Office of the Assistant Superintendent for Educational Services

To: Dr. Mike Riggle
From: Barbara Dill-Varga
Re: New Course Proposals
Date: January 7, 2009

I am forwarding to you the new course proposals I have received 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 address a variety of identified needs that relate to school improvement goals, state assessment data, *No Child Left Behind* mandates, summer school study report recommendations, and current best practices. They seek, as well, to maintain the comprehensive and rigorous array of course offerings our community expects of the Glenbrooks and our students need as they pursue career and college choices.

I recommend that the Board be presented with these new courses for discussion at our next meeting on Monday, January 12, 2009 and that action on this item would occur no later than the Monday, February 9, 2009 board meeting. If the Board is comfortable with approval Monday night that is even better, but they can certainly wait until February 9. This timeframe will allow each building to smoothly continue with the course registration process, numerous sectioning, staffing, and hiring decisions, and summer curriculum project plans.

Those building administrators and instructional supervisors who were closely involved in the development of these proposals will be available at the Board meeting on January 12, 2009 to address questions from the Board.

Board Policy: Curriculum Planning Strategy 7010 (policy and procedures) is available on the district website, as well at: http://www.glenbrook.k12.il.us/district/Bo_of_Ed/html/SBP&P.htm for those Board members who may wish to review Board Policy concerning our process for new course approvals. Board policy 7010 and its procedures identifies not only the process for how proposals shall be submitted for board approval, but it 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."

To: Dr. Riggle; Barb Dill-Varga
From: Rosanne Williamson
cc: J. Finan, P. Pryma
Re: New Course Proposals
Date: December 15, 2008

The Glenbrook North Instructional Leadership Team and Curriculum Council reviewed and discussed the following curriculum proposals:

Department	Course Title	Status	Need	Impact
Family Consumer Science	Educational Foundations: Introduction to Teaching	New Course	This new one-semester course will replace the current Child Development 261 and Child Development 361 (both one-semester classes). Upper levels of child development courses have struggled with low enrollment. Since there will be three (instead of four) levels, students will have a better opportunity to complete all courses in the early childhood sequence. This change was done in concert with a review of the entire sequence of child development courses, some of which had name changes last year.	No increase in staffing. Summer curriculum work will be needed.
Physical Education	Physical and Nutritional Fitness Training	New Course one semester – Summer School Only	This course would provide an elective summer school offering that is consistent with the district goal of student wellness. Based upon the summer school survey, parents and students are interested in more elective/enrichment opportunities in summer school.	There will be no impact on staffing or budget – summer courses must be self-supporting.
Science	Earth Science GT	New Course	Students who do not demonstrate a strong understanding of Algebra, or those students who have not yet completed Algebra will not have the necessary "tools" to be successful in Introduction to Chemistry 163. Earth Science GT will afford students a second year lab-based Team Science that can be taken concurrently with an Algebra program.	There will not be an increase in certified teacher FTE due to the curricular change that has occurred in the science department (elimination of Unified Science and the implementation of freshmen biology for both Team and Regular levels). Summer curriculum work will be needed.

APPLICATION FOR CURRICULAR CHANGE

School: Glenbrook North Department: Family and Consumer Sciences Date: 10-17-08

Name of proposed curricular change: Educational Foundations: Introduction to Teaching

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

In the Educational Foundations course students will learn to master teaching skills in planning, creating, teaching and evaluating all areas of the early childhood curriculum. They will also learn classroom management techniques. Students work in groups as lead teachers in the GBN Preschool. Students will study the growth and development of the preschool age (3-5 years old) child and early childhood education. Early childhood theorists will be studied and theory applied while working with students in the GBN Preschool. This class should be extremely valuable in college when studying educational psychology or general psychology and learning how to apply teaching skills. This is a one-semester course that will target all students interested in teaching as a career.

This new one-semester course will replace the current Child Development 261 and Child Development 361 (both one-semester classes).

2. **Curriculum Planning Committee Membership**

a) List the members of the committee.
- Stefanie Anderson, Katie Jones, Pat Compobasso

b) Give the rationale for the membership of this committee.
- Katie Jones & Stefanie Anderson – current Child Development teachers
- Pat Compobasso – Career and Life Skills I.S.

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

a) **Present other data (demographic, anecdotal, research, and others) that point to a need for change.**
- It has been a number of years since the sequence of child development courses has been reviewed
- Due to the revamping of the Introduction to Human Growth and Development course (previously named Child Development I), there has been an increase in enrollment and an expressed desire for the students to take an additional course in this sequence.
- More students will have an opportunity to complete the child development sequence of courses. Because GBN is an academically competitive school, few students completed the previous four-course sequence in the child development area.

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.

- Since there will be three (instead of four) levels, students will have a better opportunity to complete all courses in the early childhood sequence.
- This course will allow students to sample and investigate teaching as an occupation.
- The course will allow for additional contact hours with children in the GBN preschool beyond what was provided in Child Development 2 and Child Development 3.

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.

- The new course will complement the current Family and Consumer Sciences courses by alleviating an additional "level" that the students must take before reaching the Teaching Internship and Seminar class – the final course in the sequence. This class has suffered from historically low enrollment. It will also allow for more contact time with the GBN preschoolers and assist with our preschool program.

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 would be designed for students who have an interest in teaching and/or early childhood education. Students interested in taking Educational Foundations must have previously taken Introduction to Human Growth and Development.

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

- <u>First 4 weeks:</u>
  - Developmental Theorists
  - Concept Mapping
  - How to write an effective lesson plan (objectives, goals, transitions)
  - The preschoolers' schedule

- <u>The remaining 1st Quarter and 2nd Quarter:</u>
  - Students will teach in the GBN preschool on a rotating basis
  - Each group will be assigned the "theme of the week" to develop their lesson plans
  - When students are not teaching in the GBN preschool or planning their lessons, they will be working on their final portfolio (a culmination of

lesson plans, activities, and bulletin boards designed around a particular theme)

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

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

- More utilization of the Family and Consumer Sciences facilities
- No change in budget/staffing
- We will utilize the District 225 Illinois Textbook Loan program and order an updated version of the text we currently use "Working with Young Children"

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

- With the nature and scope of the course, other courses at GBN will not be affected.

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

- Summer curriculum work will need to be completed.

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 department will evaluate the course success through analyzing student enrollment and surveying them on future careers they are seeking.

