



To: Dr. Charles Johns
From: Rosanne Williamson
Re: Curriculum Report
Date: February 10, 2020

Purpose:

The attached curriculum reports are being presented for the Board's review

Background:

The reports are a function of our ongoing Educational Planning Process (EPP) through which departments systematically review their entire curricula during a five-year period.

Process:

Curriculum Planning Strategy 7010 [Policy](#) and its [Procedures](#):

Instructional Supervisors of like departments have worked together, whenever feasible, to align their review cycles and to share common issues and observations.

Each department report indicates which courses were reviewed during the past year and a brief description of the process used for that review. If there were additional initiatives outside of the review process, these are noted as well. Also included is an evaluation of any new courses after three semesters of implementation, if applicable.

To: Dr. Rosanne Williamson
From: Dr. Ed Solis, Associate Principal
cc: Dr. John Finan, Principal
Re: Curriculum Reports
Date: November 2019

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

- Departments have continued to focus on alignment of curriculum to the College Readiness Standards, College and Career Readiness Benchmarks, Common Core State Standards, discipline specific standards such as Next Generation Science Standards, and World Readiness Standards from the American Council on the Teaching of Foreign Languages.
- The PE Department has continued to develop and implement pre and post fitness testing for students per state requirements.
- GBN has collaborated with GBS on implementation of curriculum and for new course proposals when appropriate.
- The World Languages Department continues to incorporate performance-based assessments into each level of the curriculum to promote speaking, proficiency and cultural competence.
- The Math Department started a new course that further develops the Computer Science offerings.

CTE: Technology Education

Introduction

Courses reviewed during past year

Automotives 161, 261, 361, 461

Game Design and Theory 161, 261

PLTW Principles of Engineering 273

Process

The review process for all of the above courses followed the District #225 Board of Education review model. The Curriculum Review Committee was comprised of the Technology Education curriculum team members and the team consulted with the Instructional Supervisor as part of the process. The teachers reviewed the course goals, curricula, requirements, resources, and other information specific to the course.

Report Schedule

| 2020 | 2021 | 2022 | 2023 | 2024 |
|---|-------------------|----------------------|--|------------------------------------|
| PLTW Civil Engineering & Architecture 373 | Metals: 161 & 263 | Woods: 161, 261, 361 | Welding: 161 & 261 | Automotives: 161, 261, 361, 461 |
| | | | PLTW Intro to Engineering Design 173 | Game Design & Theory: 161 & 261 |
| | | | Principles of Science & Technology 163 | PLTW Principles of Engineering 273 |
| | | | | |

Approximate percentage of curriculum to be reviewed:

| 2020 | 2021 | 2022 | 2023 | 2024 |
|------|------|------|-------|-------|
| 11% | 11% | 11% | 33.5% | 33.5% |

Additional courses to be reviewed this year:

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

Course or Initiative: Automotives 161, 261, 361, 461

Findings

These one-semester automotive courses are offered to all grade levels (9-12).

There are three units of focus in Automotives 161: Wheels and Tires, Electrical, and Engine Systems. Students learn how to apply tools and equipment to work on various systems of the vehicle.

There are four units of focus in Automotives 261: Wheels and Tires, Suspension and Steering, Brakes, and Electrical. Students expand their knowledge and skills by learning about additional vehicular systems and exploring known vehicular systems further in depth.

Automotives 361 and 461 students use their knowledge from previous courses to focus on advanced diagnostics, live service and repair, independent projects, and engine building. These courses are designed for students who plan to study automotive technology through higher education or enter the automotive industry. In 361, students will be introduced to additional vehicular systems as well as exploring known vehicular systems further in depth.

Recommendations

- Continue developing and revising the Automotives curriculum by investigating content and teaching strategies of existing automotive programs at other schools.
- Further differentiate Automotives 361 and 461 by adding new content to the 361 course.
- Investigate dual credit opportunities with Oakton Community College.

Course or Initiative: Game Design & Theory 161, 261

Findings

Game Design and Theory 161 is an introductory course focusing on basic skills of video game design open to students in grades 10-12. This course explores the historical development of video games and the impact imposed by and to it from societal, economic, cultural, and technological elements. Throughout the semester, students create a series of games while learning coding skills through immersion in C# coding language, MIT's Scratch language, Unity, as well as virtual reality (VR) and augmented reality (AR) programs. Problem solving is a key part of the course as students learn to "debug" and solve other issues related to design and development.

Game Design and Theory 261 is an advanced course that builds on the skills learned in Game Design and Theory 161 and incorporates a variety of other gaming and/or modeling engines in asset development. Students design and develop their own long-term projects and present their game to the class.

In both courses, current events and trends in the gaming industry are discussed as well as examining the qualities of good design in asset development. Due to new technologies and software, the units of study in these courses continually adapt to the changing technologies.

Recommendations

- Stay abreast of collegiate practices and standards in game design to maintain a suitable curriculum.
- Continue to examine potential game engines to maintain industry standards that students will see at the collegiate level such as, Unreal or 3ds Max, investigating the potential for a different 3D software, a 3D scanner, and/or AR/VR equipment.
- Update the 161 curriculum to include a survey of overall game development and the process, from coding, story, 3D animation, to who the intended end user is, and include more soft skill emphasis and connections to other content and industries.
- Update the 261 curriculum to reflect and expand on the revisions of the 161 course taking the introductory skills to the next level.

Course or Initiative: PLTW Principles of Engineering 273

Findings

Project Lead the Way (PLTW) Principles of Engineering (POE) is the second of four PLTW courses offered at Glenbrook North High School. Students explore various engineering disciplines such as mechanical, civil, and electrical, while also looking at programming and robotics. Students work both individually and in teams to prototype solutions to problems and/or labs using resources in the room such as laser engravers, 3D printers, print-cut machines, robotics kits, and various design and modeling software applications. The units covered in the nationally standardized curriculum include the following: Energy and Power, Materials and Structures, Control Systems, Statistics and Kinematics.

The curriculum is regularly updated both through the PLTW organization as well as through the teacher. When Glenbrook North participated in the literacy initiative a few years ago, the POE class adopted the text, *The Martian*, as a mandatory reading in the first semester. The topics in the POE curriculum mirror the issues and achievements of the protagonist in the novel, illustrating the practical and appealing elements of engineering.

For the 2018-2019 school year, the EoC (End of Course) exam, which functions like an AP test, was fundamentally changed from a multiple choice ACT style exam, to be more inclusive of higher order questioning and problem solving. Historically our POE students averaged a 6/9 (Normally Distributed) on this exam with the national average being a 4/9. Last year, of the four categorical ratings students now receive (Novice, Practiced, Accomplished, Distinguished), GBN had the following number of students score:

| | |
|----------------|-------------|
| Novice: | 0 Students |
| Practiced: | 1 Student |
| Accomplished: | 22 Students |
| Distinguished: | 16 Students |

In the 2018-2019 school year, two staff members were trained on building an E.V. (Electric Vehicle) kit known as a Switch. The goal after training was to propose and integrate the project in the POE course as supplemental/enrichment curriculum related to the course content. However, the cost of the Switch vehicle was too expensive to purchase at the time.

Beginning the 2019-2020 school year, Oakton Community College granted four hours of Dual Credit in CAD 210: Industrial Design Engineering Techniques to the POE course.

Recommendations

- Continue to develop and integrate enhanced/enrichment projects.
- Continue to align curriculum with Oakton Community College.
- Observe area schools like Niles and Evanston as they integrate the electric vehicle within their curriculum.

Business Education Curriculum Report 2019

Introduction

Courses reviewed during past year

Marketing 161

Computer Applications 161

Process

The review process for all of the above courses followed the District #225 Board of Education review model. The Curriculum Review Committee was comprised of the Business Education curriculum team members and the team consulted with the Instructional Supervisor as part of the process. The teachers reviewed the course goals, curricula, requirements, resources, and other information specific to the course.

Report Schedule

| 2020 | 2021 | 2022 | 2023 | 2024 |
|------------------------------|--|-------------------------------|-------------------------------|---------------------------|
| Management & Leadership 161 | Accounting 161 | Consumer Education 161 | Sports Management 161 | Marketing 161 |
| Business Law 161 | Entrepreneurship: Business Incubator 162 | Consumer Education G 161 | Advanced Career Placement 161 | Computer Applications 161 |
| Introduction to Business 161 | | Consumer Education Honors 171 | | |

Approximate percentage of curriculum to be reviewed:

| 2020 | 2021 | 2022 | 2023 | 2024 |
|-------------|-------------|-------------|-------------|-------------|
| 26% | 16% | 26% | 16% | 16% |

Course or Initiative: Marketing 161

Findings

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

The marketing curriculum is continually being updated to include the newest technologies, social media and apps that are relevant within the marketing field. Continually each year since 2017, more digital marketing strategies have been included in the curriculum including Google Adwords, Youtube, Facebook, Instagram, Pinterst, etc. In 2019, a GBN alum with expertise in data analytics presented a workshop that provided experiential learning for the students. The marketing curriculum continues to be reviewed to align with National Standards for Business Education. To meet these standards, lessons on global marketing and laws in marketing have been added into the content. Case studies from DECA (a Career & Technical Education international competitive business organization), supplement this project-based course and provide students the opportunity to analyze and write business strategy recommendations. DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools and colleges around the globe. DECA materials are also aligned with the national curriculum standards.

