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

TO: DR. RIGGLE
FROM: DR. WILLIAMSON
SUBJECT: CURRICULUM REPORTS
DATE: 1/19/2011
CC: BOARD OF EDUCATION

At the regular board meeting on Monday, January 24, 2011 we will be bringing forward the curriculum reports from each school. These reports are a function of our ongoing educational planning process through which departments systematically review their entire curricula during a five-year period.

While Associate Principals Cameron Muir (GBS) and Kris Frandson (GBN) will provide an overview of the findings, many Instructional Supervisors will also be in attendance to address Board questions. Instructional Supervisors of like departments have worked together to align their review cycles and to share common issues and observations.

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. They also include an evaluation of any new courses after three semesters of implementation, if applicable.

The following highlights of each school's curriculum reports were provided by the respective Associate Principals:

GBN:

Career and Life Skills

Management 161: New entrepreneurship opportunities have been developed with the launch of a student-run business partnership with Market Day for the GBN community. Students now have hands-on experiences in managing their own business.

Architecture: Declining enrollment is a concern in architectural courses and in particular with reduced numbers of female students. Staff members will improve the marketing of these courses to all GBN students and focus efforts to increase female student enrollment.

English

Sophomore English: Development of core reading strategies and assessment strategies continues to be a focus of the sophomore curricular teams. Alignment of student reading skills

with the new core state standards has begun and integration of these curricular goals into instruction is in progress.

Fine Arts

Art Studio: A curricular sequence change removing the prerequisite of Art Studio for sophomores through senior students was made. This change will support more students in accessing curricular programs in 2D art, 3D art and photography during their four years at GBN.

Broadcasting: Significant changes were made in this curricular area with the addition of new technology and movement to an Apple platform. Professional development was provided over the summer and staff members are making appropriate curricular adjustments.

Mathematics

Algebra 163: Prior to the 2009-2010 school year, Algebra 163 was a “skills and procedure” oriented course. Exams, quizzes and class work required the student to repeat previously practiced procedures which had been modeled explicitly by the instructors. While this is an essential part of learning mathematics, an excessive reliance on this approach is problematic. Geometry teachers found that many students lacked the habits of mind and critical thinking orientation which are necessary to excel in a proof-oriented environment. Students had trouble reading and processing verbal information and translating it into mathematical representations. The department’s work to remedy this concern by adopting a new instructional program which focuses on conceptual development in addition to skill work is ongoing.

Science

Freshman Physics: The evaluation of the new Physics-Chemistry-Biology (PCB) curricular sequence shows student success in the program. More extensive evaluation and data collection regarding the PCB program will continue this spring and into next school year. In addition, the department has continued to work to create quality electives for the senior year now that students will have completed college-required science coursework by the end of their junior year.

Social Studies

World Religions: This new elective course offered this school year experienced a very positive start with over 150 students enrolling. In addition, the department is proposing a new summer school enrichment course titled “Sports in Society”. These diverse elective offerings seek to broaden students' experiences.

World Languages

Modern Hebrew: The newly created Modern Hebrew program has established solid enrollment and the department is continuing the development of the next sequences of courses.

Mandarin Chinese & German: Enrollment in Chinese and German language is an area of concern. Since these programs are not offered at the feeder school level, the department recognizes that we need to increase communication to our incoming students about the availability of these languages and why study in these areas are beneficial to students education and career plans.

GBS:

English

English 161/2: The freshman team's approach to grammar, vocabulary and spelling in the freshman year will shift significantly. The new configuration would switch the responsibility of the grammar to the literature teachers primarily, and the vocabulary and spelling to the communications teachers.

Restructuring of ESL 1 and ESL Reading/Writing 1 into "Beginning ESL": Scheduling the first level courses into a double-period intensive English experience taught by the same bilingual individual(s), allows for a more integrated curriculum to facilitate language development for beginning level students.

Mathematics

Advanced Algebra 363: The course underwent major revisions in light of a new textbook and Nspire CAS calculator implementation in 2009-10. New teaching approaches and assessments were developed to help improve the course in light of the new materials and technology. As a result of all the positive changes currently being implemented, it is more important than ever to work collaboratively as a course team. The course team is meeting regularly to continue to improve curriculum and instruction and analyze student data.

Social Studies

Urban Studies I and II: The revised Urban I: Chicago, better prepares students for the rigors of US History by compacting the course to focus on the most compelling and intellectually stimulating aspects of Chicago's history. Urban Studies II: Problems & Solutions offers an authentic learning experience and seeks to build creative, critical thinking skills. Students address such problems as housing, community building, sustainability, government and health issues within the urban context.

World Languages

Mandarin Chinese: Some adjustments were made at the outset of this year as a result of the evaluation of the program after the first two years and the completion of the sequence in Academy. The textbook, *Chinese Link*, was adopted for the 163 class this year and students have benefitted from a communicative approach to the language. The pacing of the course this school year is more in line with that of other area high schools.

Curriculum Reports – January 2011

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GBS Applied Technology Department Curriculum Report – November 2010

I. Introduction

A. Courses reviewed during past year:

Arch-CAD 463
 Photography 261
 Automotives 363

B. Process:

The above classes were evaluated based upon student progress, and project rigor in accordance with professional standards of the various content areas. New ISBE core standards in Career Readiness are being put in place for future evaluations.

C. Additional initiatives (outside of review process)

None

II. Report Schedule

November 2011	November 2012	November 2013	November 2014	November 2015
Automotives 263	Automotives DLS	Automotives 463	Automotives 161	Automotives 363
Cad 361	Drafting Engineering 363/463	Product Design 261/361	Drafting Architecture363	Arch-CAD 463
Woods 363/463	CAD161	CAD 261	Woods 263	Woods DLS
Photography161	Photography DLS	Photography 461	Photography 361/461	Photography 261

Approximate percentage of curriculum to be reviewed:

November 2011	November 2012	November 2013	November 2014	November 2015
20%	20%	20%	20%	20%

Additional courses to be reviewed this year:

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

Course or Initiative: Architecture CAD 463

III. Findings

Architecture 463/473 is a yearlong advanced architecture class. This class is intended for students who are considering majoring in architecture in college. The course includes the design and development of residential and commercial structures with an emphasis on green architecture. Students can elect to take this class for honors credit.

Students use AutoCAD Architecture software to produce working drawings (floor plans, foundation plans, electrical plans, sections etc.). Advanced model making techniques are taught in this class allowing students to use the Dimension SST 1200 3d printer. This rapid prototyping machine is able to produce entire models or details for conventional models quickly and precisely. This machine enables students to build models with greater ease and accuracy. Additional computers have been added to the architecture classroom (609) bringing the total to nineteen.

IV. Recommendations

None at this time.

V. Department Action

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

Course or Initiative: Photography 261

III. Findings

As more students are introduced to Adobe Photoshop in Photo 161, interest has grown in digital work. Students want to learn how to manipulate their images for posting on their art-based or social networking sites. Also, more students have invested in higher quality digital SLR cameras so their source material is better than previous years. Photoshop is the industry standard so students gain experience in the same program they would be using in college or the workplace. Although we have been offering parallel curriculums - traditional darkroom and digital - for years, this year the balance has shifted significantly. At this point, the class is working 75% digital, 25% darkroom.

IV. Recommendations

Continue to monitor and adjust to changes in the digital world.

V. Department Action

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

Course or Initiative: Automotives 363

III. Findings:

The course is designed for the student who is interested in automotive dealership service as a career and includes automotive service repair, operations management, managing dollars with sense, safety communication, building a team, and total customer relationship management. Principles of integrative thinking are used to connect knowledge and skills, transfer knowledge and skills across various automotive disciplines and applying prior automotive knowledge and skills in new contexts.

This course’s curriculum map includes; essential questions, course content, student skill sets and assessment tools. Two sets of standards are identified: the Glenbrook South Applied Technology Standards and the NATEF (National Automotive technicians Education Foundation) standards. All standards set by the Applied Technology Department and NATEF are directly in line with the Glenbrook South High School improvement goals.

With increased changes in Automotive Technologies all publishers of curriculum have gone to on-line text as the latest editions.

IV. Recommendations:

Continue to support instructional technologies with the ever changing automotive curriculum.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	Research on-line versions.	None	None

GBS Art Department Curriculum Report – November 2010

I. Introduction

A. Courses reviewed during past year: *Painting I, Painting II*

B. Process

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

C. Additional initiatives (outside of review process)

None.

II. Report Schedule

November 2011	November 2012	November 2013	November 2014	November 2015
Drawing 1	Jewelry1	Ceramics 1	DLS Art	Painting 1
Drawing 2	Jewelry 2	Ceramics 2	AP Studio Art	Painting 2, 3
Drawing 3 and Honors	Jewelry 3and Honors	Ceramics 3 and Honors	Advanced Jewelry	
			Advanced Ceramics	<i>TLS Art</i>

Approximate percentage of curriculum to be reviewed:

November 2011	November 2012	November 2013	November 2014	November 2015
21%	21%	21%	21%	16%

Additional courses to be reviewed this year:

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

Course or Initiative: Painting I

III. Findings

Painting I is a course introducing basic painting skills and techniques while working in a variety of mediums including, but not limited to; watercolor and acrylic paint. Students are introduced to basic art history as well as contemporary, living, artists.

Since the introduction of a new art instructor in the fall of 2008, class enrollment, student interest, skills, and knowledge of painting have dramatically increased. In the summer of 2008, the painting curriculum was reviewed and updated. Since then, student enrollment has nearly tripled. Student enthusiasm has led to full classes with wait lists.

Many talented students have emerged from the new painting program. In the last two years, four awards have been awarded to painting students in local and national art competitions. In the Spring of 2009, then sophomore student Inhwan Choi won first place in the nation in the category of Painting in the Great Frame Up “Self-Expression” Show. In the Spring of 2010, then sophomore student Sara Meinecke won first place best of show in the Great Frame Up “Self-Expression” Show.

IV. Recommendations

Because Painting I is consistently growing in its enrollment and scope, it is imperative that we make good use of equipment and facility that support the students population and their needs. It is our recommendation that we monitor more carefully the purchase of painting supplies and investigate possible ways cut costs by finding new vendors that offer quality products for less money. We have recently addressed the lighting situation in the drawing and painting rooms, and at a low cost, replaced the light fixtures on an already existing track. Along with the improvement in lighting, our recommendation would be to eventually use our existing classrooms for more specific purposes in the areas of dry and wet mediums. In other words, we would use one classroom for Drawing I, and Drawing II, and another for Painting I, Painting II, and A.P. Studio Art. This separation of dry and wet medium courses will allow for the increase in student interest to continue as well as creating a more practical working environment for the art teachers and, most importantly, the students.

V. Department Action

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

Course or Initiative: Painting II (Painting 3, when necessary)

III. Findings

The Painting II curriculum engages students in furthering their painting skills with an emphasis on idea development. At this level students are deeply engaged in self-realization as they begin to “find” themselves as artists. Instructors concentrate on helping students develop their own personal styles while being aware of the variety of styles present in our culture.

As with all disciplines and media in the art department, assignments for every student are based on a particular idea or concept that originate from either current issues in the world today, historical accomplishments, or a concern from outside the classroom that intrigues the student. For example, a painting assignment may be themed around facing one’s greatest fears. Another example would be to paint an animal on an endangered species list. In any case, every activity is either research based, (which includes **reading**), or it involves an accompanying reflection in the process, (which includes **writing**).

IV. Recommendations

We stated in the finding of the Painting I review that class enrollment, student interest, skills, and knowledge of painting have dramatically increased in the past two years. We are hoping that with the added lighting in the hallway, an increased number of display cases, and our heightened diligence in displaying student art work, numbers of students enrolling in the visual arts will also increase.

With the above in mind, we in the art department must find new and inexpensive ways to display more student art work while maintaining the functionality of our current work rooms.

We also are striving to increase our student enrollment as students will benefit from a vital and growing 2-D and 3D discipline.

V. Department Action

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

GBS Business Education Department Curriculum Report – November 2010

I. Introduction

A. Courses reviewed during past year

Accounting 261

Game Design 261

Advanced Career Placement (ACP) 163

B. Process

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

C. Additional initiatives (outside of review process)

II. Report Schedule

November 2011	November 2012	November 2013	November 2014	November 2015
Business Law	Accounting 163	Consumer Ed. LA	Marketing 161	Accounting 261
Web Design 261	Digital Media 261	Digital Graphics 261	Computer Applications 161	Game Design 261
Keyboarding LA	Consumer Ed. 161	Information Processing 161	Intro to Business 161	Intro to Entrepreneurship
	DCE 163	Consumer Honors		

Approximate percentage of curriculum to be reviewed:

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

Additional courses to be reviewed this year:

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

Course or Initiative: Accounting 261

III. Findings

Due to low enrollment this class has not run in the past 5 years. We are seeing an increasingly greater number of seniors in our beginning level Accounting 163 classes. Anecdotal data showed sophomores and juniors as having a difficult time fitting a yearlong elective in their schedule. The number and pressures of taking academic electives has driven the ability for exploration out of our schedule. Presently there are 27 seniors, 8 juniors, and 5 sophomores in the Accounting 163 classes.

IV. Recommendations

Accounting 163 will explore the option to incorporate the opportunity for honors credit. This may motivate those students who might otherwise not seek out the Accounting program.

V. Department Action

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

Course or Initiative: Game Design 261

III. Findings

Game Design has been a successful addition to our technology curriculum since 2003. The first software selected was Macromedia Director with the addition of Lingo Script programming. This was a perfect transition from the introductory Graphics class's linear animations into more interactive Shockwave video games. These were 2-Dimensional games that relied heavily on programming to control game elements. Gradually we transitioned our curriculum over to the 3-dimensional world of the Unreal Level Editor. By this time, accredited colleges and universities had begun offering associate, bachelor, master and doctoral programs in Game Design. Moving into the 3-dimensional world naturally brought more math and physics into the course. Students are designing levels with unique architecture, lighting, static meshes, movers, and physics volumes that could be tested "real time" within the gaming engine. Group projects at the end of the course are shared via LAN tournaments.

IV. Recommendations

Work toward upgrading from UT2004 to either the Unreal Developer's Kit or the new Unreal Editor 3 software which are both more graphic intensive and dynamic in their tools and capabilities.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbooks(s)	Staffing	Resources
Department Action	None	No	A new digital edition book	None	Update hardware and software

Course or Initiative: Advanced Career Placement 163

III. Findings

There are presently two students enrolled in this course. This course does not meet during school day. Students earn credit by being employed a minimum of 12 hours a week. The Diversified Cooperative Education (DCE) coordinator makes periodic visits to the worksite to review progress. The prerequisite of DCE is required for enrollment.

IV. Recommendations

ACP students should be absorbed into the Internship program.

V. Department Action

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

GBS English Department Curriculum Report – November 2010

I. Introduction

A. Courses reviewed during past year

English Studies 163, English 161/2, Communications 161/2, Honors English 173

B. Process

At the initial EPP meeting, teachers from the various courses reviewed the current curriculum through five essential questions, posed their own questions and stated concerns that they would like to address through the EPP process. Teachers were asked to consider the following questions as the basis of the EPP:

1. What skills (reading, writing, speaking, listening, research, and technology) do we want our freshman to learn by the end of 1st semester?
2. What skills (reading, writing, speaking, listening, research, and technology) do we want our freshman to learn by the end of 2nd semester?
3. What do we do in our classrooms now that address these skills (Example: students write one essay per quarter, students conference with teacher/tutor once per quarter, etc.)
4. What data should we look at to see that these skills are being met? (For example, EXPLORE scores, etc.)
5. What questions or concerns do you have about the course and what information do you need to address them?

For the rest of the year, course-alike teams met with the freshman team leader to answer the questions and address the concerns that were expressed during this meeting, and discuss what changes needed to be made to the courses.

One exception to this process was when all standard-level teachers (teachers of both Communications and English 161) met together to discuss grammar instruction at the freshman level, as well as to examine the degree to which the College Readiness Standards were being explicitly addressed in classroom instruction and student assessment. Another exception was that the initial EPP meetings were held in conjunction with the initial RtI meetings of the year, mostly to emphasize how these two initiatives are complimentary to each other.

C. Additional initiatives (outside of review process)

Outside of the review process, the freshman team participated in two other major initiatives. All freshman teachers participated in a year-long Response to Intervention (RtI) training, led by Mark Maranto and Tara Braverman. The team also was charged with the task of incorporating the College Readiness Standards for English into each course in the curriculum. Both of these additional initiatives had a significant impact on the direction the

EPP process took, particularly in the Communications, English 161/2 and Studies English 163 courses.

Finally, the freshman teachers were involved in the Northfield Township Articulation program in October 2009. This program was a full day workshop sponsored by the Township, during which Carol Jago, the incoming president of NCTE, addressed the group, and the freshman teachers met with various middle school teachers to discuss articulation of skills and instruction across districts. The freshman team will continue the work in the fall of 2010.

II. Report Schedule

November 2011	November 2012	November 2013	November 2014	November 2015
English Studies 263	English Studies 363	English Studies 463	Electives	English Studies 163
English 263	English 363	English 463: Rhetoric English 43: Humanities English 463: World Literature		English Communications 161/2 English 161/2
Sophomore Honors English 273	AP Language and Composition	AP Literature and Composition		Honors Freshman English 173

Approximate percentage of curriculum to be reviewed:

November 2011	November 2012	November 2013	November 2014	November 2015
20%	20%	20%	20%	20%

Additional courses to be reviewed this year:

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

Course or Initiative: English Studies 163

III. Findings:

The studies teachers concluded that the central goal of this course is to address the skill gaps that impact studies students' achievement, particularly in the areas of reading strategies, grammar instruction and writing. However, the teachers also felt that there is so much content to cover in the curriculum that there is not enough time to address these goals to the extent that is needed.

Teachers also identified a text in the course that was not addressing the needs of students, *The Seven Habits of Highly Effective Teens*. The purpose of having the book in the curriculum was to serve as a high-interest text to motivate these students, who are often reluctant readers, to read. The book was also supposed to serve as a vehicle to teach nonfiction reading strategies. Teachers determined that the book satisfied neither goal; many students found the book to be redundant, as they had already read it in middle school, and it was also an ineffective teaching tool to address nonfiction reading strategies.

In addition, when examining the College Readiness Standards, the teachers concluded that the current scope of grammar instruction at the studies level did not adequately address the skills identified in the College Readiness Standards. Specifically, teachers felt that there was too much emphasis on parts of speech in the course, and not enough instruction on more advanced grammar concepts. Teachers determined that they needed to revise grammar instruction in the course to better align with the CRS.

IV. Recommendations

As a result of their observation that the course had too much content to allow for successful integration of reading strategy instruction, and their dissatisfaction with *The Seven Habits of Highly Effective Teens*, teachers decided to drop this text and not replace it with another major text. Instead, teachers worked to find short nonfiction texts to fill in as replacements for *Seven Habits* that would better address the desired goal of teaching nonfiction reading strategies. These texts will be used as supplementary readings paired with the other major texts in the course.

Teachers also decided that grammar and writing instruction needs to be emphasized more explicitly through the year. Time that was once devoted to teaching *Seven Habits* will now be explicitly devoted to writing instruction and the grammar skills identified by the College Readiness Standards. As a result, teachers revised the course curriculum map and spent several days developing instructional materials to address the renewed emphasis on writing and grammar instruction. Further work in the development of these materials will need to take place throughout the 2010-11 school year.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	Drop: <i>The Seven Habits of Highly Effective Teens</i>	None	Time during school year to: Revise the final exam for each semester Develop curricular materials to address writing and grammar

Course or Initiative: English 161/2

III. Findings

Overall, the team is pleased with the target skills, essential questions and content of the current freshman curriculum, though the review process did provide the freshman teachers with the opportunity to refine and revise the skills and essential questions that frame the course.

There was, however, one pressing concern for members of this team: grammar instruction. Teachers posed several questions about grammar at our initial meeting: what grammar skills are being taught at this level? Are they appropriate skills for students at this level? In addition, as the team addressed the College Readiness Standards, further questions were posed by the freshman team leader: Does the current scope and sequence of grammar instruction align with the CRS for English? Where are there gaps? Where is there overlap? As a way to address these concerns, the team met in February 2010 to assess how well the current freshman grammar curriculum addressed the College Readiness Standards for English. Teachers determined the skills outlined by the College Readiness Standards were as follows:

- Revise and recognize fragments and run-ons
- Decide on verb tense, maintain consistent verb tense
- Determine the difference between adjectives or adverbs, and when to use them
- Subject/verb agreement
- Pronoun/antecedent agreement
- Determine which preposition to use
- Commas (items in a series, dates, places, dependent and independent clauses, etc.)
- Semicolons between independent clauses

Based on this analysis of the CRS, the group also reviewed the current scope and sequence of grammar at the freshman level, and determined that in light of the College Readiness Standards, there are significant gaps between the current grammar curriculum and the one required by the CRS. The result of the meeting was the decision that substantial revisions must be made to the current grammar curriculum in order to explicitly address the College Readiness Standards.

IV. Recommendations

As a result of the Educational Planning Process meetings, the freshman team's approach to grammar, vocabulary and spelling in the freshman year will shift significantly. The current breakdown of grammar, vocabulary and spelling instruction is in the chart below. The chart outlines what a freshman student would be taught if she had Literature first semester, and Communications the second:

Literature (semester one)	Communications (semester two)
Grammar: Parts of speech	Grammar: fragments and run-ons, end mark punctuation, commas
No Excuse Spelling List	
Vocabulary (chapters 1-12)	No Excuse Spelling List

The new configuration would switch the responsibility of the grammar to the literature teachers only, and the vocabulary and spelling to the communications teachers. The rationale for this decision is that the grammar is something that literature teachers need to cover as a natural part of their writing instruction, but they are not technically “supposed” to cover certain topics until the second semester. In addition, several Communications teachers expressed concern that grammar instruction in their course feels forced and decontextualized, whereas vocabulary instruction would be a more natural fit. The new organization of material is as follows:

Literature (semester one)	Communications (semester two)
Grammar: focus on the CRS skills listed above	No Excuse Spelling List Vocabulary (chapters 1-12)

As a result, literature teachers need to completely redesign the grammar curriculum to fit into one semester, as well as address the skills outlined in the College Readiness Standards. This has been accomplished via a summer curriculum project which was completed by members of the freshman team during the summer of 2010. The new grammar curriculum will be implemented during the 2010-11 school year.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	Freshman English: Grammar and the College Readiness Standards (Summer 2010)	None	None	Time to: 1. discuss implementation of new grammar curriculum 2. revise final exam 3. develop common rubrics for assessment of CRS in writing 4. assess anchor papers in preparation for Northfield Township Articulation Workshop

Course or Initiative: Honors English 173

III. Findings

At the initial meeting of the year, the freshman Honors English teachers posed a significant central question: what themes and concepts unify this course? The teachers concluded the course lacked a clearly articulated, unified thematic approach and essential questions to frame students' study of literature and writing. Once these concepts were agreed upon, the team also reviewed the course content, and made several changes to the course literature based on the newly articulated thematic focus and the teachers' desire to maintain the intellectual rigor of the course.

