

Office of the Assistant Superintendent for Educational Services

To: Dr. Mike Riggle
From: Rosanne Williamson
Re: New Course Proposals
Date: January 9, 2013

I am forwarding the new course proposals from Glenbrook North and Glenbrook South administrators. **New course proposals which may require additional FTE will be covered by the building's authorized FTE allocation.**

These courses have been thoroughly discussed in each building by relevant departmental committees, by instructional supervisor curriculum councils, and by building principals. Our ATM has also reviewed these proposals. The Board will note that they seek to meet the academic needs and interests of students in keeping with a comprehensive high school program. Both schools offer a rigorous array of courses which support students' college and career readiness.

I recommend that the Board be presented with these new courses for discussion at our next meeting on Monday, January 14, 2013 and that action on this item would occur no later than the Monday, January 28, 2013 Board meeting.

Building administrators who were closely involved in the development of these proposals will be available at the Board meeting on January 14, 2013 to address questions from the Board.

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

Board Policy 7010 and its procedures identifies not only the process for how proposals shall be submitted for Board approval, but also explains what happens after they are implemented as administrators evaluate the success of the change, reporting back to the Board "no later than the end of the third semester that the course is offered." This third semester follow-up evaluation of previously approved new courses will be contained in curriculum reports presented at a future Board meeting.

To: Dr. Mike Riggle, Dr. Rosanne Williamson
From: Kris Frandson, John Finan
cc: Paul Pryma,
Re: New Course Proposals
Date: November 20th, 2012

The Glenbrook North Instructional Supervisors Team met on Wednesday November 14th, 2012 and agreed to recommend the following new course proposals/curricular changes for your approval. In addition, GBN's curriculum council reviewed and approved these proposals on Thursday November 15th, 2012. These courses/changes meet with the approval of the principal and both associate principals. I am also attaching the new course proposal forms for each of these listed below as well as the rationales for course name changes. Please let me know if you have any additional questions.

Department	Course Title	Status	Rationale	Impact on Budget, FTE, Facilities	Evaluation
Career and Life Skills – Business	Sports Management 161, 162	New Course – One semester elective course	Student interest in this kind of course has been expressed and we are seeing expanding programs in sports management at the collegiate level.	There would be no additional FTE costs to the district. Student enrollment would more than likely come from within the business department.	Student success, survey feedback and enrollment trends will be used to evaluate the course. Data on career plans within this area of study will be evaluated.
Fine Arts	Electronic Music 361	New Course – One semester elective course	Electronic Music courses are offered at the 161 and 261 levels. Several students have expressed interest in continuing their studies in this program.	No additional FTE or resource costs to the district. Enrollment would come from students already in the program. Classes would be combined level courses.	Student success, survey feedback and enrollment trends will be used to evaluate the course.
Social Studies	Sports and Society (summer school offering)	Curricular change to expand the curriculum and change credit from 0.25 to 0.50	The limited credit discouraged students from enrolling in the course.	No additional FTE or resource costs for this change. The course is funded through the summer school student fees.	Student enrollment, student success, surveys and teacher feedback would be used to evaluate this curricular change.
World Languages	Hebrew 563 & 573	New Courses – Year long elective courses	Continued development of our Modern Hebrew language program requires this additional series of courses. We anticipate about 20 students will enroll in this course. Student interest in an honors level is also supported by current student enrollment.	No new FTE is anticipated. Declines in other language enrollments would result and FTE would be absorbed within the department. Summer curriculum work would need to be funded for the development of this curriculum.	Student enrollment numbers, student surveys, academic progress and success in the course will be utilized to determine the success and continuation of the program.

Course Name Changes	Current Title	New Title	Rational		
Fine Arts	Computer Art 161	Digital Imaging 161	The course name change would realign this class more closely with current trends within the field of study. The name change aligns better with the updated curriculum that concentrates on a two-pronged approach combining the art of photography and graphic design via the computer.	No impact to the budget, FTE or facilities.	
Removal of Course offerings	Course	Recommended Action	Rationale		
Career and Life Skills – Applied Technology	CAD/Drafting 261	Archive course – remove from course selection materials	Minimal enrollment has not been achieved for the last four years.	No impact to budget, FTE or facilities.	

APPLICATION FOR CURRICULAR CHANGE AND COURSE PROPOSAL

School: Glenbrook North Department: Career and Life Skills Date: 11-20-12

Name of proposed curricular change: Sports Management 161, 162

1. Brief description of the curricular change

The Business Education Department is proposing a one-semester course offered at the regular level open to sophomores, juniors and seniors. This course will help students see beyond the game and learn what goes on behind the scenes of contests and events and how to manage them successfully. Many areas of business including marketing, law, management, ethics and finance will be studied through the prism of sports.

2. Curriculum Planning Committee Membership

- a) List the members of the committee.
Tim Drevline & Mary Kosirog
- b) Give the rationale for the membership of this committee.
Tim Drevline – Curriculum
Mary Kosirog – quality/format/revisions/guidance

3. Need for the curricular change:

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

Glenbrook North Research:

- More students major in business related fields than any other field of study (U.S. Department of Education). Offering quality courses to prepare students for similar classes in college is a hallmark of great secondary schools.
- The explosion of sports related college majors, such as Sports Marketing, Sports Management, Sports Psychology and the like, has hastened the desire for students to take a similar course in high school.
- The sports industry is valued at \$435 billion in 2012 and growing each year (Plunkett Research).
- There are over 44 sports management programs at various colleges and universities around the country, such as Georgetown University, Loyola-Chicago, The Ohio State University, and many others (Sports Management Programs).
- The median salary for sports management majors is currently \$116,010 (Sports Management Salary).
- Jobs relating to spectator sports have risen steadily. In 2012, that figure grew at a rate of 2.9% while others declined (United States Bureau of Labor Statistics).
- Informal surveys of Glenbrook North students found a strong desire to enroll in a course that focuses on sports.

- 25% of DECA members compete in the Sports and Entertainment category at the regional, state and international level.
- Meeting demands of university admissions: Mary Kosirog met with David Boyle, GBN college counselor, to discuss improving the business education curriculum at GBN to meet the needs of our students and the demand from top universities. David Boyle recommended that our classes provide experiential based learning as well as observation experiences.
- Common Career Technical Core created Career Ready Practices in 2012: These practices set a common benchmark throughout the nation of what students need to know after completing a program of study (Common Career Technical Core). Many of these topics will be covered in Sports Management.
 - Apply appropriate academic and technical skills
 - Act as a responsible and contributing citizen and employee
 - Communicate clearly, effectively and with reason
 - Consider the environmental, social and economic impact of decisions
 - Demonstrate creativity and innovation
 - Employ valid and reliable research strategies
 - Utilize critical thinking to make sense of problems and persevere in solving them.
 - Model integrity, ethical leadership and effective management
 - Plan education and career path aligned to personal goals
 - Use technology to enhance productivity
 - Work productively in teams while using cultural/global competence

4. **Rationale** for addressing the need through a curricular change:

- a) State the purpose of the change, indicating specifically how this curriculum change shall improve student learning by meeting the needs described in #3 above.

The Sports Management course will meet the needs expressed by students, faculty, and the business community as stated in #3 above. The students enrolled in Sports Management 161 will gain an understanding of the business world through the prism of sports.

- b) If the committee considered other approaches to meeting the needs described above, describe those alternatives and indicate why each alternative was rejected.

The committee reviewed revamping some courses, but there was no alternative that was on par with creating a new class that covered all areas of the business of sports.

- c) Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.

Sports Management will complement the current Business courses by providing students an opportunity to explore post secondary education and sports related professional careers. The course will cover marketing, management, law, finance and ethics, amongst others. We perceive that students will be inspired to take more specific business classes tailored to their interests after studying these topics.

5. **Description** of proposed change:

- a) Describe the students for which this curriculum change has been designed and the approximate size of the target group.

This course is designed for sophomores, juniors and seniors who are interested in exploring business topics with a sports theme. These students will have a good foundation for future business classes in high school and college. We anticipate offering one section each semester; therefore the approximate size of the target group of 40-60 students in the initial year.

- b) Provide a tentative outline of the proposed course or program.

This course would be a one-semester course that is a challenge-based learning environment where the teacher would act as a facilitator throughout majority of the coursework.