Recommendations

- Continue to integrate digital marketing strategies for students to experience scheduling advertising and tracking data to make business decisions.
- Continue to foster business relationships within the community through Northbrook Chamber of Commerce, Northbrook Court, and Rotary.

Course or Initiative: Computer Apps 161

Findings

Computer Applications is a one-semester class offered to all grade levels (9-12). This course is designed to aid students in their understanding of the following topics: Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Google Docs, Google Sheets, Google SlideShow, PhotoShop, WeVideo, and Adobe Illustrator. Students participate in the national “ Hour of Code” and complete various levels of coding projects based on their skill level. At the conclusion of the PowerPoint, WeVideo, and Photoshop units students give multimedia presentations to the class. Due to software and technology updates and updates in common core technology standards, the course uses online resources, current events, and teacher created materials to cover course content.

Recommendations

- Continue to update the curriculum using online resources and current events.
- Create an online textbook where students can take notes, view assignments, see examples, and keep as a reference after they complete the class.

Course or Initiative: Advanced Career Placement 161

Findings

This course is a cooperative work-study program designed for junior or senior students wishing to work part-time and receive school credit. This program requires on-site training with an approved cooperating employer and evaluations of work performance by a school coordinator each grading period. Currently, students who are part of the District Office's Public Relations Internship Program are enrolled in this course because GBN does not currently offer an internship course.

Recommendations

- Research Internship courses, such as the one offered at Glenbrook South to see if it would meet the needs of Glenbrook North students.

Family & Consumer Sciences

Introduction

Courses reviewed during past year

Fashion & Interior Design 161
Fashion Design Studio 461
FCS Career 163

Process

The review process for all of the above courses followed the District #225 Board of Education review model. The Curriculum Review Committee was comprised of the Family and Consumer Science curriculum team members and the team consulted with the Instructional Supervisor as part of the process. The teachers reviewed the course goals, curricula, requirements, resources, and other information specific to the course.

Report Schedule

| 2020 | 2021 | 2022 | 2023 | 2024 |
|--|--------------------------------------|---|--------------------------|-------------------------------|
| Introduction to Culinary Arts 161 | Introduction to Human Growth 161 | Fashion Construction Studio 161, 261, 361 | Psychology of Living 161 | Fashion & Interior Design 161 |
| Culinary Arts 261: Baking and Pastry | Educational Foundations 261 | | | Fashion Design Studio 461 |
| Culinary Arts 361: Catering & Meal Preparation | Advanced Educational Foundations 361 | | | |
| Senior Foods 161 | Teaching Internship 461 | | | |

Approximate percentage of curriculum to be reviewed:

| 2020 | 2021 | 2022 | 2023 | 2024 |
|-------------|-------------|-------------|-------------|-------------|
| 33% | 33% | 8.5% | 8.5% | 17% |

Course or Initiative: Fashion & Interior Design 161

Findings

Fashion & Interior Design 161 is a one semester class offered to 9-12 students. The course covers content related to both industries: elements and principles of design, trends, classics, fads and basic design terms. Fashion Design topics covered are careers, visual merchandising, designers, fashion history, sketching and fashion capitals. Interior Design content covered includes housing styles, design styles, floor plans, designing spaces in the home, furnishing a floor plan, and career options in the industry. Over the last few years, students have shown an increased interest in the interior design field. A field trip has been added to Restoration Hardware in Chicago where students learn about careers in the interior design field and tour the facility.

Recommendations

- Research field trip opportunities for the fashion industry.
- Begin researching a Fashion Show (possibly Prom Fashion Show) for the students to plan, advertise and run.
- Meet with Fremd High School's teacher to discuss curriculum and their Fashion Show.
- Research and implement interior design programs (Homestyler, etc.) to the curriculum as a way for students to see 3D versions of their designs.

Course or Initiative: Fashion Studio 461

Findings

Fashion Design Studio 461 is a one-semester course available to sophomores through seniors who have completed Fashion Construction Studio 361 or Fashion Interior Design 161 and who wish to continue advanced study in their interest area.

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

Students are provided the opportunity to create fashion window displays over the course of the semester to showcase their work. Students are encouraged to participate in Family, Career and Community Leaders of America (FCCLA) and compete in events that directly relate to the course's content.

Recommendations

- Continue to update the curriculum to allow students to build on their fashion and construction knowledge through pattern making and draping along with choosing commercial patterns.
- Encourage students to utilize modern tools and technology to create projects.
- Introduce service projects that allow students to share their knowledge and skills to the Glenbrook community.
- Continue to have students create showcases and displays throughout the building.

Course or Initiative: FCS Career 163

Findings

This course is a cooperative work-study program designed for junior or senior students wishing to work part-time in the areas of interior design, culinary arts, clothing, fashion or education and receive school credit. This program requires on-site training with an approved cooperating employer and evaluations of work performance by a school coordinator each grading period.

There has been insufficient enrollment over the last five years so the course has not run.

Recommendations

- Archive this course.

ENGLISH

Introduction

Courses reviewed during past year

- Public Speaking
- Introduction to Journalism
- Foundations of Writing
- Creative Writing
- Reading Skills Development 162, 163GT, 263

Process

The English Department followed the District#225 Board of Education review model for all of the classes listed above. This collaborative effort included current and former teachers of these classes as well as the reading specialist, ARC staff, and the Instructional Supervisor for English. Team members examined the current curricula and recommended changes as necessary. Included in this process were the review of course goals, curriculum, state standards, resources, PERA requirements and teaching pedagogy. Teachers attended conferences, read professional journals, and participated in district and school professional development activities throughout the process.

Teachers of the elective classes reflected on their past work and considered current department, school, and district initiatives to determine updates that may need to occur.

REPORT SCHEDULE

| 2020 | 2021 | 2022 | 2023 | 2024 |
|-----------------------------|------------------------------|----------------------------------|--|--|
| English 163 GT | English 263 GT | English 363 GT | English 463 GT | English Electives |
| English 163 | English 263 | English 363 | English 463: Self, Society & Media English 463/473: Humanities English 463/473: Contemporary Social Themes | Public Speaking Introduction to Journalism Foundation of Writing Creative Writing |
| Honors Freshman English 173 | Honors Sophomore English 273 | Junior A.P. Language English 383 | 483:AP Literature and Composition | |

Approximate percentage of curriculum to be reviewed:

| 2020 | 2021 | 2022 | 2023 | 2024 |
|------|------|------|------|------|
| 20 | 20 | 20 | 20 | 20 |

Course or Initiative: Public Speaking

Findings

Public Speaking is a one-semester English Department elective that provides opportunities for students to develop confidence and public speaking skills that translate to many other areas of students' academic and personal lives. Students of all grade levels are eligible to take this course. There is no prerequisite course. The purpose of Public Speaking is to build self-confidence and hone speaking skills through a variety of public speaking experiences. Instruction focuses on developing and organizing content, and polishing delivery of that content. Near the beginning of the course, students explore basic skills, such as eye-contact, body control, facial expression, vocal projection, and focus, but they move onto more complex skills as the course progresses, including gesture, vocal variety, and flow. Each of the major projects follows the same process: teacher introduction to the project and overview of expectations, topic selection, research, developing a Works Cited page, making an outline, creating a Google slideshow, practicing, gathering peer and teacher feedback, and delivering the speech. In addition to peer and teacher feedback, there are also frequent opportunities for students to reflect on their individual progress and skills. As students progress through the course, there are increasing opportunities for public performance.

Students' active participation in daily activities and speaking projects requires a high level of student engagement. This is in keeping with our school-wide goal of increasing student engagement and developing a healthy and positive community within each classroom. In addition, students select their own speech topics, allowing them to engage more deeply in subjects about which they are passionate.

Recommendations

- Continue to evaluate how the current projects and performances could be enhanced to increase student interest, especially at the 9th grade level. Taking the course early in high school gives students the opportunity to use these skills in their other classes and activities.
- Make a greater effort to inform students about this elective and its usefulness. Surveys and course evaluations indicate that students value the class and recommend it to others.
- Continue to expand opportunities for students to speak to unfamiliar audiences by inviting classes to attend some of the speech projects and explore other possibilities for presentations.

Course or Initiative: Introduction to Journalism**Findings**

Since the last curriculum review of this course five years ago, the Introduction to Journalism course has not run. Students have expressed interest, but there has not been enough enrollment to run a section of the class. During the review process, department members explored the relevance of this course in the context of other course offerings such as Newspaper I and II and courses within the Broadcasting program. The low enrollment numbers may indicate that student interests may be met elsewhere.

Recommendations

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

Course or Initiative: 9th Grade Foundations of Writing

Findings

Foundations of Writing is a year long elective in the English department at GBN. Only 9th or 10th grade students are eligible to take this course. Students enroll in the course based on teacher recommendation and personal choice. Students receive a letter grade for their work in this class.

