or better (%)		72		62		72		66		60		55.8

#### **IV. Recommendations**

- Maintain current prerequisite practices.
- Continue to provide equal opportunities for all students to enroll in AP courses.
- Denote AP Physics C on transcripts to ensure rigor is clearly communicated to colleges and universities.
- Review Next Generation Science Standard – aligned curricula in Physics 173 in relation to AP Physics 1 & 2 courses to determine if courses are similar in nature.
- Work with science teachers to design future events/experiences to increase female enrollment in AP Physics.
- Maintain current instructional practices as the current methodologies have proven successful on the AP Exam.

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

	New Course Proposals	Summer Curriculum Projects	Text book	Staffing	Resources
Department Action	N/A	Evaluation of Physics 173 Curricula in related to AP Physics 1 & 2	N/A	N/A	Summer Curriuclum Monies

## Course or Initiative – Earth Science 163 & Earth Science GT 163

### III. Findings

- After a thorough review of current curricula in Earth Science 163 and Earth Science GT 163 as well as the Next Generation Science Standards, content has been streamlined and opportunities for in-depth coverage have been identified and the need for hands-on, inquiry-based laboratory investigation and design has been recognized.
- Culminating learning outcomes have been written for each unit of study.
- Common assessment options for all levels of Earth Science have been developed.
- Earth Science 163 offers a suitable option for students who are interested in enrolling in a science course that is not math dependent. This course is open to 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders who desire a core, lab science course but do not wish to enroll in chemistry or physics.
- Earth Science GT 163 offers a suitable option for Team students who are recommended for a second year of the Team program in science and who would benefit from a science course that is not math dependent. This course is open to 10<sup>th</sup> graders who will, in future years, enroll in Introduction to Chemistry and/or Introduction to Physics.

### IV. Recommendations

- Finalize the culminating learning outcomes for all levels of Earth Science and devise a common assessment based on those outcomes.
- Implement opportunities for in-depth learning through writing, research, and student-centered investigations. Consider these authentic experiences as an alternative means to assess learning in the course.
- Maintain current placement processes for Earth Science 163 and Earth Science GT 163.

### V. Department Action

	New Course Proposals	Summer Curriculum Projects	Text book	Staffing	Resources
Department Action	N/A	NGSS Assessment Realignment	N/A	N/A	Summer curriculum funds

## Course or Initiative – Material Science 163 & 173

### III. Findings

- Enrollment in the Materials Science courses have fluctuated since establishing the course

Material Science Enrollment

	Total Enrollment	Materials Science 173	Materials Science 163
2014-2015	Did Not Run	0	0
2013-2014	25	20	5
2012-2013	Did Not Run	0	0
2011-2012	Did Not Run	0	0
2010-2011	20	18	2

- Students have typically opted for the 173 level course due to the nature of the content. In addition, in the years that the Materials Science course has run, the AP Physics enrollment has dropped. As a result, it is fair to assume the honors level student is interested in Materials Science.
- All students enrolled in Materials Science 163 and 173 have been successful earning a grade of a C or better.
- Student interest will need to be determined through registration numbers and, if interest continues, a new instructor will need to be identified as a result of upcoming retirement of the current instructor.

### IV. Recommendations

- Continue to educate students on the content and learning experiences in Materials Science through the Elective Extravaganza prior to registration.
- Work with science teachers, particularly AP Physics, to design events/experiences to increase female enrollment in Materials Science.
- Survey students to inquire of their level of interest in the course. If interest is present, work to identify a new instructor to continue offering the course.
- Consider reviewing the course objectives in conjunction with the Applied Technology department and Project Lead the Way to marry, if possible, efforts with an interdisciplinary course.

### V. Department Action

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

## Course or Initiative – Forensic Science 161

### III. Findings

- Enrollment in the Forensics Science 161 course has remained fairly consistent since it was established in 2011. This school year, for the first time, there are just four sections offered (two per semester).

Forensic Science Enrollment

School Year	Total Enrollment
2011-2012	165
2012-2013	144
2013-2014	148
2014-2015	101

- All students continue to demonstrate success in the Forensics 161 course earning a grade of C or above. Due to the nature of the learning experiences in the course, students can modify their work to best challenge themselves academically.
- The instructors have developed a supplementary curriculum that utilizes the Lake County Court and Jail, the Northbrook Police department, and outside speakers, as available. These authentic experiences present a variety of careers related to the course and field of study.