Sample activities:

- Students will learn to foster critical thinking, problem-solving, and literacy skills-through immersion in real life projects.
- Research/writing projects such as the creation of a team, including team logo, stadium, marketing plan, ticket pricing, and community outreach programs.
- Students will create a digital “sportsfolio” where they can post their projects for use in the future. This “sportsfolio” will be integrated into the students’ GBN blogfolio.
- Students will review a team’s schedule and create ticket-purchasing options, set prices and create promotions that will be beneficial to both the management and the fans.
- Use of Virtual Business Sports computer simulation. This highly visual computer simulation of a football franchise lets students handle promotion, develop ticket pricing strategies, evaluate stadiums and city locations, control stadium operations and staffing, find sponsors and licensing deals, and more.
- Guest speakers from local semi professional and professional sports teams.
- Provide meaningful field trips to sports administration facilities of professional and semi professional teams.
- Possible job shadow experiences

Sample course outline:

1. The Industry
 - a. History of sports industry
 - b. Levels of participation (spectator, participant, consumer)
2. Careers
 - a. Types of careers
 - Management, marketing, ticket sales, accounting, event planning, agency, etc.
 - College/training for those careers
 - b. Internships
 - How to get an internship and what to expect
 - c. Job shadowing
 - The benefits following a mentor through their daily tasks

- d. How to get hired
 - Volunteering at an event
 - Creating portfolios
 - Networking
- e. Résumé writing
 - Writing effective résumés and cover letters
- 3. Marketing
 - a. Partnering with a corporate sponsor
 - Deciding who and what would be the best fit for their dollars
 - The “partner” mentality vs. the “sponsor” mentality – how to create a win-win situation
 - b. Advertising
 - Traditional forms of advertising
 - Guerrilla and other forms of unusual advertising
 - How to create effective, memorable messages
 - Deciding on where and when to place advertising
 - c. Selling
 - Selecting a high margin, memorable item
 - Learning to sell by selling
 - d. Pricing
 - Finding the proper price point to maximize revenues
 - e. Distribution
 - Getting your product/service into the customer’s hands
- 4. Event Planning
 - a. Planning your own events
 - What goes into the planning an event
 - Common problems in event planning
 - b. Partnering with others
 - Working with the client to achieve marketing goals
- 5. Law
 - a. Amateur
 - What makes someone an amateur vs. professional – benefits of keeping amateur status
 - Laws and issues affecting high school and college students
 - Eligibility
 - b. Professional
 - Laws and issues affecting professional athletes
 - c. Contracts
 - Review of typical player contract
 - Guest speaker: sports agent
- 6. Economics
 - a. Impact on cities
 - Jobs created

- Money spent on local businesses
- b. Public financing
 - Should government spend money to lure/keep professional teams?
- c. Personal level
 - Competing for your recreational dollars
- d. College
 - Money spent vs. revenue gained on big time sports
 - Title IX – impact of women’s sports
- e. High schools
 - Sponsorship of high school stadium and teams – positive or negative?
- 7. Finance/Accounting
 - a. Review of team finances
 - b. Valuing franchises and players
- 8. Management
 - a. Levels of management and responsibility
 - b. What make an effective manager
- 9. Media
 - a. Team coverage
 - Newspaper and TV reporting
 - Broadcasting
 - Social media
 - b. Players dealing with media
 - Interviews
 - Dealing with crises
 - c. Public relations
 - How teams are viewed by the public
 - Community/charity work by players and teams
- 10. Ethics
 - a. Common ethical dilemmas in sports

6. **Implications** of the proposed change:

- a) What are the implications of this proposed change for staffing, facilities, and budget?

The addition of Sports Management will create no additional staffing or budgetary needs. Any additional classroom resources will be purchased through the department budget or grant funds. This course would have a computer lab available at least half of the time to utilize technology for an in-depth and interactive learning experience.

- b) What are the implications of this proposed change for other courses in the department and for other departments in the school?

We see the course enrollment as a regrouping of students who would have enrolled in other business electives (Accounting, Business Law, Management & Leadership, and Accounting),

which may decrease the enrollment in the above-mentioned courses.

- c) What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?

Tim Drevline will continue to develop his experience in facilitating challenge-based teaching strategies, lesson plans, and collecting resources for the class throughout the 2012-2013 school year. He will contact universities with similar programs to prepare for the course and will conduct summer curriculum work to complete preparation of course materials for the fall semester.

7. **Method of evaluating** the success of the proposal after it is implemented:

- a) If the proposal is approved and implemented, how shall it be evaluated?

To evaluate the course, we will use enrollment numbers for the Sports Management and other business electives, and instructor and student feedback. We will analyze the course's impact on student knowledge and preparedness in business courses and post secondary plans.

- b) What specific outcomes shall indicate success of the implemented proposal?

Continued enrollment in the course will indicate interest in the course. In addition, we believe growth in students' business skills from beginning to the end of the semester. We hope that this course will be a springboard to pursue a career in their area of interest.

Works Cited

- Common Career Technical Core*, National Association of State Directors of Career Technical Education Consortium/National Career Technical Education Foundation, Silver Spring, MD 2012.
- Plunkett Research. <http://www.plunkettresearch.com>, Web. October 2012.
- Sports Management Programs: United States*. <http://www.nassm.com>, Web. October 2012.
- Sports Management Salary*. <http://www.allbusinessschools.com>, Web. October 2012.
- United States Bureau of Labor Statistics. <http://www.bls.gov/>, Web. October 2012.
- U.S. Department of Education, National Center for Education Statistics. (2012) Digest of Education Statistics, 2011 (NCES 2012-001), Chapter 3.

APPLICATION FOR CURRICULAR CHANGE AND COURSE PROPOSAL

School: **Glenbrook North** Department: **Fine Arts** Date: **November 20, 2012**

Name of proposed curricular change:

Electronic Music 361

1. Brief description of the curricular change

We would like to add a 361 level of Electronic Music. Over the past year, enrollment in Electronic Music 161 and 261 has increased dramatically. Many of the students in these classes have been underclassmen and they have expressed a strong interest in continuing to pursue this field of study.

2. Curriculum Planning Committee Membership

List the members of the committee.

Jason Heath (Instructor) and Chad Davidson (Instructional Supervisor)

Give the rationale for the membership of this committee.

Jason and Chad have worked together to strengthen the curriculum and focus of Electronic Music at GBN over the last year and a half.

3. Need for curricular change:

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

In the past years, Electronic Music has been offered once per semester and averaged 12-16 students per semester. Last year, Jason Heath assumed the responsibility for teaching this class. In one year, he has increased enrollment significantly (the class has been at capacity each of the past two semesters and we have added a second section for Semester 2 of this school year). Students have expressed an interest in continuing in an advanced level of this course offering. The fields of Electronic Music Production, Design, and Performance are growing rapidly, and colleges such as Columbia College Chicago, Berklee School of Music, and Oberlin College are expanding their course offerings and degree programs in these fields. Some schools, such as Mills College in Oakland, CA even offer a Masters Degree in Electronic Music and Recording Media.

Summarize opinions of experts (researchers, higher educational professionals, business people, parents, community members) who speak to a need for change.

4. Rationale for addressing the need through a curricular change:

State the purpose of the change, indicating specifically how this curriculum change shall improve student learning by meeting the needs described in #3 above.

A third level of Electronic Music will provide students with the opportunity to build upon skills and techniques learned in MUE 161 and 261. They will also explore more

advanced MIDI programming and virtual instrument design concepts. Advanced sound design concepts will be explored, as will mixing and mastering audio from many genres of electronic music.

If the committee considered other approaches to meeting the needs described above, describe those alternatives and indicate why each alternative was rejected.

The staff considered creating Independent Study programs, but the number of students interested in this advanced level justifies a coordinated curricular program and articulated class at the 361 level. Managing 5-8 Independent Study programs would not be an efficient delivery system for the curriculum.

Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.

This new course will give students the extra opportunity to explore the field of electronic music composition and production and develop expertise in specific skills such as sound design, mixing and mastering, MIDI controllerism, improvisation, DJing, looping, sample manipulation, and composition, remixing, and mash-up skills.

Estimated numbers for Electronic Music 361 would be 5-8 students per semester, and this course would be taught concurrently with Electronic Music 161 and 261.

5. Description of proposed change:

Describe the students for which this curriculum change has been designed and the approximate size of the target group.

Only sophomore through senior students, who have previously completed Electronic Music 161 and 261 would be eligible for this class, so the target student audience is small. The 361 level would be taught concurrently with 261, so we are not adding additional sections or FTE. Due to the size of the MIDI lab and the availability of computers and other hardware/software required for this class, the total enrollment cannot exceed 24 per semester.

Provide a tentative outline of the proposed course or program.

Please see the attached syllabus.

6. Implications of the proposed change:

What are the implications of this proposed change for staffing, facilities, and budget?

We are not requesting any additional FTE, staffing, or budget. We can accommodate all students interested in Electronic Music 361 within our current staffing and budget.

What are the implications of this proposed change for other courses in the department and for other departments in the school?