There was further discussion about the communications aspect of the curriculum, as the team members were unsure of how the others were addressing this area of the course. The teachers discussed topics and skills that are covered, including introductions and conclusions, ethos/pathos/logos, visual aids, facilitation of whole group discussions and extemporaneous speech. It was concluded that all teachers currently assign at least one formal speech per major text, and provide several informal speaking opportunities for students during each semester.

The team also reviewed the College Readiness Standards and determined that each one of the standards is currently already explicitly addressed in the curriculum. In fact, many of the standards in higher bands (i.e., those that are addressed in subsequent grade levels) are addressed by the grammar instruction in the course. Students will be using a new grammar text and workbook, titled *English Simplified*, as it does a better job of addressing the CRS than the previous text.

IV. Recommendations

The team has determined a thematic focus for the course, as well as created several essential questions that will frame the year's literature. The overall theme of the course is "Society and Alienation: The Individual and the Quest for Personal Identity and Freedom." The essential questions that help students explore this theme are as follows:

1. How do the corrupt values of society oppress the individual?
2. How does alienation affect the human psyche?
3. What obstacles does society place in front of the individual?
4. Can the individual realize her identity and obtain true freedom?

As a result of the adoption of the new essential questions and theme, two novels were dropped, including *The Catcher in the Rye* and *Rocket Boys*, and one was added, *To Kill a Mockingbird*. *To Kill a Mockingbird* is replacing *Catcher*, and *Rocket Boys*, already used as an independent read during second semester, is going to be replaced by a literature circle unit of nonfiction texts. The group discussed book titles to read over the summer for the independent literature circles project slated to begin during 3rd quarter of next year. Some titles currently under consideration include *Columbine*, *Schultz*, *Mountains Beyond Mountains*, *I am Nujood: Age 10 and Divorced*, and *Three Cups of Tea*. There is also a

biography of Pearl Buck being considered. All of these texts deal with the themes of the course, and the addition of a nonfiction text broadens the scope of the curriculum.

The current plan is for teachers to read the books over the summer and then create a list of titles by September 2010. Teachers will further develop the literature circle project and classroom activities during the fall semester.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None: teachers independently reading texts for literature circle projects	Add: English Simplified, To Kill a Mockingbird Drop: Rocket Boys, The Catcher in the Rye	None	Time to: Revise the final exam Develop literature circle curricular materials

Course or Initiative: Communications 161/2

III. Findings

The communications teachers posed several initial questions, including the following:

1. What is the purpose of the Communications course? Does it need to have a different purpose? (Should it focus more on communication theory than public speaking? Should the course incorporate more technology?)
2. How do the speeches in the curriculum advance the desired *skill sets* for students?
3. What grammar is taught in this course? Is this the “right” grammar to teach at this level? How does grammar instruction at this level fit with the College Readiness Standards?

After several discussions about the nature of the communications curriculum, the teachers concluded that the purpose of the course is to create students that are effective public speakers, listeners, collaborators, and writers. In order to achieve this outcome, the course needs to focus on developing the following skills, and each written or spoken assignment must contribute to the development of the following skill sets:

1. Speechwriting process (writing intros, supporting, conclusions)
2. Practical, effective visual aids
3. Effective speech delivery
4. Strong, critical listening skills
5. Critically assessing the validity of research
6. Utilizing thoughtfully evaluated research to provide support for an argument
7. Persuasion (building an argument/building support for a particular point of view)
8. Knowledge of and ability to adjust to a variety of purposes and audiences (informal vs. formal communication)
9. Nonverbal communication
10. Use of technology in communication (Power point, or other technology to enhance presentations, use of wikis for collaboration)

The other finding was that the grammar in the course did not match with the target skills outlined by the College Readiness Standards, and that grammar instruction in general did not fit well with the focus of the rest of the course.

IV. Recommendations

As a result of the team’s identification of refined target skills, some speeches and assignments have been eliminated from the course, including the demonstration speech and the large-group discussion. The team determined that other speeches provide a more effective path towards the development of the target skills.

Another result of the Educational Planning Process meeting was that the freshman team’s approach to grammar, vocabulary and spelling in the freshman year will shift significantly. The current breakdown of grammar, vocabulary and spelling instruction is in the chart below. The chart outlines what a freshman student would be taught if she had Literature first semester, and Communications the second:

Literature (semester one)	Communications (semester two)
Grammar: Parts of speech	Grammar: fragments and run-ons, end mark punctuation, commas
No Excuse Spelling List	No Excuse Spelling List
Vocabulary (chapters 1-12)	

The new configuration would switch the responsibility of the grammar to the literature teachers only, and the vocabulary and spelling to the communications teachers. The rationale for this decision is that the grammar is something that literature teachers need to cover as a natural part of their writing instruction, but they are not technically “supposed” to cover certain topics until the second semester. In addition, several Communications teachers expressed concern that grammar instruction in their course feels forced and decontextualized, whereas vocabulary instruction would be a more natural fit. The new organization of material is as follows:

Literature (semester one)	Communications (semester two)
Grammar: focus on the CRS skills	No Excuse Spelling List
	Vocabulary (chapters 1-12)

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	Time to: Revise final exam

GBS Family & Consumer Science Dept. Curriculum Report – November 2010

I. Introduction

- A. Courses reviewed during past year:
 Child Development 361
 Foods and Nutrition 161
 Clothing /Fashion 161
- B. Process:
 The Instructional Supervisor Steve Kornick along with various content teachers met to review course objectives. ISBE standards for Family and Consumer Science were reviewed where applicable.
- C. Additional initiatives (outside of review process)
 None

II. Report Schedule

November 2011	November 2012	November 2013	November 2014	November 2015
Child Dev.261	Child Dev. 161	Psych for Living	Creative Textiles and Construction 161	Child Dev. 361
Foods & Nutr.261	Careers in Culinary Arts 361	Child Dev. 461	Foods DLS	Foods & Nutr. 161
Fashion& Apparel 261	Fashion & Apparel 161	Foods LA	Interior Design 161	

Approximate percentage of curriculum to be reviewed:

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

Additional courses to be reviewed this year:

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

Course or Initiative: Child development 361

III. Findings:

The Child Development 361 Course consists of 2 sections each semester with students ranging from sophomores to seniors. This practicum level is experience, hands on working with four and five year olds. Students work in our “Titan Tot” program or a public or private preschool in the community. This practicum exceeds standards established by the ISBE. Students are supervised by a classroom teacher and required to work in a team atmosphere creating lesson plans and age appropriate curriculum. Career possibilities are explored as students assume “teacher roles”. At the end of the course students receive a certificate documenting their hours of participation. Colleges and universities have accepted this certificate as hours toward their required 20 hours of participation toward a degree in elementary education or early childhood education. Students must block 100 minutes in their schedule to participate in this course. In 2010 we were at an all time high of enrollment in this course.

IV. Recommendations

Continue to place students in “Titan Tot” preschool and the public and private sectors in Glenview. Continue promoting this practicum for students wishing to pursue the field of education with the counseling department. With increased enrollment it is getting much more difficult to place students into the local pre schools for their practicum experience. Continue to develop the possibility of expanding the Titan Tots program.

V. Department Action

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

Course or Initiative: Foods and Nutrition 161

III. Findings

This course is designed for students whose goals are to gain basic skills and understanding of foods and their preparation. More emphasis on reading and math has been incorporated by evaluating and changing recipes. While most students earn A's and B's in this course, a small percentage do fail. The teachers have found that the students who do not succeed do so because they do not complete the work. The largest subgroup of students who fail is, unfortunately, students within guided study with special needs. The students may either have multiple absences or tardies, along with behavior problems, or the combination of the two. These students do not have access to a kitchen or the ingredients to make up the labs on their own.

The teachers have also discovered that the students perform much better in the labs when they are able to view a demonstration prior to their assessment. The use of videos, especially pre-screened You Tube videos, has been very beneficial in the classroom. We have also found that the students enjoy researching recipes online and feel more empowered by preparing recipes that they have discovered rather than that of the teachers'.

IV. Recommendations

It would be beneficial for the foods teachers and teachers from guided study and special education to work together to understand the necessary and appropriate accommodations that could be made to help students from these populations succeed.

V. Department Action

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

Course or Initiative: Clothing/Fashion 161

III. Findings

Students are gaining exposure to the fashion industry and its related occupations along with a focus on design, construction and evaluation. Increased focus on math related applications showed a wide range of abilities.

We presently have a ratio of 5:1 freshman in 161. Students are finding it difficult to fit an advanced level fashion class in their schedule. Many of them have asked about being in the lab during their free time. The stacking of advanced courses has limited the student's ability to fit a singleton elective in their schedule.

This past year in the Fashion curriculum, 2009-2010, has been a year of growth and remodel; ready to engage more students in the creative world of fashion, learning and applying essential processing skill that will be directly applicable for the students' personal and professional growth. The class is predominantly female.

IV. Recommendations

Work with the TLC math tutors to help define the academic rigor needed for success in this class.

Explore ways to appeal to a greater male population.

V. Department Action

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

**GBS Health, PE and Driver Education Department Curriculum Report –
November 2010**

I. Introduction

A. Courses Reviewed

- Sophomore Curriculum
- Dance
- Driver Education

B. Process

The above courses were reviewed in accordance with the District #225 Board of Education model. The Instructional Supervisor convened several curriculum review committees to examine the above courses. Curriculum was reviewed to assess such topics as course grades, scope and sequence of courses, review of objectives and assessments, teaching models and effective classroom practices, state standards and conditions conducive to changing and improving the curriculum. Dr. Nancy Giebel, Mr. John Skorupa, and Mr. Steve Stanicek met with the course review committees several times to coordinate the work for this report. The committees consisted of teachers currently teaching their respective courses and/or stakeholders in the course.

C. Additional initiatives

A recommendation for the 2010-2011 school year includes developing a set of core fitness standards for the PE department. To incorporate these standards into our students participation grade and to track students fitness scores over a four year period using the TriFit software.

The physical education department is exploring the use of heart rate monitors during fitness days as well as during activities units to assess student’s fitness levels during activity.

The physical education department is exploring the option of offering a self-defense course for students in the physical education department. Students were surveyed in January of 2010 and self-defense showed a high level of interest among students.

II. Report Schedule

<u>November 2011</u>	<u>November 2012</u>	<u>November 2013</u>	<u>November 2014</u>	<u>November 2015</u>
Lifetime	PE Leaders	Weights / Conditioning	Freshman	Sophomores
Swim Fitness	Aerobics	Adventure Ed I & II	DLS	Dance
Health Education	Physical Management	Adaptive	TLS	Driver Education
Team Health				

Approximate percentage of curriculum to be reviewed:

November 2011	November 2012	November 2013	November 2014	November 2015
25%	19%	19%	19%	19%

Additional courses to be reviewed this year:

NONE

Course or Initiative: Sophomore Curriculum

III. Findings

Sophomore Curriculum

- The scope and sequence of activities was appropriate for the students enrolled in the Sophomore Physical Education course.
- Teachers noted the activities presented in the sophomore curriculum were appropriate.
- Teachers noted need for student exposure to physical education activities available to them in their junior and senior years.
- Teachers surveyed students and found a high interest level for a self-defense course.
- Teachers wanted to incorporate the use of HR monitors power point presentation during a fitness unit to assist with the introduction of the FITT principles and the proper use of the HR monitor.

IV. Recommendations

Sophomore Curriculum

- The addition of a Fitness/Weights unit was suggested for inclusion into the sophomore curriculum. Sophomore teachers were pleased with the current activities offered. It was discussed to possibly add a 3 week weights and conditioning unit. This unit would include activities to improve cardiovascular endurance, strength and a review of proper use and training methods using heart rate monitors. This would also be used as a review session on the use of HR Monitors and the FITT principle for training. It was discussed to leave the outdoor activities (due to space and facilities) and incorporate this unit within an indoor activity on Tuesday and Thursday Fitness days. The sophomore committee noted the interest (from students and staff) for the development of a self-defense unit within the sophomore curriculum. It is recommended that a self-defense unit be piloted during 2nd semester during one sophomore PE class. The curriculum and scope and sequence could be developed and finalized during a summer curriculum project.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
	None	Self-Defense-Unit	None	None	None

Courses or Initiative: Dance

III. Findings

- The scope and sequence of activities was appropriate for the students enrolled in the Dance course.
- The curriculum is designed to incorporate a variety of dance styles and techniques.
- Fitness Days in addressing the individual fitness needs of the students will be assessed based on fitness standards and HR monitor usage.
- Curriculum map was developed to reflect course description and state and department goals.

IV. Recommendations

- Continue to promote and support our dance unit within our freshman and sophomore curriculum.
- To continue discussions of the possibility in developing a Dance II course.

V. Department Action

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

Course or Initiative: Driver Education

III. Findings

Behind the Wheel:

- Behind the Wheel has implemented the use of the video camera that allows instructors and students to evaluate their Behind the Wheel (BTW) progress.
- Driver Education staff is developing a course guide for behind the wheel lessons that correlate to the material covered in classroom.
- Driver Education BTW will begin to implement a schedule that introduces a specific driving lesson and actual areas in the community that the lesson should be demonstrated and practiced.

Classroom:

- Driver Education revised our method of assessment
- Driver Education implemented a new course study guide and homework module
- The department has embraced the use of technology and multi-media devices that allow us to offer advanced instruction
- As a department we discuss the progress of our students with one another and brainstorm strategies for improving the curriculum.

IV. Recommendations

- To develop a cognitive assessment for the BTW portion of the DE curriculum.
- To develop a unified BTW curriculum and assessment schedule. This would contain a progression of order as well as driving locations.

V. Department Action

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

Additional Course Review

The curriculum has been reviewed continuously as new facilities have opened and new equipment purchased for student use. The sequence of activities has fluctuated each semester due to weather and space availability. Current sequence of activities has been appropriate and resulted in high student motivation. The additional use of HR monitors during classroom practice will assist in the improvement of GBS fitness standards being developed.

GBS Mathematics Department Curriculum Report – November 2010

I. Introduction

- A. Courses reviewed during past year
- Algebra 163
 - Advanced Algebra 363
 - Advanced Algebra Honors 373

B. Process

The review process for all of the above courses followed the District #225 Board of Education model. Curriculum Review Committees convened to study enrollment patterns, achievement scores, course grade distributions, the background of the students who take the courses, success in previous and subsequent courses, and anecdotal information which come from observations, discussions, and surveys. Curriculum and texts were reviewed with respect to the NCTM Standards and the organization of the course within the Departmental sequence. The committees were comprised of teachers currently teaching the respective courses or who have a stake in the direction of the course.

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

II. Report Schedule

November 2011	November 2012	November 2013	November 2014	November 2015
Computer Science Honors 371	Precalculus with Statistics 463	Geometry Team 263	Pre-Algebra 163-LA	Algebra 163 (LA)
Algebra Team 163	Precalculus with Discrete Math 563	Geometry Studies 263 (LA)	Decision Making with Data 561	Advanced Algebra 363
Algebra Studies 163 (LA)	Precalculus Honors 573	Geometry 263	Calculus 663	Advanced Algebra Honors 373
Algebra II with Trig Studies 363	Advanced Topics Honors 873 (Sem1)	Geometry Honors 273	AP Calculus AB 683	
Algebra III with Trig Studies 463			AP Calculus BC 683	
Advanced Topics Honors 873 (Sem2)			AP Statistics 683	
			AP Computer Science 483	

Approximate percentage of curriculum to be reviewed:

November 2011	November 2012	November 2013	November 2014	November 2015
24	15	17	30	13

Course or Initiative: Algebra 163

III. Findings

- Enrollment for Algebra has been 100% freshmen. Enrollment the past 3 years has been 111 for '07-'08, 100 for '08-'09, and 84 for '09-'10. More students have been entering as freshmen into geometry. There have been summer bridge programs to help some students close to being ready for algebra address their deficits and move into geometry in 9th grade.
- There have been multiple meetings with administrators and teachers from District 34 to work cooperatively in ensuring students in 8th grade algebra are taught and placed appropriately.
- The Terra Nova math score can be a good predictor for student success at the ends of the spectrum. For the past three years, students whose local percentiles are in the 40's are very successful, whereas those in the 20's are likely to get C's and D's as semester grades in Algebra. There typically are not students below the 20's in Algebra as they would be in Algebra Studies or Team.
- Topics related to rational functions were dropped from the course, thereby allowing more time for other crucial topics. The omitted content will be taught in Advanced Algebra 363. Various other revisions have been made to improve the sequencing and conceptual development throughout.

IV. Recommendations

- Identify at-risk students using AAIMS data and Terra Nova scores. Address deficits early and proactively.
- Administer pre- and post-tests. Use results to inform instruction and also provide data by middle school on pre-tests. Test data will demonstrate how students grew throughout year and identify areas of strength/weakness in student performance and/or instruction.
- It was found that Terra Nova Reading was not strongly correlated to success in Algebra. Use this score with reservation in placement.
- A committee of teachers and the I.S. will explore better, newer textbooks during the 2010-11 school year for 2011-12 adoption.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	A new text will be recommended to Board 2011.		

Course or Initiative: Advanced Algebra 363

III. Findings

- The course underwent major revisions in light of a new textbook and Nspire CAS implementation 2009-10. New teaching approaches and assessments were developed to help improve the course in light of the new materials and technology.
- Reading was made an important part of the course. Students are asked questions based on their reading and strategies were used to help students learn to read a math textbook.
- Assessment data, primarily from semester exams and the PLAN, was analyzed to help the team address any gaps in student understanding. Curriculum was strengthened accordingly.

IV. Recommendations

- As a result of all the positive changes currently being implemented, it is more important than ever to work collaboratively as a course team. The course team is meeting regularly 2010-11 to continue to improve curriculum and instruction and analyze student data.
- Continue to explore how best to harness the power of the Nspire CAS calculator strategically while strengthening important paper-and-pencil skills to be performed without the aid of a calculator.

V. Department Action

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

Course or Initiative: Advanced Algebra Honors 373

III. Findings

- Enrollment for the past three years has been increasing. The following are numbers for freshmen/total. For 2007-'08 there were 80 freshmen / 140 total. For '08-'09 there were 90 freshmen / 147 total. For '09-'10 there were 113 freshmen / 178 total. There has been a push to have more students in the most rigorous program in which they can be successful. There has also been a push to minimize the number of students moving down in the initial weeks of freshmen year to the regular level.
- Some freshmen come in with poor study habits or are not accustomed to having to study to succeed. This has been discussed with the sender schools. Strategies have been implemented to help ease the transition to high school and to make the 8th grade Honors experience a better preparation.
- The number of topics taught has been decreased to slow the pace of the course and allow for students to explore some topics in greater depth.
- If a student does move down from Honors to regular, it is typically during the freshman year (from Geometry Honors or Advanced Algebra Honors).

IV. Recommendations

- Continue to use Algebra Enrichment for Honors in the summer as a bridge course to help students develop the skills and habits required to be successful in Advanced Algebra Honors.
- Continue to hold high expectations for our Honors students while helping them rise to the challenge of meeting those standards.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	May be time to explore new text 2012.		

GBS Music Department Curriculum Report – November 2010

I. Introduction

A. Courses reviewed during past year

Freshman Band, Freshman Strings, Freshman Girls Glee Club, and Freshman Titan Chorus,

B. Process

The Instructional Supervisor and the music teachers, Stevi Marks, Kristin Wagner, Carl Meyer, and Mark Toliuisis met together and then separately in their individual disciplines to review test results, survey data, performance assessments, and enrollment trend data. We also discussed anecdotal information concerning the quality of curricula and opportunities for our students who do **not** necessarily belong to a performing ensemble.

C. Additional initiatives (outside of review process)

II. Report Schedule

November 2011	November 2012	November 2013	November 2014	November 2015
Premier Chorus		Master Singers	Electronic Music	Freshman Band
Symphonic Band	Bel Canto Chorale	Jazz Band	Music Theory I	Freshman Strings
	Symphony Orchestra	Jazz Ensemble	AP Music Theory 2,3	Girl's Glee Club FHR
Concert Band	Symphonic Winds	Instrumental Exploration	Guitar	Titan Chorus FHR

Approximate percentage of curriculum to be reviewed:

November 2011	November 2012	November 2013	November 2014	November 2015
17%	20%	21%	22%	20%

Additional courses to be reviewed this year:

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

Course or Initiative: Freshman Band

III. Findings

Freshman Band is a developmental course designed to introduce freshmen who play a band instrument at an intermediate level to the instrumental music program at GBS. Instruction is conducted in a concert band rehearsal environment. In this setting, it is possible to assess the fundamental skills that students have developed at the junior high level, while identifying areas which are deficient and in need of improvement. Students are encouraged to arrange for private lessons offered to all music students of varying ability levels and advised to participate in other music department offerings such as choir, orchestra, and music theory. Participation in the solo and ensemble portion of the North-Shore Concert Band Music Festival at Northwestern University is an invaluable experience offered to all Freshman Band students. In addition to daily concert band instruction, students enrolled in Freshman Band are required to participate as members of the Glenbrook South Marching Titans.