### IV. Recommendations

- Continue to educate students on the content and learning experiences in Forensic Science through the Elective Extravaganza prior to registration.
- If enrollment drops further, survey students to inquire of their level of interest in the course.
- Continue to offer authentic opportunities to expose students to potential careers in the field of forensic science

### 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

## GBN Social Studies Curriculum Report – November 2014

### I. Introduction

- A. Courses reviewed during past year  
International Relations 161  
Psychology 161  
Social Studies Simulation 161  
Urban Studies 161  
World Geography 161
- B. Process  
The review process for all of the above courses followed the District 225 Board of Education review model. Curriculum review committees were formed for the International Relations, Psychology, Simulation, and Urban Studies courses comprised of all teachers currently teaching these elective courses. The geography teacher (the only teacher for that course) consulted with his Instructional Supervisor as part of the process. The teachers reviewed the course goals, curricula, requirements, resources, and other information specific to each course.
- C. Additional initiatives (outside of review process)

During the 2013-2014 school year, the department proposed and the School Board approved a change in our Advanced Placement course offerings. In short, qualified sophomores are now allowed to enroll in AP World History (which had previously been restricted to seniors), and qualified seniors can now enroll in AP European History (which had been restricted to sophomores). We believe this change will create greater flexibility for students in planning their four years at Glenbrook North. This year, nearly  $\frac{1}{3}$  of the AP World History class is comprised of sophomores, though few seniors have opted for AP European History this year.

Additionally, both Advanced Placement European History and Advanced Placement United States history selected new textbooks in March 2014 to coincide with revised curricula from the College Board. Both texts have electronic book options, and many students are accessing the text via their Chromebooks.



## II. Report Schedule

<b>November 2015</b>	<b>November 2016</b>	<b>November 2017</b>	<b>November 2018</b>	<b>November 2019</b>
European History	HWC 163	US History 163	AP Am Gov't	Geography
Sociology	HWC 173	US History 173	AP Comparative Gov't	International Relations
Comp. Global Issues		American Studies	AP European History	Psychology
Political Science			AP Macroeconomics	Simulation
Anthropology			AP US History	Urban Studies
World Religions			AP Psychology	
			AP World History	
			Debate courses	

Approximate percentage of curriculum to be reviewed:

<b>November 2015</b>	<b>November 2016</b>	<b>November 2017</b>	<b>November 2018</b>	<b>November 2019</b>
20	20	20	20	20

## **Course or Initiative: International Relations**

### **III. Findings**

The International Relations course examines the formation and function of foreign policy in the United States and other nations. The focus is on contemporary world problems with an emphasis on current events. The enrollment remains consistent around 45 students each year. The enrollment has been consistently split among seniors and sophomores.

Dating back to the 2009 curriculum review recommendation, the course used the *Current Issues* text until June 2014. While the *Current Issues* text proved informative, the text included more domestic policy situations than international issues. Teachers felt the text lacked the emphasis on the history, foundations, or theories that shape foreign policy decisions necessary for the course (i.e. how and why foreign policy is shaped in order to comprehend the decisions that are made nationally and internationally). This finding resulted in dropping the *Current Issues* text for the International Relations class beginning with the 2014-15 school year. This year, the classroom teacher has discretion to tailor topical readings to learners' needs and reflect more current international issues. Ultimately, students encounter the most up-to-date topics from multiple perspectives as they focus on the history, foundations, and theories that influence broader foreign policy decisions worldwide.

The course continues to incorporate the *Choices* units, which provide students with background information on a topic, followed by possible policy decisions. The *Choices* Program, developed by Brown University, is highly regarded in the social studies field. They update constantly, therefore releasing new units on current international developments.

In addition, the use of simulation and role-play has been expanded in International Relations. Simulations focus on a variety of student direct topics in human security, national and international security, and global economy. These units conclude with a round table discussion of the issue and the creation of a position paper that outlines policy solutions.

### **IV. Recommendations**

We recommend the continuation of teacher curated readings to fit the most current topics and debates within international relations. Additionally, teachers will continue to use simulations and role-play as a primary activity to engage students and provoke curiosity in the content. Finally, we recommend gathering student feedback on the course, as well as continued monitoring of the enrollment.