The majority of the students in Electronic Music are not involved in other Fine Art courses. Over the years, Electronic Music has been a class that has appealed to students who are not generally involved in other fine arts elective course offerings. This course has provided an

excellent connection to our school community for these students. Additionally, the limited number of students that are eligible for the 361 level should not have a significant impact on other elective areas.

What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?

A summer curriculum project would be required before this change is implemented.

7. Method of evaluating the success of the proposal after it is implemented:

If the proposal is approved and implemented, how shall it be evaluated?

We would expect to see students in the 261 level choose to continue with the 361 level. Student success in the program and data on students pursuing studies in this area after high school will also be used to evaluate the program.

b) What specific outcomes shall indicate success of the implemented proposal?

Students who have completed the 361 level will acquire a deeper understanding of the art and technology involved in Electronic Music. They will explore a wider range of skills and activities than those with only 2 semesters of the class. This new course will effectively prepare students who plan to continue studying electronic music in college and will help students to develop the professional electronic music skill set required for a career in electronic music. This class will focus on college readiness in electronic music, with students developing a portfolio of work in a diverse range of electronic styles. The class will be closely modeled on undergraduate courses currently being taught in electronic music classes at major music schools.

Electronic Music 361 Syllabus

Course Description

This course is an extension of the skills and techniques learned in MUE261 and introduces more advanced MIDI programming and virtual instrument design concepts. Ableton Live will be used in this class in conjunction with virtual instruments and effects from Native Instruments and other major digital audio production companies. Students will compose and produce their own original songs using a wide array of techniques and devices. Advanced sound design concepts will be explored in depth in this course, as will techniques for mixing and mastering audio from many genres of electronic music.

Concepts Covered

This course is an extension of the concepts covered in Electronic Music 161 and 261 and covers extensive sound design focus. Concepts covered in this course include:

- melodic and harmonic concepts in modern electronic music
- rhythmic development in modern electronic music
- phrases, builds, breakdowns, and transitions
- sound design using virtual synthesizers
- mixing and mastering
- remixing

Classroom Expectations

This course focuses significantly on independent and small group projects. Students are expected to login to their computers upon entering the room and begin work on their projects while the teacher is taking attendance. All Glenbrook North rules with regard to appropriate internet usage will be enforced.

Grading Criteria and Rubric

Due to the creative nature of this class, the majority of assignments will be project oriented, focusing on challenge based learning and problem solving. In addition, participation points will be rewarded based on daily classroom participation.

Projects / Exams	50%
Classwork / Assignments	25%
Participation	25%

Course Change Proposal

School: Glenbrook North and Glenbrook South Summer School

Department: Social Studies

Name of proposed curricular change:

- Expansion of curriculum and course hours for Sports in Society summer school course.
- Change in credit awarded for course from .25 to .5.

Rationale for change:

In order to meet the needs of the students interested in enrolling in Sports and Society, we are seeking to change the credit awarded from .25 to .5. In surveying students, we have found that the .25 credit was a deterrent for many students. The students and their families want their experience to be deeper and more meaningful (the increase in time will accommodate that), and they want their efforts to be commensurate with the credit awarded toward graduation. The curricular enhancements will allow for deeper engagement and discussion of the content proposed when the course was approved two years ago. The Sports in Society teacher, Justin Georgacakis, plans to incorporate several district initiatives in the summer school course, incorporating several forms of writing (short writes, analytical writing, reflection writing) Google apps and Blogfolio.

APPLICATION FOR CURRICULAR CHANGE

School: Glenbrook North **Department:** World Languages

Date: 10/16/12

Name of proposed curricular change: Hebrew 563 and Hebrew 573 (Regular and Honors)

1. **Brief description of the curricular change:** We will have a sufficient number of students in Hebrew 463 and 473 at the end of this year who would like to continue their studies next year in Hebrew 563 and Hebrew 573.

2. **Curriculum Planning Committee Membership**

a) **List the members of the committee.**

Josh Morrel – Hebrew teacher at Glenbrook North

Ann Koller - Instructional Supervisor of World Languages at Glenbrook North

b) **Give the rationale for the membership of this committee.**

Josh Morrel is the current Hebrew teacher, and would be developing the curriculum for Hebrew 563 and Hebrew 573. Ann Koller is responsible for overseeing the curriculum and instruction of the Hebrew program.

c) **If outside experts or consultants are requested, give rationale for their inclusion, proposed revisions, and the curriculum vitae and fees.** N/A

3. **Need for the curricular change:**

a) **Present and analyze data on student learning that point to a need for change.**

The students currently enrolled in Hebrew 463 and 473 are progressing at a satisfactory level. We will have twenty non-senior students who will be ready to enroll in Hebrew 563 and Hebrew 573 at the end of this school year.

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

Many of our students taking Hebrew arrive at GBN at an advanced level. We have several freshmen who enter GBN and are placed in Hebrew 363 or 373. They will then go on to take Hebrew 463 or 473 as sophomores, and then would need a third year of the language during their junior year.

We currently have twenty students who need a fifth year of Hebrew next school year. Offering a fifth year would be consistent with other courses in the department (Spanish and French) where we have five years at a regular or honors level.

c) **Summarize opinions of experts (researchers, higher educational professionals,**

business people, parents, community members) who speak to a need for change.

Parents and students in the community are requesting a fifth year of Hebrew. This represents the continuation of studies in a language already begun by students at Glenbrook North. The community would like to see a full program offered to our students. Our school needs to provide the same opportunities for students as their peers have in neighboring school districts such as Niles North, which has Advanced Topics for more than one year; Evanston, which has Advanced Topics for one year; and Deerfield and Highland Park, which offer a fifth year course.

4. Rationale for addressing the need through a curricular change:

- a) State the purpose of the change, indicating specifically how this curriculum change shall improve student learning by meeting the needs described in #3 above.**

Hebrew 563 and Hebrew 573 will allow students to continue their learning from Hebrew 463 and 473. Students at both levels will continue developing the four language skills that are essential to communication in all of our courses: listening, speaking, reading, and writing.

Hebrew 563 and Hebrew 573 topics would include but not be limited to literature, Israeli history, music, arts, current events, and cultural events. Possible textbooks include *Advanced Hebrew Working Level 5* and *Learning Hebrew from Level 3*, both published by the Hebrew University in Jerusalem. Suggested literature would include selected short stories by Israeli authors Etgar Keret and Amos Oz.

- b) If the committee considered other approaches to meeting the needs described above, describe those alternatives and indicate why each alternative was rejected. N/A**
- c) Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.**

If implemented, this proposal would give students of Hebrew 463 and 473 the same opportunities afforded to students in all of the other languages at GBN who wish to continue their studies. We currently have approval for five years of instruction in French and Spanish.

5. Description of proposed change:

- a) Describe the students for which this curriculum change has been designed and the approximate size of the target group.**

There are currently 20 non-senior students enrolled in the Hebrew 463/473 combined course. There are also a few transfer students from Solomon Schechter and other schools who may be eligible to be placed in Hebrew 563 and Hebrew 573, including some native students who wish to practice the language.

- b) Provide a tentative outline of the proposed course or program.**

A course outline for Hebrew 563 and Hebrew 573 will be developed over the summer as part of a summer curriculum project, as was done this past summer for Hebrew 463 and 473. The project will include a course syllabus and some lesson plans. The teacher will select advanced reading materials appropriate for the fifth year of Hebrew. The teacher will also be able to collaborate with and share best practices with teachers from neighboring schools offering the fifth year of Hebrew.

6. Implications of the proposed change:

a) What are the implications of this proposed change for staffing, facilities, and budget?

This year and last year, there has been a total of four sections of Hebrew. We do not anticipate any changes in staffing, facilities, or budget as a result of the introduction of Hebrew 563 and Hebrew 573. The total enrollment in Hebrew went from 60 students in 2011-2012 to 70 students in 2012-2013, an increase of just over 15%. If there is an increased enrollment of students in Hebrew 163 and 263/273, there is a possibility that the overall enrollment in Hebrew could increase by one section. This could then cause a decline in sections of other languages such as Spanish, French, and Latin.

b) What are the implications of this proposed change for other courses in the department and for other departments in the school?

As stated in 6.a) above, the proposed change may have a slight impact on other courses in the department. However, there will also be a small number of students of Hebrew who will not be able to fit the existing or new Hebrew courses in their schedules because there will most likely only be one section of each level available.

c) What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?

The Hebrew teacher would need a summer curriculum project to develop the Hebrew 563 and Hebrew 573 syllabi. Summer curriculum projects to develop new courses are currently being contracted for 15 hours of work.

7. Method of evaluating the success of the proposal after it is implemented:

a) If the proposal is approved and implemented, how shall it be evaluated?