Structured as workshop course, the purpose of Foundations of Writing is to build student self-confidence and skill strength through a variety of experiences. Instruction focuses on areas critical to written communication: brainstorming, language study, grammar and mechanics at the sentence level, and organization of paragraphs and multi-paragraph writings.

Students develop these skills through direct instruction mini-lessons, daily short writes, and longer process writing projects. Mini-lessons focus primarily on grammar, mechanics, and word choice skills. Short writes are often in response to local, national, or international current events. Longer process writing projects include personal narratives, story telling, poetry writing, a word definition video, opinion writing, research-based persuasive writing, and a reflective speech. Each of these projects includes at least one day when students work closely with ARC tutors, and another day for them to share what they have written with the rest of the class in a rehearsed read-aloud. Students also learn basic letter writing format and send both hand written informal and typed formal letters. Additionally, the structure of the course allows for one on one writing support of projects students are completing for other courses.

Since the last review of this curriculum, several changes have been made. Students now receive a letter grade instead of P/F and it has become a year-long course to put it in line with Reading Skills Development. Additionally, the curriculum and approach to the class has become more clearly articulated so that students will have a more consistent experience from year to year.

Recommendations

- Continue to review and develop the curriculum to best serve the students' needs and interests. The course provides opportunities for students to develop their confidence and skills that translate to many other areas of their academic and personal lives.
- During articulation meetings with the sender middle schools, English Department members will explain the course and how it can help students make a successful transition from middle school to high school.
- Prepare materials for parents to help them understand the nature of the class and how it may benefit their students if recommended.

Course or Initiative: Creative Writing

Findings

The purpose of creative writing is to help students find their personal voice, develop a routine of writing consistently, and explore different types of creative writing projects that they may not have the opportunity to do in their core English courses. The primary mode of delivery for Creative Writing is a combination of large, small group, and peer activities, which allows students to work closely with their peers and develop the collaborative skills necessary for honest and meaningful feedback. There are also frequent opportunities for students to reflect on their individual progress and skills. While all students are expected to progress at individual rates, there are consistent assessment expectations for each assignment. In addition to classroom submissions, students have the opportunity to submit their work to *Lit Mag* (a student publication). They are also encouraged to submit their one act plays for consideration in the Student Written and Directed One Act Plays produced each fall at GBN.

Recommendations

- Continue to review and develop the curriculum to best serve the students' needs and interests. Surveys and course evaluations indicate that students enjoy the class and recommend it to others.
- Explore professional development opportunities such as attending conferences or partnering with teachers from other schools to enhance the instructional methods already in practice.
- Collaborate with English teachers, ARC staff members, and sponsors of the student publications to get more ideas for activities, contests, and publishing opportunities.

Course or Initiative: Reading Skills Development 163 GT/163

Findings

A common experience for 11th grade GBN English students is to examine important details in literature through the Rules of Notice, a strategy adapted from *Before Reading: Narrative Conventions and the Politics of Interpretation* by Peter Rabinowitz. To prepare them for this 11th grade strategy, RSD GT and 163 teachers have added the 6 signpost reading strategy from Beers and Probst's *Notice and Note*. The addition of the signpost strategy provides RSD students with a developmentally appropriate scaffolding toward the Rules of Notice strategy they will use in more advanced English courses at GBN. Often times, struggling readers report an inability to recognize what is important in the text. Signpost strategies have helped RSD students decipher and articulate which details are important and how they examined the author's craft to support their inferences.

The RSD 163 team has added a new unit for fourth quarter designed to support student-led discussions. In pairs, the students meet with the RSD teacher to develop their own line of questioning for their designated portion of T.C. Boyle's short story "Balto." In addition to leading discussion for their section of text, all students participate in a final socratic seminar. This unit allows them to build their confidence in participation in the following year of English 263 when they no longer have the RSD class as support.

Recommendations

- Because of the recent success with signposts, teachers in the RSD program should look to Beers and Probst for their more recent edition of signposts designed to support readers with nonfiction texts.
- Identify additional opportunities to practice student-led discussions during the first semester.
- Continue monitoring student progress with the STAR Reading test, a program that provides individualized reports about skill readiness.

Course or Initiative: Reading Skills Development 263

Findings

The RSD 263 teachers have increased curriculum alignment with the English 263 and 363 courses. For example, in the sophomore RSD class, the teacher has incorporated additional support for Shakespeare's *Merchant of Venice* and Hansberry's *A Raisin in the Sun*. In the junior RSD class, students have gotten additional support for Fitzgerald's *Great Gatsby* and the short story "Sonny's Blues." The RSD teachers and the IA for the program have partnered to provide parallel instruction on two different texts if students are ahead of or behind their RSD classmates.

With the addition of Civics, a new social studies requirement, students in the sophomore section of RSD have requested additional support for non-fiction reading. The RSD 263 teacher is collaborating with the RSD 163 instructional team to develop strategies to support students with their online reading experience in history courses.

The RSD 263 team has also added opportunities for community outreach. In addition to the strategy work they learn in RSD classes, students are interacting with other readers in the community. For example, they have begun to pair with the GBN preschool. RSD students train for these preschool buddy sessions with specific strategies for reading to young children. They have also added a field trip to Bernie's Book Bank, an organization that aims to provide at-risk children with their own private libraries. By participating in these activities outside of the RSD classroom, students are connecting with a larger community of readers and are helping to empower young readers.

Recommendations

- RSD 263 teachers will continue to examine ways of supporting students with their online textbooks for Civics. The RSD team will work together to review Beers and Probst's *Reading Nonfiction: Notice & Notes Stances, Signposts, and Strategies*. RSD teachers will collaborate with the social studies department to identify specific struggles students report in their online reading experiences.
- Continue monitoring student progress with the STAR Reading test, a program that provides individualized reports about skill readiness.

Fine Arts

Introduction

Courses reviewed this past year

- Advanced Improvisation
- Advanced Acting and Directing
- Choir (all levels)

Additional initiatives

- Increased collaboration and articulation with the junior high sender schools in all subjects.
- For the third time in recent years, we are offering a TLS Musical Theatre performance. This year's show is *Charlie and the Chocolate Factory*, and will be performed in December in the Little Theater.

Report Schedule

| 2020 | 2021 | 2022 | 2023 | 2024 |
|------------------------------|-------------------------|-----------------------|---------------------------------|-------------------------------|
| Performance Skills | Ceramics | Drama | Graphic Design | Advanced Acting and Directing |
| Band | Guitar | Drawing and Design | Art Studio | Advanced Improvisation |
| Introduction to Broadcasting | Orchestra | Photography | AP/Honors Art | Choir |
| Radio Broadcasting | Television Broadcasting | AP Music Theory | Music Production and Technology | |
| | Sports Broadcasting | Intro to Music Theory | | |

Approximate percentage of classes to review:

| | | | | |
|-----|-----|-----|-----|-----|
| 20% | 30% | 22% | 18% | 10% |
|-----|-----|-----|-----|-----|

Course or Initiative: Advanced Acting and Directing & Advanced Improvisation

Team Members: Julie Ann Hill, Jenny Jordan, Chad Davidson

Introduction

The GBN Drama Department currently has five levels in the program curriculum: Performance Skills, Drama 161, Drama 261, Advanced Improvisation, and Advanced Acting and Directing. Advanced Improv and Advanced Acting and Directing are both courses one-semester courses. Prerequisites include Drama 161 and Drama 261, although experienced students may be added with instructor approval.

- Advanced Improv is an advanced course designed for those students who wish to continue their drama studies after Drama 261. The primary focus of this class is on sketch comedy and long-form improvisation. Students learn about the different types of sketches, as well as writing techniques to develop their materials. They work primarily in pairs and small groups to develop their material. The class selects material for a sketch comedy show, which features the students as performers and writers.
- Advanced Acting and Directing is an advanced course designed for the serious drama student who wishes to explore scene study. Units include oral interpretation, original monologues, duets, literary adaptation, group interpretation, and a class performance of a full-length text or selected scenes. Throughout the units, students develop their skills as writers, directors, and actors. The culmination of their work is showcased in a full-length public performance.

Findings

The purpose of the advanced drama classes is to give students the opportunity to explore their drama skills on an advanced level. Projects in these courses are more challenging, requiring additional work outside the class, memorization, and preparation for public appearance. The primary mode of delivery for all classes is a combination of large and small group activities, which allow students to work closely with their peers and develop the collaborative skills necessary for public theatrical performance. Yet, there are also frequent opportunities for students to reflect on their individual progress and skills. While all students are expected to progress at individual rates, there are consistent assessment expectations for each course level. Students explore their creativity and develop confidence as performers.

Recommendations

- Advanced Acting and Directing and Advanced Improv offer excellent opportunities for students to develop confidence and showcase performance skills in a no-cut environment. Students and families can feel confident that all students will have the opportunity to perform. In recent years, these two courses have run together. Some years, we have run the classes simultaneously, and other years students have opted to explore one quarter of Advanced Improv and one quarter of Advanced Acting and Directing. In either scenario, students get extensive hands-on experience in the

creation of public performances, but having them run separately allows for deeper understanding and learning. The department continues to review and develop the curriculum to best serve the students' needs and interests. Over the past five years, there has been a noticeable decline in drama class enrollment, both in the number of sections offered and the number of students in those sections. Surveys and course evaluations, tell us that students enjoy the class and recommend it to others. We will continue to evaluate how current projects and performances could be enhanced to increase student interest.