## V. Department Action

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

## Course or Initiative: Psychology 161

### III. Findings

Psychology is a semester elective offered to juniors and seniors. Most years, there are six sections of the course, and most students are seniors (there are about four juniors per section on average). The course enjoys continued popularity, as students view it as an opportunity for introspection, and appreciate the discussion format of the class. We have three Psychology teachers in the department; they collaborate on instruction and reflect on lessons and student feedback regularly. Additionally, many students who take Psychology also take our department's Sociology course, as well as the Brain Studies course in the science department. These students gain a deep understanding of the human condition and mental health issues in these courses. Students appreciate the connectedness of their high school experience because of such offerings.

Psychology focuses on topics such as: psychology as a profession, experimentation, learning, personality, relationship building, communication, social psychology, psychological disorders and therapies. The psychological disorders unit includes a special emphasis on Post-Traumatic Stress Disorder, the Vietnam War, and our current wars and their veterans. We study the psychological effects of war on the individual. Many students are concurrently enrolled in a senior English class in which they read Tim O'Brien's The Things They Carried. This allows for a wonderful interdisciplinary learning opportunity to further student understanding of this complex psychological issue.

Due to the nature of our subject, mature discussion and reflection are crucial. Students report an appreciation for this classroom experience. Furthermore, students often praise the culminating introspective assignments, such as the mission statement, "mask project" or portfolio. These assignments allow students to apply psychological principles to their own lives. Students are encouraged to self-reflect and acknowledge aspects of their personality that will aid in their life-long psychological growth.

During our last curriculum review cycle, we recommended the exploration of a new textbook for the course. Three years ago, we moved to a different textbook entitled Thinking About Psychology, by Blair-Broeker and Ernst. We selected this text for its readability, clarity and module structure, which allows teachers to selectively focus on particular areas of psychology.

#### **IV. Recommendations**

We will continue to monitor enrollment and student feedback, and search for resources that will further enhance our curriculum.

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

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

## Course or Initiative: Social Studies Simulation

### III. Findings

Social Studies Simulation is a social studies semester elective that is made up of a relatively even mix of senior and sophomore students. A few junior students take the class each year concurrently with United States History. The total number of students enrolled in class fluctuates between 75 and 100 students per year. The teacher of the class also varies based on department needs. Most recently the class has primarily been taught by one instructor with additional staff being used when the number of sections available each semester have not been equal.

The simulation about the Arab-Israeli conflict in the Middle East remains as the central focus of the class, but as a core *activity* instead of the core content and learning experience. This shift has allowed for an expansion of historical background knowledge within the region that is fundamental to understanding current tensions and issues among the “teams” represented in the simulation. Furthermore, it has allowed for a greater depth of understanding among students regarding the roles they play within the simulation and the policy decisions they choose to carry out within the simulation.

In addition to the shift to increased historical background, the class has taken modular topical format. As the students engage in the simulation, each class period focuses on a unique topic, such as the Security of Israel, Water Rights, Oil Politics, Nuclear Weapons, and Women in the Middle East. Many of the topics addressed can then be used by students within the simulation to generate discussion and dialogue among other participant schools as they seek to find solutions to various problems.

From semester to semester there are changes within the simulation as new events reshape the relationship between the Israelis and Palestinians, and among countries in the region. Additionally, two years ago, the University of Michigan, which runs the simulation, allowed all of the spring semester students from GBN to be placed within the same simulation game; this marked a major organizational shift for the instructors, helping to resolve the problem that arose when our students were in attendance and trying to participate in the simulation, while the students from other schools involved in the simulation were on spring break.

The University of Michigan website that hosts the simulation serves as the most significant classroom resource. Over the last five years, the university has greatly enhanced the resources that the students and teachers may access using the simulation website. These resources include background material on the different countries and individuals represented in the simulation, along with links to numerous news organizations that cover the Middle East. The changes to the simulation website have also increased the ability of the instructors to monitor and evaluate student work within the simulation. Other resources used include a number of documentaries on the modern history of the Middle East and teacher prepared handouts. While the quality of these

resources are generally high, a few documentaries are becoming dated; teachers constantly look for and incorporate relevant new materials to address the changing relationships between the different parties of the Middle East.

#### **IV. Recommendations**

We recommend the continuation of operating a GBN-only participation simulation in the spring semester if the University of Michigan allows. We will continue to create new topics each semester to remain most up-to-date regarding the conflict and to help to enhance students' understanding the current issues that contribute to the conflict in that region.