Qualitative (student surveys; observations; and teacher feedback) and quantitative (enrollment in the course; interest and enrollment in an additional fifth year Hebrew class, such as Hebrew Literature; and grade distributions) data will be evaluated to determine if the course is a success.

b) What specific outcomes shall indicate success of the implemented proposal?

Student enrollment numbers, appropriate grade distributions, student surveys, and interest in the addition of another fifth year class, such as Hebrew Literature for the following year will be a measure of success.

Course Name Change Proposal

School: Glenbrook North High School

Department: Fine Art

Date: October 22, 2012

Name of proposed curricular change:

Name change from *Computer Art 161* to *Digital Imaging161*

Name change for Computer Art

The current Computer Art class has been on the books for several years with little to no enrollment. A course name change would realign this class more closely with current trends and other high schools in the area, ultimately increasing enrollment. An updated curriculum would concentrate on a two-pronged approach combining the art of photography and graphic design via the computer.

In *Digital Imaging* students would utilize the Macintosh computer, graphic software, scanner and color printer to produce artwork, which would draw from the elements and principles of design. PhotoShop, InDesign, Illustrator, and DreamWeaver are among the programs that students will use in the creation of their work.

Enrollment in this class would be open to all students' grades 9 thru 12 without a prerequisite.

Course Change Proposal

School: Glenbrook North High School

Department: Career & Life Skills—Applied Technology

Name of proposed curricular change:

- Archive CAD/Drafting 261

Rationale for change:

Over the past four years we have seen a steady decline in the CAD/Drafting enrollment. Currently, there is one student enrolled in the course and the course is run concurrent with another. It is the opinion of the department that with the current course offerings in Applied Technology, CAD has lost relevance to the student body and should be archived indefinitely.

To: Dr. Michael Riggle; Dr. Rosanne Williamson
From: Cameron Muir
Cc: Dr. Brian Wegley
Re: New Course Proposals
Date: November 28, 2012

The Glenbrook South Administration, with the approval of the Instructional Supervisors Council, recommends the following new course proposals for approval. I am also attaching the new course proposal forms for the course.

Department	Course Title	Status	Rationale	Impact
Applied Technology	<i>PLTW Introduction to Engineering Design(IED)</i>	New Course	This focus of the first course in the Project Lead The Way (PLTW) sequence is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation.	No impact on overall staffing
Applied Technology	<i>PLTW Principles of Engineering</i>	New Course	The major focus of the second course in the PLTW sequence course is to expose students to major concepts they will encounter in a post-secondary engineering course of study.	No impact on overall staffing
English	<i>Honors News and Sports Broadcasting</i>	New Course	Advanced students in News and Sports Broadcasting act as directors of the program. They are responsible for both the assignments of any student in the program (production work, live broadcast work, writing), and the management of novice learners. These advanced students should receive course credit commensurate with their responsibilities and efforts.	No impact on overall staffing
Social Studies	<i>AP Economics</i>	New Course	Over the past several years, based on their collegiate experiences, numerous alumni of the AP Macroeconomics course have written or spoken with Mr. Hussmann expressing the fact that these students wished GBS offered AP Microeconomics in addition to AP Macroeconomics. This has also been expressed by parents on Parent Night. This course would combine both one-semester long courses to create a full-year course.	No impact on overall staffing
World Languages	<i>American Sign Language 363</i>	New Course	ASL has been a 2-year language program for over 14 years, during which repeated requests by students and parents to extend the sequence have been made. In reviewing enrollment data, we now feel comfortable that there is a level of need that justifies this additional ASL course offering.	No impact on overall staffing

In addition, the following name changes are also being proposed:

Department	Current Course Title	New Course Title	Rationale	Impact	Evaluation
Physical Education	<i>Aerobics</i>	<i>Total Body Conditioning</i>	This name reflects the current curriculum that is being taught in the course at this time. The name Aerobics is outdated for what we are really doing in the course.		

APPLICATION FOR CURRICULAR CHANGE

School: Glenbrook South **Department:** Applied Technology

Date: 10/23/12

Name of proposed curricular change: PLTW Introduction to Engineering Design

1. **Brief description of the curricular change:**

Project Lead the Way (PLTW) is the leading provider of rigorous and innovative Science, Technology, Engineering, and Mathematics (STEM) education curricular programs used in middle and high schools across the U.S. STEM education is at the heart of today's high-tech, high-skill global economy. PLTW integrates national academic and technical standards and STEM principals while influencing and engaging both males and females to pursue careers in engineering with courses that are project-centered, problem-based and technology-integrated, preparing students to excel in high-tech fields.

Introduction to Engineering Design (IED) is a full-year introductory Project Lead the Way engineering course designed for 9th or 10th grade students. The major focus of the IED course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community.

2. **Curriculum Planning Committee Membership**

- a) List the members of the committee.

Teachers: Michael Sinde

Instructional Supervisors: Dawn Hall

PLTW: Brenda Pacey

GBS Consulting Team: Jeff Rylander, Neil Schmidtgall, and Mike Stancik

Additional Teacher Consultants: Bill Christian, Ken Albert, Eric LeBlanc

- b) Give the rationale for the membership of this committee.

Michael Sinde is an applied technology teacher proposing curricular change and was 1 of 10 original pilot teachers in the State of Illinois to start PLTW during the 2004-05 school year.

Dawn Hall is the Instructional Supervisor of Applied Technology, Business Education & Family and Consumer Science department.

Jeff Rylander is the Instructional Supervisor for science department.

Neil Schmidtgall is co-sponsor of the engineering club and teaches engineering physics. Mr. Schmidtgall is also a former mechanical engineer.

Mike Stancik is co-sponsor of the engineering club and teaches engineering physics. Mr. Stancik is also a former electrical engineer.

- b) If outside experts or consultants are requested, give rationale for their inclusion, proposed revisions, and the curriculum vitae and fees.

The following individuals have been consulted but do not require compensation.

Brenda Pacey is the Illinois Project Lead the Way Affiliate Director.

Bill Christian is an Introduction to Engineering Design Master Teacher for the State of Illinois and teaches at Thornton Township High School.

Ken Albert is a Project Lead the Way Master Teacher and started PLTW at Niles North High School.

Eric LeBlanc is a Project Lead the Way Teacher and started PLTW in District 211.

3. Need for the curricular change:

- a) Present and analyze data on student learning that point to a need for change and other data (demographic, anecdotal, research, and others) that point to a need for change.
 - Class of 2012: 38 students declared engineering as their major. 18 of those students took a CAD class.
 - Class of 2012: 21 of those students who declared engineering as their major did not take a CAD or Engineering Design class.
 - Class of 2012: only 6.6% or 38 of 575 students declared engineering as their major, with many still undecided. Four of the 38 students were females.
 - Need to create dual programs of study to better serve students. Maintain CAD – Engineering Design sequence at regular level. Introduce PLTW sequence at honors level and eliminate the need to stack courses of different levels, which has been the practice. PLTW courses will carry honors weight but will be open to a broader cross-section of students than the majority of honors courses offered at GBS. This is due to the rigor of the curriculum, and the success of students of varying ability levels in these courses. In discussions with many schools offering PLTW courses, it has been a fairly consistent practice to offer them as honors or AP weight.

	Average of PSAE ACT Comp2	Min of PSAE ACT Comp2	Max of PSAE ACT Comp2
CAD	22.6	17	31
Eng Design	23.4	19	27
Eng Design Honors	27.7	24	32

- Females are underrepresented in our engineering courses and the PLTW program of study has been shown to have a higher percentage of females involved than traditional engineering course sequences.
- Area high schools offering PLTW include: New Trier, Niles, Wheeling, Maine Township, Evanston, Waukegan, Highland Park, Hersey, Stevenson, Buffalo Grove, Elk Grove, Palatine,

Prospect, Chicago Math & Science Academy.

- c) Summarize opinions of experts (researchers, higher educational professionals, business people, parents, community members) who speak to a need for change.

PLTW Impact

PLTW is the largest non-profit provider of innovative and rigorous STEM education programs. More than 4,200 schools in all 50 states and the District of Columbia are offering PLTW courses to their students.

This growth is possible because PLTW programs are effective and engaging. From students in the classroom to parents and volunteers, school principals, and educators, PLTW has inspired thousands of people to take part in improving our schools and advancing their curricula.

More than 10,500 teachers and 8,000 high school counselors have undergone advanced training with PLTW. The network includes 500 Core Training Instructors who are among the best and brightest STEM educators in the country.