Freshman Band curricular emphasis is placed on tone production, ensemble playing, technique development, and sight-reading. Students are introduced to a wide variety of concert band compositions ranging in style and period at a grade level of 2.5 and above. Using appropriate music terminology, classroom discussion is focused on the understanding of basic principles and elements pertaining to the music being performed. Such knowledge is assessed through a summative written assessment administered at the beginning and end of each academic year. Students should be able to demonstrate continually improving instrumental proficiency alone and within the classroom ensemble. Instrumental proficiency is assessed throughout the year via individual playing tests, as well as electronically using SmartMusic interactive music software. Prepared repertoire is performed at public concerts held at GBS in late fall, winter, and spring.

IV. Recommendations

SmartMusic interactive music software is an application designed as a practice and assessment tool for students. Assignments are based on excerpts of concert band compositions and technical exercises. Using a computer and microphone, students may complete assignments in a school practice room, or at home with a student subscription. Submitted electronically, assignments are used to track, collect audio recordings, grade, and learn more about each student's progress. Currently, GBS owns ten SmartMusic licenses. That number is sufficient for installation on all music instructor computers.

The GBS music department has implemented a department-wide initiative to focus on areas of music fundamental literacy in need of student growth and improvement. Freshman Band is in a particularly favorable position with this initiative, being that they will benefit from the complete four-year sequence. With rhythm as the current

focus, a comprehensive rhythm literacy program should be integrated into the Freshman Band curriculum.

V. Department Action

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

Course or Initiative: Freshman Orchestra

III. Findings

This course is intended as a preparatory ensemble and transition from middle school orchestra to the high school symphony orchestra. Typically, the incoming freshmen enter this course presenting a wide range of skill set competencies and musical backgrounds. About 60% of the class tends to be students who began string instrument instruction in the 4th or 5th grade. Roughly 35% began their string education between the ages of 3 – 8 through private instruction, most often following the Suzuki method. A small percentage of freshman students have three years or less of string education. As the incoming level of fundamental musical achievement in this student group tends to be inconsistent, and often the median level is significantly weak enough to merit a total review of many basic concepts, much time is spent adjusting curriculum to address areas of specific deficiencies each year. A main curricular goal of the class is to assess, identify, and strengthen areas of fundamental musical literacy of each individual and the freshman ensemble as a whole, as pertaining to the performance objectives of the overall orchestral program. This is approached through multiple levels of instruction involving remediation, reinforcement, and advancement of skills through both practical and theoretical models. Primarily, these skills of musicianship and fundamentals are taught and assessed within the context of rehearsal and performance of orchestral repertoire. In addition, specific concepts and skills are isolated through the use of various instructional materials (rhythm sheets, theory worksheets, etc.) and curricular projects (the circle of fifths major scale small group project, chamber ensembles, etc). Musicianship and literacy skills are addressed in tiers which provide the ability to both accommodate and challenge all members of the class – skills are built upon gradually with the expectation that the levels of achievement will continually increase by the added layers of incorporating string techniques to the basic musical concepts and fundamentals taught. For example, basic rhythm is expanded upon to include an understanding of how bowing and rhythm are interrelated. Additionally, musicianship concepts such as dynamics and structural phrasing are further developed by the incorporation of an understanding and informed practice of the influence of bow placement, left hand technique, and bowing control techniques. Grades are based upon daily class participation, homework/practice assignments, rehearsal preparation, individual progress, and performances.

IV. Recommendations

As the ultimate goal of this course is to strengthen and prepare students for participation in the advanced symphony orchestra (comprised of sophomores through seniors), much consideration has to be given to various paradigms to support this preparation and progress. A continued and expanded support of private lessons outside of school is critical. Further implementation of theory and technical concepts

in isolation and musical projects should be explored. The unified initiative of the music department toward creating stronger music literacy through a focus on rhythmic theoretical comprehension and practical proficiency has been implemented and will continue to be expanded upon in this course. Given the positive impact of the skills and retention of the freshman scale project demonstrated by sophomores through seniors, such projects should remain an integral part of the freshman curriculum. Peer coaching models have proven very successful in promoting progress and motivation within the program. Two very specific and ultimately connected recommendations are necessary for the continued advancement of the overall program through the freshman curriculum – first, a renewed and remodeled articulation with the feeder schools must be developed and implemented. This includes an outreach of building relationships with the middle school instructors and a working relationship with the feeder students through regular educational and clinical contact where fundamental skills and high school expectations can be highlighted. Building a bridge between the feeder schools and GBS in skill set competencies and recruitment will strengthen the freshman program and boost progress. Due to scheduling considerations in the district orchestral program, this is best achieved through a combination of staff and liaison efforts. Creating and supporting the opportunity for frequent and multiple models of contact and connection on behalf of the high school program would be enormously beneficial. Secondly, the reach of instruction should be expanded to work individually and intensively with remedial students to promote retention, growth, and improved contribution and integration within the ensemble. The framework of this course can and should provide the opportunity for music fundamental advancements and a solid preparatory program to continually support the quality of the more advanced symphony.

V. Department Action

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

Course or Initiative: Freshman Girls Glee Club

III. Findings

Freshman Girls Glee Club is a developmental course designed to introduce freshmen *girls* who sing at a beginning and intermediate level to the vocal music program at GBS. Instruction is conducted in a rehearsal environment. In this setting, it is possible to assess the fundamental skills (including music literacy) that students have developed at the junior high level, while identifying areas which are deficient and in need of improvement. Girls Glee Club also serves as an entry level class for students who have never participated in an organized ensemble and simply like to sing. Instructors encourage students to participate in the annual variety show freshman act where they, along with other freshman at GBS, are assured of a place in the staged number. Furthermore, students are encouraged to arrange for private lessons offered to all music students of varying ability levels.

Enrollment has been consistent over the past decade. In the 2009-2010 school, however, the number of girls in the Glee Club was at its lowest level with 44 members. This year, the choir is once again at a more consistent enrollment number of 57 girls. Based on past experience, we expect a few additional students to add the class for the second semester.

The freshman choir curricular emphasis is placed on tone production, ensemble singing, technique development, and sight-reading. Students are introduced to a wide variety of literature ranging in style and at varying difficulty levels. Using appropriate music terminology, classroom discussion is focused on the understanding of basic principles and elements pertaining to the music being performed. Such knowledge is assessed through frequent formative assessments in addition to a summative written assessment administered at the end of each semester. Students continually demonstrate continually improving vocal proficiency alone and within the classroom ensemble. Prepared repertoire is performed at four public concerts held at GBS in late fall, winter, and two in the spring, (one with Glenbrook North at Techny Towers).

IV. Recommendations

The GBS music department has implemented a department-wide initiative to focus on areas of music fundamental literacy in need of student growth and improvement. We in the choral music department will see the fruit of this labor as the students continue in program throughout their tenure at GBS. With **rhythm** as the current focus, a comprehensive rhythm literacy program should be integrated into the choral curriculum. We are currently investigating a variety of supplementary materials and resources to aid in providing appropriate interventions to help student who are struggling with literacy.

V. Department Action

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

Course or Initiative: Freshman Titan Chorus

III. Findings

Titan Chorus is a developmental course designed to introduce freshmen *boys* who sing at a beginning and intermediate level to the vocal music program at GBS. Instruction is conducted in a rehearsal environment. In this setting, it is possible to assess the fundamental skills (including music literacy) that students have developed at the junior high level, while identifying areas which are deficient and in need of improvement. Titan Chorus also serves as an entry level class for students who have never participated in an organized ensemble and simply like to sing. Instructors encourage students to participate in the annual variety show freshman act where they, along with other freshman at GBS, are assured of a place in the staged number. Furthermore, students are encouraged to arrange for private lessons offered to all music students of varying ability levels.

Enrollment has been consistent over the past few years, averaging twenty members. Students in this class and Girls Glee Club have the option of taking “Chorus/Lunch” where they attend the class for half the period and eat lunch the last twenty-five minutes. The teacher affords the students flexibility as to when they eat. Because of the increased demand for students to enroll in more required academics and other elective possibilities in their freshman year, there has been a steady increase in the number of students who opt for the Chorus/lunch offering. Teachers find it more difficult to prepare for the concert when there are fewer students every year who attend chorus for the entire period.

IV. Recommendations

Teachers administer an entry level pretest to assess the abilities and knowledge of all beginning students in the music program. After reviewing the results of this pretest, the instructors found that the choral students received a significantly lower score. The class average for orchestra students was an 82%; Band students averaged 76%; and the Chorus students a meager 55%. There are many reasons for these results that we will not discuss at this time; however, because of this test, we have decided to implement a department-wide initiative to focus on areas of music fundamental literacy in need of student growth and improvement. With **rhythm** as the current focus, a comprehensive rhythm literacy program should be integrated into the choral curriculum. We are currently investigating a variety of supplementary materials and resources to aid in providing appropriate interventions to help student who are struggling with literacy.

V. Department Action

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

GBS Science Department Curriculum Report – November 2010

I. Introduction

A. Courses reviewed during the past year:

Chemistry Studies 163

Chemistry 163

Chemistry Honors 163

Engineering Physics Honors 273

Brain Studies 161

B. Process

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

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

II. Report Schedule

November 2011	November 2012	November 2013	November 2014	November 2015
Biology Team 163	Physics Studies 163	Horticulture 161	AP Biology 283	Chemistry Studies 163
Biology Studies 163	Physics 163	Advanced Horticulture 262	AP Chemistry 283	Chemistry 163
Science-Technology-Society (STS) Biology 163	Physics Honors 173	Horticulture LA 161	AP Physics 283	Chemistry Honors 173
Biology Honors 173	Chem/Phys Honors 173	Medical Technology 161	AP Environmental Science 283	Engineering Physics Honors 273
Biology LA 163	Chem/Phys Honors 273	Astronomy 161	Forensics 161	Brain Studies 161
	Physical Science Team 263			
	Physical Science LA 163			

Approximate percentage of curriculum to be reviewed:

November 2011	November 2012	November 2013	November 2014	November 2015
19%	24%	19%	19%	19%

Additional courses to be reviewed this year:

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

III. Findings

In light of our department and school’s organizational goal, the Chemistry Studies Team sought to use the Educational Planning Process to answer the question, “Is the current Chemistry Studies curriculum addressing targeted College Readiness Standards?” In addition to reviewing the curriculum map and course objectives to evaluate the level to which these standards are being addressed, Explore, Plan, and ACT performance data were collected for students from the past three years. Below is a summary of some of the team’s findings:

- When Chemistry Studies students take the ACT, they average 20.7.
- The average Studies student shows a gain of one standard level—our school goal is for all students to demonstrate a growth of at least 2 standard levels from Explore to ACT.
- With our “stretch” range being 24-27, this may be a “stretch” for these students. Nonetheless, this will remain the targeted range for the team’s standards.
- While many of the standards are being addressed, they are not all being explicitly addressed. There is value in identifying which standards show the greatest need so that these may be more explicitly addressed.

IV. Recommendations

- The team will create an assessment tool, modeled after the ACT, using chemistry content with questions designed to assess criteria in the 24-27 score range. The team will design at least one ACT style question for each of the 16 bullet points in the 24-27 College Readiness Standards (CRS) science section. The specific CRS strands assessed will include (1) interpretation of data, (2) scientific investigation, and (3) evaluation of models, inferences and experimental results.
- The team chooses to assess in the 24-27 score range because this represents a “stretch” of three college readiness standard levels for many of the Chemistry Studies students—based on the above data analyzed.
- The assessment will administered once at the beginning of the school year and once at the end of the school year to determine if any significant improvement has resulted in these skills after students complete the Chemistry Studies curriculum.
- The team intends to collect this data for the next five years in order to focus needed interventions and in order to evaluate the implementations of these interventions. This work will be re-evaluated during the next EPP review cycle as well.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	Yes – creation of assessment described above	No	No additional staffing	No

III. Findings

During the 2009-2010 school year, the Chemistry 163 team determined to investigate the predictability of “at-risk” students in chemistry. The team defined this group of students as those who put forth effort, complete most assignments, and seek assistance, yet still struggle with the logic and problem solving skills involved with chemistry. Thus, the team’s guiding question became: Can we predict which students will struggle in chemistry? The team believed that if this group could be identified ahead of time, then these students could be encouraged to seek targeted interventions before they fall behind.

To answer this question, the team collected data (EPAS, math, English, science courses and grades earned) for current Chemistry 163 students. Each teacher then identified which of their students they would consider “at-risk” for each of the first three quarters of the school year. Finally, the team inspected the data from these students to see if there were predictability trends.

What the team found out from all of this data was that “at-risk” students in the Chemistry 163 program stem from all different backgrounds that would be difficult to determine ahead of time. There were no significant differences between “at-risk” and all students with regards to the factors listed above.

IV. Recommendations

Based on these findings, the team decided that interventions should be prepared ahead of time designed to reach any students once they are identified as an “at risk” chemistry student. The creation of these interventions have evolved into a 2010 summer curriculum project. The team designed these interventions so that they would focus on the logic and basic skills of chemistry (math, reading, data interpretation) as well as the skills necessary to solve the problems for any given unit. Further, as the team designed the interventions around the curricular units of the course, students could begin them at any point in the year. Thus, once students are identified as “at-risk” there will exist a first-level series of interventions during the 2010-2011 school year. The next step in this process will be to gauge the effectiveness of the interventions from both the student and teacher viewpoint. First, how do the students feel about the interventions and how might they be improved? To address this need, the team has also created a short survey for students to fill out after they complete the interventions. Second, how do the teachers feel these interventions are meeting the needs of the “at-risk” students? The team will address this question at further team meetings throughout the 2010-2011 school year.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	Yes – Chemistry Interventions	No	No additional staffing	No

III. Findings

The Chemistry Honors teams surveyed current students concerning their beliefs about the role of lab activities in this class and the use of the textbook. This question was raised as the team increased the number and quality of lab experiences this year and because a new textbook was adopted this year. Highlights of the survey results are shown in the table below:

Laboratory Statements	<i>Statement Evaluated</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>
	Lab activities help me understand chemistry concepts	6%	13%	22%	41%	21%
	Labs support the content we study in chemistry	3%	7%	16%	53%	21%
	I believe there is a relationship between my lab work and my success on exams	14%	26%	34%	18%	9%

Modes of Learning	<i>Statement Evaluated</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Agree</i>	<i>Strongly Agree</i>
	I learned Chemistry best by reading the textbook	41%	35%	11%	13%	4%
	Compared to textbooks for my other classes, I find my text understandable	19%	32%	26%	20%	6%
	I learn chemistry best by asking my teacher questions	5%	5%	20%	52%	20%
I learn chemistry best by studying with classmates	4%	12%	20%	49%	16%	

- Chemistry Honors students believe lab activities are helpful in understanding chemistry concepts (62%) and supporting the learning of content in chemistry (74%), but they do not see the connection between lab activities and success on unit exams (27%).
- Chemistry Honors students are not effectively using their textbook readings to learn chemistry. Only 17% of the students believe they learn chemistry best by reading their texts; this compares with 72% who believe they learn chemistry best by asking the teacher questions and 65% who believe they learn chemistry best by studying with classmates.

IV. Recommendations

- Modify unit exams to include questions based on specific lab activities.
- Develop lab tests to incorporate skills, techniques and concepts learned in labs.
- Develop materials to help students improve their ability to read their chemistry text.
- Incorporate proactive reading assignments that students complete before discussing the material in class.

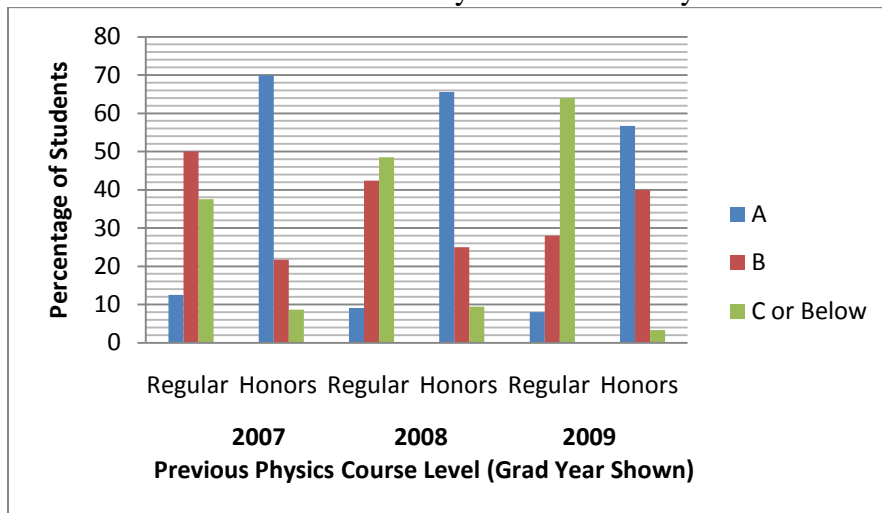
V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	Yes – creation of reading sheets aligned to College Readiness Standards	No	No additional staffing	No

Course or Initiative: Engineering Physics Honors 273

III. Findings

Concerned about the apparent lack of success of students who take Engineering Physics Honors with a non-honors science background, the team sought to collect data to substantiate this belief and then work to identify a solution. The team determined the percentage of students earning A’s, B’s, and a C or below as a function of the previous level physics course taken for three different years. A summary of the data is below.



Students in Engineering Physics who have taken Physics 163 or Physics Studies 163 have historically performed 2-3 grade levels below students from Physics Honors 173 or Chem/Phys 173. There is a need to provide additional practice with concepts from the prerequisite year of Physics. There is also a need to provide increased accessibility to students from Physics 163 who might not otherwise take the class and/or not experience sufficient success.

IV. Recommendations

Addressing students’ needs through differentiated instruction, the team developed a web-based, interactive tool to support these identified students. This tool is providing opportunities for the students to revisit (and be introduced to) material that they need in order to be successful. They also gain credit for their work in doing so. In addition, this work addresses the “Evaluation of Models, Inferences, and Experimental Results” portion of the Science College Readiness Standards associated with the ACT range 20 – 27.

The team plans to look at data similar to that presented above regarding 1st semester final grades versus the previous physics class taken to see what impact this differentiated instruction has had. The team hopes to see an increase in the percentage of students who achieve a higher level of performance regardless of the previous physics level.

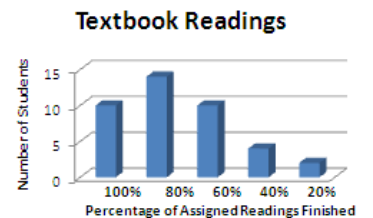
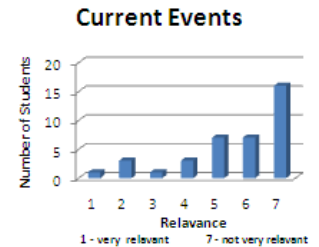
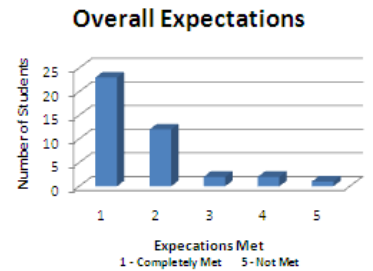
V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	Yes – Differentiated Web-based support	No	No additional staffing	No

III. Findings

The Brain Studies team conducted a survey of current students to evaluate the relevance and effectiveness of this interdisciplinary course. While the overall expectations of student have been met (as illustrated in the top graph), a few areas of concern surfaced (two concern areas are illustrated by the middle and lower graphs). A summary of the major findings of this study are listed below.

- The students’ overall expectations for the course were met.
- Most students enjoyed the topics covered, and believe that this class will help them at the college level.
- Overall, the level of difficulty and balance between academic areas of Social Studies and Science was very positive. Students report that they benefited from the interdisciplinary methods.
- Students’ learning was enhanced by the student-centered lab activities and the teacher directed discussions.
- The textbook is difficult. Though the textbook is a college level text, most of the students are very capable and can read the text. However, 60% of the students are reading only a portion of the assigned readings. The team needs to evaluate the use of the textbook and, with the help of reading specialist, the team believes they can change students’ attitudes toward the text.
- Students report that the “Developmental Project” that includes creating a brochure and PowerPoint on brain development was not beneficial to their learning.



When asked to rank the elements of the course, students were generally less enthusiastic about ‘current events days.’ The team needs to improve these days and find a better way to incorporate current events into the curriculum. Possible solutions would be to reduce the number of current events days or only require half of the class to prepare current events each unit so they will in effect decrease the number of current events that each student must prepare. The team can also consult other curricular teams who have a current events element in their courses in efforts to find new ways to improve student experiences with current events. However, due to the ever changing nature of neuroscience, the team feels it is valuable to keep current events in the course and they will work to find ways to better serve their students in this area.

IV. Recommendations

- Consultation with the reading specialist will lead to textbook reading adjustments.
- The format of the ‘current events’ will be revised.
- An “Ethics Project” is being developed in place of the “Developmental Project.”

V. Department Action

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

GBS Social Studies Department Curriculum Report – November 2010

I. Introduction

A. Courses reviewed during past year

Russian History 161/162

Urban Studies I: Chicago 161/162; Urban Studies II: Problems and Solutions 162/162

World Religions East 161/162; world Religions West 161/162

Pacific Rim 161/162

Political Science 161/162

Brain Studies 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 brainstormed a list of relevant questions, collected and analyzed data relating to these questions, and made recommendations based on data.

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

II. Report Schedule

November 2011	November 2012	November 2013	November 2014	November 2015
World History Studies 163	US History 163	AP U.S. History 183	Issues and Answers 161/162	Urban Studies I 161/162 Urban Studies II 162
World History 163	U.S. History Studies 163	AP Psychology 183	Sociology Marriage and Fam. Crime and Dev. 161/162	World Religions East 161/162 World Religions West 161/162
World History Honors 173	U.S. History LA 163	AP European History 183	Sociology Dating and Fam. Behavior & Crime 161/162	Pacific Rim 161/162
World History LA 163	U.S. History Team 163	AP World History 183	Psychology 161/162	Brain Studies 161/162
World History Team 163		AP Macroeconomics 183	Latin American History 161/162	Political Science 161/162
Conflict and Resolution				

Approximate percentage of curriculum to be reviewed:

March 2010	March 2011	March 2012	March 2013	March 2014
20%	25%	20%	15%	20%

Course or Initiative: Russian History 161/162

III. Findings

Data collected detailing enrollment trends indicate that the course has decreased in enrollment the past several years, especially during the 2nd semester. After two years of serious discussion it was decided not to offer this course for the 2010-11 school year. Other social studies electives have been added the past several years and it is time to put Russian History aside. This course first emerged in 1981 during the Cold War. It was ideologically relevant for many years, but is less so now since the end of the Cold War. Though Russia remains a significant world power, we offer no other elective course in social studies that centers on a single country. Glenbrook North made the same decision several years ago. This course has served the students of Glenbrook South well for almost 30 years, and we are saddened to see it not offered. That being said, we believe it is the right thing to do at this time. Students who enjoyed this course would be wise to consider taking AP World History or AP European History as an alternative.