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

- Increased enrollment
- More diverse student interest in the child development program
- Increase in enrollment in the preschool
- To give students more exposure to working with young children.

APPLICATION FOR CURRICULAR CHANGE

School: Glenbrook North Department: Physical Education Date: 10/29/08

Name of proposed curricular change:
Physical and Nutritional Fitness Training (Summer School one-semester course)

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

Physical and Nutritional Fitness Training is a dual curricular one-semester class which covers concepts of lifetime fitness and nutrition. The physical activities of the class include a variety of aerobic, anaerobic, muscular strength, endurance and flexibility activities. The nutrition portion of the class will allow the students to explore, create and modify foods and recipes teaching them how to implement and develop nutritionally sound diets. Field trips and guest speakers will also be arranged through various wellness organizations to enhance the learning environment.

2. **Curriculum Planning Committee Membership**

a) List the members of the committee.
Jessica Roby, Bob Pieper

b) Give the rationale for the membership of this committee.
Jessica Roby currently teaches the Fit for Life PE course offered during the school year. Bob Pieper is the I.S. for PE/Health/Driver Education.

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.

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

This course would provide an elective summer school offering that is consistent with the district goal of student wellness. Besides this, every year there are a few students who need to make-up a semester of PE, but typically not enough students to sustain a self-supporting summer school course.

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.

This course will provide students with a fitness-based course so that there is no lapse in physical activity provided through PE courses during the school year. This offers students an opportunity to experience a curriculum similar to that of the current Fit for Life course. Based upon the summer school survey, parents and students are interested in more elective/enrichment opportunities in summer school.

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.

This course complements the current Fit for Life offering in the PE 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.

This summer school course is to provide an opportunity for two categories of students:

1. Students who need to make up a semester of Physical Education earning ***PE credit***.
2. Students who wish take part in an educational and structured fitness regime during the summer earning an ***elective credit.***

Because summer school courses must be self-supporting, there would need to be sufficient enrollment to cover the cost of running the course. Offering both *make up PE* and *elective* credit opportunities for this course will allow students who have received a medical grade for a semester or who have failed a semester, the opportunity to earn credit for it through summer school. This will allow for more flexibility in scheduling academic classes the next school year in lieu of enrollment in 2 PE classes. The elective credit is crucial for students who would like to remain active in and learning about physical fitness and nutrition over the summer.

b) Provide a tentative outline of the proposed course or program (see attached Excel Spreadsheet).

At the conclusion of the students will:

- Biometrically pre and post test
- Assess current physical and nutritional habits; set goals
- Be exposed to and participate in many forms of exercise
- Learn how to modify recipes to make them healthier
- Have a better understanding of how their body works both mechanically and physiologically
- Create and present a physical and dietary prescription for a health condition of their choice

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

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

- Staffing & Budget, None – summer courses must be self-supporting.
- Facilities – this course would need to find a location where minimal food preparation could occur. At GBN there is a small kitchenette in the TLS area that will not be utilized during the summer.

b) What are the implications of this proposed change for other courses in the department

and for other departments in the school?

Perhaps there would be increased interest in the Fit for Life course that is offered during the school year.

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

- Fitness Center/Dance Studio/Spin Room/Pool
- Various pieces of Fitness Equipment
- Limited food preparation area

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?

- This proposal will be evaluated based upon its ability to sustain itself in summer school.

- Students' pre and post biometric assessments will be evaluated for the general progress of students in this course.

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

- Enrollment sufficient to sustain a summer offering.

- Improvement of students' biometric statistics over the course of this class.

	Day 1	Day 2	Day 3	Day 4	Day 5
Fitness					
8:00-8:15	**Attendance/Overview**	**Attendance/Overview**	**Attendance/Overview**	**Attendance/Overview**	**Attendance/Overview**
8:15 -9:00	**Kick Boxing**	**Lift** Weight Room Oreintation	**Step Aerobics**	**Lift** General lifting	**Run/Pool**
9:00-9:30	**Pilates/Yoga/Stretch**	**Pilates/Yoga/Stretch**	**Pilates/Yoga/Stretch**	**Pilates/Yoga/Stretch**	**Pilates/Yoga/Stretch**
9:30-9:50	**Break/Shower/Change**	**Break/Shower/Change**	**Break/Shower/Change**	**Break/Shower/Change**	**Break/Shower/Change**
9:50-10:45	**Lecture** Pre-post Testing Goal setting Exercise Basics	**Lecture** Principles of Training Break-the-Fast	**Lecture** Test #1	**Lecture** Metabolism	**Lecture** Bioenergectic Pathways
10:45-11:00	**Break** Move to Food Preparation Area	**Break** Move to Bus	**Break** Move to Food Preparation Area	**Break** Move to Bus	**Break** Move to Bus
Foods					
11:00-12:25	**Food Preparation** Smoothies	**Field Trip** ***Grocery Store*** Marketing Store Layout (can also be an in class activity)	***Taste Test*** Energy bars Sports drinks Tea Tasting	**Field Trip** ***Sweet Tomatoes*** Portion Control Food Analysis	**Field Trip** ***NorthShore Healing*** Holistic Health Accupuncture

	Day 6	Day 7	Day 8	Day 9	Day 10
Fitness					
8:00-8:15	**Attendance/Overview**	**Attendance/Overview**	**Attendance/Overview**	**Attendance/Overview**	**Attendance/Overview**
8:15 -9:00	**Lift**	**Cardio Fitness Center**	**Lift**	**Spin**	**Lift**
	Hypertrophy Training	(20 min on 2 machines)	Endurance Training		Lifters Choice
9:00-9:30	**Pilates/Yoga/Stretch**	**Pilates/Yoga/Stretch**	**Pilates/Yoga/Stretch**	**Pilates/Yoga/Stretch**	**Pilates/Yoga/Stretch**
9:30-9:50	**Break/Shower/Change**	**Break/Shower/Change**	**Break/Shower/Change**	**Break/Shower/Change**	**Break/Shower/Change**
9:50-10:45	**Lecture**	**Lecture**	**Lecture**	**Lecture**	**Lecture**
	Test #2	Flexibility	Periodization	Types of Training	Test #3
10:45-11:00	**Break**	**Break**	**Break**	**Break**	**Break**
	Move to Bus	Move to Food Preparation Area	Move to Bus	Move to Food Preparation Ar	Move to Bus
Foods					
11:00-12:25	**Field Trip**	**Food Preparation**	**Field Trip**	**Food Preparation**	**Field Trip**
	Whole Foods	***Vegetarian Dishes***	***Align Wellness Center***	***Soups***	***Chop it Up***
	Organics	Edamame Salad	Choripractic	Minestrone	Salads Galore
		Sweet Corn Black Bean Salsa	Wellness Lifestyles	Lentil	Food Analysis
	(can also be a guest speaker)	Pasta E Fagioli		Pumpkin	
		Braised Green Bean Tofu			
		Red Beans and Rice	(can also be a guest speaker)		(can also be an in class activity)
		3 Bean Chili			