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

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

## **Course or Initiative: Urban Studies**

### **III. Findings**

Urban Studies continues to be a popular course for GBN students. This year, we have five semester sections with approximately 125 total students. The class is generally comprised of 85% sophomores, 15% seniors, varying slightly year to year. The course attracts students with a wide range of academic capabilities and skills. There is a small segment of students for whom the Urban Studies text reading is difficult. Teachers have created guided reading questions and they encourage notetaking for use on many in class assessments in order to support these students.

The amount and type of work for course is average for social studies courses in the department. For homework, teachers generally give reading assignments accompanied by key terms and/or reading questions to assist with comprehension and notetaking skills. Homework assignments typically consist of reading between one and two chapters per school week, with unit tests for approximately every two to three chapters. One of the class requirements is an multi-media project focusing on an aspect of Chicago history and/or culture, and ultimately the students take an objective final exam.

In reviewing the curriculum, teachers have concluded that students would benefit from a slight shift away from the historical focus of the curriculum. They would like to incorporate more sociology into the course, taking a look at contemporary issues facing the city of Chicago. This approach will hopefully enable those students who have struggled with the textbook's historical focus even more access and connection to the curriculum through a variety of reading sources outside the textbook. The current textbook, City of Big Shoulders, went out of print in 2014, though there are still plenty of books available. Teachers will explore new textbook possibilities in conjunction with the shift discussed above.

Additionally, given that the majority of the Urban Studies students are sophomores, teachers believe they can take advantage of the research skills the students have learned in 9<sup>th</sup> grade. The incorporation of the research unit would allow both the addition of sociological content and an expansion of the research skill base.

Finally, though the field trips are in integral part of the Urban Studies experience, we feel we could do even more to structure the field trips more meaningfully for staff and students. We have found that when we take all Urban Studies students on a field trip at one time, the group size can itself hamper learning.

### **IV. Recommendations**

As discussed above, teachers suggest moving away from curriculum focusing purely on Chicago history to encompass a sociological analysis of Chicago, including modern-day



immigration, changing demographics, poverty, education, politics, and crime as well as examining other urban centers. Additionally, the course needs to take the research skills that the students learned from freshmen year and apply them during their sophomore year. This could include a research component to the course possibly tied to the sociological analysis. To accomplish this, the curriculum should condense early Chicago history in order to spend more time on more recent history/current issues. Teachers would like to complete summer curriculum work to make these curricular revisions, especially since they will likely select a new text as well. Regarding the field trips, after experimenting this year with different group sizes, teachers will evaluate potential changes to the field trips.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Create new curriculum and assessments tied to new text.	Select new textbook	N/A	Summer curriculum monies

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

### **III. Findings**

World Geography is a semester elective that is made up primarily of senior and sophomore students. The class mix tends to be evenly split with minor fluctuations between the two groups. Over the last couple of years the class has had a small number of juniors taking the class. This includes students who took US History in summer school and students who are taking Geography and US History concurrently. A number of the students enrolled in the class indicate that they are taking the class due to their desire to apply to universities/colleges in the state of Colorado, which requires a geography class for admissions consideration. Other students have indicated that the class appeals to them due to their ability to choose areas of study as part of the final project that culminates the class activities. Over the last five years, the number of students taking the class has ranged from 26 students in one section to 85 students in three sections. The last two school years have had a section each semester with approximately 25 students each semester.

The major change to the curriculum has been the development of a semester ending project in which the students choose a number of countries to study, then compare and contrast those nations using criteria developed in the class throughout the semester. This project includes students presenting their work to their classmates as the class works through the different stages of the project. The project has replaced the traditional final exam that was used in the past. On the day of the final exam, the students meet to reflect on their project and to share their final work with their classmates. The students have responded positively to the opportunity to select countries to study that have often been overlooked during their previous social studies classes.

We are currently using the newer edition of the textbook adopted at the start of this curriculum review cycle. Additionally, the teacher has supplemented with documents accessed through journals, magazines and online resources. Over the last few years, video resources dealing with physical geography have been added in the areas of climate, plate tectonics and volcanic activity. These videos enhance the curriculum by addressing how humans adapt to their environments when impacted by these events.