- Additional professional development opportunities (attending conferences/collaborating with teachers from other schools) may be helpful in fine-tuning the instructional methods already in practice.
- Students' active participation in performance activities require a high level of student engagement at all times. This is in keeping with our school-wide goal of increasing student engagement and developing a healthy and positive community within each classroom.

Course or Initiative: Choir (all levels)

Team Members: Chad Davidson, Kelsey Nichols

Introduction

The choir program at Glenbrook North offers 4 levels of choir that run yearlong. The sequence of offerings allows all students, including those with little or no experience in music or singing, to learn the fundamentals of music and to grow their skills to become proficient in vocal technique and music literacy. In all levels of choir, students are exposed to a variety of styles and genres such as classical, folk, world music, gospel, pop, and musical theatre. Students in the curricular choir program perform 4 major concerts per year, and may have additional performances as opportunities arise. Participation in these concerts is required. Membership in the curricular choir program also allows students to audition for our extracurricular choir offerings as well. Our curricular choirs are as follows:

- Treble Choir - This freshman level choir is open to students who sing in the Soprano or Alto vocal range. There is no audition or prerequisite for this class.
- Spartan Choir - This freshman level choir is open to students who sing in the Tenor or Bass vocal range. There is no audition or prerequisite for this class.
- Varsity Choir - This sophomore level choir is open to all students. There is no audition or prerequisite for this class, although it is preferred that students have completed either Treble Choir or Spartan Choir.
- Cecilian Singers - This advanced level choir is open to students who sing in the Soprano or Alto vocal range. Students must audition for membership in this class.
- Chorale - This advanced level choir is open to Soprano, Alto, Tenor, and Bass students. Students must audition for membership in this class. There is an increased performance schedule in Chorale.

Treble Choir, Spartan Choir, and Varsity Choir are considered “entry level” choirs, with no audition or prerequisite experience needed. Cecilian Singers and Chorale are for advanced choral students with certain prerequisite skills/experiences required.

Findings

In our entry level choirs (Treble, Spartan, and Varsity), students study and perform a variety of styles and genres of musical literature with an emphasis on developing vocal and music literacy skills. Time is spent each day on developing music literacy skills through the introduction of music theory concepts and sight-reading using the solfeggio system. By the end of the first semester, students will be introduced to melodic dictation where all lines move step-wise (in layman’s terms, the pianist plays a simple melody, and students write it down). We begin with the basics so that students with little or no experience in choral singing are provided with the tools needed to progress. We also emphasize peer to peer instruction, and students frequently participate in student-led rehearsals under the supervision of the instructor.

Our performance schedule for these choirs consists mainly of the four major concerts each year, one per quarter. These performances occur outside of the school day and are typically held in the CPA. Public performance is crucial to the learning process, and students are assessed on their participation in these curricular events.

In our advanced choirs (Cecilian and Chorale), students study a variety of musical styles and genres, with an emphasis on authentic performance practice, vocal technique, and advanced reading skills. Music performed by these ensembles is appropriate for highly skilled high school singers as well as collegiate choirs.

Although we review basic skills/concepts during the first semester, it is expected that students in these ensembles have a firm understanding of note names, note values, major and minor key signatures, dynamics, and musical articulation. Students must demonstrate competency in sight-reading and in melodic dictation for 1, 2, or 3 parts. Students regularly conduct student-led rehearsals under the supervision of the instructor. The fall concert includes a song that has been entirely taught, rehearsed, and conducted by students. Independent musicianship is a focus for our advanced choirs.

There is an increase in performance opportunities in the advanced choirs. In addition to the four main concerts each year, students in Chorale and Cecilian Singers also participate in additional concerts here at GBN and in the Northbrook Community. These performances are curricular and are required for all students.

Our numbers are lower than they have been in previous years, and this informs the type of music that we are able to perform. It is our hope that the pendulum will swing back, and that students will once again be able to pursue the elective options that appeal to them. Student and parent feedback regarding the choir program is overwhelmingly positive, and students report that they enjoy the class and recommend it to their friends.

Recommendations

- We feel confident that our current structure represents best practices in choral music education. Our goals and practices have been shaped and informed through years of experience, participation in professional development opportunities, and through conversation/collaboration with both high school and collegiate colleagues. Our focus on music literacy and independent musicianship has resulted in students who have the tools to be lifelong participants in choir at the highest level.
- Students consistently show growth in our Type III assessments and in-class tests/quizzes. In all levels, students always have the option of retaking assessments until they have mastered the content. With feedback and reflection, students are almost always able to progress through our program successfully.

Health, Physical Education and Driver Education

Introduction

Courses reviewed this past year

Freshman Girls
Freshman Boys
TLS

Process

The Instructional Supervisor for Physical Education, Health & Driver Education, Bob Pieper, and Department Assistant, Mike English met with the teachers of the courses above. We discussed course curriculums, guidelines, course syllabi, study guides and the student assessment process.

Additional initiatives

- Teachers continue working on the State's type III assessments.
- Teachers will continue to review their specific curriculum.
- Teachers attended a Body Image Workshop at GBN.
- Arranged for an LGBTQ speaker to present to all of the health classes.
- Worked on professional development by attending conferences and clinics.
- Replacement of the cardio equipment in the Fitness Center.
- Hanging TRX straps in the Fitness Studio and implementing new exercises in all classes.

Report Schedule

| 2020 | 2021 | 2022 | 2023 | 2024 |
|-------------------------|---------------|---------------------|--------------------------|----------------|
| Sophomore | Sophomore STC | Jr & Sr Leaders | Strength Training I & II | Freshman Girls |
| Dance I & II | Aquatics | Physical Management | High Adventure I & II | Freshman Boys |
| Driver Education | Health | | Fit for Life | TLS |
| Sport & Fitness | Team Health | | Yoga | |
| Total Body Conditioning | | | | |

Approximate percentage of curriculum to be reviewed:

| 2020 | 2021 | 2022 | 2023 | 2024 |
|------|------|------|------|------|
| 27% | 18% | 13% | 28% | 13% |

Course or Initiative: Freshman Girls Physical Education

Findings

- A wide range of activities and units allows the curriculum to meet the different interests of the students.
- The curriculum does a good job of introducing the girls to a variety of fitness equipment and activities.
- With a strong emphasis on the five components of physical fitness, the girls learn the importance of having a balanced work-outs to achieve total body fitness.
- Team building activities continue to strengthen relationships within the class.
- A 5-day self-defense unit was added to the curriculum. It focused on raising the girl's situational awareness. It also provided skills to diffuse dangerous situations and techniques to fight off an attacker.
- Students are assessed using a combination of written and skills testing.
- Fitness continues to be an important part of the freshman girl's curriculum. Students are taught proper lifting techniques, basic muscles of the body, fitness center usage and safety along with how to achieve total body fitness.
- Students learn the rules and basic strategies of a variety of team sports. Tournaments are used to assess proper play.
- Physical fitness testing helps to identify student strengths and weaknesses, so teachers can focus their lesson plans on building strengths and improving weaknesses.
- Teachers continue to utilize the facilities at GBN. The pools are used for swimming and water polo units. The turf field has allowed the teachers an opportunity to have outdoor fitness lessons on nice days.

Recommendations

- The teachers should continue to meet all of the different interests of the girls by offering a wide range of activities and units.
- Continue to introduce the girls to all of the fitness equipment and activities that are used at GBN.
- The five components of fitness should be taught to make sure that all students understand the importance of the five areas in relation to total body fitness.
- The self-defense unit was a big success with the students and staff. The curriculum should continue to offer this valuable information and skills to the freshman girls. Continue to use written and skills tests to measure student growth.

Course or Initiative: Freshman Boys Physical Education

Findings

- Fitness continues to be an important part of the curriculum. Students are taught proper lifting techniques, basic muscles of the body, fitness center usage and safety along with how to achieve total body fitness.
- Students learn the rules and basic strategies of a variety of team sports. Tournaments are used to assess proper play.
- Physical fitness testing helps to identify student strengths and weaknesses, so teachers can focus their lesson plans on building strengths and improving weaknesses.
- A 5-day self-defense unit was added to the curriculum. It focused on raising situational awareness. It also provided skills to diffuse dangerous situations and techniques to fight off an attacker.
- Teachers continue to utilize the facilities at GBN. The pools are used for a swimming and water polo units. The turf field has allowed the teachers an opportunity to have outdoor fitness lessons on nice days.
- Students are assessed with written and skills tests.
- With a strong emphasis on the five components of physical fitness, the boys learn the importance of having a balanced work-outs to achieve total body fitness.
- Team building activities continue to strengthen relationships within the class.