	Day 11	Day 12	Day 13	Day 14	Day 15
Fitness					
8:00-8:15	**Attendance/Overview**	**Attendance/Overview**	**Attendance/Overview**	**Attendance/Overview**	**Attendance/Overview**
8:15 -9:00	**Circuit**	**Tubes**	**Bosu/Body Bar**	**Movie**	**Present Projects**
9:00-9:30	**Pilates/Yoga/Stretch**	**Pilates/Yoga/Stretch**	**Pilates/Yoga/Stretch**	**FAT: What No One Is Telling You**	
9:30-9:50	**Break/Shower/Change**	**Break/Shower/Change**	**Break/Shower/Change**		
9:50-10:45	**Lecture**	**Lecture**	**Lecture**		
	Basic Nutrition Functional Foods Substitutions	Test #4	Eating Disorders		
10:45-11:00	**Break**	**Break**	**Break**	**Break**	
	Move to Bus	Move to Food Preparation Area	Move to Bus		
Foods					
11:00-12:25	**Field Trip**	**Food Preparation**	**Field Trip**	**Work On Projects**	
	Seatle Sutton Menu Planning	***Asian Day*** California Rolls Coconut Rice	***LifeTime Fitness*** Health Coaching		

(can also be a guest speaker)

APPLICATION FOR CURRICULAR CHANGE

School: Glenbrook North Department: Science Date: October 25, 2008

Name of proposed curricular change: **Earth Science GT**

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

Unified Lab Science is no longer offered to incoming freshmen; biology is now offered to freshmen. As a result, the Team students are in need of a second year, team-level science course. Earth Science GT will serve as a second year, lab credit science course for those students who do not demonstrate solid math ability necessary for the Introduction to Chemistry course. Earth Science GT will be taught as a team course, staffed by two certified teachers and will emphasize reading, writing, and graphical interpretation skills as well as study skills and technology expectations that have been defined by the team program.

2. **Curriculum Planning Committee Membership**

a) List the members of the committee.

Chris Cooper, Brian McDonaugh, Maureen McDonaugh, and Mary Rockrohr

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

This committee consists of four members of the science department. Chris Cooper and Brian McDonaugh have experience teaching earth science as well as teaching the Team level student. Maureen McDonaugh exhibits a creative flair in her teaching style and develops student-centered learning experiences that promote critical thinking and incorporate science-related skills. In addition, Maureen McDonaugh currently teaches the Introduction to Chemistry course and has a strong grasp of skills needed for success in chemistry; she can utilize her expertise to help develop a skills-centered, inquiry-based course. Mary Rockrohr is the current co-coordinator of the Team 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.

Unified Science, the first year of the Team science sequence, was eliminated from the curriculum as of the fall 2008. As a result, the Team science sequence begins with biology. In order to move onto chemistry and physics, it is imperative that students have a solid grasp of Algebraic concepts. As a result, those students who do not demonstrate a strong understanding of Algebra, or those students who have not yet completed Algebra will not have the necessary "tools" to be successful in Introduction to Chemistry 163. Earth Science GT will afford students a second year lab-based

Team Science that can be taken concurrently with an Algebra program. In addition, the Earth Science GT will continue to build skills such as graphing, data analysis, and content area reading. Earth Science GT will also offer a second year laboratory credit course which is a State and District graduation requirement.

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

Earth Science GT will provide students with an opportunity to experience many topics and concepts in Earth Science that may appear on high stakes exams such as the PSAE or ACT.

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

n/a

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.

It is important for students to progress through science courses without a year lapse. It is necessary to continually practice graphing, data analysis, and content-area reading skills as well as exercise critical thinking skills that are prevalent in an inquiry-based science course. This continued exposure to both life and physical sciences molds a well-rounded individual who is exposed to several areas of science.

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 considered moving students from Biology GT to Introduction to Chemistry. However, the Team student benefits from a two-year Team sequence; Introduction to Chemistry is not a part of the Team program. The team student needs additional service in the classroom and is well served by two certified teachers.

Historically, freshmen in Team science are enrolled in pre algebra and/or struggle with math-related concepts. One would expect such students to struggle in a math-dependent course such as Chemistry. Therefore, all of the Team Biology Students would not be able to move directly into Introduction to Chemistry.

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

This proposal will not affect any other department with regards to enrollment. However, it will limit the number of sophomores entering chemistry without the appropriate Algebraic tools.

Earth Science GT will continue to build skills that are necessary for success in later science courses.

The addition of Earth Science GT to the Team Program sequence allows students to develop a solid algebraic background before progressing in science.

Real-life applications of earth science concepts will rely on an integration of technology.

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 Earth Science GT course would serve approximately 40 students, the equivalent of 2 sections.

a) Tentative Outline of Proposed Course

Earth Science GT Curriculum

Unit Name	Unit 1: Earth's Materials	Unit 2: Sculpting Earth's Surface
Class Periods	10-15	7-10
Concepts/Topics	• Determining longitude/latitude • What is science inquiry? • Matter • Mineral/Gemstone identification • Rock identification • Understanding the rock cycle • Energy/mineral resources • Alternative energy resources • Protecting resources	• Weathering, soil and mass movement • Erosion • Hydrologic Water • Groundwater • Glaciers • Deserts •Landscapes shaped by wind
Text Resource	Labs/book/online resource	Labs/book/online resource
Suggested Labs/Activities	Q~ Puddle Lab Q~ Developing observation skills Determining longitude/latitude Q~ How are minerals similar and different? Mineral ID lab Q~ Similarities and differences of rocks Rock ID lab Q~ Determining the resources humans use Finding the product the best conserves resources	Q~ What causes weathering? Abrasion lab Effect of temperature on chemical weathering Porosity, permeability, and capillary action Q~ How do local bodies of water effect community? Q~ How does pressure effect ice crystallization?
Skills	• Using maps to find places/features on Earth's surface • Lab safety • Measurement • Comparing and contrasting • Working in a scientific community • Identifying and Classification • Relating cause and effect	• Science inquiry • Observations • Predicting •Graphing • Constructing and interpreting data tables • Inferring
State Frameworks	11A, 12C, 12E, 13A, 13B	11A, 11B, 12B, 12E, 13A, 13B