### **IV. Recommendations**

We have a number of recommendations for the World Geography class. We believe field trips to observe some of the geographic features of the Great Lakes region would offer valuable educational experiences for the students. Other trips that focus on human geography could also take advantage of museums of the Chicagoland area. Now that all students have Chromebooks, Google Earth can be used more frequently and easily within the class, along with other appropriate applications and extensions. The teacher will work with the building technology trainer to most effectively incorporate these ideas.

**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 2014**

### **I. Introduction**

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

Single Living  
Transitions for Life  
STEP  
Self-Determination  
College 101

In addition, the Transition strand of instruction across all self-contained special education courses in the Developmental Learning Services (DLS), Therapeutic and Academic Support Continuum (TASC) programs and Study Strategies classes.

#### B. Process

Throughout the 2013-2014 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 Transition curriculum meets the needs of the students in those self-contained programs. In addition, a small subcommittee of the DLS program special education teachers met to review curriculum in the five Transition courses. Finally, the faculty had several whole department meetings to discuss the transition curriculum strand taught in all Special Education content area courses and in Study Strategies. The Instructional Supervisor for Special Education coordinated the review of curriculum and summarized the findings in this report.

Prior to discussing the findings for each of the courses reviewed, it is important to provide some background related to transition programming given the unique nature of this topic. The philosophy of all the transition courses is to design activities and simulations based on each student's individual post-high school goals determined through the IEP process. There are nine areas of Transition that all special educators are legally mandated to address in the post high school goals of their students: 1. Employment and Vocational Skills, 2. Continuing Education, 3. Daily Living Skills, 4. Leisure Activities, 5. Community participation, 6. Health, 7. Self-Determination, 8. Communication, and 9. Relationships. For the purpose of developing curriculum, the teachers in the Department have reviewed these nine areas and consolidated to six domains by which to develop and describe course specific curriculum: self-care, recreation, community, vocation, education, and independent living.

C. Additional initiatives (outside of review process)

The department has continued to review math curriculum for at-risk learners, especially for DLS students. The TASC teachers developed a program-wide social-emotional curriculum emphasizing positive behaviors and supports that is currently in its second year of implementation. Special education English teachers have continued to review the use of data to inform instruction in the areas of reading and writing.

**II. Report Schedule**

November 2015	November 2016	November 2017	November 2018	November 2019
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	Implementation of IEP goals in math and consumer education	Implementation of IEP goals in the area of Transition
		Review needs of students and study skills courses offered		
Review of English and Reading curriculum	Review Science and Social Studies Curricula	Review Study Skills curriculum	Review of math and consumer curriculum	Review of Transition Services

Approximate percentage of curriculum to be reviewed:

November 2015	November 2016	November 2017	November 2018	November 2019
20	20	20	20	20

Additional courses to be reviewed this year: None

## **Course or Initiative: Five courses in the Transition sequence**

### **III. Findings**

#### **Single Living**

Single Living is the first in the four-year sequence of transition courses offered through the DLS program at GBN. This course provides students in the DLS program with independent living skills in both the educational system and in the community. Single Living assists students in developing the skills essential to become productive and independent citizens. Students enrolled in the course will gain practical knowledge and skills in the areas of self-care, budgeting, consumer education, vocational options and recreation and leisure. Coursework focuses on skill acquisition at the student's individual level rather than at his or her year in school. Of particular focus in Single Living is conducting a thorough needs assessment of the DLS students who are new to GBN. This course allows the DLS team an opportunity to assess functional skills and begin to shape the potential role of the DLS team in supporting a student's post high school goals.

#### **Transitions for Life**

Transitions for Life is the second course in the four-year sequence of transition courses offered through the DLS program at GBN. This class has a focus on life activities and pursuits, such as work, education, leisure, transportation, housing, and community access. Of particular focus in this course is that students learn about laws that protect individuals with disabilities. A general exploration of post high school education and skills needed for careers that students might be interested in pursuing is emphasized. Transitions for Life Work provides an opportunity for students to relate classroom vocational skills to a school-based job site or competitive community employment placement. A job coach is available to assist students in finding and maintaining a job. Student job skills will be evaluated by staff and employer, as well as student self-evaluations.

#### **STEP Class/STEP Work**

The Student Transitional Educational Program (STEP) class provides career education instruction for special education students. This course focuses on career exploration and job readiness skill. Students are presented with a range of information regarding vocations and given tools to assess their own career interests. STEP class assists students in developing the skills necessary to become productive members of the work force. STEP work provides an opportunity for students to apply classroom vocational skills to a school based job site or competitive community employment placement. A

job coach is available to assist students in finding and maintaining a job.