PLTW Gets Results

- PLTW is a “**model for 21st century career and technical education**” – Harvard Graduate School of Education
- According to an evaluation by High Schools That Work, PLTW students scored significantly higher in both mathematics and science high school assessments. The National Center for Education Statistics 2006-07 True Outcomes report explains that **students who participate in PLTW are five times more likely to graduate college as science, technology, engineering and mathematics (STEM) majors** than those who do not. <http://www.mnceme.org/796/>
- 92% of high school seniors who are taking PLTW courses intend to pursue a four-year degree or higher, 51% intend to pursue a graduate degree, and 70% intend to study engineering, technology, or computer science. By comparison, 67% of all beginning postsecondary students intended to pursue a bachelor’s degree or higher as reported by the National Center for Education Statistics. (True Outcomes – 2009)
- About 90% of students who take PLTW courses who were surveyed at the end of their senior year said they **had a clear and confident sense of the types of college majors and jobs they intended to pursue**. Those students also said that their PLTW experiences were very significant in developing this self-knowledge and their PLTW experiences significantly increased their ability to succeed in postsecondary education. (True Outcomes – 2009)
- College students, who took PLTW courses in high school, **study engineering and technology at 5 to 10 times the rate of those students who did not take PLTW courses** in high school and also have higher retention rates in their fields of study.
- The average freshman GPA total for Milwaukee School of Engineering in 2007 was 2.85; the average GPA for PLTW freshman students in 2007 was 3.03. (Milwaukee School of Engineering 2008 Report)

4. Rationale for addressing the need through a curricular change:

- a) State the purpose of the change, indicating specifically how this curriculum change shall improve student learning by meeting the needs described in #3 above.

PLTW promotes critical thinking, creativity, innovation and real-world problem solving skills in students. This will provide a college-articulated curriculum and additional course opportunities for students to develop or pursue their interest in engineering.

Students will

- have an opportunity to earn college credit in PLTW certified schools
 - meet and work with engineers from various industries in the area
 - prepare to pursue a post-secondary education and careers in STEM-related fields
- b) If the committee considered other approaches to meeting the needs described above, describe those alternatives and indicate why each alternative was rejected.

Alternative: Engineering by Design

Engineering by Design does not articulate with colleges and is not as nationally recognized.

- c) Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.

By introducing IED and additional Project Lead the Way courses, we will complement the science and math curricular efforts by providing additional opportunities for students to apply what they are learning in a project-based curriculum. The hands-on approach to engineering also highlights the need and use of math and science, often generating increased interest in these areas.

5. **Description of proposed change:**

- a) Describe the students for which this curriculum change has been designed and the approximate size of the target group.

PLTW will offer the opportunity for students to begin as freshman in this pre-engineering program and culminate in specialization courses as juniors and seniors. The target group will include our current CAD1, CAD2, and engineering students – approximately 150 students currently. In addition, PLTW should draw additional students on a pathway to a career in engineering by providing an advanced and engaging curriculum. The course assumes no previous engineering knowledge, but students should be concurrently enrolled in college preparatory mathematics and science, and have strong attendance records.

- b) Provide a tentative outline of the proposed course or program.

Introduction to Engineering Design is one of two foundation courses in the Project Lead The Way high school pre-engineering program. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

The major focus of the IED course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation.

The course of study includes:

- Design Process

- Modeling
- Sketching
- Measurement, Statistics, and Applied Geometry
- Presentation Design and Delivery
- Engineering Drawing Standards
- CAD Solid Modeling
- Reverse Engineering
- Consumer Product Design Innovation
- Marketing
- Graphic Design
- Engineering Ethics
- Virtual Design Teams

6. Implications of the proposed change:

- a) What are the implications of this proposed change for staffing, facilities, and budget?

Staffing is not anticipated to change for the 2013-14 school year, however will change given growth. Facilities we will utilize will include the fabrication lab and existing equipment, which will reduce implementation costs. We also anticipate a savings on AutoDesk software through PLTW.

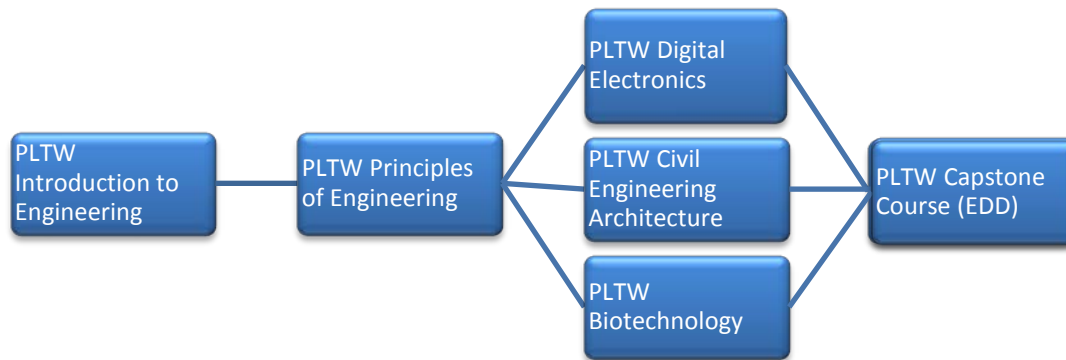
Equipment and supplies will be purchased based on student enrollment and the IED purchase manual guidelines.

Marketing and promotion for introduction of Project Lead the Way to students, parents and community members.

NOTE: For all expenses, Perkins and CTEI grant funds will be used. In addition, we will be applying for PLTW startup grant funds to offset implementation costs.

- b) What are the implications of this proposed change for other courses in the department and for other departments in the school?

Introduction to Engineering Design (IED) is 1 of 2 Project Lead the Way foundation courses. The applied technology department would like to implement both PLTW foundation courses during the 2013-14 school year. In subsequent years, the applied technology department would like to implement PLTW specialization courses as well as a capstone course. This will complete an entire STEM program of study.



- c) What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?

Counselor and Administrator Training Seminar is required and hosted by University of Illinois, at a cost of \$100 per person registration fee. In addition, travel expenses will be incurred.

No additional resources in personnel or for curriculum. Current teacher attended curriculum update training at \$100 registration.

7. Method of evaluating the success of the proposal after it is implemented:

- a) If the proposal is approved and implemented, how shall it be evaluated?

Evaluations will include student surveys, enrollment data, demographic data, PLTW student test scores on PSAE, and the number of students declaring engineering majors. Students participating in PLTW courses take several exams, and student scores will be evaluated. At the conclusion of the 2013-14 school year, students will complete a survey that solicits their feedback regarding the course. Data will be collected and evaluated on enrollment, number of students declaring engineering majors, and student PSAE scores overall and in science and math. Based on these evaluation measures, course team will make recommendations for improvements, including curricular changes.

- b) What specific outcomes shall indicate success of the implemented proposal?

Superior pass rates on PLTW national exams, positive student surveys, increased number of students majoring in engineering, increase in enrollment including increase in enrollment of females in engineering course.

APPLICATION FOR CURRICULAR CHANGE

School: Glenbrook South **Department:** Applied Technology

Date: 10/23/12

Name of proposed curricular change: PLTW Principles of Engineering

1. **Brief description of the curricular change:**

Project Lead the Way (PLTW) is the leading provider of rigorous and innovative Science, Technology, Engineering, and Mathematics (STEM) education curricular programs used in middle and high schools across the U.S. STEM education is at the heart of today's high-tech, high-skill global economy. PLTW integrates national academic and technical standards and STEM principals while influencing and engaging both males and females to pursue careers in engineering with courses that are project-centered, problem-based and technology-integrated, preparing students to excel in high-tech fields.

Principles of Engineering (POE) is a full-year introductory Project Lead the Way engineering course designed for 10th or 11th grade students. The major focus of the POE course is to expose students to major concepts they'll encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions.

2. **Curriculum Planning Committee Membership**

- a) List the members of the committee.

Teachers: Michael Sinde

Instructional Supervisors: Dawn Hall

PLTW: Brenda Pacey

GBS Consulting Team: Jeff Rylander, Neil Schmidtgall, and Mike Stancik

Additional Teacher Consultants: Bill Christian, Ken Albert, Eric LeBlanc

- b) Give the rationale for the membership of this committee.

Michael Sinde is an applied technology teacher proposing curricular change and was 1 of 10 original pilot teachers in the State of Illinois to start PLTW during the 2004-05 school year.

Dawn Hall is the Instructional Supervisor of Applied Technology, Business Education & Family and Consumer Science department.

Jeff Rylander is the Instructional Supervisor for the science department.

Neil Schmidtgall is co-sponsor of the engineering club and teaches engineering physics. Mr. Schmidtgall is also a former mechanical engineer.

Mike Stancik is co-sponsor of the engineering club and teaches engineering physics. Mr. Stancik is also a former electrical engineer.

- b) If outside experts or consultants are requested, give rationale for their inclusion, proposed revisions, and the curriculum vitae and fees.

The following individuals have been consulted but do not require compensation.

Brenda Pacey is the Illinois Project Lead the Way Affiliate Director.