IV. Recommendations

- Russian History 161/162 will not be offered during the 2010-11 school year.

V. Department Action

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

Course or Initiative: World Religions East 161/162. World Religions West 161/162

III. Findings

Enrollment trends have been consistent for the many years, garnishing 3-4 sections per semester of Religions of the East and 1-2 sections per semester of Religions of the West. The majority of the students who take World Religions continue to be students who score in the 24-30 range on the PLAN Reading Assessment. That being said, in recent years the number of students of average reading ability (21-24 on the PLAN Reading Assessment) is increasing, due to the popularity of the course. The texts currently used in both courses are appropriate for the population and is supplemented with a variety of outside resources where needed. The learning activities that are used in this class are engaging and help students to apply a variety of skills and content in many formats. Improvements are being made to create ACT Reading Readiness assessments that are geared to the 24-28 and 29-32 score ranges. The formats used currently for assessment include multiple choice tests/quizzes, projects, writing assignments, journal writing and application activities. Assessment and grade data indicate that the majority of students meet with academic success, with most students earning As or Bs. End of semester anecdotal information suggest that students truly enjoy the course and assert that it does prepare them well for future coursework that involves significant amounts of critical thinking.

IV. Recommendations

- The course content and assessments need to be tailored to accommodate students of more modest ability.
- We need to continue our search for a more suitable text, however the current one is acceptable at this time
- We need to review and revise current writing assessments and grading rubrics.
- We need to continue to find high quality guest speakers and places of worship to visit on field trips.
- We need to establish a consortium of teachers of World Religions in the Chicago-land area in order to share ideas and resources.
- Additional work needs to be done to incorporate more ACT College Reading Readiness strategies and corresponding assessments. Data will be collected and monitored in order to track student success. This work will be on-going during the course of the school year, and a summer project will not be necessary.

V. Department Action

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

Course or Initiative: Pacific Rim 161/162

III. Findings

Student enrollment in Pacific Rim has been stable, with an increase of one section for each semester during the 2010-11 school year (3 sections per semester). Two new teachers are now instructing this course, replacing the veteran teacher who created and taught this course for many years. Significant efforts have been made to add more cultural content into the course while decreasing the amount designated as political history of East Asia. A concerted effort is being made to find a more suitable textbook. The current text does not contain an exciting narrative. Numerous additional resources have been utilized as supplemental material. Outreaches to the World Language teacher of Japanese has been highly regarded by students. Serious efforts have been made to find more high quality guest speakers. Efforts have also been made to connect with area universities and outreach programs in order to create service learning projects. Assessment and grade data indicate that the majority of students meet with academic success, with an average grade of B. In order to evaluate the Pacific Rim course students completed surveys about their study habits, materials and specific units of study. A majority of the students rated the textbook as challenging, but not overwhelming. Students reported similar attitudes toward the amount of homework assigned and class assessments. Students made positive comments about the various speakers that have been brought in to discuss relevant issues. Field trips to the Confucian Center in Chinatown and Cambodian Museum were highly regarded. We are concerned that some students who are now taking this class are in need of reading assistance as indicated by PLAN Reading Scores in the range of 18-23. With that reading challenge in mind we are now diligently working on the incorporation of ACT Reading Readiness Strategies and assessments in this course. We believe that this work can be ongoing and no major course revisions are necessary at this time.

IV. Recommendations

- Continue to add more student centered activities to increase both interest and academic success.
- Create a service learning component for the course (e.g., students actively engage in supporting a cause related to Pacific Rim nations).
- Increase content material related to Indonesia, the Philippines and Malaysia.
- Implement ACT Reading Readiness assessments, record data, and monitor student progress. Stretch students to the 24-27 ACT range.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	New ancillary sources to supplement the text

Course or Initiative: Urban Studies I: Chicago 161/162

III. Findings

The current one semester Urban Studies I: Chicago course was newly revised this past year. The previous Urban Studies course that targeted regular level sophomores no longer adequately prepared students for the rigors of the junior year USH curriculum. The new Urban I: Chicago course remedied those curricular shortcomings by compacting the course in such a way as to focus on the most compelling and intellectually stimulating aspects of Chicago's history while also opening student schedules in the hope that they will pursue other avenues of elective study in the Social Studies. The course garnished 11 sections during the first semester and 7 sections during the second semester. It continues to be the most popular sophomore social studies elective for students in the range of 15-23 on the PLAN Reading test. The amount of field trips was diminished each semester from 3 to 2. Instructors found that students could not afford to miss their other classes three times for reasons of field trips. Students found the truncated version of Urban Studies enjoyable, with most students earning high Bs (60%) and Cs (25%). A significant amount of attention was paid to the implementation of ACT Reading Readiness Strategies. Students enrolled in Urban Studies I tend to fall into the 18-21 or 21-24 ACT range. A significant amount of attention was paid to the Chicago Metro History Fair Project. All students were expected to present a project to others on the GBS Chicago Metro History Fair day. Students whose projects were deemed worthy of merit went on to additional CMHF competition in the Chicago-land area. Sixteen projects went on to competition beyond GBS. We found that students needed a significant increase in time spent preparing their project in order to learn how to do quality research. Learning how to present research through the medium of PhotoStory also took a significant amount of time. We were satisfied with our current CMHF efforts, but a rethinking of preparatory tasks is warranted.

IV. Recommendation

- More suitable resources need to be found to better instruct students in this course.
- ACT Reading Readiness assessments need to be implemented, and data needs to be recorded and monitored.
- Plans for the implementation of CMHF need to be revised in light of student abilities. Expectations need to be revised, especially for students of lower cognitive ability.
- Interactive technologies need to be investigated and utilized in order to more fully engage students in learning (e.g., Moodle, PhotoShop, Flip cameras, etc.)

V. Department Action

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

Course or Initiative: Urban Studies II: Problems and Solutions 162

III. Findings

Urban Studies II: Problems and Solutions represented a significantly revised course this past year. This one-semester course centers on issues which have affected the development of urban life in the 21st century and on the development of well-researched solutions to those problems using a Problem Based Learning (PBL) format. The course offers an authentic learning experience to students and seeks to build creative, critical thinking skills. In order to achieve these goals students addressed such problems as housing, community building, sustainability, and government and health issues within the urban context. The course offered an opportunity to students with learning opportunities that they created themselves and which addressed real-world issues using real-world tools and techniques (e.g. delicious.com, moodle, googlesites, wikis and various digital presentation tools). After one semester we learned that this type of learning experience was very challenging for the type of student enrolled in the course. Although most met with reasonable success and found this hands-on learning experience enjoyable, some struggled with higher learning expectations. This was not the Urban Studies course that their older brothers and sisters took. It was significantly more challenging. This is the most likely reason why the course went from 7 sections in 2010 to 5 sections in 2011. Instructors are aware that they do have to make the course more manageable for the less able student through the scaffolding of complex tasks. Doing less with content and more with skill development is needed. Also needed is the continuing implementation of ACT Reading Readiness Strategies and assessments. Assessments were written during the summer of 2010. These will be administered and data will be recorded to monitor student reading progress. Teachers are excited about revising the curriculum of this course that is undoubtedly exciting, but needs to be more accessible to the students enrolled in it.

IV. Recommendations

- Instructors need to revise course expectations and scaffold challenging learning tasks.
- Instructors need to continue to seek more visual resources.
- Instructors need to implement identified ACT Reading Readiness assessments, record data and monitor student progress.

V. Department Action

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

Course or Initiative: Brain Studies 161/162

III: Findings

The instructors of Brain Studies conducted a student survey which indicated the following results:

The students' overall expectations for the course were met. Most students enjoyed the topics covered, and believe that this class will help them at the college level. Overall, the level of difficulty and balance between academic areas of Social Studies and Science was very positive. Students report that they benefited from the interdisciplinary methods. Students' learning was enhanced by the student-centered lab activities and the teacher directed discussions. The textbook is difficult. Though the textbook is a college level text, most of the students are very capable and can read the text. However, 60% of the students are reading only a portion of the assigned readings. The team needs to evaluate the use of the textbook and, with the help of reading specialists, the team believes they can change students' attitudes toward the text. Students report that the "Developmental Project" that includes creating a brochure and PowerPoint on brain development was not beneficial to their learning. When students were asked to rank elements of the course, students generally were less than enthusiastic about "current events days." The instructors need to improve these days and find a better way to incorporate current events into the curriculum. A possible solution would be to reduce the number of current event days in half, or only require half of the class to prepare a current event each unit so that they will in effect decrease the number of current events that each student will prepare. The team could also investigate how other course teams incorporate current events into their curriculum. The team does feel that due to the changing nature of neuroscience the incorporation of current events is a beneficial learning experience for students to engage in.

IV. Recommendations:

- Consultation with the reading specialist will lead to textbook reading adjustments.
- The format of the 'current events' will be revised.
- An "Ethics Project" is being developed in place of the "Developmental Project."

V. Department Action

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

Course or Initiative: Political Science 161/162

III. Findings

Data collected detailing enrollment trends indicate that the course has experienced a small increase in enrollment during the 2009-10 school year (one section per semester, however the number of students in each class has increased). This course has been instructed by several different teachers the past few years and it is suspected that changing instructors may have caused enrollment to be inconsistent. That being said the current teacher will most likely retain the Political Science position and is expected to grow enrollment numbers. It also must be noted here that, according to recent national surveys assessing interest in politics and political awareness, many Americans are turned-off to politics these days. With that in mind we have to be encouraged by the work currently being submitted by students during the 2009-10 school year. The course has generated a great deal of student enthusiasm – as indicated by end of the semester survey results. Students thoroughly enjoyed the numerous guest speakers in the class (e.g., Robert Dold, Dan Seals, Northwestern law professors, and various civic officials of Glenview, etc.). Students also enjoy the robust and intelligent debate that occurs within the class, book review discussions, and engaging real-world assignments. It is clear that politics is of interest to GBS students. The new text currently in use is also far superior to the text used in previous years. This class is clearly poised for enrollment increases in the future.

IV. Recommendations

- Continue to search for books that are accessible for student book reviews.
- Continue to seek ways to bring a 10th District Congressional Debate to Glenbrook South, and have students play a key role in managing the various aspects of the debate.
- Continue to investigate the possibility of taking a group of GBS students as participants in the Close-Up Foundation to Washington DC over spring break to study various governing agencies.
- To continue to find ways to engage students as election judges and campaign participants.
- To continue to seek a wide variety of guest speakers who have served their country at the local, state or national level with dignity and integrity.

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 2010**

I. Introduction

A. Courses reviewed during past year

As part of the Educational Planning Process this year, the department spent time reviewing the structure and implementation of social work/counseling as a related services.

B. Process

We worked collectively to review data –staff records, IEP’s, student files/case manager records, staffing trends - regarding current and past student need for and use of counseling as a related service. A subgroup of the department, along with our counterparts from Glenbrook North and Off-Campus spent time reviewing the students, the number and types of IEP goals related to social emotional needs and how they were delivered. We also discussed, as a group, the current delivery of services building and district wide, RtI initiatives, budgetary constraints, community and adult service provider opportunities, the special education student re-evaluation process, and the use of current staff. As always, more student specific and individual discussions regarding student needs and services occurred at weekly team meetings and during IEP meetings.

C. Additional initiatives (outside of review process)

None. Changes and improvements regarding counseling services – both building and district wide – will be ongoing.

II. Report Schedule

November 2011	November 2012	November 2013	November 2014	November 2015
Implementation of IEP goals in English and reading classes	Implementation of IEP goals through science /social studies classes	Implementation of IEP goals through Study Skills classes	Implementation of IEP goals in math and consumer education	Implementation of IEP goals in Transition – STEP, Living etc....
		Review needs of students and study skills courses offered		Review needs of students/current delivery of services
Review of English and Reading curriculum	Review of Science/Social Studies curriculum	Review Study Skills curriculum	Review of math and consumer curriculum	Review courses/curriculum addressing transition

Approximate percentage of curriculum to be reviewed:

November 2011	November 2012	November 2013	November 2014	November 2015
English / Reading 20%	Science/Social Studies 20%	Study Skills 20%	Math/Consumer 20%	Transition Services 20%

Additional courses to be reviewed this year:

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

Course or Initiative: Related Services/Counseling

III. Findings

1. Use of social work interns/externs has grown significantly in last 5 years – from 2 to 5 individuals with each scheduled, historically, being 2 – 3 days and currently some are coming up to 4 full days.
2. Fewer community resources for counseling and support are available – perhaps due to insurance and economic conditions. Simultaneously, the “neediness” of students has increased as evidenced by both social work IEP minutes and the numbers of groups offered
3. Service commitment lacks criteria for minutes assigned
4. Service commitment does not always readily distinguish between short and long-term emotional needs
5. Direct service minutes could be re-allocated if eligibility and re-evaluation IEP’s were limited as they are at GBN

IV. Recommendations

1. The staffing for social work within the Special Education department has been largely dependent on interns/externs. The MOU committee agreed to a staffing formula to determine related service personnel need and to use interns/externs in efficient, professional manner, and consider their role when staffing for social work services. Additionally, an attempt to staff related services by spring break will be made by completing a larger portion of incoming freshman articulation meetings, annual reviews and teaming on current students to define need and subsequent service time and kind.
2. Building of relationships between Special Education and Guidance counseling personnel, consider need for professional development; Create clinical team process to review current practice and implement new initiatives. Consider use of Counselor on Duty (COD) for drop-in, crisis intervention; Case managers can be implementers of social-emotional goals/skills especially when student is improving and needs to generalize skills to general education environments.
3. Continue to reference state learning standards when authoring IEP goals and objectives; Review writing of observable social emotional goals; provide related professional development; Increase teaming across and between departments to help in determining need, amount and type of service and exit criteria; Creation of a bi-weekly Cross Departmental Team (CDT) meeting.
4. Consider/increase use of “consult” minutes as appropriate on case-by-case basis; Consider and implement use of “monitor” status for social work – similar to monitor status from instructional special education services; Continue to review and implement “efficiencies” – i.e., groups, combine services, push-in services into courses/curriculum; Realizing seniors are transitioning – consider decrease of school services, termination of school services and /or bridging to adult and community services providers as appropriate;

build in disability awareness and self advocacy skills for student to learn how to access other providers.

5. Review on individual basis need for conducting a record review v. full case study evaluation v. “agree not to test”; Creation of domains meetings to review testing/re-evaluation process.

V. Department Action

New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
	<ul style="list-style-type: none"> -Creation of Cross Dept. Team and Clinical team; Domains meetings ; Define members, goals for each -Beginning of blended service model -Increased collaboration with Guidance and Special Education -IS Sped reports to AP for Student Services rather than AP for Curriculum 			Time for review, revision, collaboration with general education

GBS World Languages Department Curriculum Report – November 2010

I. Introduction

A. Courses reviewed during past year

American Sign Language 163
French 163
German 163
Japanese 163
Mandarin Chinese 163
Russian 163
Spanish 163
Spanish for Heritage Learners 163

B. Process

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

C. Additional initiatives (outside of review process)

none

II. Report Schedule

November 2011	November 2012	November 2013	November 2014	November 2015
American Sign Language 263				American Sign Language 163
French 263	French 363	French 463	French 563	French 163
French 273	French 373	French 473	AP French Language 583	
German 263	German 363	German 463	AP German Language 583	German 163
Japanese 263/273	Japanese 363/373	Japanese 473	AP Japanese Language and Culture 583	Japanese 163
Mandarin Chinese 263/273	Mandarin Chinese 363/373	Mandarin Chinese 463/473	AP Mandarin Chinese Language and Culture 583	Mandarin Chinese 163
Russian 263/273	Russian 363/373	Russian 463/473	Russian 581	Russian 163
Spanish 263 Studies	Spanish 363 Studies	Spanish 463 Studies		
Spanish 263	Spanish 363	Spanish 463	Spanish 563	Spanish 163
Spanish 273	Spanish 373	Spanish 473	AP Spanish Language 583	
Spanish 463 Studies			AP Spanish Literature 583	
Spanish for Heritage Learners 263/273	Spanish for Heritage Learners 363/373	Spanish for Heritage Learners 463		Spanish for Heritage Learners 163

Approximate percentage of curriculum to be reviewed:

November 2011	November 2012	November 2013	November 2014	November 2015
24.48	20.41	20.41	18.37	16.33

Additional courses to be reviewed this year:

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

Course or Initiative: American Sign Language 163

I. Findings

The 2009-2010 school year marked a high point in GBS's American Sign Language (ASL) program. There were a total of 57 students enrolled in the two levels currently being offered, and registration numbers for the 2010-2011 school year rose to 87! The growth in the ASL program can be attributed to the way in which it meets the needs of students who might not find success in a spoken and written language.

This course continues to meet the needs of a very diverse and academically-challenged group of students, and the year in which this course was reviewed was no different. More than 30% of the students receive special services, such as Special Education, TEAM, Guided Study, and Transitional Study. Almost 25% of the students also participate in the Free and Reduced Lunch program, which unfortunately is another indicator for lower academic achievement.

The ASL 163 course incorporated an additional text series, titled *Signing Naturally*, which has actually increased the rigor of the course. In addition to teacher created support materials, such as contextually connected PowerPoint presentations, the *Signing Naturally* program has a DVD that students view at home for practicing. The improved visual stimuli and the addition of challenging at home practice opportunities have helped the students become better signers. They have been more expressive communicators, especially in regards to incorporating non-manual markers.

After reviewing assessment data, it appears that most students' needs are being met. Even though the rigor of the course has risen, the grades that students earned, based on their signing skills have actually gone up instead of down. This can be attributed to the varying types of visual stimuli now available through the use of technology as well as practice opportunities beyond the classroom. Besides practicing at home, students continue to participate in various events in the local deaf community, and they are able to use their communication skills in authentic settings.

II. Recommendations:

It is recommended that the teacher continue to research additional technological components that will support student learning to an even greater degree. It is also recommended that the teacher continue to actively collaborate with ASL teachers at local high schools, such as Evanston Township HS.

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	no	no	<i>Signing Naturally</i> text was added 09-10 school year.	no	no

Course or Initiative: French 163

I. Findings

GBS was unable to run the French 163 course during the 2009-2010 school year due to lower enrollment, however there are currently 21 students taking the course this year. The course had not been updated in numerous years; therefore a new curriculum was designed during the summer of 2010 to best meet the needs of the beginning student. While the development of the 4 language skills is the primary goal of the course, reading instruction and support for student growth on the College Readiness standards are carefully interwoven into the new curriculum.

Readings were carefully chosen to connect to each thematic unit so that students will be able to build new reading strategies while also using prior knowledge through the use of cognates, contextual clues and inference skills. This scaffolding of skills is important because it helps to set the bar for their future French classes and additionally culturally authentic readings. The readings in this first year course come from a variety of authentic sources, such as news headlines, photo captions, menus and recipes, web-based and print ads, as well short narratives relating to cultural events and phenomena. The reading strategies used in the course serve students while reading in any context, be it in French or English, and support the school goal to improve student reading and critical thinking skills.

The use of instructional technology to create fully literate students has also been woven through the French 163 curriculum. SmartBoard and Notebook technology are used on a daily basis in the classroom. This interactive software creates a dynamic environment in which students are out of their seats and learning in each lesson. Students are expected to participate by using this technology in a hands-on fashion. Students will also be using a variety of other technologies such as blogs and the internet to post various writings, and using a flip camera to create a video project. The guided use of these technologies will help to create a French 163 student who has the skills to synthesis the information used in the classroom and put it into a multimedia format for today's world.

II. Recommendations

The recommendation is to continue to evaluate the effectiveness of the newly created French 163 curriculum. The development of students' language skills will be monitored to verify that they are making satisfactory progress. The GBS French teachers will be working together to ensure the successful transition of students into the second year courses next year.

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	no	Summer 2010	no	no	no

Course or Initiative: German 163

I. Findings

Enrollment in German 163 varies from year to year, however the enrollment for the 2010-2011 school year has created the need for an additional section. The completion of a successful German exchange program during the 2009-2010 school year has likely contributed to this increase. This is the first time in over 15 years that GBS has had more than 1 section of German 163, which necessitated the hiring of a 0.20 teacher of German.

The German 163 class continues to use the textbook *Komm Mit 1*; however the majority of the instructional materials and assessments are created by the teacher. The textbook serves as reinforcement of the material and to structure the vocabulary lessons in a thematic manner. Listening activities generally come from authentic sources such as German podcasts that are slowed for an appropriate level of student comprehension, music, and *Extra!* from United Streaming video.

Reading instruction is also developed with authentic materials whenever possible, such as lyrics from songs, letters, and dialogs created by native speakers to showcase current word choice and usage. Reading, as well as other language skill development occurs in a spiral fashion so that old material is incorporated with the introduction of new material. Writing is another area that is not neglected in this level one course. In addition to creating original sentences with new vocabulary, and formal writing with drafts and revisions, every other Friday the students do a free-write in which they write on any topic of interest for approximately 20 minutes in German. The teacher has seen a strong improvement in the writing ability of the level one students through the use of these diverse learning opportunities.

II. Recommendations

The needs of the beginning student of German are currently being met with the curriculum being designed and implemented by the current teacher.