Recommendations

- Fitness should continue to be an integral part of the curriculum. Participating in a variety of fitness activities and learning proper lifting and safety techniques, students will have the skills to achieve total body fitness.
- Students should continue to learn the skills and rules of a variety of team sports so they can participate with confidence.
- Physical fitness testing should continue to identify the strengths and weaknesses of our students. Lessons should continue to address the physical needs of our students.
- The self-defense unit was a big success with the students and staff. The curriculum should continue to offer this valuable information and skills to the freshmen boys.
- We should continue to utilize the facilities. This gives the teachers the ability to have creative lessons.
- Continue to use written and skills tests to measure student growth.

Course or Initiative: TLS Physical Education

Findings

- The TLS curriculum continues to provide the students with an opportunity for daily movement.
- There is a stronger emphasis on individual fitness levels. Cardiovascular fitness, muscular endurance and flexibility are addressed in class. Students are working towards completion of a mile run/walk.
- To measure fitness levels the Brock Port Fitness Test is being added to the curriculum. It will measure muscular endurance, flexibility and cardiovascular fitness.
- Bridget Matsunaga is now also teaching TLS. Bridget has brought in new ideas and activities to the curriculum. These activities provide the students with different opportunities to learn and move.
- Peer mentors and instructional aides continue to play an important role in the success of the class.

Recommendations

- Continue to provide the TLS students with the opportunity for daily movement.
- The class should continue to address each individual student's physical fitness needs. Completing a mile run/walk is a great goal to work on cardiovascular fitness.
- Incorporating the Brock Port Fitness Test is a good way to measure each student's fitness levels. It should be continued so the teachers can design new lessons to address the needs of each student.
- New lessons should continue to be used to create a safe and interesting learning environment.
- Continue to encourage the instructional aides and peer mentors to take an active role in the class.

Mathematics

Introduction

Courses reviewed during past year

- AP Calculus AB
- AP Calculus BC
- AP Statistics
- AP Computer Science A
- Advanced Topics

Process

The review process for the courses listed above followed the District #225 Board of Education model. The Instructional Supervisor convened a Curriculum Review Committee beginning in the fall of the 2018-2019 school year for each of the aforementioned courses. The teachers working on these committees either teach the current course or the previous/subsequent course. Curriculum was reviewed with respect to the Common Core Standards for Mathematics and College Board guidelines (where appropriate), along with student performance and achievement, and success in previous and subsequent courses.

Attention is paid to vertical alignment with previous/subsequent courses, curricular organization, instructional materials, assessments, and integration of technology.

Additional initiatives (outside of review process)

The following chart depicts the GBN Math Department proposed 5-year review cycle of offered courses.

Report Schedule

| 2020 | 2021 | 2022 | 2023 | 2024 |
|-------------------------|-------------------------|------------------------|----------------|--------------------------|
| Algebra 1 163 | Algebra 2 Honors 273 | Pre-Calculus 173 | Geometry 173 | AP Calculus AB |
| Algebra 1 G 163 | Algebra 2 263 | Pre-Calculus 163 | Geometry 163 | AP Calculus BC |
| Algebra 1 GTA | Algebra 2 G 263 | Pre-Calculus G 163 | Geometry G 163 | AP Statistics |
| Discrete Mathematics | Algebra 2 GA 263 | Pre-Calculus GA 163 | Geometry GA | AP Computer Science A |
| | | | | Advanced Topics |

Approximate percentage of curriculum to be reviewed:

| 2020 | 2021 | 2022 | 2023 | 2024 |
|------|------|------|------|------|
| 19 | 19 | 19 | 19 | 24 |

Course: AP CALCULUS AB

Findings

In terms of curricular changes, L'Hopital's Rule was added back into the AP Calculus AB curriculum in 2016. In the past, this topic was taught after the AP exam in May. Students were still exposed to this prior to graduation, but not before the exam. In 2017, AP Multiple Choice questions were modified to include only 4 multiple choice answers instead of the previous 5 multiple choice answers. Additionally, in 2019, the AP Calculus course framework was introduced with two essential components: Mathematical Practices and Course Content. The four Mathematical Practices are Implementing Mathematical Processes, Connecting Representations, Justification, and Communication and Notation. The three Big Ideas (Change, Limits, and Analysis of Functions) are spiraled across the units. Course Content was reorganized into 10 Units, 8 of which need to be covered in the AB Calculus curriculum.

AP Calculus AB is a class that emphasizes learning through application of concepts to non-routine problems. This course is a culmination of the learning of Algebra, Geometry, Algebra 2, and PreCalculus. Students apply their previous knowledge and skills gained from these courses to more complex Calculus problems. This AP course that enables students the potential of earning college credit, challenges students to problem solve, think critically, and justify their conclusions. Notational fluency is emphasized.

Technology is utilized to enhance student learning and improve understanding. Desmos, TI-nspire, Delta Math, and Calculus in Motion are the most used software to assist students with visualizing Calculus concepts. Teachers are also utilizing Google classrooms and/or OneNote notebooks to share information electronically with students.

During the last 5 years, The College Board has invited at least one GBN teacher to be an AP reader/grader from the GBN AP Calculus AB team annually. In 2014 and 2016, two GBN teachers were invited to be AP readers/graders from the AP Calculus AB team.

The AP Calculus AB team continues to work closely with the PreCalculus 163 curricular team to support student learning of prerequisite skills. The PreCalculus team has modified their curriculum to include the beginning of limit notation and graphical limits in addition to reviewing rational functions and logarithms at the end of May and in early June.

Recommendations

- Continued professional development of AP Calculus AB teachers as needed.
- Continue to support and encourage AP Calculus AB teachers to participate as AP readers/graders for the AP Calculus exam.
- In discussing the effectiveness of final exams, consider using a different final exam percentages other than 20% for AP final exams.
- The AP Calculus AB team will continue to collaborate with the PreCalculus 163 team members to vertically align curriculum and continue to support the Pre-AP

College Board model.

- Continue to monitor data trends in AP scores in AP Calculus to stay ahead of trends and keep things moving in a positive direction.
- Continue to assist current students to make appropriate decisions when it comes to placement, using teacher recommendations and successful completion of prerequisite courses.

Course: AP CALCULUS BC

Findings

The ideas and concepts taught in AP Calculus BC are introduced, discovered, and reinforced through various problem sets. The students are given a problem or problems that will capture and lead the class through a verbal discussion geared towards the learning goals of the day. Problem solving strategies, written justification of calculus concepts, using graphing calculators and other technology when appropriate, and collaboration with peers are important components of this strategy. Students are encouraged to discuss their work with others. The importance of the solution in the context of our course is discussed as an entire class. This drives instruction and moves the lesson forward. This process is often repeated several times in one class. The teacher facilitates learning dialogue and makes sure the right ideas are emphasized and connected. Certain ideas require closer examination. One result of teaching through problems is that students become better problem solvers. Students are able to read a problem carefully, analyze it in a variety of ways, and come up with a sound strategy for solving the problem. Students learn to feel comfortable realizing that if they do not at first know how to tackle a problem, with guided in-class support and persistence, they have the needed skills to figure things out. Each unit contains at least one test, quizzes, homework, and a collaborative written project. The collaborative projects consist of students getting together outside of class to work on various problems and justify their ideas in writing. Students find that the collaborative assignments not only strengthen their understanding of the material, but also develop a community spirit to learning and sharing ideas.

Students develop a stronger understanding of the material through the use of a graphing calculator and other technology. Most students in the class use the TI-Nspire, although some students use the TI-Nspire CAS. Students use their calculators to produce graphs and tables of familiar and unfamiliar families of functions. The important characteristics of these families are discussed and students are asked to do many problems that predict and explain the observed behavior of the functions. Global and local behavior of the functions are analyzed, with considerable attention given to which properties can be generalized and which are specific to the situation at hand. Students are expected to be able to graph a function and view it in an appropriate window(s) for the problem. Students are expected to find approximate roots, find intersections of functions, find numerical derivatives, and approximate definite integrals using a graphing calculator. Students that take this course should feel comfortable using graphing calculators and other technology appropriately and efficiently. Students should understand the limitations of their technology as well as its potential power. Students are expected to make intelligent decisions about when to use technology and when to not to use technology. The use of technology in this course should enhance the learning process and increase conceptual understanding. Many concepts are presented to students or explored further using dynamic geometry software and other demonstration tools to help students visualize the basic ideas. Autograph 3.1 and Calculus in Motion are other technology tools that are used in class.

Students analyze, explore, and reflect on important concepts verbally in large and small groups, and in written form. Many homework problems require students to explain their ideas and the mathematics they are presenting. Test questions often ask students to provide a written analysis of their ideas. Students are expected to write coherent paragraphs explaining concepts and justifying their work on a regular basis.

Students should develop a deep understanding of the relationships between a function, its derivative and antiderivatives. This process begins at the beginning of the year and is strengthened throughout the course. Students investigate graphs of the original and derived functions, tables of values and definitions using limits, in addition to algebraic representation. They are expected to draw conclusions given a variety of information in different formats. These conclusions include understanding of increasing, decreasing, and concavity of curves and their relationship to the derivatives. The AP planning/score reports over the last five years have indicated that our students score well above state and national averages on the AP exam for questions involving the relationships between a function, its derivatives and its antiderivatives.