Earth Science GT Curriculum *cont*

Unit Name	Unit 3: Forces Within	Unit 4: Historical Geology
Class Periods	13 – 16	5 - 7
Concepts/Topics	• Earthquakes • Locating Earthquakes • Measuring epicenters • Layers of the Earth • Plate Tectonics • Continental Drift • Volcanoes	• Discovering Earth's history • Fossils: Evidence of past life • Dating with radioactivity • Geologic Time scale • Earth History
Text Resource	Labs/book/online resource	Labs/book/online resource
Suggested Lab/Actvities	Q~How can buildings be made Earthquake safe? Measuring the distance to epicenters Locating an earthquake Q~ How do the continents fit together? Charting the age of the Atlantic Ocean Plate Interactions Q~ Where are volcanoes located? Why are some volcanoes explosive? Q~ Modeling Rock Deformation Investigating anticlines and synclines Rates of mountain building	Q~ What can become a fossil? Age of rocks Q~ What are fossils? Relative Dating Geologic time scale
Skills	• Measuring • Math/calculations • Interpreting graphs and maps • Interpreting diagrams • Comparing and contrasting •Classification	• Measuring • Calculating • Interpreting diagrams • Graphing •Inferring
State Frameworks	11A, 11B, 12E, 13A,13B	11A, 11B,12E, 13A, 13B

Earth Science GT Curriculum *cont*

Unit Name	Unit 5: Meteorology
Class Periods	15-20
Concepts/Topics	• The atmosphere: structure and temperature • Heating land and water • Water in the atmosphere • Cloud formation • Cloud types and precipitation • Understanding air pressure • Pressure centers and wind • Wind patterns • Air masses • Fronts • Severe storms • Climate
Text Resource	Labs/books/online resource
Suggested Lab/Actvities	Q~ Modeling the angle of the sun Heating land and water Greenhouse lab Q~ What causes condensation? Measuring humidity How does a cloud form Phase changes Cloud books Q~ How do gradients influence speed? Observing wind patterns Coriolis Effect Q~ Modeling movement in a tornado Middle latitude cyclones How to be a weatherman Q~ Global Warming: Fact or Fiction? Human Impact on climate and weather
Skills	• Applied concepts • Predicting • Same as past units
State Frameworks	11A, 11B, 12E, 13A, 13B

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

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

There will not be an increase in certified teacher FTE due to the curricular change that has occurred in the science department (elimination of Unified Science and the implementation of freshmen biology for both Team and Regular levels).

New learning experiences will require an update in equipment totaling $2000.

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

Because only two sections Earth Science GT will be offered, it may affect the master schedule.

Earth Science GT will continue to emphasize reading and writing continua and technology & study skill expectations as outlined by the Team teachers therefore will continue to support the Team Program as a whole.

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 will be necessary to continue to develop coherent curriculum and refine the learning experiences.

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?

Upon completion of Earth Science GT, students will transition into Introduction to Chemistry in a flawless fashion. Anecdotal data as well as grades will determine the success of the transition.

Skill assessments will be developed and administered as pre and post tests. Data will be tracked for each student in Earth Science GT.

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

Positive anecdotal data and student grades indicating mastery of content in both Earth Science GT and Introduction to Chemistry will indicate successful implementation of Earth Science GT.

Student skill assessment scores that indicate an increase from pre to post test will indicate successful implantation of the skills curriculum in Earth Science GT.

To: Michael Riggle; Barbara Dill-Varga
From: Cameron Muir
Cc: Brian Wegley
Re: New Course Proposals
Date: January 5, 2009

Agenda Item # 9

The Glenbrook South Administration, with the approval of the Instructional Supervisors Council, recommends the following five new course proposals for approval. One of these courses is a Summer School offering. I am also attaching the new course proposal forms for each of the new courses listed below.

Department	Course Title	Status	Need	Impact	Estimated Course Costs
Foreign Language	Mandarin Chinese 263/273	New Course	We would like to offer students a second year of Mandarin Chinese language and culture upon completion of Mandarin Chinese 163.	The second year Mandarin Chinese curriculum will allow students to continue their learning from the first year course.	Cost of textbook
Science	Physical Science – LA (Language Assisted)	New Course	This is an introductory science course for beginning level students in the ELL program. This course will provide hands-on, lab-based learning opportunities in the physical sciences. The science department does not currently offer a language assisted course in the physical sciences.	This course will focus on both basic and more advanced vocabulary words to prepare them for success in later science courses. The hands-on nature of a physical science course will offer opportunities for beginning language students to learn science through multiple learning styles, with an emphasis on tactile and kinesthetic activities.	Cost of textbook

In addition to the courses listed above, the following course, will be added to the Glenbrook South Course Offering Book for summer school for the 2009-2010 school year.

Foreign Language	Spanish Cultural Immersion	New Course (Summer School Only)	In order to provide Glenbrook South students of Spanish a more enriching language and cultural experience, we would like to add a summer school course beginning in 2010. The course would include an intensive pre-departure seminar, conducted in Spanish, and two weeks would then be spent in Costa Rica for the study abroad component.	This program would complement and enhance the language learning experience in the foreign language department by allowing the students to have an authentic immersion experience.

APPLICATION FOR CURRICULAR CHANGE

School: Glenbrook South **Department:** Foreign Language **Date:** 10/29/08

Name of proposed curricular change: Mandarin Chinese 263/273

1. **Brief description of the curricular change:** We would like to offer students a second year of Mandarin Chinese language and culture upon completion of Mandarin Chinese 163. The addition of this new course would provide students the opportunity to fulfill entrance requirements for many colleges and universities.

2. **Curriculum Planning Committee Membership**

   a) List the members of the committee.