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	no	no	no	no	no

Course or Initiative: Japanese 163

I. Findings

Enrollment in Japanese 163 continues to allow for 2 sections of the course each year. The teacher has made curricular revisions to the course each year, even though no change has been necessary to the textbook, *Invitation to Japanese*. The book, a college level text, has assisted in the preparation of students along with the endless instructional materials prepared by the teacher. A variety of methods are employed, such as Total Physical Response whereby students associate a specific physical action or movement to a new vocabulary term, image association on the SmartBoard for vocabulary reinforcement, as well as direct instruction when needed. The changes that the teacher has made reflect the requirements for student success in subsequent levels of the sequence.

While Japanese is a challenging language to learn, requiring the use of 3 different alphabet systems (Hiragana, Katakana, and then Kanji characters), students enrolled in the GBS program represent various levels of achievement as defined by standardized test data and school-wide placements. Students that are being served in special education as well as those enrolled in honors level courses have met with success in Japanese 163, and have both learned the language skills needed to continue in the second year curriculum. This is due to the differing types of methodology employed, so that students possessing various learning styles are accommodated.

II. Recommendations

There are no significant curricular changes recommended at this time. The course provides students with a strong base from which they can proceed to the second year. The teacher continues to network with other Japanese language professionals so that curricular adjustments can be made at any time.

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	no	no	no	no	no

Course or Initiative: Mandarin Chinese 163

I. Findings

GBS began offering Mandarin Chinese 163 during the 2008-2009 school year. Students that have enrolled have continued with the study of Chinese at GBS, creating the need to offer higher levels in the language sequence; we are currently running Chinese 263/273 and Chinese 363/373. Students have expressed a dedication to go through the Advanced Placement level, which is currently under development. The instructor, who also teaches Mandarin Chinese in the current rotation of the Glenbrook Academy, is very proactive about preparing students with the goal that they will be successful when they reach the highest level of the sequence. There is a high level of interaction between the teacher and colleagues in neighboring school districts, which is of great benefit to strengthen all the Mandarin Chinese programs.

Similarly to most other level 1 language courses, Mandarin Chinese 163 focuses on all 4 language skills: speaking, listening, reading, and writing, and also incorporates the national standards of culture, comparisons, communities, and connections. The greatest difference as compared to most of the other languages is the use of tones. Students in the level one course spend much time developing their listening skills so that they can accurately recognize and then finally produce the tones that are critical to proper pronunciation of the language. In the first year students also learn to read and write in pinyin first, and then learn Chinese characters.

The level 163 curriculum has undergone some revisions since its inception. The textbook, *Chinese Link*, was adopted for the 163 class this year and students have benefitted from a communicative approach to the language. Students are engaged with both high tech and low tech instructional strategies. The pacing of the course this school year is more in line with that of other area high schools, and it is likely that the second book in the *Chinese Link* sequence will be adopted for the 263/273 levels. The result of this will be to better prepare students as they advance throughout the language sequence.

II. Recommendations

No significant revisions to the curriculum are needed at this time. The course in its current format is meeting the needs of the students enrolled. The only recommendation is that the teacher continues to network with local and national language teachers of Mandarin Chinese as the GBS program continues to develop.

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	no	no	Adopted <i>Chinese Link</i> .	no	no

Course or Initiative: Russian 163

I. Findings

Enrollment in the Russian 163 course varies from year to year. Due to low enrollment for this school year, 2010-2011, the course did not get scheduled. The 163 course did run last year, and from it there are 9 students that continued on to the second year Russian course. Fortunately, 7 additional students that had never taken Russian at GBS also qualified for the level two course.

When the 163 course is scheduled, the college textbook *Golosa* is utilized and successfully prepares the students for the second year curriculum. This text is tied to the internet and has a variety of activities to develop all 4 language skills: listening, speaking, reading, and writing. Additionally, the teacher has created on-line *Quia* exercises for all the vocabulary for this course. Students are able to practice the vocabulary whenever they have access to the internet. The course also uses a supplemental reading anthology for the beginner's level.

II. Recommendations

There are no major changes needed to the first year curriculum at this point. The current materials and instructional units have met the needs of the students enrolled. Efforts to increase enrollment in the level one course continue.

III. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	no	no	no	no	no

Course or Initiative: Spanish 163

I. Findings

With the existing curriculum now in its fourth year of use, it's been essential to evaluate how well it is serving our Spanish 163 students. Upon review, there has been an improvement each year in overall student performance in class and on assessments. Reports from Spanish 263 teachers also indicate that our students leave Spanish 163 well-prepared for Spanish 263. While the majority of our students continue on to Spanish 263, each year we recommend approximately 2-3 students per section for Spanish 2 Studies and the same number per section for Spanish 2 Honors.

Each year that we, as teachers, work with the *Realidades* materials we are better able to create activities that enrich the curriculum and enable our students to get the most out of the course. We are also better able to look with a critical eye to determine what improvements need to be put in place. In the past three years we have worked to create assignments that give our students the opportunity to be formally evaluated in all areas of language learning—writing, speaking, reading, and listening. However, based on our current evaluation of assessment results, it appears that students would show greater language growth with more practice and opportunities to be formally evaluated in 2 of the skills during the first semester: writing, speaking.

While the *Realidades 1* book includes material to help students learn to read Spanish in the form of sentences, it offers students very little opportunity to read paragraphs, particularly in Chapters 1-6 of the book. Students need to have more opportunities to read paragraphs and short stories in Spanish, and work is occurring this year to incorporate different types of readings. A focus on teaching students the skills required to navigate different types of readings is also underway. Pre-reading, during reading and post-reading activities are currently in use so that students' skills will gradually build in preparation for more extensive readings in the second year curriculum.

Recommendations

- There will be more frequent evaluation of speaking and writing skills in Spanish. In addition to informally practicing speaking in the language lab, assessment and feedback for students will also be done in this setting.
- At least one formally evaluated writing assignment will be included for the first semester, and students will be given feedback to improve skill level.
- Additional level-appropriate readings, from authentic sources whenever possible, will be added to the curriculum.

Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	no	no	no	no	no

Course or Initiative: Spanish for Heritage Learners 163

I. Findings

The Spanish for Heritage Learners 163 course is the beginning level class designed to help students attend to their academic needs, in particular, to help them develop the literacy skills they lack. Results from state and national tests, as well as placement and other local assessments, reveal that this group of students is academically at-risk. While these students are receiving direct instruction in their English and/or reading classes, they greatly benefit from this additional focus on reading, writing, and critical thinking skills. Research demonstrates that the skills learned in a heritage language class will transfer to the students' other academic courses, which increases the likelihood for success in other disciplines.

While reviewing the curriculum as part of this planning cycle, the team focused on responding to the following question:

- What changes have we made, and how can we continue to provide this group of students the opportunities to meet state and college readiness standards?

To begin with, academic expectations remain high for this group of students. It would be a disservice to lower the bar for students most in need of academic growth. Three years ago, we initiated an independent reading program in which all heritage learners spend at least a quarter reading independently during a portion of the week. The goal of this initiative is to provide an opportunity for this group to read for pleasure and in turn, increase their literacy level. Each year we have provided students with a greater variety of Spanish language books of interest to them, and the results have been positive. Students have embraced the program, with many reading far more books in their free time than what is required.

For the past four years technology-rich instruction has been incorporated into the curriculum so that it enhances and engages student learning. Students are required to use technology resources for researching and presenting on a frequent basis. The teacher has also implemented the use of *Moodle* as a part of the course so that students are better prepared and are able to utilize this resource successfully in any class. In addition to submitting projects and other assignments through *Moodle*, like they will do on most college campuses, students have access to weekly assignment calendars and other support materials.

II. Recommendations

There will be no major changes to the curriculum at this time. Changes continue to be made year to year as needed depending on the differing academic needs of the students.

III. Department Action

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

**GBN Career & Life Skills Applied Technology Curriculum Report –
November 2010**

I. Introduction

A. Courses reviewed during past year

Arch Studio 163
Woods 161
Metals 161
Arch Studio 463

B. Process

The Applied Technology teachers met and discussed several recommendations for the curricular areas of Metals 161, Architecture Studio 163, Architecture Studio 463, and Woods 161.

C. Additional initiatives (outside of review process)

Review Applied Technology course offerings.

II. Report Schedule

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

Approximate percentage of curriculum to be reviewed:

November 2011	November 2012	November 2013	November 2014	November 2015
20%	20%	20%	20%	20%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 rd semester:
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Course or Initiative: Arch Studio 163

III. Findings

- The current topics of the course focus on preparing students for the tasks they will encounter as part of an architecture program at the collegiate level.
- Enrollment has declined over the past five years from 55 students (2005-2006) to 31 (2010-2011). Female enrollment has also dropped during this time period from 14 students to 5 students this year.
- There have been discussions with Brick Structure and Lego in regards to supplementing the curriculum with Lego's as a new medium for students to use in building the structures they design in the class.
- The classroom was remodeled over the summer for better utilization of space.
- There are some drafting tables that need resurfacing due to student use.

IV. Recommendations

- Begin advertising architecture to the student body targeting the female population.
- Continue to integrate college curriculum into the classroom. Students come back to visit from college and bring in copies their architecture curriculum. Mr. Berg uses this information to update and modify the curriculum so the students are prepared for what they will be asked to do in college.
- Integrate more Lego content, interior design topics, and art-related lessons into the curriculum.
- Resurface the vinyl tops of damaged tables.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action					<p>Continue updating curriculum to integrated post-secondary work.</p> <p>Recruit more females into the program.</p> <p>HP support will be sought out to configure 54" plotter.</p> <p>Purchase and install drafting table vinyl with grant funds.</p>

Course or Initiative: Woods 161

III. Findings

- Currently this class covers basic woodworking hand tools and machines; Lathe turning; CAD/CAM and CNC Machining. Throughout the semester, the students design and construct different types of woodworking projects.
- Enrollment has increased over the last three years due to updating curriculum and projects to match industry standards (use of CAD/CAM and CNC Machining are programs/machines that industry uses). These new projects utilize the new table saw, drum sander and three new lathes that were purchased from grant funds as well as the use of CAD/CAM and CNC Machining.
- During the summer of 2010 five new computers were added and wired to the network in the woods classroom.

IV. Recommendations

- Continue to update the curriculum to match industry standards.
- There are currently five computers in the woodworking classroom making a 4:1 ratio of student to computers. At times, students have to wait to design their projects since the computers are in use. By purchasing and installing two more networked computers with MasterCam the student wait time will greatly decrease.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action					Research the purchase two new computers with MasterCam to be bought from the department budget or grant funds.

Course or Initiative: Metals 161

III. Findings

- The class covers manual and CNC machines. CAD/CAM designs and creation of tool paths are learned using industry standard software.
- Enrollment in this class remains steady.
- New Computers were installed during the summer of 2010.
- During the 2009-2010 school year New X4, Maxnc and controller software was installed.
- The controller for the REDCAM was updated in the fall of 2009.
- Techno Davinci main board was replaced and new spindles were added.

IV. Recommendations

- Continue to attend local and national conventions to keep up to date with industry standards and new software packages that are used.
- Update the curriculum and software packages to reflect what students will use in post secondary programs and industry.
- Explore ways to recruit and retain students in the Metals area.
- Research the purchase a new Techno Davinci 2 machine. The machines we have now are over ten years old and are repaired a few times a year at a cost of \$300-\$900.
- Purchase four more copies of Mastercam Art to be installed on the new computers.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action					Purchase four copies of Mastercam Art from the department budget or grant funds. Research A Techno Davinci machine for possible purchase.

Course or Initiative: Arch Studio 463

III. Findings

- The current topics of the course focus on preparing students for the tasks they will encounter as part of an architecture program at the collegiate level.
- Enrollment has remained constant over the past five years with 4-6 students enrolling in this capstone class, however the number of females enrolled has declined.
- There have been discussions with Brick Structure and Lego in regards to supplementing the curriculum with Lego's as a new medium for students to use in building the structures they design in the class.
- The classroom was remodeled over the summer for better utilization of space.
- There are some drafting tables that need resurfacing due to student use.

IV. Recommendations

- Begin advertising Architecture 161 to the student body targeting the female population. An increase in enrollment in the Architecture 161 will have a positive impact on the architecture program.
- Continue to integrate college curriculum into the classroom. Students come back to visit from college and bring in copies their architecture curriculum. Mr. Berg uses this information to update and modify the curriculum so the students are prepared for what they will be asked to do in college.
- Integrate more Lego content, interior design topics, and art-related lessons into the curriculum.
- Resurface the vinyl tops of damaged tables.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action					Continue updating curriculum to integrated post-secondary work. Recruit more females into the program. HP support will be sought out to configure 54" plotter. Purchase and install drafting table vinyl with grant funds.

**GBN Career & Life Skills Department Business Education Curriculum Report –
November 2010**

I. Introduction

A. Courses reviewed during past year

Business Law 161
Management 161
Multimedia Applications 161

B. Process

The Business Education teachers met and discussed several recommendations for the curricular areas of Business Law, Multimedia Applications, and Management.

C. Additional initiatives (outside of review process)

The idea of an advanced class has been suggested for many Business Education classes. Instead of spreading teachers too thin by creating Advanced Marketing, Advanced Business Law, and Advanced Management, perhaps it would be better to have one Advanced Business class which would serve as the capstone business class. The business teachers are considering a new course proposal in Advanced Business after further research is conducted. Another option being researched is adding an honors level to the current business courses. Students would be decided if they take the course at a regular or honors level at the beginning of the term and the assignments would be adjusted accordingly.

II. Report Schedule

November 2011	November 2012	November 2013	November 2014	November 2014
Accounting 161	Consumer Ed G 161	Career Place 161	Adv Business Law 261	Business Law 161
Consumer Ed 161	Consumer Ed 171	Business Math 163	Comp Apps 161	Management 161
Introduction to Business 161	Keyboarding 161		Marketing 161	Multimedia Applications 261

Approximate percentage of curriculum to be reviewed:

November 2011	November 2012	November 2013	November 2014	November 2015
20%	20%	20%	20%	20%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 rd semester:
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Course or Initiative: Business Law 161

III. Findings

- The Business Law curriculum was reviewed in 2007 when a different teacher took over the course. The curriculum objectives were aligned with the Business Law standards of the National Business Education Association. The curriculum for Business Law was also created to align to standards for English, a core subject area.
- A classroom set of Glencoe's Business and Personal Law textbook, 2008 Edition and is being utilized as a resource. The American Bar Association Magazine is also utilized.
- Technology: A digital story telling project was incorporated in 2007-2008 however because feedback from students was not positive the project was discontinued. A more successful technology project in the class includes blogging that was started in 2008. The class blog website is <http://gbnbusinesslaw.blogspot.com/>. Blogging connects well to other core subject areas and the career of law because it requires higher-level reading, writing, researching and analytical skills. Student feedback has been positive as well as alumni commenting that professors are requiring these skills at the college level.
- Ethics are discussed throughout the semester. Students work on a final project centered on corporate responsibility, as students need to evaluate if businesses are good corporate citizens.
- Professionals with careers in law are brought in as guest speakers (Northbrook Police Department and business lawyers from Abbott Labs).
- Law school skills are incorporated including how to brief a law case and debate discussions.
- Mostly juniors and seniors take the course. A portion of the students say they take the course because they are interested in business and the other portion say they are interested in law and have taken another law class at GBN.
- Enrollment over the past four years has fluctuated slightly as follows: 2007-2008 58 students, 2008-2009 47 students, 2009-2010 56 students, and 2010-2011 43 students.

IV. Recommendations

- Continue professional development as needed to keep current in new technologies and educational strategies that can be implemented into the class.
- A field trip to a courtroom was incorporated prior to 2007. Investigate if this would be beneficial to add back to the curriculum.
- Introduce students to the Academic Resource Center for the blogging unit and reincorporate the librarian as a guest speaker to speak about copyright laws.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A		N/A	Utilize the library and the Academic Resource Center

Course or Initiative: Management 161

III. Findings

- The Management curriculum emphasizes how to manage yourself and how to manage others while also touching on leadership and communication skills.
- Sean Covey's book, *The 7 Habits of Highly Effective Teens* is used to teach student's self-management techniques.
- Students have enjoyed the "Management Panels" in which local managers have come to the class and spoken about their careers. This was more effective than prior field trips to meet managers at local retail stores. Students have also enjoyed the management simulations and "apprentice" challenges.
- The curriculum utilizes Junior Achievement's Titan management simulation game that was implemented in 2003. The students really enjoy this simulation.
- GBN students have asked for opportunities to learn about entrepreneurship. Starting in 2009-2010, the management class launched a student-run business partnership with Market Day to provide students with hands-on experience in management, marketing, customer service and strategic planning experience. Management students run the day-to-day operations and the DECA Business club members run the monthly pick-ups for customers.
- Half of the students that take Management previously completed Introduction to Business. Only 5-10 students that hadn't taken Intro to Business first proceed to enroll in Introduction to Business subsequent to taking management.
- Enrollment: 2006-2007 30 students, 2007-2008 46 students, 2008-2009 48 students (2 sections in the Fall semester), 2009-2010 49 students (2 sections, 1 each semester), 2010-2011 32 students. Prior to 2007, only one section would run each year but was increased to two sections during the last four years. The 2010-2011 enrollment had a dip. Many new elective courses in other departments were offered in 2010-2011 that may have impacted the enrollment.
- Enrollment has been roughly 25% female, 75% male
- There is a proposal for a course name change to Management & Leadership to pull students that have interest in learning leadership skills and may not plan to major in business.

IV. Recommendations

- Continue professional development as needed to keep current in new technologies and educational strategies that can be implemented into the class.
- Continue to evaluate if the student-run business provides students with learning opportunities.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		Contact other schools that offer marketing classes (via phone or email) to discuss curriculum and projects.			

Course or Initiative: Multi-Media Applications

III. Findings

Course background

- The course was titled previously titled Computer Applications II and Web Design.
- The curriculum was originally an extension of more involved projects using the same software as Computer Applications I.
- The use of Macromedia Flash (graphic/short movie software) and Animator-9 (graphic creation software) was added to the curriculum.

Current situation

- Course usually runs once a year with a typical enrollment of 12-18 students who want to expand their knowledge of software packages that they will utilize in high school and post secondary and explore careers in computer technology.
- Software/websites used:
 1. Dreamweaver, used for building web sites
 2. Flash, used for making short movies and graphics
 3. Photoshop, used for creating and manipulating images
 4. YouTube, for loading videos
 5. Word, Excel and PowerPoint as needed
- Sample projects
 1. Business web site
 2. Digital short movie
 3. Children's story, with alternative ending
 4. How to video
 5. Tribute video
 6. Music video
 7. Stop action video

IV. Recommendations

- Visit other schools to examine curricula, projects and procedures will help ensure the curriculum is up-to-date and serving the students well.
- A summer curriculum project to update the course with findings from school visits, incorporating current industry standards and utilizing more of the Adobe suite software program.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		Update current project to link to post-secondary and industry standards.			

**GBN Career & Life Skills Family & Consumer Science Curriculum Report –
November 2010**

I. Introduction

A. Courses reviewed during past year

Culinary 161

Clothing 161

Educational Foundations 261 was not reviewed this past year since the entire early childhood program was revamped a few years ago.

B. Process

The Family and Consumer Sciences teachers met and discussed several recommendations for the curricular areas of Clothing and Culinary.

C. Additional initiatives (outside of review process)

II. Report Schedule

November 2011	November 2012	November 2013	November 2014	November 2015
Clothing 261	Fashion & Interior Design 161	Psych Liv 161	FCS Career 163	Clothing 161
Culinary 261	Culinary 361	Senior Foods 161	Fit Life 161	Culinary 161
	Introduction to Human Growth 161	Teaching Internship 361	Independent Living 161	Educational Foundations 261

Approximate percentage of curriculum to be reviewed:

November 2011	November 2012	November 2013	November 2014	November 2015
20%	20%	20%	20%	20%

Additional courses to be reviewed this year:

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

Course or Initiative: Introduction to Culinary Arts 161

III. Findings

- The name change from Foods I to Introduction to Culinary Arts has made the class more attractive to the male student.
- Teachers are continually changing recipes gearing them towards students’ likes and interests.
- Students take Introduction to Culinary Arts to learn life skills they will utilize once they are living on their own such as proper nutrition, how to adapt recipes to fit their needs and how to cook for themselves. This class is a prerequisite for the higher-level classes offered in Culinary Arts.
- The equipment in the Foods Lab is aging but still in working condition. The lab is used each period of the day with no down time which does cause a problem when a piece of equipment needs repair it must wait until the end of the day or until the morning when the room is not in use.

IV. Recommendations

- Continue to revise the curriculum, videos, PowerPoint presentations, and recipes to align with the changing national nutritional standards and culinary trends.
- Invite graduates back to give presentations and speak about the Culinary School they are attending.
- Continue to maintain equipment in the lab and look into purchasing a new freezer for extra storage from grant funds.

V. Department Action

Department Action	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
					Purchase a new freezer for storage using grand funds. Update electrical in the lab.

Course or Initiative: Clothing 161

III. Findings

- Curricular materials: The instructor is receptive and responsive to project adaption/change designed to permit student application of curriculum objectives, focusing on the practice of construction techniques specific to this learning level. Curriculum content and material modifications are evidenced through the project selections made during the semester course. The present edition (2008 Successful Sewing) is used in combination with a teacher-designed binder of curricular units.
- Equipment is given yearly maintenance to insure maximum use by the students. Currently, 24 standard New Home machines service the lab.
- The instructor has striven to incorporate student exposure to various types of construction equipment evidenced by the equipment mentioned below.
- There are two computerized sewing machines available for student's introduction to the technological capabilities of the higher end equipment. Students are encouraged to sample and apply basic techniques to their first semester projects.
- A new embroidery machine was purchased (Spring 2010) to replace one of the computerized machines and is available to enhance the student's exposure and practice with this embellishment/application process.
- Several sergers (construction/finishing) are available for the beginner student. The novice sewer is encouraged to secure basic user skills through project integration steps.
- Change the name of the course to better reflect current post secondary and industry standards.
- Professional development: Ms. Mitchem attends professional development workshops (2-4 per year), as well as, summer workshop sessions to stay abreast of the latest fashion construction/design trends, techniques, and educational developments.
- The enrollment has remained steady over the last five years.
- Equipment is in place that encourages the students to apply technological innovations to their projects.