Students should develop a deep understanding of differentiability at a point and on an interval. Derivatives are viewed as rates of change, as well as slope of a tangent to a curve. Students are challenged to deal with situations where derivatives and/or second derivatives do not exist at a point; endpoints of intervals are given considerable attention. Students come to the conclusion and can explain why the critical issue has to do with a change in sign of the function as opposed to having a zero. The AP planning/score reports over the last five years have indicated that our students score well above state and national averages on the AP exam for questions involving differentiability at a point and on an interval.

Taylor polynomials are introduced early as a method of approximating curves and as an application of the relationship between the shape of a curve and its derivatives. Students look at graphs and tables of values for the original function and its derived Taylor polynomial and realize that the polynomial is close in many cases. They are expected to explain why as well as when this method of approximation may not work. The AP planning/score reports over the last five years have indicated that our students score well above state and national averages on the AP exam for questions involving Taylor polynomials.

Students are comfortable and proficient working with Riemann sums to approximate integrals. The students can see the integral as an accumulator of rates multiplied by the change in the input function. Students see many applications later where the solution is found by integrating a rate function over an appropriate interval. These applications include volume, arc length, surface area, velocity, average value and profit. The integrals come from formulas, tables and written descriptions of situations. The AP planning/score reports over the last five years have indicated that our students score well above state and national averages on the AP exam for questions involving Riemann sums.

Sequences and series are presented by examining sequences and series of constants, and making conjectures about consequences. This is done using graphs, and tables of values. Included is arithmetic, geometric and harmonic series. The formula for the sum of a geometric series is discovered and students learn to use it to investigate many ideas. Students become adept at comparing series to geometric series and the harmonic series. The end result is a firm definition of convergence as well as the traditional series tests for convergence. Students in the class learn to understand and use the integral test, the P-series test, the nth term test, and the ratio test. Students are able to explain the relationship between the tests and understand how and when to use a test. Error bounds for alternating series are established from these discussions. The AP planning/score reports over the last five years have indicated that our students score well above state and national averages on the AP exam for questions involving sequences and series. For example, the data last year showed GBN students who took the AP Calculus BC exam scored 72% higher than the exam national average on the free response questions involving sequences and series.

Students are expected and required to model a written description of a situation with a function, a differential equation, or an integral. Once the student is able to model the situation they are expected to be able to use the model to answer a variety of meaningful questions. The students in the class should develop an understanding and an ability to use calculus to answer and justify the answer to significant questions about the world they live in.

The AP planning/score reports over the last five years have indicated that our students score well above state and national averages on the AP exam for questions involving any of the topics in the curriculum. *Our average AP Calculus BC score is 4.9 (5 is the highest score).*

Ideally, students will be challenged by the course, will become better thinkers and problem solvers, and will enjoy the class and have an enthusiasm and appreciation for the subject. Our findings suggest that our goals are being met. Still, moving forward, we hope to continue to improve in each area. The teachers of this course meet every school day to discuss the teaching of the course and how we can improve. We are very happy with our textbook and think it supports the goals of the course. The annual feedback from students suggests that the students taking the course are very happy with the course. Anecdotally, many of the students who have taken our BC calculus course, upon graduation from college, have reported that they felt the course really did a phenomenal job of setting them up for success in college and beyond. There is always room for improvement and we strive to continue to improve.

Recommendations

- Continue to write problems and assessments that help students learn calculus.
- Continue to review the pacing of the course to make sure learning is optimized.
- Examine the second semester final exam and determine the optimal policy for student learning and student wellness. Explore/evaluate the use of AP Classroom in the course.

- Continue to share our problem sets/methodology with other calculus/precalculus teachers.

Course: AP STATISTICS

Findings

The AP Statistics course covers all topics prescribed by the College Board for the study of statistics. In the first semester, we study six different themes, many of which are connected: experimental design and sampling, describing and graphing univariate data, describing and graphing bivariate data, probability rules, probability distributions, and sampling distributions. In the second semester, there are four units of study: confidence intervals, hypothesis tests, two-sample inference, and chi-square/regression inference.

For students who take the AP Statistics exam *nationally*, the pass rate (earning a 3 or higher) varies from year to year but usually hovers around 60%. For students at Glenbrook North, our pass rate regularly exceeds 90%. Last year, 64 of 69 students passed the exam (approximately 94% pass rate). The AP Statistics exam is one of the most challenging exams to earn a 5 on based on national percentages, as approximately 13%-15% of students earn a 5 each year. Last year, approximately 61% of GBN students who took the AP Statistics exam earned a 5.

One of the AP Statistics teachers, John Krickl, attended the grading of the AP Statistics exam as a reader for the exams administered in 2015, 2016, and 2017. The insights gained in terms of how problems were graded at the exam are regularly shared with students. Our newest addition to the AP Statistics team, Dina Houmpavlis, completed a summer-long training by the College Board.

Topics are approached differently based on the nature of the content. For many of the topics we cover, students are able to collect their own data and analyze it rather than using fabricated data sets. This gives the students more ownership of each activity and generally seems to elicit a positive, enthusiastic response. For example, when studying how to compute the correlation coefficient given a set of bivariate data, students are asked to rank 10 restaurants on a scale of 1-10. They pair their rankings together and compute the correlation coefficient to see how similar their dining preferences are. Additionally, the use of online applets are helpful in allowing students to analyze large data sets quickly and take many samples simultaneously to observe trends.

For select few lessons, a flipped structure is employed. For homework, students watch and take notes on an instructional video made by one of the teachers from the AP Statistics team. When students come to class, they are given a diagnostic worksheet to see how well they understood the content. This structure allows more time in class for processing activities, discoveries, and group work.

One of the questions on the AP Statistics exam is known as the investigative task, which is a free response problem that combines course concepts in unusual ways and has students thinking through a scenario they have not seen before. For that reason, we regularly emphasize the importance of problem-solving and being willing to test out new approaches. These problems lend themselves well to a growth mindset, as we regularly emphasize that perfection is not required on these problems, but rather progress as the

year goes on.

For the last five years, we have used *Introduction to Statistics & Data Analysis* by Peck, Olsen, and Devore, as our textbook for this course. While we have been generally pleased with the problem sets in the textbook, we plan to explore using a new textbook for the 2020-2021 school year. We are considering the move to *The Practice of Statistics* (sixth edition) by Starnes and Tabor for the following reasons: the textbook is more readable than our current textbook (our current textbook has a great amount of detail which often comes at the expense of clarity), the textbook is more geared towards the AP Statistics curriculum and how answers are expected to be shown on the AP Statistics exam, and many of the problem sets have a variety of review problems built in. Our current book does not have nearly the same amount of review resources.

Recommendations

- Explore the use of a new textbook for the 2020-2021 school year.
- Create a handout or presentation that can be given to Precalculus students before they decide which course(s) to take during the following school year.
- For the few topics that do not yet have such activities, develop activities that allow students to participate in the data collection process rather than analyzing pre-fabricated data sets.

Course: AP COMPUTER SCIENCE A

Findings

AP Computer Science A has recently returned to GBN and is currently in its fourth year in the GBN curriculum after several years of dormancy. It is equivalent to a first term college course in computer science and uses the Java computing language. AP CS A is a popular elective at GBN, growing from approximately 75 students in the 16-17 school year to 111 students in the 19-20 school year. The vast majority of students enrolling in this course are male; however, we're working to foster and cultivate a positive trend in recent female enrollment. Interest in the course grew recently after the GBN Math Department's Hour of Code initiative, in which students in every math class spent 60 minutes learning to do some basic coding.

The course is designed to combine full-class teacher instruction with many hours of in-class and out-of-class, independent and collaborative student project work. Students are drawn from a variety of backgrounds and come to the course with varied degrees of CS literacy. The projects used in class are carefully designed to guide students through the College Board curriculum. Differentiation is provided in that students who finish the assigned projects quickly have plenty of options to further their depth and breadth of learning in computer science. In addition, our experienced instructor has the knowledge base to mold the CS curriculum to allow for additional depth and challenge opportunities for students that excel and come to the course with a more significant background and talent in CS. During classroom projects, the instructor circulates the lab, spending time with each student individually, answering questions and informally assessing student fluency.

Having recently resurrected the CS program at GBN, we've been working to ensure that the learning space is conducive to a successful CS learning experience. With new computers we will be in a better position. The course culminates with individual student projects. Students can choose to create and design and cultivate and interest and/or idea of their own or they can choose to learn a new programming language. This course and the associated final project have inspired many students over the past few years to study computer science in college.

Recommendations

- Continue to monitor the growth/interest of students in CS.
- Acquire new workstations that are fit for programming and learning in 2020.
- Continue to investigate ideas and research opportunities on how we might expand the number of female students in CS courses.
- Research ideal learning spaces for CS courses and develop recommendations to improve the GBN lab learning space to better facilitate student learning.
- Seek new ideas by providing professional development for teachers of the course and for potential new teachers for the course.