   Wanyin Chou- Mandarin Chinese teacher at Glenbrook South
   Danita Fitch- Instructional Supervisor of Foreign Language at Glenbrook South

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

   Wanyin Chou is the current Mandarin Chinese teacher, and would be developing the second year course. Danita Fitch is responsible for overseeing the curriculum and instruction of the new Mandarin Chinese 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 Mandarin Chinese 163 are progressing at a satisfactory rate. They will be prepared for a second year curriculum by the end of this school year.

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

   Students and parents anticipate the continuation of learning for next school year.

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

   While some colleges and universities require 4 years of language study for admissions, many require 2 years. By offering the proposed course, we are providing our students an opportunity to meet these basic requirements.

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 second year Mandarin Chinese curriculum will allow students to continue their learning from the first year course.

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 Mandarin Chinese the same opportunities afforded to students of all of the other languages we offer. Students will build their vocabulary of the target language, will learn more about Chinese culture, and will study more advanced structural components. Students will also continue developing the 4 language skills that are essential to communication in all of our courses: listening, speaking, reading, and writing.

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 28 potential candidates for the proposed class. There are 34 students currently enrolled in Mandarin Chinese 163, however 6 of them are seniors and therefore would not be continuing.

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

Tentative Outline for Mandarin Chinese 263/273

Making Appointments

I. Contexts
- Making an appointment on the telephone
- Calling one's friend for help

II. Learning objectives and functions
- Answering and initiating a telephone conversation
- Setting up an appointment with a teacher over the telephone
- Asking a friend for a favor on the telephone
- Asking someone to return your call

III. Culture highlights
- Chinese telephone etiquette
- Chinese telephone numbers
- Chinese calendar and time

Studying Chinese

I. Contexts
- How did you do on the exam?
- Preparing for a Chinese class

II. Learning objectives
- Commenting on someone's performance on an exam
- Commenting on one's Chinese character writing
- Conversations about learning Chinese vocabulary and grammar
- Talking about one's study habits

III. Culture highlights
- Chinese characters and character writing
- Chinese calligraphy: paint brushes, ink, and other stationary

School Life

I. Contexts
- Writing a diary about a typical school day
- Writing a letter about studying Chinese

II. Learning objectives
- Describing a typical school day on campus
- Writing a diary entry about a school day
- Using proper format to write Chinese letters
- Inviting friends to go out

III. Culture highlights
- Chinese letter format
- Typical school life in China
  Chinese education system

Shopping

I. Contexts
- Shopping for clothing
- Exchanging shoes

II. Learning objectives
- Identifying color, size, and price in Chinese
- Recognizing Chinese currency
- Determining proper change
- Asking for a different color or size during a purchase
- Exchanging merchandise

III. Culture highlights
- Chinese salesclerks and waiters
- Chinese formal attire

Transportation

I. Contexts
- Going home for a winter vacation
- Writing e-mail to thank someone for a ride home

II. Learning objectives
- Commenting on several means of transportation
- Explaining how to travel from one place to the other via different transportation
- Describing a traffic route

- Expressing gratitude after receiving a personal favor
- Offering New Year's wishes

III. Culture highlights

- Chinese public transportation
- Chinese New Year

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

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

We anticipate the need for an additional 0.2 FTE if we have 1 section of Mandarin Chinese 263/273. If all potential students continue their studies, it may be necessary to have 2 sections to meet the learning needs of the group. In addition to a classroom for the scheduled class(es), there are no other facilities that will be needed.

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

We expect this course will have minimal impact on enrollment in other courses in and out of the department.

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

The Mandarin Chinese teacher would create a summer curriculum project to develop the second year course.

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 a third level Mandarin Chinese class, 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 figures and appropriate level of preparation to justify offering a third year course in Mandarin Chinese for the 2010-2011 school year will be a measure of success.

APPLICATION FOR CURRICULAR CHANGE

School: Glenbrook South **Department:** Science **Date:** November 1, 2008

Name of proposed curricular change: Physical Science-LA (Language Assisted)

1. **Brief description of the curricular change:**
Physical Science–LA (Language Assisted) is an introductory science course for beginning level students in the ELL program. This course will provide hands-on, lab-based learning opportunities in the physical sciences. Language development (both verbal and written) and reading strategies will also be emphasized as the students are introduced to science vocabulary and terminology throughout the curriculum. Interdisciplinary units with English, Math, Food and Consumer Sciences, Global Geography, and Health will be proposed.

2. **Curriculum Planning Committee Membership**
   a) **List the members of the committee.**
   Teachers: Cheryl Simon, Despina Mandarino, Jeff Yordy
   Consulting Teachers: Susan Flickinger, Jim Glynn, Brandon Tucker
   ELL Program Coordinator: Karen LeBlanc
   Guidance Department: Mark O'Brien
   Administrator: Jeff Rylander

   b) **Give the rationale for the membership of this committee.**
   Cheryl Simon is a science teacher proposing to develop and teach the ELL Physical Science-LA course. She currently teaches the introductory-level chemistry course.

   Despina Mandarino (Biology-LA), Jeff Yordy (Horticulture-LA) and Susan Flickinger (Geography-LA) currently work with ELL students and have strong backgrounds in creating effective instruction for second language learners. They, along with science teachers Jim Glynn and Brandon Tucker, will serve as consultants during the development of the course.

   Karen LeBlanc, the coordinator of the ELL program, works extensively with the ELL students and has a strong understanding of their needs, both academic and personal, at Glenbrook South. She will provide direction by addressing the state mandates, scheduling needs, and enrollment trends that impact the ELL students.

   Mark O'Brien, Assistant Principal for Student Services, is advocating for more science opportunities within the ELL curriculum.

   Jeff Rylander is the Instructional Supervisor of the science department. He offers insight into the development of the science curriculum and supports the need for more science course offerings for ELL students.

   c) **If outside experts or consultants are requested, give rationale for their inclusion, proposed revisions, and the curriculum vitae and fees.**
   No outside experts are needed.

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

Filling A Hole In ELL Science Offerings

English Language Learner (ELL) students are evaluated annually in their development as a learner of the English language. Students are placed from level 1 to transitional English before they transition completely out of the ELL program. Of the approximately 120 ELL students, only 17% of the level 1 ELL students are currently being served in science as no science course exists for beginning level English speakers. Currently, the two science language assisted courses (Horticulture-LA and Biology-LA) primarily serve the higher level 2, level 3, and transitional students. Figure 1 demonstrates the current language assisted science enrollment by ELL level. Figure 2 illustrates the need to provide a language assisted option for beginning English speakers in science.