IV. Recommendations

- Continue professional development for teachers as needed.
- Continue the maintenance and replacement of equipment as needed.
- Embrace strategies to encourage male students to enroll in the course. This will be done by contacting other school districts who have a strong male enrollment in clothing classes.
- Change the name of the course to Fashion Construction Studio 1.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	Continue the current professional development of teaching staff to stay current with industry standards. Contact other schools that attract male students in clothing classes (via phone or email) to discuss curriculum and projects.	N/A	N/A	

GBN English Department Curriculum Report – November 2010

I. Introduction

A. Courses reviewed during past year (March, 2009-November, 2010)

1. English 263: Sophomore English
2. English 273: Honors Sophomore English

B. Process

During department and instructional meetings the 10th grade team identified the need to address the following items:

1. Review of core speech projects
2. Review new materials and report on the implications
3. Revisit the list of core novels and decide if changes are needed
4. Finalize a common core speech rubric
5. Discuss grammar materials and resources needed
6. Update the curriculum guide citing new projects and materials
7. Discussion of the Flip Video pilot program (recording and storing speeches)
8. Discuss the teaching of core reading strategies
9. Create a core speech rubric for the freshman level to scaffold speaking skills

C. Additional ongoing initiatives (outside of review process)

1. Updating the curriculum guidebook for all levels of English
2. Using Google docs. as a source for storing and editing student papers
3. Assessing the effectiveness of the 11th grade research project
4. Department-wide reading guidelines: book selection process, literature on critical thinking, active reading, and support offerings

II. Report Schedule

November 2011	November 2012	November 2013	November 2014	November 2015
11 th Grade English	12 th Grade English	English Electives	9 th Grade English	10 th Grade English

English Courses to be reviewed next year include English 363 and English 373

Approximate percentage of curriculum to be reviewed:

November 2011	November 2012	November 2013	November 2014	November 2015
20%	20%	20%	20%	20%

Additional courses to be reviewed this year:

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

III. Findings

Teachers of sophomore English represent a variety of levels of experience and expertise. At the core of all sophomore classes is the commitment to develop students who can think critically and are fluent oral communicators.

- A. All sophomore students experience several formal and informal speech projects during the sophomore year. Many of these speech projects now have common components and are shared by teachers on the G-drive.
- B. Teachers all agree on teaching a story from the non-fiction book, *Passing*. Everyone agrees that the text address issues of bias and assumptions from a new perspective. Examining multi-identities in literature and in culture is proving worthy of exploration.
- C. Speaking skills are providing common goals and common language for all students and teachers. This is especially critical as the department expands the attention dedicated to speaking skills for other levels of instruction.
- D. Students' writing experiences have always included core grammar instruction. As changes to materials and projects continue, there is a constant need to update grammar lessons so students experience this instruction in context of the new materials.
- E. Teachers agree that more documentation needs to be completed and updated in the English department curriculum guidebook. As new teachers are added to the curriculum team levels, teachers need easy access to the curriculum goals, assessment instruments, and lists of materials. Recently, the department has started updating the curriculum guide on a shared electronic document.
- F. New technologies at GBN have given teachers and students the opportunity to reflect on their products as a way to assess their learning. As a result, teachers in the department are piloting the use of Flip Cams and the storage of student speeches as way to access and archive products. The goal is to record and store all student speeches, so students can access their speeches during all four years.
- G. Significant progress has been made toward developing a core bank of reading strategies, a common approach to "Active Reading" and a list of researched-based materials supporting the use of annotating text as a means to think critically.
- H. A set of basic speaking skills was developed for all freshman students.

IV. Recommendations

- A. Support classes are still needed in the areas of reading and writing for sophomore students. The *Foundations of Writing* course will be reviewed during the third semester of its implementation.
- B. Continue to work with instructional technology to support the growth of students and to promote student reflection and goal setting.
- C. As technology allows, electronic versions of the English Department's curriculum guide will help foster better communication among teachers of English and other departments, such as special education.
- D. Teachers will continue to stress the importance of research and speaking skills
- E. The teaching of reading strategies and common approaches to assessment practices will continue on all levels.

V. Department Actions

Department Action	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Continue to develop core reading strategies and core reading assessment instruments	None	Reading assessment core rubric revisions and implementation	Literature will be reviewed yearly to stay current with RtI guidelines	New teachers will be mentored	<ul style="list-style-type: none"> • Hourly payment for teachers to complete summer curriculum projects
Curriculum guide alignment and updating	None	Alignment to the new Core State Standards for reading and English	Citing scientifically research-based resources to support curricular goals		Hourly payment for teachers to complete summer curriculum projects

GBN Fine Arts Curriculum Report – November 2010

I. Introduction –

A. Courses reviewed this past year

- a. In Visual Art, the curricula for Drawing and Design were reviewed for all levels.
- b. In Broadcasting, all levels of Radio, Sports, and Television Broadcasting were reviewed.
- c. In Music, all levels of Band were reviewed.

B. Process

- a. As the primary instructor of our Drawing and Design classes, Lee Block provided most of the insight into the revision of the Drawing and Design classes. This is the first revision of this curriculum since Lee has been teaching the class. Due to the removal of Art Studio as a prerequisite class for sophomore-senior students, an increased emphasis on the elements of design has been incorporated into the 161 level.
- b. GBN recently went from a PC based Broadcasting lab to an Apple based platform. Over the past two years, Peg Holecek and Todd Rubin have collaborated with GBN technology staff and Apple instructors on how to incorporate this new technology into our curriculum.
- c. GBN Band teachers Mark Running and Rich Chapman collaborated on the new Band curriculum, which will place increased emphasis on small group instruction.

C. Additional Initiatives (outside of review process)

The Visual Art and Special Education departments have begun preliminary conversations about the potential for an art class to be team-taught by teachers from each area. We are in the early stages of collecting information about the need for such a class and whether or not this would benefit our students.

II. Report Schedule

November 2011	November 2012	November 2013	November 2014	November 2015
Ceramics 161, 261, 361, 461	Photo 161, 261, 361, 461	Graphic Design 161, 261, 361, 461	Advanced Improvisation	Drawing/Design 161, 261, 361, 461
Guitar	AP Theory	Art Studio 161	TLS Drama	Band – all levels
Orchestra – all levels	Intro to Theory	Electronic Music	Choir – all levels	Performance Skills
AP Art 973 Honors Art 983	Drama 161, 261			Introduction to Broadcasting
	Advanced Acting/Directing			Sportscasting 161, 261, 361, 461
				Television Broadcasting 161, 261, 361, 461
				Radio Broadcasting 161, 261, 361, 461

Approximate percentage of curriculum to be reviewed:

November 2011	November 2012	November 2013	November 2014	November 2015
20%	20%	10%	10%	40%

Course or Initiative: Drawing/Design 161,261,361,461

III. Findings

Over the past three years, the focus of our Drawing and Design classes has changed significantly. Class assignments have been created that link knowledge of the drawing process in a sequential manner. Assignments build on previous techniques and practice and then students apply these art-making experiences to successive projects.

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

Based on the fact that multiple levels of Drawing/Design are taught at the same time in the same class, alterations to the physical studio space and overall time constraints have to be considered. The Art Studio course has provided students with the confidence and basic skills that make their art experience successful especially in successive levels in Drawing/Design. Currently, a wide variety of students are participating in art classes. They each come to us with an equally wide range of previous art experiences and skills.

IV. Recommendations

Building a continuum of skills from one level of Drawing/Design to the next level is necessary to develop student confidence, awareness, theory, and certainly their art aesthetic as they mature. The newly designed sequence of assignments will be introduced in August of 2011 after summer curriculum development.

This year, we will be evaluating some of the current assignments and their application to each specific level. We will continue to identify the core values in our program and the overall strength of our current approach using critiques, sketchbook practice, art historical references, and trends in art to develop better flow and transition of assignments and culminating experiences as students progress through the advanced levels.

For the 2011-12 school year, we have removed the prerequisite of Art Studio for sophomores-seniors enrolling in Drawing /Design 161. Therefore, due to the range of skills level and experience, we suggest that Drawing/Design 161 be taught as a class not combined with the 261, 361, and 461 levels. Photography 161 and Ceramics 161 are currently separated from the upper levels as well. The 161 level requires significant new learning and application of principles in which students benefit from a homogeneous grouping of first level assignments and evaluation. We will continue to align the upper levels of Drawing/Design 261, 361, and 461 with potential placement in the Honors and A.P. Studio Art through vertical teaming assignments and experiences.

V. Department Actions

Summer curriculum hours are needed to work on the assignments and sequencing of all 4 levels of Drawing /Design.

Continued use of available studio space in C100, C101, and the computers in C103 for the combined levels of Drawing/Design 261, 361, and 461 is required. This needs to be considered when we construct the master schedule.

Course or Initiative: Television Broadcasting 161-461

III. Findings:

We began the process of evaluating the Broadcast curriculum in 2009 with the Introduction to Broadcasting course. This year we are reviewing and updating the TV Broadcasting, Radio Broadcasting, and Sports Broadcasting curriculum. This will include upgrading our curriculum to match the update to our broadcast equipment. Over the summer of 2010, the television broadcasting lab received new iMac computers with Final Cut Suite. This upgrade will allow our students to excel and achieve more than ever before. In television broadcasting our students have already gotten up to speed with many of the programs in the Final Cut editing suite including Motion and Color. There are programs that help them create images that will enhance their already impressive video portfolios. In the past few years there has been a shift in the curriculum towards incorporating more journalistic elements into the class through the creation of "Spartan News Now". This program is the culmination of the students' work to create a broadcast news program through the process of research, interviews, writing, filming, and editing to a final video product. In television broadcasting, students continue to get television production experience through the filming and directing of special events such as Variety Show, Soundstage, Senior Awards, sporting events, and musical concerts. Certain students earn the right to be directors or producers of these shows which allows them to have leadership roles in the class. We have looked at additional opportunities to enhance the broadcast products we create in this class. This included viewing broadcast journalism work from other well-established programs such as Nequa Valley and Riverside-Brookfield High Schools.

IV. Recommendations:

Further research and conversation are needed to continue the development of the television broadcasting curriculum. It is important to teach the basic skills for all of our advanced courses at the 161 level so that our 261-461 levels can function at a high level and can focus more on honing their craft than basic videography and audio. Now that we've upgraded our editing lab, finding new ways to teach and explore the equipment and its resources is essential. This has been an enjoyable process thus far, but additional training and professional development will certainly be needed. A continued commitment to the broadcast journalism element of the class, while still giving opportunities for film and TV production projects, creates an interesting mix for the course. Also, continuing to search for more of an identity and fit for the products of the course are important. There have been preliminary discussions about the broadcasting department taking over the morning announcements and converting them into a broadcast product. As these discussions continue, the television broadcasting class might soon get the identity they have been searching for. We will continue to integrate fun and interactive activities (such as enhancing our production of Variety Show and allowing students interesting special projects similar to the World War II documentary done this past spring) into the TV curriculum.

Current trends in television broadcasting are heading towards a tapeless environment. We do not currently own any tapeless cameras at GBN and we may need to consider that for the future.

V. Department Actions

Continued tech support for our video production equipment is needed to keep our equipment current and functional. We will be updating our lab next year with the Final Cut server which will allow for more options in terms of student work within the broadcast environment. Support will also be needed as we move towards the video announcements. Additionally, finding a dedicated system of delivery of this product will be a combined effort with our in-house technology experts.

Course or Initiative: Radio Broadcasting

III. Findings:

The Radio Broadcasting program is an active component of the broadcasting area. Students in the Radio 161 course are exposed to the basics of editing and story-telling, on-air announcing and planning for radio shows, interviewing skills, and students are expected to perform well in groups. As they progress to the 261, 361 and 461 levels, they are expected to enhance and improve upon their skills and take on leadership roles in the class. The skill development is presented in a logical manner which emphasizes development of communication skills and technical mastery of equipment. In addition, there is a strong sense of community that is built in this course and out of this community has come the annual Emily Dorfman Radiothon and many other smaller scale community service based projects.

At the present time, the radio studios are about to transition from a PC based system to a Mac based system. The television area was the first to undergo this transition and radio is about to begin this process.

IV. Recommendations:

As we transition from a PC platform to a Mac platform, staff and students will require additional training on how best to use the new system. We may need to adjust the number and scope of existing projects in order to devote the time needed to learning the new system. Once we are comfortable operating within the Mac structure, we anticipate that we will be able to work more efficiently and effectively at all levels of Radio Broadcasting. We will continue to work closely with Ryan Bretag and Ryan Manly to determine the training needs of the students and staff.

V. Department Actions

Our primary need is professional development to address the shift from a PC-based platform to a Mac-based one.

Course or Initiative: Sports Broadcasting

III. Findings:

The Sports Broadcasting program is an active, vibrant component of the Radio/Television area. Our numbers continue to be strong and we have a high profile in the area both on WGBK radio and GBN-TV. The focus of the course is announcing GBN athletic contests including girls' and boys' soccer, girls' and boys' basketball, girls' and boys' volleyball and football. In addition to this, we produce a TV show called The Spartan Report which is a program featuring GBN varsity coaches and athletes. We have two sports radio talk shows on WGBK and we produce three videos a year for the Fall, Winter and Spring Sports Award Assemblies held in the Center for Performing Arts.

Students in the Sports 161 course are exposed to the basics of editing, announcing and writing opens, interviewing skills and performing well in teams. As they progress to the 261, 361 and 461 levels, they are expected to enhance and improve upon their skills and take on leadership roles in the class. The skill development is presented in a logical manner which emphasizes development of communication skills and technical mastery of equipment.

In addition, there has been some discussion about the future of the GBN Morning Announcements and the involvement of the R/TV Broadcasting in improving the quality of the daily program.

IV. Recommendations:

As with the Radio Broadcasting classes, the shift from PC to Mac will have an impact on the number of projects that the students can complete this year. We are trying to be flexible until we can determine how long it will take for students to become familiar with the change in technology. The students are committed to learning about the new editing programs and are doing a good job of assisting each other. Ryan Bretag has been very supportive of our needs and has offered more professional development for the staff and students in this program.

V. Department Actions

Continued support from GBN tech staff is critical to our success during this transition. As we continue to learn and grow with our new software, additional professional development will be needed.

Course or Initiative: Instrumental Music (Band):

III. Findings

The study and performance of high quality band music which is appropriate for the level of each band, is our primary activity. Through this study, students will be exposed to a variety of musical styles, a wide range of music theory concepts, and specific playing techniques for their instruments.

Students will become familiar with the elements of playing their instruments beginning with basic tone production and intonation and advancing to more sophisticated techniques in the advanced level classes. A broad array of music theory concepts will be covered while practicing and performance the selected literature. This will include basic concepts such as key signatures and note reading and progressing through phrasing and interpretation. Over the course of one year in band, students can expect to gain a basic understanding of music theory concepts and music literacy as well as improving their proficiency on their instrument. Over the course of several years, students can expect to become highly proficient on their instrument and to understand the concepts of ensemble performance.

Through our curriculum review, three areas for improvement have been identified. They are: 1) increased sectional rehearsal time is needed, 2) students need more specific feedback to improve their performance, and 3) students must be more accountable for their independent practice.

IV. Recommendations:

The directors feel that more time is needed in sectional rehearsals to improve the students' playing and understanding of the music. This instruction in smaller groups will allow the teachers to focus on specific instruments and parts. Furthermore, these sectionals can be used to develop better tone within each section. A well-defined and organized sectional schedule will undoubtedly help the overall sound and performance of all the groups.

A rubric will be developed for the Symphonic Wind Ensemble in order to raise the level of accountability in individual playing. This rubric will outline specific areas for improvement. Issues such as accuracy, tone, and articulation will be addressed.

An on-line practice record will be developed for each ensemble to better track the practicing habits of the students outside of class time. Students will be required to register their personal practice time on a Google doc which will be read by band instructors Mark Running and Rich Chapman.

V. Department Actions

Currently, our ability to break into sectionals is limited during certain blocks of the day due to all available spaces being occupied at the same time. Consideration during the creation of the master schedule would help avoid this in the future. Continued technology training and support will help as we attempt to record student practice time on-line.

GBN Health, Physical Education and Driver Education Department Curriculum Report November 2010

I. Introduction

A. Courses reviewed during past year

Sophomore Girls

Sophomore Boys

Dance I

Dance II

Driver Education

Fundamentals of Personal Training

B. Process

The Instructional Supervisor for Physical Education, Health & Driver Education, Bob Pieper, and Department Assistant, Mike English met with a committee of teachers who currently teach the Sophomore Girls curriculum: Jill Nowak and Kirby Falk

The Instructional Supervisor for Physical Education, Health & Driver Education, Bob Pieper, and Department Assistant, Mike English met with a committee of teachers who currently teach Sophomore Boys curriculum: David Weber, Paul Vignocchi, and Ryan Dul.

The Instructional Supervisor for Physical Education, Health & Driver Education, Bob Pieper, and Department Assistant Mike English met with Beth Figaro who currently teaches the Dance I and II curriculum.

The Instructional Supervisor for Physical Education, Health & Driver Education, Bob Pieper, and Department Assistant, Mike English met with a committee of teachers who currently teach Driver Education curriculum: Kevin Wright, Josh Runkle and Frank Whalen.

The Instructional Supervisor for Physical Education, Health & Driver Education, Bob Pieper, and Department Assistant Mike English met with Karyn Weber who currently teaches the Fundamentals of Personal Training curriculum.

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

C. Additional initiatives (outside of review process)

- A committee has been formed to address RTI in physical education.
- Teachers continue to review their specific curriculum.
- The freshman physical education classes have added new fitness testing that will track their student's fitness levels throughout all four years of high school.

II. Report Schedule

November 2011	November 2012	November 2013	November 2014	November 2015
Lifetime Sports N/S for PE	Team Sports (N)	Weights & Cond (S) Strength Training I & II (N)	Frosh Curriculum N/S for PE	Sophomore curriculum N/S for PE
Aquatics (N)	Honors PE (N)	Adv Ed N/S	TLS/DLS (N/S)	Dance I & II
Health N/S	Leaders N/S	Fitness for Life(N)		Driver Ed N/S
Team Health				Personal Training

Approximate percentage of curriculum to be reviewed:

20	20	20	20	20

Additional courses to be reviewed this year: None

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

Course or Initiative: Sophomore Girls

III. Findings

- Sophomore girl's curriculum continues to utilize a variety of fitness activities to elevate the student's motivation.
- Sophomore girl's curriculum is using the twenty minute run to measure the student's cardiovascular fitness levels. Written tests are used to evaluate the student's retention on the components of physical fitness.
- A four day swimming unit has been added to the curriculum. It will review the basic swimming strokes along with incorporating a wide variety of water aerobics.
- The teaching of the skeletal systems has been moved back to the health curriculum.
- The sophomore teachers would like to add soccer to the curriculum so the girls would have another outdoor activity in the fall.

IV. Recommendations

- The Teachers will work towards implementing the current freshman physical fitness testing for the 2011-2012 school year.
- The Physical Education department should continue the current sophomore girl's curriculum.
-

V. Department Action

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

Course or Initiative: Sophomore Boys

III. Findings

- Sophomore boy's curriculum continues to emphasize fitness. With increased time in the fitness center, the students are introduced to new weight training lifts.
- Sophomore boy's curriculum is using the twenty minute run to measure the student's cardiovascular fitness levels. Written tests are used to evaluate the student's retention on the components of physical fitness.
- The sophomore boy's continue to have a swim unit that focuses on water safety and different survival techniques.
- The teaching of the skeletal systems has been moved back to the health curriculum.
- The sophomore teachers would like to add soccer to the curriculum so the boys would have another outdoor activity in the fall. They would also like to add a golf and floor hockey unit.

IV. Recommendations

- The Teachers will work towards implementing the current freshman physical fitness testing for the 2011-2012 school year.
- The Physical Education department should continue the current sophomore boy's curriculum.

V. Department Action

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

Course or Initiative: Dance I

III. Findings

- Dance I curriculum incorporates fitness every day. A wide variety of creative activities are used in the dance studio.
- The curriculum offers students a variety of different dance styles. They include ballet, jazz, modern, tap and hip hop.
- Students learn moving combinations across the dance floor, as well as center floor combinations.
- Student assessment is skill and improvement based. Five areas of assessment include technique, musicality, rhythm, memory and overall performance.
- Field trips are taken to enhance the student learning.
- With the popularity of musical theater the teacher would like to add that style to the curriculum.

IV. Recommendations

- The Physical Education department should continue the current Dance I curriculum.

V. Department Action

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

Course or Initiative: Dance II

III. Findings

- The Dance II curriculum continues to place a strong emphasis on fitness. Students are taught the importance of fitness as it relates to dance.
- Dance II curriculum offers the same units as Dance I except tap is replaced by lyrical dance.
- Dance II allows students to increase their knowledge of the dance styles they learned in Dance I by learning more advanced and difficult dance moves.
- In the choreography unit the students have the chance to work with other students in small groups to choreograph their own dance.
- Students are assessed using written, skill and performance based tests.

IV. Recommendations

- The Physical Education department should continue the current Dance II curriculum.

V. Department Action

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

Course or Initiative: Driver Education

III. Findings

- Driver Education is a two-phased program that consists of classroom instruction and behind the wheel training.
- Instructors assist students in receiving their instruction permit by performing eye exams and giving the state required written test.
- Students with an A or B in both the classroom and lab are eligible to receive their driver license through GBN.
- The Driver Education curriculum is addressing the problem of distracted drivers by having the Cook County Sheriff’s Department give a presentation on drunk drivers and distracted drivers.
- The teachers would like to utilize more technology when they are behind the wheel by installing 2-way cameras in the cars.
- The teachers have two parent nights during the school year to communicate the graduated licensing procedures.

IV. Recommendations

- The Physical Education department should continue the current Driver Education curriculum.

V. Department Action

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

Course or Initiative: Fundamentals of Personal Training

III. Findings

- The Fundamentals of Personal Training curriculum introduces students to variety of fitness program formats. These formats include BoSu balls, spin bikes, selecterized weight equipment and boot camps.
- The students learn how to perform different fitness tests and body composition tests in order to individualize each work-out.
- The students show their aptitude by designing specific exercise programs based on different case studies.
- Moving Anatomy and Kinesiology to science has given the instructor more time to give the students hands on experience.
- The final assessment is designing a personal training program for another student in class.
- To stay current with the latest fitness trends the instructor would like to expand the curriculum by purchasing glides and bender balls.