Course: ADVANCED TOPICS

Findings

Advanced Topics Honors is primarily a course in multivariable and vector calculus. This class is intended to be the equivalent of the third semester of a university sequence in calculus intended for mathematics, science, and engineering students. Topics covered include the geometry of two and three dimensional space with an emphasis on vector methods, the derivative of functions of several variables, properties of the derivative, the directional derivative, maximum and minimum problems and theory, multiple integrals, line integrals, surface integrals, vector fields, the gradient, divergence and curl of a vector field, and the integral theorems of vector calculus. Although there is no AP test on this material, students have consistently reported that they have been able to pass a placement test upon arriving at college which allowed them to place out of this course if they so choose. Students who have chosen to repeat the course have reported that our choice of topics is very similar to those they study in their college classes. Our textbook is a standard text on the subject used in various colleges and universities. The evidence we have suggests that students who complete this course successfully are able to continue their studies in college with courses such as linear algebra, differential equations, probability, discrete mathematics, and other standard courses required for majors in science, engineering, computer science, mathematics, and statistics.

The material on vector calculus takes about 80% of the academic year to complete. Some topics in linear algebra are also threaded through the course, as linear algebra and matrices provide a natural way to formulate various topics in the class. During the final weeks of the year, the class covers either additional topics in linear algebra, or other topics in discrete mathematics. The core of the class remains vector calculus with some associated matrix theory and linear algebra.

The material in the class, particularly in the second semester, is very well suited for exploration with a calculator with CAS (computer algebra system). Historically, our students have not been asked to purchase a CAS calculator specifically, and the course has certainly been successfully taught without it, but a move to a CAS calculator could free up large chunks of time used for computation. Additional time would allow for more of a focus on concepts and problems which are computationally burdensome to do by hand.

The purpose of the course is to provide students with a solid mastery of the content of vector calculus along with substantial opportunities to develop their problem solving skills and insights into the material. There is ample opportunity for working on challenging problems which give students a sense of mastery and accomplishment as well as many opportunities for learning by discovery. These are aspects of this course which should be preserved and enhanced in the future.

Recommendations

- Continue to develop problems of appropriate difficulty to challenge students.
- Evaluate if an alternative textbook might better suit our needs.

- Have discussions with teachers of AP Physics and AP Computer Science to consider how this class can better support and complement these other classes.

SCIENCE

Introduction

Courses reviewed during past year:

Advanced Placement Courses

- Biology
- Chemistry
- Environmental Science
- Physics C

Earth Science

- Earth Science GT 163
- Earth Science 163

Materials Science

- Materials Science 163
- Honors Material Science 173

Process

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

Biology, Chemistry, Environmental Science & Physics C

1. How has the newly designed curriculum released by College Board changed instruction in the classroom?
2. How can the AP Classroom be utilized as an instructional tool for teachers?
3. How can the AP Classroom be utilized as a student resource?
4. Are the AP courses accessible to all students?
5. Are the prerequisite science and math courses appropriate?
6. Are students demonstrating success on the AP tests ?

Earth Science GT 163 & Earth Science 163

1. What types of learning experiences in Earth Science stimulate the highest level of student engagement?
2. How can the current curricula in both Earth Science 163 and GT increase the level of problem solving and critical thinking?
3. Is Earth Science GT serving as a vertical stair step for the Biology GT students and a foundation for the Introduction to Chemistry Students?
4. Is Earth Science meeting the science needs of our students in need of additional skill building?
5. Does Earth Science 163 provide experiences that support preparation for high stakes standardized tests such as the ACT?

Materials Science 163 & Honors Material Science 173

After five years of minimal interest, this course was removed from the course catalog in the Fall of 2017.

Report Schedule

| 2020 | 2021 | 2022 | 2023 | 2024 |
|------------------------|-----------------------|----------------------|--|------------------------------|
| Chemistry 163 | Biology 163 | Physics 163 | Astronomy & Space Science 163 | AP Biology 283 |
| Honors Chemistry 173 | Honors Biology 173 | Honors Physics 173 | Honors Astronomy & Space Science 173 | AP Physics 283 |
| Intro to Chemistry 163 | Biology GT – TEAM 163 | Intro to Physics 163 | Plant Science 161 (Spring & Fall) | AP Chemistry 283 |
| Brain Studies 161 | | | Sci-Tech 163 | AP Environmental Science 283 |
| | | | Anatomy & Physiology: Body Systems 162 | Earth Science 163 |
| | | | Anatomy & Physiology: Bones, Muscles, and Nerves 161 | Earth Science GT-TEAM 163 |
| | | | | Forensic Science 163 |

Approximate percentage of curriculum to be reviewed:

| 2020 | 2021 | 2022 | 2023 | 2024 |
|-------------|-------------|-------------|-------------|-------------|
| 25 | 24 | 22 | 11 | 18 |

Course or Initiative:

AP Courses: Biology, Chemistry, Environmental Science & Physics C

Findings

- AP College Board made adjustments to the exam descriptions for Biology beginning the fall of 2019; this will correlate well with curricular changes that were made over the past three years.
- AP College Board made adjustments to the course and exam descriptions for Chemistry in 2019. Unit sequencing was adjusted in the fall of 2019.
- AP College Board made adjustments to the course and exam descriptions for Environmental Science beginning the fall of 2019.
- AP College Board has not made adjustments to the Physics C course in the last five years.
- Recent changes in the curriculum in all areas emphasize synthesis of content, application of skills, problem solving, and connectivity among units. As a result, more time can be spent in discussion, processing, and engaging in lab and activity work that requires content knowledge, yet yields new findings, ultimately creating a true inquiry experience for students.
- Environmental Science curricular changes have restructured the course sequence to allow for a cohesive flow of thematic units. This was aimed to facilitate synthesis of newfound content and connect to the core sciences: Biology, Chemistry, Earth Science and Physics.
- The AP Classroom provides support for teachers through offering unit guides that highlight the content and skills on the AP test, a pacing guide to help teachers appropriately weight units that may have the greatest impact on the AP test, and sequencing suggestions to help manage deliberate connections throughout the course of the year.
- The AP Classroom provides College Board developed scoring guidelines to afford teachers the ability to assess student responses on Free Response Questions (FRQs) similar to the AP Tests; multiple choice question banks are provided as well.
- The AP Classroom supports the student experience through teacher assigned or self-initiated practice that provides instant feedback, personal progress checks, and an AP Dashboard that identifies strengths and weaknesses for students to use as they self-reflect throughout the year.
- All students are welcome to enroll in AP Science courses provided the prerequisites are met. The math and science requirements for each course do not require an honors credit; students from a variety of academic backgrounds can enroll in the courses. When appropriate, the Instructional Supervisor or science teacher engages in a conversation to ensure the student is aware of the challenging expectations.

- AP Physics C, due to the Calculus requirement, is only accessible to approximately 40% of our students, and most often, during the senior year. The calculus requirement is a necessity because the course is a calculus-based physics course.
- Because the AP College Board has adjusted the AP experience to increase synthesis of content, rather than simply building a knowledge base, first year courses are necessary because students are required to tap into foundational knowledge throughout the course.
- The percentage of students taking AP tests has fluctuated slightly over the past three years. The percentage of students earning a 3 or better has increased. Below are the enrollment numbers, tests taken, and scores earned.

| AP Tests Taken and Scores Earned 2018-2019 | | | | | | | | |
|--|-----------------------------|-----------------------|---------------------------|----------------------------|----|----|----|---|
| AP Test 2018-2019 | Number of Students Enrolled | Number of Tests Taken | Number of Tests Taken (%) | Score Earned | | | | |
| | | | | 5 | 4 | 3 | 2 | 1 |
| Biology | 51 | 42 | 80.8 | 14 | 17 | 10 | 1 | 0 |
| Chemistry | 40 | 37 | 71.2 | 8 | 8 | 16 | 4 | 1 |
| Environment Science | 53 | 44 | 81.5 | 7 | 22 | 8 | 7 | 0 |
| Physics C: Electricity & Magnetism | 33 | 21 | 40.4 | 12 | 2 | 4 | 3 | 0 |
| Physics C: Mechanics | 33 | 28 | 53.8 | 14 | 12 | 0 | 1 | 1 |
| Total | 210 | 172 | 65.6 | 55 | 61 | 38 | 16 | 2 |
| | | | | 89.5 % earning 3 or better | | | | |