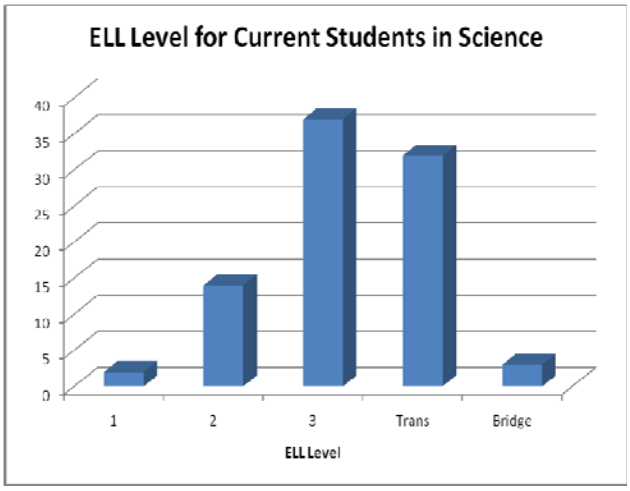


Figure 1. The vast majority of level 1 ELL students are not enrolled in a science course since no course is currently offered for this level of student.

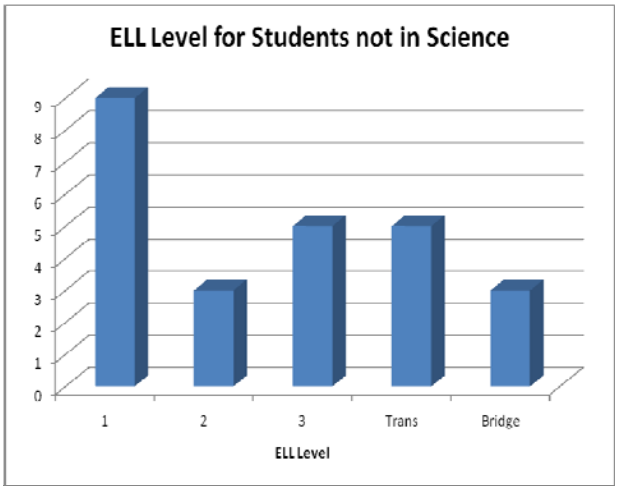


Figure 2. Many beginning language learners are not currently enrolled in science and would benefit from the proposed Physical Science–LA course.

Supporting Two Year Graduation Requirement in Science

Beginning with the class of 2011, the state of Illinois has increased the state science graduation requirement to two years of science. While this change has minimal effect on the vast majority of GBS students (the average GBS students graduates with 3.5 years of science), half of the current 30 ELL seniors will graduate with less than two years of science. By offering the proposed Physical Science-LA course, beginning level language speakers will find greater opportunities to satisfy this graduation requirement.

Supporting ELL students on ACCESS and PSAE

Data supports that more exposure to science will better prepare ELL students for the ACCESS and PSAE standardized tests. As an example, Figure 3 demonstrates the relationship between years in science and PSAE science scaled scores for current ELL seniors.

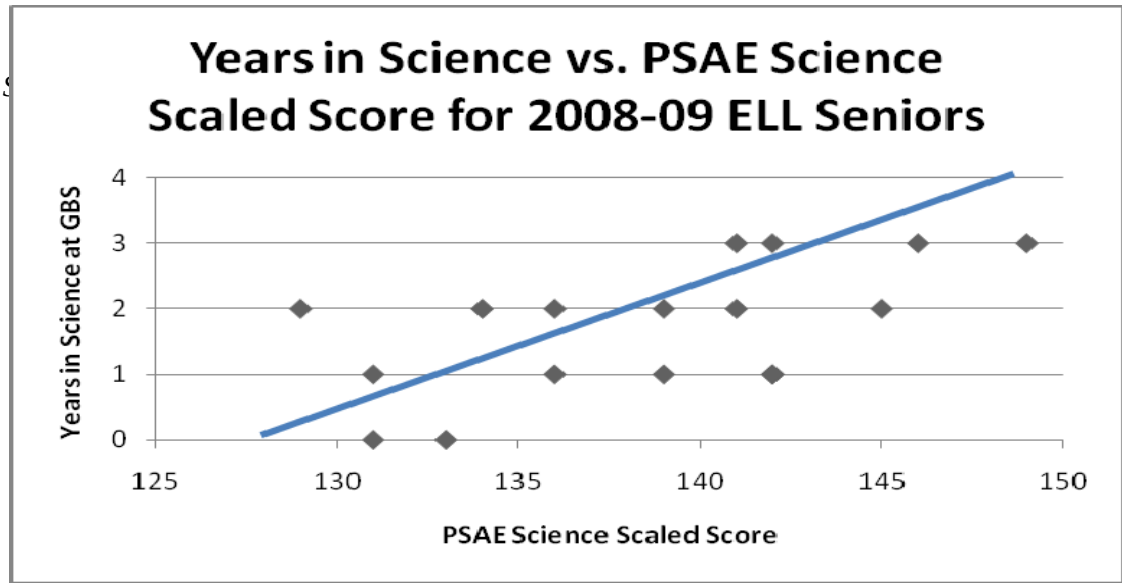
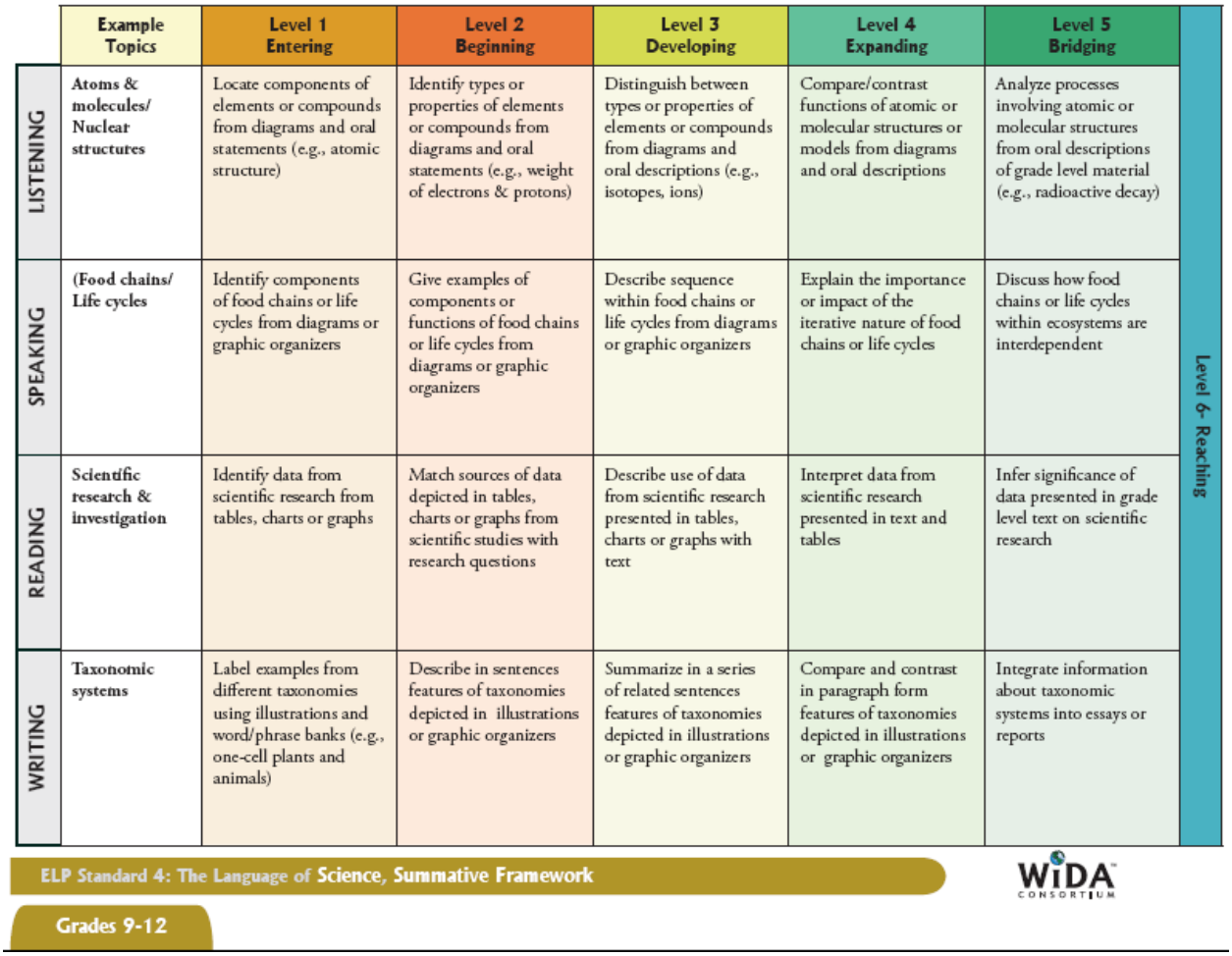