IV. Recommendations

- The Physical Education department should continue the current Fundamentals of Personal Training curriculum.

V. Department Action

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

GBN Mathematics Department Curriculum Report – November 2010

I. Introduction

A. Courses reviewed during past year

- ❑ Algebra 163
- ❑ Advanced Algebra 263
- ❑ Advanced Algebra/Trigonometry 173
- ❑ Discrete Mathematics 183

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 2009-2010 school year for each of the courses. The teachers working on these committees either teach the current course or a course of the previous/subsequent course. The committees reviewed grades, test scores, current curriculum with respect to NCTM Math Standards, student achievement, course organization, curricular materials, technology integration, and success in previous and subsequent courses.

C. Additional initiatives (outside of review process)

We are in the second year of the Algebra 163 textbook pilot program. The textbooks were loaned to GBN by the publisher at no charge to the students for this year. The Algebra 163 teachers will meet with the Instructional Supervisor during the year to determine if this is the book/program that will be adopted for the next cycle.

II. Report Schedule

November 2011	November 2012	November 2013	November 2014	November 2015
Algebra GTA 163	Pre-calculus 173	Geometry GA	AP Calculus AB	Algebra 163
Algebra G 163	Pre-calculus/Trig 163	Geometry G	AP Calculus BC	Advanced Alg. 263
Advanced Alg. G 263	College Alg./Trig G 163	Geometry 163	AP Statistics	Adv. Algebra Trig 273
Advanced Alg. GA 263	College Alg./Trig GA 163	Geometry 173	AP Computer Science	Discrete Mathematics 163
Multivariable Calculus			Linear Algebra	
CS Honors 371				
Computer Science 261				

Approximate percentage of curriculum to be reviewed:

November 2011	November 2012	November 2013	November 2014	November 2015
29	17	17	20	17

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 rd semester: N/A
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Course or Initiative: Algebra 163

III. Findings

Prior to the 2009-2010 school year, Algebra 163 was for the most part a “skills and procedure” oriented course. Exams, quizzes, and class work tended to require the student to repeat previously practiced procedures which had been modeled explicitly by the instructors. While this is absolutely an essential part of learning mathematics, there were concerns that an excessive reliance on this approach had some drawbacks. Geometry teachers were concerned that many students lacked the habits of mind and critical thinking orientation which are necessary to excel in a proof-oriented environment. We felt that students had trouble reading and processing verbal information and translating it into a mathematical representation. Students did not get sufficient experience working on problems, developing a plan for solving a problem, looking for patterns, drawing diagrams as an aide to problem-solving, and developing multiple representations of a mathematical situation. As is generally true in mathematics, procedural skills which are not supported with a degree of conceptual understanding tend to be fragile and easily forgotten.

In the first attempt at modifying the course during the 2009-2010 school year, we learned that students did not respond well to the arithmetic review at the beginning and that the move to working on more difficult conceptual problems has to be done slowly and in small steps.

IV. Recommendations

- Maintain the desire for procedural and skill proficiency which was the focus of the traditional course.
- Adopt a new textbook which promotes problem-solving, critical thinking, reading, writing, and connections between topics. We are in the second year of a pilot with the Algebra CME project. The publisher allowed us to use the books (at no cost) a second year while we made modifications to the program.
- Increase the emphasis on reading and writing in the course.
- Increase the emphasis on having students work on problems which are stated differently than what was previously seen. This will help develop students’ ability to analyze information in an unfamiliar setting.
- Eliminate Chapter 1 in the text.
- Exams, quizzes, and other assessments should attempt to assess understanding and how students think about and approach problems, and not just assess skills and procedural fluency.
- Students should encounter more open-ended questions which require them to explain why things are true and give reasons for answers.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		Possible work to write activities that incorporate TI-Nspire technology into the program.	Make a decision this winter on whether to adopt the pilot book or choose a different text.		

Course or Initiative: Advanced Algebra 263

III. Findings

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

There was a significant overlap in teaching graphing of rational functions in both Advanced Algebra 263 and Pre-calculus 163. Graphing of holes was eliminated in the Advanced Algebra 263 curriculum and left to Pre-Calculus 163 enabling more time to sufficiently cover other topics. Topics taken from Pre-Calculus 163 include polynomials and basic transformations.

We have observed difficulty with placement of students in Advanced Algebra 263. Specifically, there have been an increasing number of sophomores in Advanced Algebra 263 who have taken Algebra 1 in middle or junior high school, but have insufficient basic Algebra skills. Those students that struggle early with basic Algebra skills are recommended for placement in the Math Enrichment Center.

This is the third year of our new Geometry textbook. This book was chosen because it has a heavier emphasis on Algebra skills and self-discovery. The new Geometry program seems to have helped students transition into Advanced Algebra 263. However, the new textbook has only been used for the last two years, so we will continue to monitor how it affects student preparation for Advanced Algebra 263.

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

The second edition of our textbook, which is new this year, seems to have the appropriate support materials needed to incorporate the TI-Nspire calculator.

IV. Recommendations

- We would like to continue the process of screening all students at the beginning of the school year that are enrolled in Geometry for their mastery of basic algebra skills. We also want to continue to use our first quiz, which covers a review of some basic algebra skills, as a means of ensuring students are appropriately placed. Those that need significant help will be recommended for placement in the Math Enrichment Center. We are in discussion about using the same Algebra screening instrument in our Advanced Algebra 263 classes that is used for Geometry students.
- We would like to continue to have opportunities to increase our knowledge of the TI-Nspire calculator and how it can be useful in the course. This can be done through professional development, like attending TI workshops and conferences as well as summer curriculum projects.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		Possible work to develop TI-Nspire Technology activities.	New edition of the same book adopted this year.		

Course or Initiative: Advanced Algebra/Trigonometry 273 Honors

III. Findings

The teacher team has determined that too much time had been spent at the beginning of the year on previously learned material. Now, review takes place in the form of topics being reviewed throughout chapters and during the year when the current content aligns with the review topic.

The teacher team would prefer to have additional time spent during the second semester on Trigonometry topics. They would also like to teach matrix Algebra in this course. It had been eliminated from this course a few years ago due to time constraints however shifting some topics around and not doing as much review at the start of the year will afford the time to add matrix Algebra back in.

IV. Recommendations

- The teachers are revising the curriculum to incorporate a review of prerequisite skills throughout the year as the topics require. This allows us to challenge students with new material from day one of the course.
- The teachers will produce a packet of prerequisite skills to provide to students at the beginning of the course so they can seek additional assistance from the teachers outside of class as needed.
- The teachers will expand the Trigonometry units to enhance students' problem solving and critical thinking. Matrix Algebra will be reincorporated into the curriculum.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		Developing TI-Nspire technology Activities.			

Course or Initiative: Discrete Mathematics 183

III. Findings

After two years of teaching Discrete Mathematics, the team has decided to make some important changes/adjustments to the content. These topics were not adding to the richness of the course and have been eliminated.

We have eliminated Chapter 3, Matrix Operations and Applications, from the Discrete Math course. Students have seen matrices in previous courses and it is simply a review of material they already know. Topics that were removed are as follows:

- Section 3.1 Addition and subtraction of matrices
- Section 3.2 Multiplication of matrices, part 1
- Section 3.3 Multiplication of matrices, part 2
- Section 3.4 Population growth: The Leslie Model, part 1
- Section 3.5 Population growth: The Leslie Model, part 2

The Leslie Model part of the chapter is not review but it is also not interesting or connected to the rest of the course. In the second semester we will complete chapter 7, Matrices Revisited, which contains topics that are both interesting and connected. The students simply do not need chapter 3 to prepare them for this point in time.

We have also eliminated Chapter 8, Recursion, from the course. Here are the specific topics:

- Section 8.1 Introduction to recursive thinking
- Section 8.2 Finite differences
- Section 8.3 Arithmetic and geometric recursion
- Section 8.4 Mixed recursion, part 1
- Section 8.5 Mixed recursion, part 2

Once again the reason for eliminating this chapter is because there is nothing new for the students here. All of these topics are covered thoroughly in Advanced Algebra. The good news is what we have added to the course. This includes an expansion of the unit on probability and related topics as well as a brand new unit we created called Mathematical Logic. With the changes made, we believe an improved course is more interesting for students.

This course has grown in enrollment since its inception three years ago. We have gone from one section of 24 students to three sections totaling 71 students. We believe there are more students taking four years of mathematics because our Advanced Placement enrollment has not changed. In addition, if a student enrolled in Advanced Placement wants/needs to drop a level during their senior year, they can enroll into Discrete Mathematics. The course was designed as individual units so students can enter the course at the start of any quarter if necessary.

IV. Recommendations

- The new sequence for the course teaches Chapters 1, 2, 4, and 5 in the first semester. Chapters 4 and 5 are Graph Theory and are no longer split at the semester as they had been in the previous two years of the course. New students entering the course can transition more easily.

- A new unit on Logic has been developed for this year. Some materials for this unit are being supplemented with outside materials and current events. The plan is to add additional interesting topics/units as time goes on and time permits during the course.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Possible work to research new topics for the course.	Same book		

GBN Science Department Curriculum Report – November 2010

I. Introduction

A. Courses reviewed during past year

- Introduction to Chemistry 163
- Chemistry 163
- Chemistry 173
- Brain Studies 361
- Honors Freshmen Physics 173

B. Process

Chemistry Courses

The Instructional Supervisor and Chemistry Teacher Leader, Maureen McDonough, met and identified essential questions to be investigated through the educational planning process.

- A survey was developed, distributed, and analyzed that focused on placement, placement changes, alignment of curriculum among levels, and curricular collaboration among chemistry teachers at all levels
- A meeting was held to review the survey data in early June; all chemistry teachers participated in the survey and data review.
- Prerequisite placement standards were reviewed (course history, previous science grades, math placement, and teacher recommendation).

Brain Studies 361

- Mike Piskel, Brain Studies instructor evaluated supplemental reading and journal prompts
- Mike Piskel reviewed assessments

Honors Freshmen Physics 173

- Bob LeBlanc and Mary Rockrohr met to discuss the assessment of the Honors Freshmen Physics Course and identified grades as a means to indicate student success in the course.
- Bob LeBlanc collaborated with PCB Team members (Marcel Grdinic, Christine Woods, and Jean Witty) to discuss ties among the physics, chemistry, and biology

C. Additional initiatives (outside of review process)

- Anatomy & Physiology: Body Systems was proposed to offer a lab-based science course for regular- and honors-level students and to supplement the current single semester course, Anatomy & Physiology: Bones, Muscles, and Nerves

II. Report Schedule

November 2011	November 2012	November 2013	November 2014	November 2015
Biology 163	Physics 163	Astronomy 163	AP Biology	Chemistry 163
Honors Biology 173	Honors Physics 173	Honors Astronomy 173	AP Physics	Honors Chemistry 173
Human Biology GT – TEAM	Honors Freshman Physics 173	Horticulture	AP Chemistry	Intro to Chemistry 163
Earth Science-TEAM*	Intro to Physics 163	Projects	AP Environmental Science	Brain Studies
	Forensic Science 163*	Sci-Tech		Honors Freshman Physics 173*
	Material Science 173*			
	Material Science 163*			
	Honors Junior Biology 173 *			
	Anatomy & Physiology: Bones, Muscles, and Nerves			

* Indicates 3rd semester review

Approximate percentage of curriculum to be reviewed:

November 2011	November 2012	November 2013	November 2014	November 2015
28%	33%	6%	5%	28%

Course or Initiative: Chemistry Courses

III. Findings

- Placement issues were identified with regards to current placement practices:
 - Introduction to Chemistry 163 and Regular Chemistry 163 will continue to require a successful completion of an algebra program.
 - Honors Chemistry will continue to require a successful completion of an algebra program but will strongly suggest honors math placement.
 - Biology Teacher recommendation and biology grade was found to be one of the most reliable pieces of data with regards to successful chemistry placement.
 - Math placement and grade was found to be one of the most reliable pieces of data with regards to successful chemistry placement.
- Placement issues were identified with regards to change in level placement practices:
 - Changes mid quarter or semester are difficult and present gaps and/or overlaps in the curricula
- Structure additional means of collaboration to enhance our current practices and to continue to discuss curriculum, educational philosophy, and teaching methodologies

IV. Recommendations

- Update curriculum guide and intra and interdepartmental correspondence to reflect math prerequisites and suggestions with regards to placement
- Continue to identify struggling students each year and share those names with the previous year's science teacher to help guide recommendations in the future
- Continue to hold student-teacher conferences with regards to placement taking into consideration current success in science course, math placement and academic success in current math class
- Establish a placement change rubric and timeline to allow for consistency and structure, while at the same time, consider placement changes on a case-by-case basis
- Continue to amend course curricula and syllabi as needed to keep current with best practices and emerging instructional technology.
- Continue to emphasize an in-depth approach to chemistry education while incorporating and emphasizing skills into the existing curricula.
- Establish an additional means for collaboration amongst colleagues from all levels of chemistry. Topics may include but are not limited to educational philosophy, teaching and instructional strategies, chemistry-related content, inquiry based laboratory activities, and instructional technology

V. Department Action

- Updated curriculum guide and department placement recommendations
- Individual student-teacher placement conferences were held to discuss current success in science course, math placement, and academic success in current math class.
- Curriculum teams meet monthly outside of regular curriculum meetings to discuss best practices and emerging instructional technology and methods for incorporating and emphasizing skills.

Course or Initiative: Brain Studies 361

III. Findings

- Supplemental readings were out of date and journal prompts did not encourage self reflection at the desired level
- Assessments were primarily knowledge based and critical thinking questions were in need of updating to reflect supplemental readings
- A comprehensive curriculum guide was needed to identify essential questions, in-class activities, pace and skills

IV. Recommendations

- Supplemental readings should be updated and journal prompts rewritten to increase the level of student self-reflection
- Assessments were rewritten to ensure both knowledge and processing was assessed. This revision lends itself to an increased level of critical thinking
- A comprehension curriculum guide was developed and shared with the department. This guide identifies concepts, skills, suggested learning experiences and supplemental readings.

V. Department Action

- Supplemental readings, assessments, and journal prompts were updated
- A curriculum guide was developed to outline concepts and skills

Course or Initiative: Honors Freshmen Physics 173

III. Findings

- Grade Analysis

Percentage of Students Demonstrating Academic Success^o

Class	Physics	Chemistry	Biology
2012	100%	100%	93.8%*
2013	100%	100%*	
2014	100%*		

^oEarning a grade of C or better

*grades as of October 15, 2010

- Curricular ties were identified amongst all levels of the PCB program

IV. Recommendations

- Continue evaluating curricular assessment as a means to identify academic success
- Evaluate survey data to help determine academic growth of students over the course of the three year sequence
- Propose a summer curriculum project to analyze and summarize data and formulate recommendations for the department
- Formally structure PCB curriculum time within the school day to promote collaboration amongst PCB team members
- Clearly articulate and communicate curricular ties to the department via written document as well as department meeting presentations
- Propose summer curriculum projects to make adjustments on the current curricula

V. Department Action

- Evaluate data from assessments and department surveys to determine the success of the three-year program
- Evaluate the use of the PCB curriculum time built into the school day; provide more structure if needed.
- All levels of PCB shared curriculum in department meeting and will continue to do so as time permits

Department Action	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Human Anatomy & Physiology	Human Anatomy & Physiology: Body Systems	New Course Development & Textbook Alignment	New Textbook Adoption (same as Anatomy & Physiology I)		

GBN Social Studies Department Curriculum Report – November 2010

I. Introduction

A. Courses reviewed during past year

Anthropology 161
Comparative Global Issues 171
European History 161
Political Science 161
Sociology 161

B. Process

The review process for all of the above courses followed the District #225 Board of Education review model. A Curriculum Review Committee was formed for the Sociology course, comprised of all teachers currently teaching the course. The Anthropology, Comparative Global Issues, European History, and Political Science teachers (the only teachers for those courses) consulted with their 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)

We are pleased with the addition of the World Religions elective course in our department. In its inaugural year, we have enrolled over 150 students.

We are proposing an enrichment course for the summer school program: “Sports in Society,” a one-semester, two hour course offered for .25 credit. The course would deal with the role of sports in American Society and around the world, as well as contemporary issues and controversies. We hope to provide an opportunity for students to enrich and enjoy themselves in the summer. The course would be open to all grade levels, including incoming 9th graders.

II. Report Schedule *(What will be reviewed, 5-year cycle)*

November 2011	November 2012	November 2013	November 2014	November 2015
HWC 163	US History 163	AP Euro	Geography	European History
HWC 173	US History 173	AP US	International Relations	Sociology
HWC GT	American Studies	AP Government	Psychology	Comp. Global Issues
	US History GT	AP Psychology	Simulation	Political Science
	Law/Issues GT	AP World	Urban Studies	Anthropology
		AP Economics		

Approximate percentage of curriculum to be reviewed:

November 2011	November 2012	November 2013	November 2014	November 2015
20	25	15	20	20

Please note: We have made a small adjustment to the five-year cycle to enable more coordinated review of the Team classes. The 9th grade HWC Team class will review its curriculum in conjunction with other 9th grade HWC classes to ensure commonality among all levels of HWC. The 10th grade Law Team class will be reviewed at the same time as the US History classes at all levels, including Team. We have made this decision to enable better coordination of civics instruction among the Team courses. These changes are in alignment with Glenbrook South's schedule as well.

Additional courses to be reviewed this year:

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

III. Findings

Anthropology is a semester elective offered to sophomores, juniors and seniors. Most years there are four sections, two offered each semester. Anthropology has enjoyed continued popularity stemming from the unique classroom culture and the diverse, high interest content. Anthropology provides students with a special understanding of what it means to be human, the richness and diversity of human expression and, at the same time, the common humanity we all share on the planet.

The anthropology curriculum is similar to a college anthropology survey. Topics include an introduction to anthropology, human evolution, archaeology, kinship and social organization, economic anthropology and religion in traditional societies. There has been a strong emphasis in the anthropology curriculum in keeping the curriculum current with the latest research and interpretations in the field of anthropology. We examine problems such as the Margaret Mead – Derek Freeman controversy, referring to sources published within the last two years, such as Paul Shankman's [The Trashing of Margaret Mead](#). Human evolution studies proceed at a frenetic pace, yet we offer the latest interpretations by specialists such as Timothy White and Owen Lovejoy of fossils such as *Ardipithecus ramidus* and the impact of that discovery on our understanding of hominid phylogenetics. In studying kinship and social organization, students chart their own kinship and compare that to the patterns of kinship in other societies.

In reflecting on anthropology, students are challenged by yet express high interest in the archaeology simulation. The simulation is an on-line interactive archaeology project. Students are given a limited set of data (25 artifacts shown on line as images) and a site map. They work collaboratively to determine the location of the site, the time of deposition and the type of society that deposited the site. Each student submits his own site report and recommendation. Students get preparation in basic archaeological field methods and factors of deposition before beginning their research. They use deductive reasoning to determine the answers to the problem. This project is the product of intensive web design efforts combining archaeological data and interactive functionality of the web.

IV. Recommendations

We will continue to monitor enrollment, especially in light of new course offerings which may impact existing electives. We are constantly looking to update materials in anthropology (text and multimedia) since the interpretations in the field continue to change rapidly. The textbook publisher has been aggressive in offering edition updates (probably for the same reason). If they offer significant changes in the next edition, we will examine them; there is little in the field other than our current text which is suitable for secondary students.

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: Comparative Global Issues

III. Findings

Comparative Global Issues is the only semester-long honors level elective offered in the social studies curriculum. It is a semester course open to sophomores, juniors, and seniors based on a prerequisite of attaining a grade of an A or B in HWC 163/173. Students not meeting the criteria but still interested in the course, can appeal to the department Instructional Supervisor. During the past couple of years the class has been comprised heavily of sophomores (about 90%), and the remainder almost entirely seniors. More seniors tend to enroll in the course for the fall semester as opposed to the spring; many enroll in A.P. Economics second semester. Successful students in CGI possess strong analytical reading skills and are capable of crafting a substantiated and persuasive oral or written argument. The handful of students who seem to struggle in CGI are most often those who may have struggled with reading comprehension in History of World Civilizations. These students may benefit from ARC (Academic Resource Center) support.

CGI underwent an extensive curricular overhaul for the '08-'09 school year due to the changing of course instructors. The curriculum focuses on the transition from the colonial to post-colonial period in Africa, Latin America and Asia. Themes include instability, transitional governments, and conflict, including civil war, revolution and genocide. The main objective is to understand the historical roots of many present-day situations in various regions of the world. There is also a stand-alone unit considering the process and consequences of globalization. The course takes an interdisciplinary approach utilizing a variety of social science lenses, including history, political science, economics and sociology. Students regularly collaborate on class presentations pertaining to current events, as well as to other topics. CGI also incorporates simulation activities and debate. Guest speakers and film excerpts enhance the course material. Students undertake various writing assignments, ranging from essays and free response questions to a term paper on a related topic of his/her choice. The paper involves formulating and defending a thesis. The final exam consists of an exit interview in which the student must answer one overarching question from a set of pre-established questions.

There is no established textbook; the course still makes use of the Globe Regional Studies Series, as well as a newly acquired Global Studies reader. We have class sets of both of these items. The nightly readings are generally selected by the teacher from a variety of sources including journals, news articles, and book excerpts. We have piloted two books in the course: Mathabane's Kaffir Boy, and Partnoy's Little School. As mentioned earlier, segments from feature films and documentaries are often employed as a supplement to course material. Students will occasionally make use of a computer lab to conduct research and visit various websites.