Bill Christian is an Introduction to Engineering Design Master Teacher for the State of Illinois and teaches at Thornton Township High School.

Ken Albert is a Project Lead the Way Master Teacher and started PLTW at Niles North High School.

Eric LeBlanc is a Project Lead the Way Teacher and started PLTW in District 211.

3. Need for the curricular change:

- a) Present and analyze data on student learning that point to a need for change.

or

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

- Class of 2012: 38 students declared engineering as their major. 18 of those students took a CAD class.
- Class of 2012: 21 of those students who declared engineering as their major did not take a CAD or Engineering Design class.
- Class of 2012: only 6.6% or 38 of 575 students declared engineering as their major, with many still undecided. Four of the 38 students were females.
- Need to create dual programs of study to better serve students. Maintain CAD – Engineering Design sequence at regular level. Introduce PLTW sequence at honors level and eliminate the need to stack courses of different levels, which has been the practice. PLTW courses will carry honors weight but will be open to a broader cross-section of students than the majority of honors courses offered at GBS. This is due to the rigor of the curriculum, and the success of students of varying ability levels in these courses. In discussions with many schools offering PLTW courses, it has been a fairly consistent practice to offer them as honors or AP weight.

	Average of PSAE ACT Comp2	Min of PSAE ACT Comp2	Max of PSAE ACT Comp2
CAD	22.6	17	31
Eng Design	23.4	19	27
Eng Design Honors	27.7	24	32

- Females are underrepresented in our engineering courses and the PLTW program of study has been shown to have a higher percentage of females involved than traditional

engineering course sequences.

➤ Area high schools offering PLTW include: New Trier, Niles, Wheeling, Maine Township, Evanston, Waukegan, Highland Park, Hersey, Stevenson, Buffalo Grove, Elk Grove, Palatine, Prospect, Chicago Math & Science Academy.

or

- c) Summarize opinions of experts (researchers, higher educational professionals, business people, parents, community members) who speak to a need for change.

PLTW Impact

PLTW is the largest non-profit provider of innovative and rigorous STEM education programs. More than 4,200 schools in all 50 states and the District of Columbia are offering PLTW courses to their students.

This growth is possible because PLTW programs are effective and engaging. From students in the classroom to parents and volunteers, school principals, and educators, PLTW has inspired thousands of people to take part in improving our schools and advancing their curricula.

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PLTW Gets Results

- PLTW is a “**model for 21st century career and technical education**” – Harvard Graduate School of Education
- According to an evaluation by High Schools That Work, PLTW students scored significantly higher in both mathematics and science high school assessments. The National Center for Education Statistics 2006-07 True Outcomes report explains that **students who participate in PLTW are five times more likely to graduate college as science, technology, engineering and mathematics (STEM) majors** than those who do not. <http://www.mnceme.org/796/>
- 92% of high school seniors who are taking PLTW courses intend to pursue a four-year degree or higher, 51% intend to pursue a graduate degree, and 70% intend to study engineering, technology, or computer science. By comparison, 67% of all beginning postsecondary students intended to pursue a bachelor’s degree or higher as reported by the National Center for Education Statistics. (True Outcomes – 2009)
- About 90% of students who take PLTW courses who were surveyed at the end of their senior year said they **had a clear and confident sense of the types of college majors and jobs they intended to pursue**. Those students also said that their PLTW experiences were very significant in developing this self-knowledge and their PLTW experiences significantly increased their ability to succeed in postsecondary education. (True Outcomes – 2009)
- College students, who took PLTW courses in high school, **study engineering and technology at 5 to 10 times the rate of those students who did not take PLTW courses in high school** and also have higher retention rates in their fields of study.

- The average freshman GPA total for Milwaukee School of Engineering in 2007 was 2.85; the average GPA for PLTW freshman students in 2007 was 3.03. (Milwaukee School of Engineering 2008 Report)

4. Rationale for addressing the need through a curricular change:

- a) State the purpose of the change, indicating specifically how this curriculum change shall improve student learning by meeting the needs described in #3 above.

PLTW promotes critical thinking, creativity, innovation and real-world problem solving skills in students. This will provide a college-articulated curriculum and additional course opportunities for students to develop or pursue their interest in engineering.

Students will

- have an opportunity to earn college credit in PLTW certified schools
 - meet and work with engineers from various industries in the area
 - prepare to pursue a post-secondary education and careers in STEM-related fields
- b) If the committee considered other approaches to meeting the needs described above, describe those alternatives and indicate why each alternative was rejected.

Alternative: Engineering by Design

Engineering by Design does not articulate with colleges and is not as nationally recognized.

- c) Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.

By introducing POE and additional Project Lead the Way courses, we will complement the science and math curricular efforts by providing additional opportunities for students to apply what they are learning in a project-based curriculum. The hands-on approach to engineering also highlights the need and use of math and science, often generating increased interest in these areas.

5. Description of proposed change:

- a) Describe the students for which this curriculum change has been designed and the approximate size of the target group.

PLTW will offer the opportunity for students to begin as freshman in this pre-engineering program and culminate in specialization courses as juniors and seniors. The target group will include our current CAD1, CAD2, and engineering students – approximately 150 students currently. In addition, PLTW should draw additional students on a pathway to a career in engineering by providing an advanced and engaging curriculum. The course assumes no previous engineering knowledge, but students should be concurrently enrolled in college preparatory mathematics and science, and have strong attendance records.

- b) Provide a tentative outline of the proposed course or program.

Principles of Engineering is one of two foundation courses in the Project Lead the Way high school pre-engineering program. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

The major focus of Principles of Engineering is to expose students to mechanisms, energy, statics, materials, and kinematics. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions.

The course of study includes:

- Mechanisms
- Energy Sources
- Energy Applications
- Machine Control
- Fluid Power
- Statics
- Material Properties
- Material Testing
- Statistics
- Kinematics

6. **Implications of the proposed change:**

- a) What are the implications of this proposed change for staffing, facilities, and budget?

Staffing is not anticipated to change for the 2013-14 school year, however will change given growth. Facilities we will utilize will include the fabrication lab and existing equipment, which will reduce implementation costs. We also anticipate a savings on AutoDesk software through PLTW.

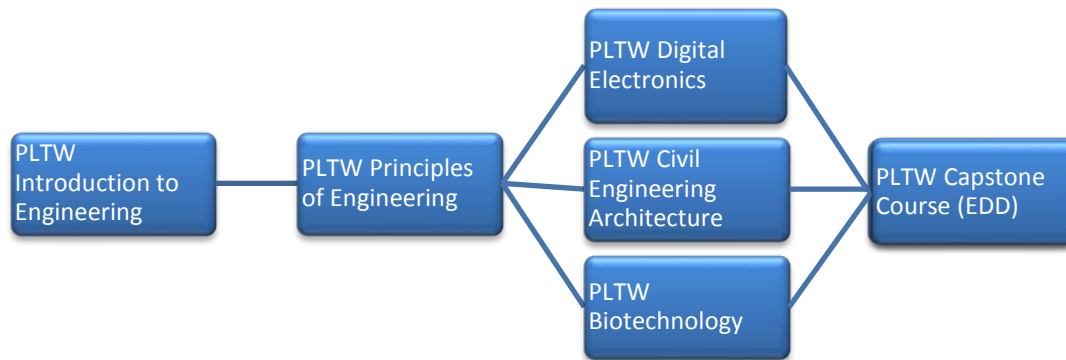
Equipment and supplies will be purchased based on student enrollment and the POE purchase manual guidelines.

Marketing and promotion for introduction of Project Lead the Way to students, parents and community members.

NOTE: For all expenses, Perkins and CTEI grant funds will be used. In addition, we will be applying for PLTW startup grant funds to offset implementation costs.

- b) What are the implications of this proposed change for other courses in the department and for other departments in the school?

Principles of Engineering (POE) is 1 of 2 Project Lead the Way foundation courses. The applied technology department would like to implement both PLTW foundation courses during the 2013-14 school year. Introduction to Engineering Design will serve as a pre-requisite for all PLTW courses. In subsequent years, the applied technology department would like to implement PLTW specialization courses as well as a capstone course. This will complete an entire STEM program of study.



- c) What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?

Counselor and Administrator Training Seminar is required and hosted by University of Illinois, at a cost of \$100 per person registration fee. In addition, travel expenses will be incurred.

Current teacher will need to attend curriculum update training at \$100 registration. No additional resources in personnel or for curriculum.

7. Method of evaluating the success of the proposal after it is implemented:

- a) If the proposal is approved and implemented, how shall it be evaluated?