### **Self Determination**

Self-Determination is one of two options for the final year in the four-year sequence of transition courses offered through the DLS program at GBN. Students in this course will gain skills that will lead to a greater degree of independence with particular focus on community-based experiences. The four major components of self-determination are self-knowledge, decision-making, problem-solving, and goal setting.

### **College 101**

College 101 is designed to help students identify, develop and strengthen the skills and abilities that will support their efforts to succeed in college and beyond. Topics include: exploring what it means to be responsible for one's own learning; examining, assessing and building on past learning experiences; identifying and using strategies to strengthen reading, writing, listening, speaking and critical thinking skills; clarifying reasons for being in college; and exploring the roles they might play in the global community.

The curricular review team identified that these courses serve a very diverse population of students with a wide range of skills and needs. Although the courses work very well to address transition skills, much of the instruction must be individualized for students on a yearly basis. A great deal of flexibility is needed to best serve the students in these classes.

## **IV. Recommendations for all five courses in the Transition sequence**

- Ensure that transition teachers regularly meet on at least an informal basis to ensure that the curriculum is aligned to students goals
- Continue to allow for flexibility in the curriculum of each course so that adjustments can be made to fit the needs of the student population from year to year
- Consider the need for a higher level transition class that addresses the needs of our students who struggle with social-emotional functioning but may have higher level cognitive skills

## 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>



**Course or Initiative: Transition strand across all Special Education courses and the Transition Program**

**III. Findings**

The DLS and TASC teams spent several faculty and team meetings to review how transition topics are addressed as part of the curriculum in self-contained content area courses and Study Strategies. It was determined that in all areas, but especially in the areas of Consumer, Health, and English, topics related to transition are frequently embedded. Expansion of transition based concepts or units of study could enhance additional support to the students in these programs.

**IV. Recommendations**

- Allow time for the Special Education teams to review the curriculum in the courses and ensure that Transition topics are indeed explicitly embedded.

**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 Curriculum Report – November 2014**

### **I. Introduction**

#### **A. Courses reviewed this year:**

French 563  
French 573/583  
Hebrew 573  
Russian 563/573  
Spanish 563/573  
Spanish 583

#### **B. Process**

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

French 563: MJ Petrini Poli

Russian 563/573: Izabella

Tashlitskaya

French 573/583: Nicole Abbott

Spanish 563/573: Annahi Hart

Hebrew 563/573: Josh Morrell

Spanish 583: Jeff Ware

Committee leaders worked with colleagues and the Instructional Supervisor for World Languages in the curricular review.

#### **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 proficiency and cultural competence.

## II. Report Schedule

November 2015	November 2016	November 2017	November 2018	November 2019
Chinese 163	Chinese 263	Chinese 363	Chinese 463	Chinese 563*
-----	Chinese 273	Chinese 373	Chinese 473	Chinese 573*
French 163	French 263	French 363	French 463	French 563
-----	French 273	French 373	French 473	French 573
-----	-----	-----	-----	French 583 AP
German 163	German 263	German 363	German 463	-----
-----	German 273	German 373	German 473	-----
Hebrew 163	Hebrew 263	Hebrew 363	Hebrew 463	Hebrew 563
-----	Hebrew 273	Hebrew 373	Hebrew 473	Hebrew 573
Latin 163	Latin 263	Latin 363	Latin 463	-----
-----	Latin 273	Latin 373	Latin 473	-----
Russian 163	Russian 263	Russian 363	Russian 463	Russian 563
-----	Russian 273	Russian 373	Russian 473	Russian 573
-----	-----	-----	-----	Russian 583 AP
Spanish 163 G	Spanish 263 G	Spanish 363 G	Spanish 463 G	Spanish 563 G
Spanish 163	Spanish 263	Spanish 363	Spanish 463	Spanish 563
-----	Spanish 273	Spanish 373	Spanish 473	Spanish 573
-----	-----	-----		Spanish 583 AP

\*Currently not offered at GBN.