IV. Recommendations

The primary recommendations for CGI are to enhance course materials and to refine the curriculum. CGI needs an up-to-date text, as well as one that presents a thorough but

level-appropriate historical background for the different regions and periods that the class covers. We have explored options, and these texts are difficult to find. This course does not want for a lack of content. On the contrary, the foremost challenge is adequately making room to explore three regions of the world and the topic of globalization within a semester's confines. Certain studies and topics may need to be eliminated in order to sufficiently cover the desired depth and breadth of the course. Student feedback has been elicited to help make that determination. The instructor is exploring options for a possible field trip, but acknowledges the challenges of the tight curriculum schedule in accommodating such a trip.

V. Department Action

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

Course or Initiative: European History

III. Findings

European History is a semester long regular level elective. It is open to all sophomores, juniors, and seniors, but is predominantly elected by sophomores and seniors, as most juniors are enrolled in U.S. History. We have consistently had one section of the class each semester for the past several years.

The course focuses on European History in the 20th and 21st centuries. The course opens at the conclusion of World War I at the Paris Peace Conference. The next unit deals with Europe between the wars, including Soviet Russia and the rise of fascism. There is a large unit on World War II, going into much greater depth than students pursued in their History of World Civilizations class, including extensive military history. The next unit deals with Cold War Europe, with Berlin as a focal point, from 1945 through 1989. A hallmark of this class is its final unit, on Europe since the Cold War. This unit includes the formation of the European Union, the unintended consequences (and wars) that resulted from the fall of communism, issues with immigration and migrant workers in Europe, and the threat of Islamic terrorism in Europe in the wake of 9/11. The course includes an ongoing current events component and student research projects and presentations. The final exam for this elective course enables a choice for students, either a project or a paper.

IV. Recommendations

The current instructor is retiring after 29 years at Glenbrook North. As the course shifts to a new teacher, there is a natural opportunity for revision. The course is currently using readings pulled from several sources. We need to explore available texts or online resources to improve the resources for the course, and to ensure video resources are in DVD format or stored electronically. The teacher most likely to take over the course has done extensive study of the Holocaust, and is interested in exploring the genocide and its implications as a larger part of the course. There are also possibilities for field trips in the area, including the Holocaust Museum in Skokie, Cantigny, the Art Institute, or even a visit to a European consulate in Chicago.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Revision by new teacher	Explore new texts	N/A	Summer curriculum monies

Course or Initiative: Political Science

III. Findings

Political Science is a regular level semester elective offered to sophomores, juniors and seniors in the fall term. Over the past five years, sectioning has fluctuated between two and three classes offered per year. There is generally an even split between sophomores and seniors in the class with only a handful of juniors in the class each year. While it is a regular level elective, the class frequently attracts students who are interested in politics, many of whom are typically in “honors” level classes. The class also has a growing number of students who are coming out of the Team program and taking a regular level social studies elective for the first time. The trend may be explained by the fact that the instructor (Mr. Berg) is known to these students through his involvement in the Team program. The diversity of ages and prior educational experiences presents some challenges. Curricular changes have been made through recent years to allow more opportunities for student research and projects (e.g. special interest group presentations) to allow for more individualized learning opportunities.

The course deals with the philosophic basis of the American political system: how our national, state and local governments are structured and interact; how our government functions; political behavior; and the application of our laws through the study of specific court cases. It meshes traditional civics with current events and political discussion. Last year, we adopted a new textbook (Magruder’s American Government, Pearson 2009) to keep the course more current. Students frequently use outside information gathered from various news sources and political websites as well. Students engage in policy debates, simulate congressional hearings and work to identify their own political leanings.

IV. Recommendations

Teachers should remain current with developing political events and incorporate present day issues into the curriculum. Additionally, student feedback should be gathered at the end of the semester to help identify areas for improvement.

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: Sociology

III. Findings

Sociology is a semester-long elective class offered at the regular level to sophomores, juniors and seniors. Enrollment has been steady, with four or five sections offered throughout the year. The class provides an opportunity for students to complete service work as part of the curriculum, and we are happy to report that this continues to draw students to the course.

Sociology underwent substantial curricular revision in the past five years. The revision increased the level of rigor in the course and marked the enrollment of more industrious students, and total enrollment numbers have remained stable. Sociology teachers revised the sociology curriculum before the 2007 school year. The revised curriculum includes the addition of collective behavior to the first unit of study. This new content has piqued students' interest, as it relates well to their daily lives. The sociology curriculum has also benefited from the incorporation of new instructional materials including lessons from *Deliberating in a Democracy*. These lessons, which fuel critical thinking and structured student debate, were introduced to all Social Studies teachers in the district at an in-service workshop. Sociology teachers are also utilizing more simulations to increase empathy, including a budgeting activity and a lifeboat activity. These activities are among the students' favorite parts of the course. Finally, the revised curriculum includes a greater emphasis on writing as a means of assessment. Short essay tests have replaced objective tests, and students complete mandatory study guides for each unit.

A community service project still serves as the final exam for the course. Students are required to complete 30 hours of community service throughout the semester. Teachers found that the project could benefit from enhanced communication between the teachers and community service organizations. Therefore, two teachers completed a summer curriculum project before the 2009 school year. This project led to refined community service guidelines for students and mechanisms for more accurate logging of hours for both students and organizations.

VI. Recommendations

Because this class remains a popular elective, teachers should continue to market and teach the class in a similar fashion. To enhance curricula and meet the interests of the students, teachers should remain current with instructional material and current events.

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 Department Curriculum Report – November 2010

I. Introduction

Courses reviewed during past year

As part of the Educational Planning Process (EPP) this year, the department spent time reviewing the delivery of counseling services by social workers and psychologists.

Process

GBN’s psychologists and social workers collected data relating to the needs of general and special education students who receive direct counseling services building-wide as well as the indirect services delivered by psychologists and social workers on a weekly basis. This process was part of the agreed to Memorandum of Understanding (MOU) review of related services faculty and service delivery. A subgroup of building psychologists and social workers met with counterparts from Glenbrook South and Glenbrook Off-Campus along with District administrators to review data about student needs. Ongoing communication between this committee and building-level psychologists and social workers resulted in the team addressing concerns relating to efficacy of counseling service delivery. Through the analysis of this information, the team agreed to general guidelines for the delivery of therapeutic counseling services to Glenbrook students.

Additional initiatives (outside of review process)

As part of the MOU Committee, psychologist/social worker workload was reviewed. In addition, the department reviewed the research-based programs and instructional methodology used to teach reading, writing, and math. The department reviewed data collected about student achievement and worked to identify gaps in progress monitoring data and instructional tools.

II. Report Schedule

November 2011	November 2012	November 2013	November 2014	November 2015
Implementation of IEP goals in English and reading classes	Implementation of IEP goals through science /social studies classes	Implementation of IEP goals through Study Skills classes	Implementation of IEP goals in math and consumer education	Implementation of IEP goals in the area of Transition
		Review needs of students and study skills courses offered		
Review of English and Reading curriculum	Review of Science/Social Studies curriculum	Review Study Skills curriculum	Review of math and consumer curriculum	Review of Transition Services

Approximate percentage of curriculum to be reviewed:

November 2011	November 2012	November 2013	November 2014	November 2015
English / Reading 20%	Science/Social Studies 20%	Study Skills 20%	Math/Consumer 20%	Transition Services 20%

Additional courses to be reviewed this year:

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

Course or Initiative: Related Services/Counseling

III. Findings

As a result of the EPP, the committee engaged in conversations relating to the counseling needs of students at the Glenbrooks. Response-to-Intervention (RtI) as well as legislative changes requiring that all IEP goals, including those related to social-emotional needs of students, be measurable, forced the committee to develop plans to work towards continued improvement in the area of therapeutic service delivery. The team found that services may be delivered more effectively with increased collaboration between the psychologists and social workers that are assigned to either Special Education or Student Services primarily. The need to develop a comprehensive, building-wide model aimed at improving social-emotional wellness of all students was identified. A number of relevant items, including budgetary constraints, the role of community mental health service providers, the role of psychologists and social workers in special education student re-evaluations, and the role of psychologist and social work interns, were addressed.

The MOU committee agreed to guidelines related to social and psychologist workload. Specifically, it was agreed that the therapeutic caseload assigned to each social worker/psychologist will be based on the consideration that each service provider may work directly with students for about 25-30 time slots of 45-50 minutes in duration and the remainder of work time is defined as “unscheduled.”

Direct services were defined as group counseling, individual counseling, assessment and data collection.

It was determined that psychologist and social worker unscheduled time shall match the amount of unscheduled time provided to teachers as defined in the Negotiations Agreement. This time shall be used for tasks directly related to the social worker’s or psychologist’s responsibilities. These responsibilities include team meetings, consultation/collaboration with other staff members, intern supervision, and crisis intervention.

Further, with regards to interns, a plan was developed to structure the ratio of interns to faculty.

2010-11 school year:

No more than 2 interns per social worker.

No more than 2 psychologist interns in the District.

No more than 2 social work interns in the Special Education Department.

No more than 4 social work interns in the Student Services/Guidance Department.

2011-12 school year and years following:

No more than 1 intern per social worker

No more than 2 psychologist interns in the District

Finally, the MOU committee identified a number of efficiencies that may reduce the number of students requiring social work/psychologist services and/or restructure the manner in which services are delivered and processes and procedures are conducted. These efficiencies have already begun to be implemented and will continue to evolve as the district improves its service delivery model.

During the 2010-2011 school year the Student Services departments at each school will work together to gather common data that will help quantify direct services to students and work load. They will also monitor the impact of efficiencies within the department. As the district moves to a service delivery model that merges the services provided by social workers and psychologists in the Special Education Department and Student Services, caseloads of all social workers and psychologists will include both regular and special education students. Assigning students to psychologists and social workers will be determined based upon the needs of the individual student.

IV. **Recommendations**

- Continue to offer individual and group counseling services students whose needs require this in order to make progress at school
- Continue to collect data relating to students needs, especially for students in general education, whose counseling minutes are not defined by an IEP
- Collect data relating to the extent that student crises, namely safety assessments, dictate the way in which psychologists and social workers spend their time in Special Education and Student Services
- Maintain existing teams that focus on student needs and allow psychologists and social workers to consult with faculty, thereby providing indirect services
- Explore possibilities to increase the number of counseling groups offered at GBN
- Continue to make data-based IEP decisions about whether to conduct or waive three-year re-evaluations so that in effect psychologist and social worker time is most effectively utilized

- Develop effective strategies to transition graduating seniors to community counseling services that will meet their needs in their post-high school transition
- Continue to address state and federal requirements for psychologist/social work case loads, licensing requirements, confidentiality, and professional development
- Continue to allow state social-emotional learning standards to drive IEP goal writing and decision-making related to the implementation of counseling services
- Provide continued professional development related to writing measurable social-emotional goals
- Consider use of Counselor on Duty (COD) for drop-in, crisis intervention
- Merge Special Education and Student Services counseling resources into one entity
- Create clinical team to process to review current practice and implement new initiatives
- Consider the workload agreement of the MOU committee when making staffing decisions
- Review/analyze data relating to student needs (collected over 2009-2010 and 2010-2011 school year) and make recommendations for staffing in the spring

Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	-Identify the presence of social-emotional learning standards in content area curriculum -Make recommendations for expansion of explicit instruction in the area of emotional health and wellness for students, especially when considering Student Resource Time (SRT) and sophomore Advocacy class.	N/A	Recommendations TBD based on ongoing data collection on student needs	Time for review, revision, collaboration among psychologist and social-workers building wide

GBN World Languages Department Curriculum Report – November 2010

I. Introduction

A. Courses reviewed this year:

1. Chinese 163
2. French 163
3. German 163
4. Latin 163
5. Russian 163
6. Spanish 163
7. Spanish 163G

B. Process

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

Chinese 163: Wanyin Chou
 French 163: Ann Koller
 German 163: Tamara Byrne
 Latin 163: Joe Gerencser
 Russian 163: Izabella Tashlitskaya
 Spanish 163: Todd Keeler
 Spanish 163G: Rodolfo Perez and Todd Keeler

C. Additional initiatives (outside of review process)

1. An application for curricular change will be submitted to request the addition of Modern Hebrew 273, 363, and 373 to allow current students to move up to the next level

II. Report Schedule

World Languages Department committee members for Chinese, French, German, Hebrew, Latin, Russian, and Spanish will begin working on a review for all second year courses: MC263, MC273, FR263, FR273, GE263, GE273, HE263, LA263, LA273, RU263, RU273, SP263G, SP263, and SP273. The cycle will continue as follows:

November 2011	November 2012	November 2013	November 2014	November 2015
Chinese 263	Chinese 363	-----	-----	Chinese 163
Chinese 273	Chinese 373	-----	-----	
French 263	French 363	French 463	French 563*	French 163
French 273	French 373	French 473	French 573*	
			French 583* AP	

German 263	German 363	German 463*	-----	German 163*
German 273	German 373	German 473*	-----	
Hebrew 163	Hebrew 273	-----	-----	(Hebrew 1 st year)
Hebrew 263	Hebrew 363	-----	-----	
	Hebrew 373	-----	-----	
Latin 263	Latin 363	Latin 463	-----	Latin 163
Latin 273	Latin 373	Latin 473	-----	
Russian 263	Russian 363	Russian 463	Russian 563	Russian 163*
Russian 273	Russian 373	Russian 473	Russian 573	
			Russian 583 AP	
Spanish 263 G	Spanish 363 G	Spanish 463 G	Spanish 563	Spanish 163 G
Spanish 263	Spanish 363	Spanish 463	Spanish 573	Spanish 163
Spanish 273	Spanish 373	Spanish 473	Spanish 583 AP	
			Spanish 583 LIT*	

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

Approximate percentage of curriculum to be reviewed:

November 2011	November 2012	November 2013	November 2014	November 2015
25%	20%	19%	17%	12%

Additional courses to be reviewed this year: None

New course(s) to be reviewed after 3rd semester: Hebrew 163 and 263, which are being taught for the first time at GBN this year, will be reviewed in November 2011.

Course or Initiative: Chinese 163

III. Findings

This is the second year that GBN has offered Mandarin Chinese 163. The enrollment for Chinese 163 has been small these first two years. It is believed that students who already have two years of French or Spanish coming out of middle schools (77% of all students taking a foreign language) wish to continue taking the same language. They are therefore often reluctant to begin another language, especially one like Chinese, which appears to be difficult.

The objectives of this class are to first introduce Chinese pinyin so that students can pronounce Chinese characters. This is followed by learning speaking, listening, reading, and writing of some commonly used Chinese characters. Students in this class also learn useful daily expressions to be used in basic conversations. The first year curriculum covers Chinese culture, music, and current events.

IV. Recommendations

Given the fact that China is the second largest global economy and China has a close relationship with the United States in many areas, the department needs to promote this language and encourage students to register for this language. It would also be helpful if a junior high or middle school would begin offering Mandarin Chinese, so students could continue their studies in high school.

The materials for Mandarin Chinese 163 are satisfactory, so there is no need to change the textbook. The teacher is also satisfied with the first year curriculum.

V. Department Actions

No action was recommended at this time.

Course or Initiative: French 163

III. Findings

French 163 has not been offered for the last two years, as enrollment has been in the single digits. Most students taking French are ready for the second year of French when they enter GBN as freshmen, and we have had a steady enrollment for French 263 and 273.

In the meantime, this past year, we have changed the textbook series for French to *Bien Dit*. We are currently using *Bien Dit 2* and *Bien Dit 3* for French 263/273 and 363/373, so we also added *Bien Dit 1* in anticipation of the next French 163 class, should the need arise.

IV. Recommendations

There are no recommendations at this time.

V. Department Actions

No action was recommended at this time.

Course or Initiative: German 163

III. Findings

German 163 was offered for the first time in many years in the fall of 2007 with 20 students. It was offered again in 2008 with 18 students and in 2009 with 15 students. In 2010 there were not enough students for a course. The increase in interest followed by a decrease shortly afterwards is typical of the enrollment pattern in German that we have experienced at GBN over the past twenty years.

The German textbook used for level one German is satisfactory. It covers all the basic grammar and vocabulary for a successful level one course. However, it lacks content that is interesting and motivating for the students. Therefore, it is supplemented with movies, websites, field trips, alternative assessments, and Total Physical Response Story Telling.

IV. Recommendations

The first year German textbook is adequate and comes with comprehensive ancillary materials. No change in textbook is needed at this time.

In order to increase enrollment, students should be made aware of the availability of German at Glenbrook North. This can be done through posters and bulletin boards, presenting at incoming freshmen parents night and activity night, and /or having students and teachers go to the middle schools to talk about German.

V. Department Action:

No action was recommended at this time.

Course or Initiative: Latin 163

III. Findings

Enrollment in Latin 163 has been increasing steadily over the last six years. In the fall of 2005 and 2006 there was only one section of Latin 163. In 2007 and 2008, there were two sections of Latin 163 each year. In 2009 and 2010, there were three large sections. The increasing enrollment in Latin 163 means that we have larger numbers of students enrolled in the upper levels, which have also grown to the point where we now offer Latin through Latin 473.

Students who are taking Latin usually have begun their studies in Spanish or French in middle school and are not comfortable with the speaking and listening components of learning a new language. Latin affords these students the opportunity to learn a new language while improving their skills in English. The faculty is satisfied with the curriculum in the Latin program. The texts and workbooks are tried and true and produce good results with students in the program at all academic levels of achievement.

IV. Recommendations

The Latin staff would like to explore the possibility of initiating an introductory Ancient Greek course in which students of proven linguistic ability and interest could enroll. They would also like to recommend a one semester Greek and Latin roots or etymology course for juniors or seniors who may not have the time to expend on learning the Latin language *per se*.

The teachers would also like to recommend a combined mythology text and workbook called *Classical Mythology & More: A Reader Workbook* by Marianthe Colakis and Mary Joan Masello. This text could be used for Latin 163 and be continued into the following 263 course. They believe this mythology book would be a valuable enhancement for the 163 course.

V. Department Action:

Latin teachers will begin to explore the feasibility of offering courses in Ancient Greek and etymology. Consideration will also be given for a new supplemental textbook. We will look at the cost of purchasing classroom sets so students will not have to buy an additional textbook.

Course or Initiative: Russian 163

III. Findings

Enrollment in Russian 163 varies from year to year. The biggest concern we have about Russian 163 is the low enrollment. The majority of students taking Russian have some experience with Russian from their families, but most of them cannot read or write. Maintaining consistent enrollment has also been a challenge.

The teacher is satisfied with the curriculum. The new college textbook has good internet activities and has many exercises to develop all four skills. Additionally, the teacher has created on-line Quia exercises for all the vocabulary for this course. There is also a supplemental reader for at the beginner's level.

IV. Recommendations

The Russian teacher, Mrs. Tashlitskaya, will continue to reach out to the community to ensure that they are aware of the program and possibility of taking the Prototype Russian AP during the fourth year or earlier. Mrs. Tashlitskaya will also continue to be present at freshman parent night in order to speak to Russian parents about the program.

V. Department Action

No action was recommended at this time.

Course or Initiative: Spanish 163

III. Findings

Enrollment in Spanish 163 remains small; we currently have one class of 23 students. This is to be expected because 62% of all students taking a foreign language have already taken Spanish during the first year in junior high or middle school. Thus the majority of freshmen enroll in Spanish 263 or 273. Students who are beginning Spanish 163 at GBN have either switched languages, have not had the opportunity to take it in junior high, or are transferring in from another school where they were taking the first year of Spanish.

The *Avancemos 1* textbook has been a welcome change in Spanish 163. The main textbook provides updated and high-quality ancillary materials which appeal to a variety of learning styles. The Total Physical Response/Storytelling (TPR/S) supplement to this text has helped engage students with a methodology the teacher has been using for years. The *Avancemos 1* TPR supplement book allows the instructor to create stories with photos on the Smartboard. The characters in the stories can be changed to better correlate with current pop culture figures today to further engage student interest. The stories in this book have been well-received among students and allow the teacher to better engage students in Spanish while targeting chapter-specific vocabulary. A few of these stories were demonstrated during “Parent Night” and parents were very receptive to these stories.

The *Avancemos 1* workbook offers additional practice exercises which allow students to observe grammatical patterns and identify and appreciate target vocabulary. In transitioning to *Avancemos 1*, the teacher has found that the target-language vocabulary in this book has been more meaningful and relevant. There is greater emphasis on the most-commonly used and practical vocabulary compared to our previous textbook. The *Avancemos 1* DVDs and corresponding written exercises have been a great addition to our curriculum. We have observed that the most-recent DVDs we are using have been an effective way to engage student interest with target language vocabulary.

One slight challenge to this textbook has been the assessments. Teachers have found that many of these are written at a level that is too easy for many of the students. Teachers are still in the process of re-writing several of the quizzes and tests so that they appropriately challenge students. This is an ongoing process. Despite the aforementioned shortcomings, teachers have found the new textbook to be a welcome transition.

IV. Recommendations

None at this time.

V. Department Action

No action was recommended at this time.

Course or Initiative: Spanish 163 G

III. Findings

The enrollment for Spanish 163G has been fairly consistent, with one to two classes running each year. Most of the students taking Spanish begin in junior high or middle school and are therefore ready for Spanish 263 or 263G when they enter high school. Spanish 163G is available for students who have not taken the language and who read below the 30th percentile. The average reading score however for these students is usually around the 20th percentile, and many of the students (approximately 50%) have a learning disability or have other unique learning needs. The curriculum therefore has been designed to meet the needs of these students and focus more on what students can do with the language rather than what they know about the language.

The Spanish 163G teachers are satisfied with the new textbook, *Avancemos*. There is enough material in the form of DVDs, CD's (listening), on-line reviews and supplemental workbooks to keep the students appropriately engaged and challenged. The on-line tutor component of the class has generally been good. However one shortfall of this has been the on-line assessment activities. When students check their work after completing an on-line tutor activity, if they get one wrong, everything is marked incorrectly. We have received some feedback that this has been frustrating. Because of this, homework is no longer assigned on the on-line tutor. We now use this application only in the computer lab under teacher supervision so students can be more appropriately guided when they make mistakes.

Overall however, we have been pleased with *Avancemos I* for Spanish IG. The first-year G student needs a lot of repetition and patterned grammatical practice, which *Avancemos I* provides. *Avancemos I* has certainly been a positive change overall from our previous textbook.

IV. Recommendations

None at this time.

V. Department Action

No action was recommended at this time.