Evaluations will include student surveys, enrollment data, demographic data, PLTW student test scores on PSAE, and the number of students declaring engineering majors. Students participating in PLTW courses take several exams, and student scores will be evaluated. At the conclusion of the 2013-14 school year, students will complete a survey that solicits their feedback regarding the course. Data will be collected and evaluated on enrollment, number of students declaring engineering majors, and student PSAE scores overall and in science and math. Based on these evaluation measures, course team will make recommendations for curricular changes.

- b) What specific outcomes shall indicate success of the implemented proposal?

Superior pass rates on PLTW national exams, positive student surveys, increased number of students majoring in engineering, increase in enrollment including increase in enrollment of females in engineering course.

APPLICATION FOR CURRICULAR CHANGE

School: Glenbrook South **Department:** English/Broadcasting **Date:** October 9, 2012

Name of proposed curricular change: Honors News & Sports Broadcasting

1. Brief description of the curricular change:

Development of an honors level section of Glenbrook South's News & Sports Broadcasting class.

2. Curriculum Planning Committee Membership

- a) List the members of the committee.

Daniel Oswald, Teacher; Sue-Levine Kelley, IS English/ELL/Broadcasting

- b) Give the rationale for the membership of this committee.

(1) Daniel Oswald is the teacher of the News & Sports Broadcasting classes and will help to define the content and instructional methods.

(2) Ms. Levine-Kelley is the Instructional Supervisor and will help the teacher to align the goals of the course with both department and organizational goals.

- c) If outside experts or consultants are requested, give rationale for their inclusion, proposed revisions, and the curriculum vitae and fees.

3. Need for the curricular change:

- a) Present and analyze data on student learning that point to a need for change.

or

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

Advanced students in News and Sports Broadcasting act as directors of the program. Consequently, they are responsible for both the assignments of any student in the program (production work, live broadcast work, writing), and the management of novice learners. These students accept more in-school responsibility than most and more out-of-school responsibility than most. It is arguable that these advanced students should receive course credit commensurate with their responsibilities and efforts.

or

- c) Summarize opinions of experts (researchers, higher educational professionals, business people, parents, community members) who speak to a need for change.

4. **Rationale for addressing the need through a curricular change:**

- a) State the purpose of the change, indicating specifically how this curriculum change shall improve student learning by meeting the needs described in #3 above.

The creation of an honors level News & Sports Broadcasting class is suggested to provide a framework appropriate for guiding the instruction of advanced students. The honors framework would make explicit the students' responsibilities and involvement. The honors framework would also provide a clear evaluation rubric that would detail how the students' work would be evaluated.

- b) If the committee considered other approaches to meeting the needs described above, describe those alternatives and indicate why each alternative was rejected.

Currently, Honors Advanced Radio Production is offered at Glenbrook South. One alternative to the development of Honors News & Sports has been to place all the honors radio students into the same honors course. This "grouping" is considered less appropriate than having separate honors classes for Advanced Radio Students and News & Sports Broadcasting students. While similar, the procedures, concepts, and principles taught in the two series of courses (i.e., Advanced Radio and News & Sports) are different. A separate Honors News & Sports Broadcasting class would allow for a custom framework that guides the most appropriate instruction and evaluation of the News & Sports students.

- c) Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.

No other department teaches News & Sports Broadcasting. The Honors News & Sports Broadcasting course would provide advanced learning opportunities to those students who have mastered the basic skills taught in the regular track of News & Sports Broadcasting classes. No overlap with other courses is apparent.

5. Description of proposed change:

- a) Describe the students for which this curriculum change has been designed and the approximate size of the target group.

The students affected by the proposed change include those enrolled in at least 300 level News & Sports Broadcasting at Glenbrook South, and who have been selected as “Directors” of the News & Sports Broadcasting classes (4-6 students/yr).

- b) Provide a tentative outline of the proposed course or program.

Monday: Honors News & Sports Broadcasting students meet with the entire News & Sports Broadcasting class. The class sets the production schedule for the current week. The honors students also review the station news and sports operations for the week, prepare sports logs, assist students in the selection and writing of broadcast news for evening broadcasts, and evaluate student-written news.

Tuesday: Honors News & Sports Radio students meet with the entire News & Sports Broadcasting class. The class presents and discusses story ideas for production and begins contacting interviewees. The honors students also review and file Monday’s news. The honors students begin preparations for weekend live sports casts. The honors students manage and produce recorded student-hosted sports/news programs.

Wednesday: Honors News & Sports Broadcasting students meet with the entire News & Sports Broadcasting class. The class sets the production schedule for the next week. The honors students also assist students in the selection and writing of broadcast news for evening broadcasts, and evaluate student-written news.

Thursday: Honors News & Sports Radio students meet with the entire News & Sports Broadcasting class. The class continues production and the interview process as guided by the honors students. The honors students also review and file Wednesday’s news. The honors students continue preparations for weekend live sports casts. The honors students manage and produce recorded student-hosted sports/news programs.

Friday: Honors News & Sports Radio students meet with the entire News & Sports Broadcasting class. The class presents produced on-air production. The honors students complete preparations for weekend live sports casts. Evening: The honors students produce live sports broadcasts.

6. Implications of the proposed change:

- a) What are the implications of this proposed change for staffing, facilities, and budget?

The News & Sports class would continue to be a “stacked” class comprised of all levels of News & Sports Broadcasting (i.e., 161, 261, 361, etc...).

- b) What are the implications of this proposed change for other courses in the department and for other departments in the school?

No changes anticipated.

- c) What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?

No additional costs anticipated.

7. Method of evaluating the success of the proposal after it is implemented:

- a) If the proposal is approved and implemented, how shall it be evaluated?

The course will undergo the same regular formative evaluation as the regular level News & Sports Broadcasting, and an added evaluation focused on the advanced skills demonstrated by honors level students. This formative evaluation seeks to maintain instructional objectives congruent with the needs and demands of the broadcasting industry. The evaluation currently includes regular review of program objectives by broadcasting industry professionals.

- b) What specific outcomes shall indicate success of the implemented proposal?

An efficient operating radio station that meets FCC requirements; honors students who are highly knowledgeable of FCC requirements for broadcast stations; honors students who have an advanced mastery of sports broadcasting, news writing, and program production; overall higher quality of content; and a more efficient process.

Curriculum Planning Strategy: Application for Curricular Change

School: Glenbrook South

Department: Social Studies **Date:** Fall, 2012

Name of Proposed Curricular Change: Full-Year AP Macroeconomics and *AP Microeconomics*

1. Brief Description of the curricular change:

The current one-semester AP Macroeconomics class would be expanded to a full-year course that would include AP Microeconomics.

2. Curricular Planning Committee Membership:

a) **List the members of the committee:** Terry Jozwik, Ben Hussmann

b) **Give the rationale for the membership of this committee**

Mr. Jozwik is the Social Studies IS seeking to build a solid, wide-ranging curriculum. Mr. Hussmann is the current and likely future teacher of this course.

3. Need for the curricular change:

Over the past several years, based on their collegiate experiences, numerous alumni of the AP Macroeconomics course have written or spoken with Mr. Hussmann expressing the fact that they wished GBS offered AP Microeconomics in addition to AP Macroeconomics.

These students commonly express two ways in which AP Microeconomics would have helped them. First, while many students received college credit for worthy scores on the AP Exam, they were not allowed to *advance* to higher-level course offerings because they lacked the Microeconomics component. Hence, our current structure of a one-semester AP Macroeconomics course is *not* fully providing students with the opportunity for *advanced placement*. Adding AP Microeconomics would offer students the chance to earn 6 hours of AP credit at most colleges and universities, instead of three hours.

Parents, especially on Parent Night, have asked why we did not offer the two-semester Micro/Macro course.

A second common concern from prior students is that the AP Macro course does not offer insight into the types of economics studied in business schools. By introducing AP Microeconomics, with its focus on consumer choice theory, the theory of the firm, costs, diminishing returns and so forth, students would gain greater insight into the content and concepts they will encounter if they major in business.

Adding a full-year AP Micro/Macro course would also benefit those students who currently take AP Macro first semester and must then “refresh” themselves prior to taking the AP Examination in May. Clearly, students in a full-year course would not experience time away from their course content prior to the exam.

Lastly, most area high schools offer full-year AP Microeconomics and Macroeconomics. New Trier, Maine, Niles, HP-Deerfield, Stevenson, Prospect, and Lake Forest all offer the full-year course.

4. Rationale for addressing the need through a curricular change

The response to #3 above responds to this query.

5. Description of the proposed change:

a) Describe the students for which this curriculum change has been designed and the approximate size of the target group.

A full-year AP Microeconomics/Macroeconomics is designed to increase the depth and engagement with economic concepts beyond that possible in the one semester Macro course.

The course is designed to be a junior/senior elective, open to all serious students who want to engage in Advanced Placement Economics studies.