Approximate percentage of curriculum to be reviewed:

November 2015	November 2016	November 2017	November 2018	November 2019
13%	24%	24%	24%	16%

## Course or Initiative: French 563

### III. Findings

Starting 2014-2015, the department has offered one of section combined French 563 regular level with French 463 regular level. This year the class had three fifth year regular students within the class. The curriculum for the fifth year regular and fourth year regular comes from the textbook Rond Point. The curriculum from the texts cycles each year with chapters 1-9 for French 463 and chapters 10-18 for French 563.

Instruction seeks to support both groups of students and at times requires groups to work independently as the instructor is working with the other group. Some lessons apply to both levels of students.

The course addresses interpersonal, interpretive, and presentational skills via reading, writing, listening, speaking and understanding culture in both levels. This combined class also uses Rosetta Stone's *Tell Me More* lab program as well and a cultural movie unit.

As the courses are structured in this combined level class, the program is well designed and meets the needs of the students in both levels. Increased enrollment in French in the upper level class could benefit instruction by having separate fourth and fifth year courses, which would be ideal.

### IV. Recommendations

- Seek strategies to increase student enrollment in the upper level course of French
- Discontinue use of the Rosetta Stone's *Tell Me More* online program. The teacher has many resources online with authentic materials that will be better resources for the course.

### V. Department Action

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

**Course or Initiative: French 573/583**

**III. Findings**

Starting 2013-2014 the department has offered one section of combined French 573 Honors and French 583 Advanced Placement and enrollment varies from year to year. These capstone classes are combined to ensure that students can finish four years of study of French. The curriculum for the French 573 Honors and French 583 AP was reviewed and updated recently as part of the AP approval process by College Board.

The course addresses interpersonal, interpretive, and presentational skills via reading, writing, listening, speaking and culture in both levels, which prepare the AP students for the French Language and Culture exam in May and completion of the AP course for potential college credit.

This combined class of fifth year honors /AP uses a grammar textbook, short story reader, *Tell Me More* lab program, and the AP French text. The current classroom resources meet the instructional and learning needs of the students.

**IV. Recommendations**

- Current curriculum and instructional practices of the program are successful in meeting the needs of students.
- Discontinue use of the Rosetta Stone’s *Tell Me More* online program. The teacher has many resources online with authentic materials that will be better resources for the course.
- The department would recommend that students purchase the AP French text because it allows students to access some material online that otherwise they could not access for individual practice.

**V. Department Action**

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

**Course or Initiative: Hebrew 573**

**III. Findings**

The department currently offers one section of Hebrew 573. Overall, there are 15 students in the course where as last year, the first year it was offered, there were 19 students. The course addresses interpersonal, interpretive, and presentational skills via reading, writing, listening, speaking and culture in both levels. Also, students can take the course for two years. This curricular focus for the year is literature.

This year the Hebrew 573 class is combined with the fourth year Hebrew 473 class. As with many combined classes, it is important for the teacher to manage two levels of instruction within the one class.

The fourth year honors students generally move to fifth year honors. Roughly 50% to 60% continue in their language studies when the fifth level is offered. Movement to the next level of the program is dependent upon the age of the student. Some students graduate before they can take a fifth year of study.

The fifth year honors class uses, novels, short stories, and an online newspaper program that exposes students in the target language to culture units, current events and possible discussion topics. These instructional resources work well to meet the needs of the students and achieve instructional goals and objectives.

**IV. Recommendations**

- Continue making use of short story readers and online newspapers and culture learning tools.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbooks(s)	Staffing	Resources
Department Action	NA	NA	NA	NA	Approve E-Tone program.

## Course or Initiative: Russian 573 AP Prototype

### III. Findings

The department offers one section of Russian 573 AP Prototype. The course addresses interpersonal, interpretive, and presentational skills via reading, writing, listening, speaking, group discussions and cultural studies. This year the curricular focus is on classical literature. The instructor, Ms. Tashlitskaya, prepares students for Prototype AP Russian exam which includes all four skills of reading, writing, listening and speaking. The teacher also plans to assess students with the Oral Proficiency Inventory (OPI) to support skill development.

Due to lower enrollment in year four and five, this class is part of a combined section of Russian 373, Russian 473 and Russian 573 AP. Instruction in these multiple level course requires a great deal of individualization to meet the wide range of student needs. Enrollment varies based upon the age that students start in the Russian program of study and the number of years they choose to study.

The fifth year honors class uses, novels, short stories, and an online newspaper that exposes students in the target language to culture units, current events and possible discussion topics. Students also watch movies on the target language to increase their listening skills.