Figure 3. Many beginning language learners are not currently enrolled in science and would benefit from the proposed Physical Science–LA course as standardized tests (including the ACCESS and PSAE) address science content and skills.

Supporting Language Development Through the Content Areas

WIDA (World-Class Instructional Design and Assessment) Standards, which are also the Illinois learning standards for English language learners, emphasize specific language development goals that are not currently being addressed for level 1 ELL science students. Figure 4 highlights the standards that are currently being addressed in language assisted science courses, from beginning levels to bridging levels.



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Atoms & molecules/ Nuclear structures	Locate components of elements or compounds from diagrams and oral statements (e.g., atomic structure)	Identify types or properties of elements or compounds from diagrams and oral statements (e.g., weight of electrons & protons)	Distinguish between types or properties of elements or compounds from diagrams and oral descriptions (e.g., isotopes, ions)	Compare/contrast functions of atomic or molecular structures or models from diagrams and oral descriptions	Analyze processes involving atomic or molecular structures from oral descriptions of grade level material (e.g., radioactive decay)
SPEAKING	(Food chains/ Life cycles	Identify components of food chains or life cycles from diagrams or graphic organizers	Give examples of components or functions of food chains or life cycles from diagrams or graphic organizers	Describe sequence within food chains or life cycles from diagrams or graphic organizers	Explain the importance or impact of the iterative nature of food chains or life cycles	Discuss how food chains or life cycles within ecosystems are interdependent
READING	Scientific research & investigation	Identify data from scientific research from tables, charts or graphs	Match sources of data depicted in tables, charts or graphs from scientific studies with research questions	Describe use of data from scientific research presented in tables, charts or graphs with text	Interpret data from scientific research presented in text and tables	Infer significance of data presented in grade level text on scientific research
WRITING	Taxonomic systems	Label examples from different taxonomies using illustrations and word/phrase banks (e.g., one-cell plants and animals)	Describe in sentences features of taxonomies depicted in illustrations or graphic organizers	Summarize in a series of related sentences features of taxonomies depicted in illustrations or graphic organizers	Compare and contrast in paragraph form features of taxonomies depicted in illustrations or graphic organizers	Integrate information about taxonomic systems into essays or reports

Figure 4. WIDA standards for language assisted science courses. Source: www.wida.us/standards

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

Physical Science-LA is most appropriate for beginning ELL students

The current language assisted courses in science (i.e. Horticulture-LA and Biology-LA) are both biological sciences. The science department does not currently offer a language assisted course in the physical sciences. The rationale for offering the Physical Science-LA course at the beginning language levels is four-fold:

(1) vocabulary in the physical sciences is more limited when compared to biological sciences and the Physical Science-LA course will focus on both basic and more advanced vocabulary words to prepare them for success in later science courses,

(2) current science language assisted courses are effectively serving our ELL students (i.e. allowing beginning language students into our existing LA courses would take away from the effectiveness of these course),

(3) the hands-on nature of a physical science course will offer opportunities for beginning language students to learn science through multiple learning styles, with an emphasis on tactile and kinesthetic activities, and

(4) since our beginning ELL students can generally demonstrate math proficiency prior to reading proficiency, such a course would provide opportunities for beginning ELL students to use these skills while their reading skills continue to develop.