The current course draws numerous students who have *not* traditionally taken honors-level social studies courses, providing them with the challenge of college-level work and insight into the field of economics. It is most hoped that the new course will continue this pattern of drawing both traditional honors students and those seeking to challenge themselves.

Two to three sections of full-year AP Economics would be expected.

b) Provide a tentative outline of the proposed course or program.

AP Microeconomics will follow the Course Description provided by the College Board. The full outline is available at:

<http://apcentral.collegeboard.com/apc/public/repository/ap-economics-course-description.pdf>

6. Implications of the proposed change:

a) What are the implications of this proposed change for staffing, facilities, and budget?

The addition of AP Microeconomics is unlikely to result in significant increases in staffing, facilities or budget. Two instructors currently teach AP Macroeconomics – Ben Hussmann and Dave Kane.

b) What are the implications of this proposed change for other courses in the department and other departments in the school?

Adding a semester of AP Microeconomics to the current one semester course may impact the enrollment in other one-semester social studies electives. The decision to go forward with this course proposal indicates a belief that the benefits of increasing an understanding of economic theory and practice outweigh the costs to other junior/senior electives in the department.

c) What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?

As stated above, the addition of AP Microeconomics is unlikely to result in the need for additional staffing. Funds for the purchase of teacher resource is likely, but minimal.

A summer curriculum project would be applied for in 2013. Mr. Hussmann may request funding to attend an AP Summer Institute. Professional leave to observe and consult with AP teachers at nearby schools may be requested.

7. Method of evaluating the success of the proposal after it is implemented:

a) If the proposal is approved and implemented, how shall it be evaluated?

Consistent strong enrollment and AP scores similar to or better than those achieved in the current structure would indicate the course is meeting the needs of students and is offering them the chance to excel and earn *Advanced Placement*.

b) What specific outcomes shall indicate success of the implemented proposal?

See preceding answer.

APPLICATION FOR CURRICULAR CHANGE

School: GBS **Department:** World Languages **Date:** October 19, 2012

Name of proposed curricular change: American Sign Language 363

1. Brief description of the curricular change:

American Sign Language (ASL) has been a 2-year program in the Glenbrook South World Languages department for over 14 years. The proposed curricular change would extend the current sequence to 3 years of language study.

2. Curriculum Planning Committee Membership

- a) List the members of the committee.

Rosemarie Carsello & Danita Fitch

- b) Give the rationale for the membership of this committee.

Ms. Carsello has created the curriculum and has been the instructor of American Sign Language at GBS for over 14 years. Mrs. Fitch is the instructional supervisor of the GBS World Languages Department.

3. Need for the curricular change:

- a) Present and analyze data on student learning that point to a need for change.

ASL has been a 2-year language program for over 14 years, during which repeated requests by students, parents, and guidance to extend the sequence have been made. In reviewing enrollment data, we now feel comfortable that there is a level of need that justifies this additional ASL course offering. As the chart below demonstrates, for the past 2 years there have been over 30 students in the ASL 263 course. Of the 34 students currently enrolled in ASL 263, 22 are eligible to continue on to ASL 363. In addition to current students, there are also 15 students that completed level 263 last year that would be eligible to take level 363 as seniors.

American Sign Language 263 Enrollment History	
Academic Year	Students Enrolled
Current 2012	34
June 2012	38
June 2011	26
June 2010	16
June 2009	16
June 2008	16
June 2007	10

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

In addition to having sufficient enrollment numbers to warrant this proposal, the students served in the ASL program represent a very diverse group, many of whom are challenged academically in our highly competitive school district. The ASL program has historically served these students very well, since it is based on a non-verbal and highly kinesthetic language. These students deserve the same opportunity afforded to students studying the other languages with a complete 4-year sequence.

The chart below provides a glimpse of some of the academic needs of the 79 students currently enrolled students in the ASL program. [Please note that students were only counted in the category representing the highest level of intervention. For example, a student in Guided Study that is enrolled in studies level courses is only contained in the data for Guided Study.] As mentioned previously, these students have demonstrated success in attaining language skills through the 2-year ASL program and it is a matter of equity that they should be allowed to continue their language studies.

Academic Intervention	Current ASL Students	Percentage of Current ASL Students
Special Education	17	22%
504 Plan	6	7%
Guided Studies	3	4%
Studies and/or TEAM	32	40%
None	21	27%
Total ASL	79	100%

- c) Summarize opinions of experts (researchers, higher educational professionals, business people, parents, community members) who speak to a need for change.

Guidance counselors from Glenbrook South, including the College and Career Counselor, commented on the need to provide equity for students studying American Sign Language. They also commented that more students would consider ASL instead of another language because they would be able to study more than 2 years. This has been an issue for many students and parents wanting to take advantage of foreign language programming throughout high school.

4. **Rationale for addressing the need through a curricular change:**

- a) State the purpose of the change, indicating specifically how this curriculum change

shall improve student learning by meeting the needs described in #3 above.

The proposed curricular change will meet the needs of students wishing to continue the study of American Sign Language beyond 2 years. There is no other way to meet these needs besides a year-long course in which students would learn new skills while being fully immersed in the language.

- b) Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.

The proposed curricular change will result in ASL becoming more aligned to the other languages in the department, which all offer a full 4-year sequence. Students will have the opportunity to develop language skills that are approaching the skill level of other languages offered in the department.

5. Description of proposed change:

- a) Describe the students for which this curriculum change has been designed and the approximate size of the target group.

The proposed curricular change has been designed for all students enrolled in ASL, which is currently 79 students, as well as for those considering American Sign Language as a foreign language option. The target group eligible for enrollment in ASL 363 during the 2013-2014 school year is 37.

- b) Provide a tentative outline of the proposed course or program.

The ASL 363 course will continue with students' development in the 3 modes of communication: presentational, interpersonal, and interpretive. In addition to language proficiency, students will also gain cultural competency through the other standards established by ACTFL: cultures, comparisons, connections, and communities. A significant part of the curriculum is developed so that students work toward proficiency in all standards through the use of authentic resources, including guest presenters and interactions with the deaf community beyond Glenbrook South.

6. Implications of the proposed change:

- a) What are the implications of this proposed change for staffing, facilities, and budget?

There will be little implications for facilities and budget, but the proposed change may require a shift in staffing since the current ASL teacher also teaches one section of Spanish. Final staffing modifications will be determined once registration and sectioning is complete during spring of 2013.

- b) What are the implications of this proposed change for other courses in the department and for other departments in the school?

It is possible that other level 163 language courses as well as Spanish Studies 263 may see a decrease in enrollment due to the expansion of ASL offerings. It is also possible that other electives for juniors and seniors may see a decrease due to the students' ability to continue with their language sequence.

- c) What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?

A summer curriculum project to create the ASL 363 course would be required if this change were implemented. It is possible that this change might require an additional 0.20 in staffing, but this will depend on overall language department registrations and sectioning and will come from the GBS FTE allotment. No additional FTE will be required.

7. Method of evaluating the success of the proposal after it is implemented:

- a) If the proposal is approved and implemented, how shall it be evaluated?

The success of the proposal will be evaluated by having sufficient enrollment to section the ASL 363 course. The course itself will be formally evaluated in its third semester, as stated in board policy, but evaluation of curriculum and instruction will be ongoing.

- b) What specific outcomes shall indicate success of the implemented proposal?

In addition to enrollment numbers, success will be determined through the evaluation of students' skill development as defined by the proficiency goals in the curriculum. If successful, student language proficiency should be similar to the outcomes of other third year language courses in the department. The three modes of communication will be evaluated as compared to other languages in the department. [Since ASL is not a written language, presentational and interpersonal communication is not assessed in written form, and reading is not an interpretive skill that is assessed.]

Section A - Introduction

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

Modifying the curriculum shall be defined as:

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

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

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

Section B - Procedures

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

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

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

APPENDIX A

CURRICULUM PLANNING STRATEGY
ANNUAL TIMELINE *

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

By March 15

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

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

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

APPENDIX B

APPLICATION FOR CURRICULAR CHANGE

School: Department: Date:

Name of proposed curricular change:

1. **Brief description** of the curricular change

2. **Curriculum Planning Committee Membership**
 - a) List the members of the committee.
 - b) Give the rationale for the membership of this committee.
 - c) If outside experts or consultants are requested, give rationale for their inclusion, proposed revisions, and the curriculum vitae and fees.

3. **Need** for the curricular change:
 - a) Present and analyze data on student learning that point to a need for change.

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

or
 - c) Summarize opinions of experts (researchers, higher educational professionals, business people, parents, community members) who speak to a need for change.

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

APPENDIX B (Continued)

APPLICATION FOR CURRICULAR CHANGE

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

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