### IV. Recommendations

- Continue use of short story readers and online newspaper and culture learning tools to support student skill development.
- Monitor student enrollment within the Russian program to determine the feasibility of maintaining this language offering within the department.

### V. Department Action

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

**Course or Initiative: Spanish 563/573**

**III. Findings**

The department currently has one section of fifth year Spanish that is a combined class of Spanish 563 and Spanish 573 due to lower enrollments in both courses. The course addresses interpersonal, interpretive, and presentational skills via reading, writing, listening, speaking and cultural studies in both levels.

A change in instructor for the course has resulted in some changes to the curriculum. The new teacher, Ms. Hart, completed a curriculum project over the summer to put in place a framework for the new thematic units of study. Currently there is no textbook for the class, but the course uses the Rosetta Stone’s *Tell Me More* program which students use on a weekly basis. The use of this program has provided mixed results in supporting students’ learning.

In class students are using short stories, movies, cultural studies, and thematic units to integrate vocabulary, culture, history, and grammar. The course also uses a video series from Spain “El Internado”. Current event presentations within the target language by the students are a daily event in class.

**IV. Recommendations**

- Continue developing the thematic units for this course.
- Discontinue use of the Rosetta Stone’s *Tell Me More* online program. The teacher has many resources online with authentic materials that will be better resources for the course.

**V. Department Action**

	New Course proposals	Summer Curriculum Projects	Textbooks	Staffing	Resources
Department Action	N/A	N/A	Explore more authentic resources	N/A	N/A



## **Course or Initiative: SP 583: AP Spanish Language and Culture**

### **III. Findings**

There is currently one section of SP 583. Enrollment is lower than normal this year with 14 students in the class, whereas last year there were 22 students. Schedule conflicts with this single section class are some of the reasons for the lower enrollment. Over the last several years enrollment has consistently been between 15 and 23 students.

The AP Spanish Language and Culture class is the pinnacle of study and ability for language students at the high school level. Thus, the course is both challenging and practical. Students explore the intricacies of the Spanish language, the diversity of cultures, and global themes pertinent in the Spanish-speaking world. The class is practical in that focus is on the development of linguistic proficiency, not grammar knowledge. The course affords students the opportunity to review, refine, advance, and apply the skills they have acquired in previous years by practicing the language through the three modes of communication (interpretive, interpersonal and presentational) used in the actual AP exam. Since the goal of the class is proficiency, nearly all communication is carried out in Spanish. The class participation grade reflects the requirement that students use Spanish almost exclusively in the classroom.

The six thematic units of the class were selected from the AP Spanish Language and Culture course description (2014) from College Board. The primary textbook for the class, “Triangulo Aprobado (TA),” was chosen because of its comprehensive treatment of the themes, the quantity of authentic source material, and the online supplements for added practice and further access to authentic source material. The class also uses the Rosetta Stone Tell Me More program for added practice with grammar, thematic vocabulary, and linguistic skills outside of class.

Challenges of the class include trying to get students to speak at all times in Spanish, especially during transitions between activities, and during small group work. The teacher, Mr. Ware, is also experimenting with assessment in the class. Since AP focuses on the 3 modes of communication assessment is almost exclusively centered on proficiency in those areas instead of offering “traditional” testing and quizzing. The change in assessment format started last year, and the results are very positive. Every student passed the AP test last May with a score of 3 or higher.

### **IV. Recommendations**

- The Triangulo book has the great advantage of having great authentic source material for student practice. However, it is basically a book to practice all parts of the AP test. There are no activities outside of AP practice materials. Additionally, the vocabulary for each section is taken from the sources, but does not always line up with the theme or sub theme being studied. In the last two years, many new AP texts have been published. The department will investigate the possibility of a book that offers a wider variety of vocabulary and activities for

teachers and students to use in the classroom. One worth considering is “Temas” by Vistas Higher Learning. Mr. Ware would also recommend use of a copy of “AP Spanish Preparation” from Vistas Higher Learning for practice material for the test that students could use as needed.

- The department should also evaluate the use of the *Tell Me More* program within this course. Mr. Ware is collecting data about the effectiveness of the program and will use student satisfaction with the program as a means of consideration in the uses of this online resource.

### V. Department Action

	New Course Proposal	Summer Curriculum Projects	Textbooks(s)	Staffing	Resources
Department Action	N/A	N/A	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?

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