Physical Science-LA will complement the current LA offerings in science

Figure 5 below illustrates our current placement of ELL students in science; Figure 6 demonstrates the proposed flow chart of language assisted science courses. Although every student has a unique background when he/she enrolls at GBS, offering the Physical Science –LA course will allow ELL students a background in both the physical and biological sciences while being better prepared for non-ELL science courses once they transition from the ELL program.

	ELL LEVEL				
Science Course	1	2	3	Trans/TES	Bridge
Astronomy 161				1	
Biology Honors 173			1		
Biology LA 163		5	23	11	
Chemistry 163			6	9	2
Chemistry AP 283				1	
Chemistry Hnr 173		1	3	1	
Concptul Phys 163				1	
Hort Fall LA 161	2	8	1	1	1
Intro Chemistry 163			1	2	
Physics 163			1	2	
Physics Hnr 173			1	3	
STS Biology 163				1	

Figure 5. Current courses enrollment for ELL students of various language levels.

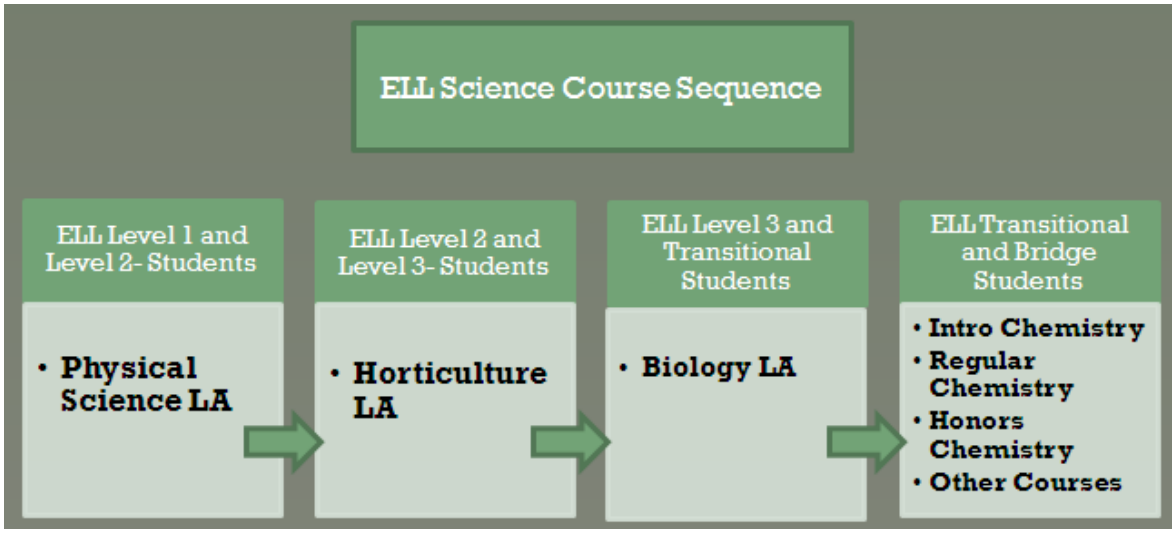


Figure 6. Proposed course sequence for ELL science students provides balance of physical and biological sciences.

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.**

Enrollment of the class will be approximately 15 students. The class will consist primarily of beginning-level ELL students, but may also include potential Horticulture-LA students who have lower English proficiency.

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

Please review the Appendix for a tentative outline. Physical Science textbooks will be reviewed, and an appropriate textbook will be selected.

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

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

As a single section of Physical Science–LA is anticipated for the 2009-10 school year, in addition to the classroom science teacher, there is a desire to support these beginning language students with an ELL Instructional Assistant.

While professional development support and a summer curriculum project are anticipated for the effective preparation of this course, equipment and materials needed are those generally used in existing science courses. No significant additional supplies are needed.

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

After considering the schedules of current level 1 and beginning level 2 students, most of these students are currently enrolled in an ELL study support course. It is anticipated that many students will enroll in Physical Science-LA in lieu of study support. Offering the Physical Science–LA course will allow these students to receive additional language and reading support through a content area.

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

Professional development and a summer curriculum project are both anticipated to support the implementation of this course prior to the beginning of the 2009-2010 school year.

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?

At the conclusion of the 2009-2010 school year, students will complete a course survey that solicits their feedback regarding the course. Also, during the fall of 2010, the third semester that the course is being offered, Physical Science-LA will be involved in the Educational Planning Process (EPP). Data will be collected and evaluated, and the Physical Science-LA course team will make recommendations for curricular changes.

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

A variety of assessments will be used for those students who are the most English deficient. A more quantitative indicator of success will be related to student performance on the ACCESS and Prairie State Tests. Lastly, student performance throughout the ELL curriculum and improved student readiness for subsequent LA courses will also be reviewed and evaluated.

Tentative Outline for ELL Physical Science Course

Unit 1 Introduction to Matter
The World of Physical Science – scientific method, observation, interpretation
Graphing- independent vs. dependent variables, slope
Interdisciplinary project with math department? (reading graphs, equation of line)
Measurement – metrics system, unit conversions
Properties of Matter- density, physical and chemical properties
States of Matter- 4 states, phase changes
Mixtures (chromatography); Interdisciplinary project with Art LA course

Unit 2 Motion and Forces
Matter in Motion- speed, velocity, acceleration
Graphing exercises
Forces in Motion- gravity, buoyancy, pressure
Newton's laws of motion

Unit 3 Energy
Energy- potential vs. kinetic
Forms of Energy- thermal, chemical, electrical, etc.
Energy resources- nonrenewable vs. renewable
Interdisciplinary project with autos? (Electric Car project)
Heat vs. Temperature
Calorimetry
Interdisciplinary project with foods classes?
Analysis of Food
Calories and work
Interdisciplinary project with health classes? (Nutrition/ physical fitness connection)

Unit 4 Changes in Matter
Composition of Atom
Nuclear reactions
Nuclear energy project? Write paper/ class debate; Interdisciplinary project with English classes?
Chemical reactions

Interdisciplinary Connections and Resources at GBS:
ELL Resource teachers
Applied Tech (Autos) Department
Mathematics Department (connection with graphing and basic algebra problem-solving)
Family and Consumer Sciences (connection with foods and nutrition)
Health Department (connection with personal health and nutrition)
English Department/ ERC/ IMC (resources for writing activities)
Social Studies Department (develop similar activities for vocabulary practice and reading comprehension assignments)
Art Department (Art LA course)
CART reading strategies