AP Tests Taken and Scores Earned 2017-2018

| AP Test 2017-2018 | Number of Students Enrolled | Number of Tests Taken | Number of Tests Taken (%) | Score Earned | | | | |
|------------------------------------|-----------------------------|-----------------------|---------------------------|----------------------------|----|----|----|---|
| | | | | 5 | 4 | 3 | 2 | 1 |
| Biology | 38 | 31 | 81.6 | 6 | 11 | 12 | 2 | 0 |
| Chemistry | 51 | 42 | 82.4 | 9 | 10 | 14 | 8 | 1 |
| Environment Science | 54 | 43 | 79.6 | 6 | 19 | 8 | 8 | 2 |
| Physics C: Electricity & Magnetism | 36 | 26 | 72.2 | 7 | 8 | 3 | 7 | 1 |
| Physics C: Mechanics | 36 | 29 | 80.6 | 12 | 10 | 4 | 2 | 1 |
| Total | 215 | 171 | 79.5 | 40 | 58 | 41 | 27 | 5 |
| | | | | 81.3 % earning 3 or better | | | | |

| AP Tests Taken and Scores Earned 2016-2017 | | | | | | | | |
|--|-----------------------------|-----------------------|---------------------------|----------------------------|----|----|----|---|
| AP Test 2016-2017 | Number of Students Enrolled | Number of Tests Taken | Number of Tests Taken (%) | Score Earned | | | | |
| | | | | 5 | 4 | 3 | 2 | 1 |
| Biology | 27 | 27 | 100 | 9 | 12 | 6 | 0 | 0 |
| Chemistry | 63 | 46 | 73 | 1 | 14 | 15 | 12 | 4 |
| Environment Science | 30 | 22 | 73.3 | 4 | 11 | 4 | 2 | 1 |
| Physics C: Electricity & Magnetism | 54 | 23 | 42.6 | 8 | 2 | 5 | 5 | 3 |
| Physics C: Mechanics | 54 | 25 | 46.3 | 13 | 6 | 4 | 2 | 0 |
| Total | 228 | 143 | 62.7 | 35 | 45 | 34 | 21 | 8 |
| | | | | 79.7 % earning 3 or better | | | | |

Recommendations

- Continue to seek out resources available through the College Board and within the local science community to further develop learning experiences that emphasize synthesis of content, application of skills, and problem solving to create a unique lab experience for AP students.
- Embrace the new sequencing of units in many of the AP courses and make deliberate connections among units.
- Utilize the AP Classroom and make curricular adjustments as needed to incorporate required content and skills.
- Utilize the AP Classroom and make pacing adjustments as needed to appropriately weight units that may have the greatest impact on the AP test.

- Implement the College Board developed scoring guidelines to provide an authentic FRQ assessment experience for AP students.
- Encourage students to engage in teacher assigned or self-initiated practice and to practice self, academic reflection throughout the year.
- Continue to maintain open registration in AP courses.
- Propose an AP Physics I course to offer an AP Physics class that is accessible to all students; AP Physics I is an algebra-based course.
- Continue to require foundational courses as prerequisites for all AP Courses.
- Survey AP students to gauge rationale for taking the course as well and their decision to test to better understand the decision making process with regards to enrollment and testing in relation to post high school planning.

Course or Initiative: Earth Science GT 163 & Earth Science 163

Findings

- Collaborative discussions and content derived from students builds classroom community and promotes a sense of ownership thus increasing student engagement.
- Discussions are enriched and understanding is strengthened when students engage in a common experience through a lab, current event article, discussion or video clip, or in-class activity.
- Earth Science naturally builds off of many of the same skills introduced in the Biology GT course. Common language and expectations are used in the two-year Team sequence as well.
- Earth Science exercises data analysis skills that are further developed in the Introduction to Chemistry course.
- Earth Science enrollment is consistent: One section of Earth Science 163 and two sections of Earth Science GT.
- Earth Science continues to require minimal math skills: Earth Science 163 serves as an alternative to AP Environmental Science. Earth Science GT serves as a second year Team class for students who may find the Introduction to Chemistry class to be a difficult challenge due to the level of math required for success.
- Earth Science GT primarily serves math students who are enrolled in the special education program or GA level math courses.

| Concurrent Math Courses for Earth Science GT Students | | | |
|---|---|------------------------------------|-----------------------------------|
| Year Enrolled in Earth Science 163 | Special Education Math Program (percent enrolled) | GA Math Program (percent enrolled) | G Math Program (percent enrolled) |
| 2017-2018 | 53.6 | 21.4 | 25 |
| 2018-2019 | 25 | 70.8 | 4.2 |
| 2019-2020 | 28.1 | 59.4 | 12.5 |

- Students enrolled in the Earth Science 163 class are exposed to data and graphical analysis skills as well as content that is commonly seen on high stakes tests such as the ACT. Familiarity typically plays a role with regard to success on the ACT. Below are average science reasoning scores and composites for those students enrolled in the Earth Science 163 course and who also took the ACT.

**Average ACT Science Reasoning & Composite Scores for Students
Enrolled in Earth Science 163**

| Year Enrolled in Earth Science 163 | Number of Students Enrolled in Earth Science 163 who took the ACT | Average ACT Science Reasoning | Average ACT Composite |
|------------------------------------|---|-------------------------------|-----------------------|
| 2016-2017 | 14 | 22.5 | 24.6 |
| 2017-2018 | 14 | 20.9 | 21.4 |
| 2018-2019 | 8 | 24.37 | 25 |

Recommendations

- Continue to engage students in collaborative learning experiences.
- Consider identifying the Earth Science classroom as a possible space for the Learning Spaces Initiative, to promote interpersonal interactions.
- Utilize outside resources such as POGL and phenomena-based learning tools to develop common models for students to reference during content development.
- Effectively use common planning time for GT and Introduction teams to develop common rubrics, as appropriate, similar assessment strategies, and behavioral and academic expectations.
- Continue to offer Earth Science GT (second year Team course) and Earth Science 163 (an elective) to provide a lab course that is independent of math skills so students can be exposed to science-related skills and topics.
- Continue to emphasize critical thinking and graphical and data analysis in both instruction and assessment.

SOCIAL STUDIES

Introduction

Courses reviewed during past year

Civics 161
 International Relations 161
 Psychology 161
 Social Studies Simulation 161
 Urban Studies 161
 World Geography 161

Process

The review process for all of the above courses followed the District 225 Board of Education review model. Curriculum review committees were formed for the Civics, International Relations, Psychology, and Urban Studies courses comprised of all teachers currently teaching these elective courses. The Geography teacher (the only teacher for that course) and past Simulation teachers (the course is not running this year) consulted with the Instructional Supervisor as part of the process. The teachers reviewed the course goals, curricula, requirements, resources, and other information specific to each course.

Report Schedule

| 2020 | 2021 | 2022 | 2023 | 2024 |
|---------------------|---------|----------------|-----------------------|-----------------|
| European History | HWC 163 | US History 163 | AP Gov't and Politics | Civics |
| Sociology | HWC 173 | US History 173 | AP Comparative Gov't | Int'l Relations |
| Comp. Global Issues | | American Exp | AP European History | Psychology |
| Anthropology | | Team Program | AP Macroeconomics | Simulation |
| World Religions | | | AP US History | Urban Studies |
| | | | AP Psychology | World Geography |
| | | | AP World History | |
| | | | Debate courses | |

Approximate percentage of curriculum to be reviewed

| 2020 | 2021 | 2022 | 2023 | 2024 |
|------|------|------|------|------|
| 20 | 20 | 20 | 20 | 20 |

Additional initiatives (outside of review process)

To accurately reflect course topics, the department proposed to change the course titles for:

“Social Studies Simulation” to “Modern Middle East”

“European History” to “Modern European History”

“Urban Studies” to “Chicago History”

Course or Initiative: Civics

Findings

Political Science was a regular level, single semester elective offered to sophomores, juniors and seniors in the fall term. Sectioning generally fluctuated between two and three classes per year. Each year, there was generally an even split between sophomores and seniors with only a handful of juniors in the class. While it was a regular level elective, the class frequently attracted students who were interested in politics, many of whom were typically in “honors” level classes.

Today, in keeping with state mandates, the class has been renamed "Civics" and is now offered both first and second semester. The trend toward "honors" students has reversed as almost all of those students now, as seniors, take Advanced Placement US Government and Politics which fulfills the state mandate as well. Sectioning for AP US Government has grown from 3 to 5 sections this year. As a result of the state mandate, the number of Civics sections has also increased. This year we have 14 sections.

Just like when the course was named “Political Science,” Civics deals with the philosophical basis of the American political system: how our national, state and local governments are structured and interact; how our government functions; political behavior; and the application of our laws through the study of specific court cases. It meshes traditional study of government with current events and political discussion. The historical context for all these topics is always present in discussion. The current text was adopted in 2017. Students also frequently use outside information gathered from various news sources and political websites. Students engage in policy debates, simulate congressional hearings and work to identify their own political leanings.

The old Political Science class met almost every aspect of the state Civics mandate, absent a specific "civic engagement" requirement. To fulfil this part of the state law, Civics offers more opportunities to meet and interact with government officials, to attend public meetings and to communicate directly with leaders who make public policy.

Recommendations

- Teachers should remain current with developing political events and incorporate present day issues into the curriculum. Additionally, student feedback should be gathered at the end of the semester and year to help identify areas for improvement. As the class continues to grow and begins to include more seniors, teachers should look for ways to differentiate instruction to account for the dynamic of a course with sophomores and seniors. We continue to anticipate that very few juniors will take the class as they have to take United States History. Examining new textbook choices should continue to be part of our process for improving the course.

Course or Initiative: International Relations

Findings

The International Relations course examines the formation and function of foreign policy in the United States and other nations. The focus is on contemporary world problems with an emphasis on current events. This year there are three sections of the course which is a slight increase from the previous 2014 curriculum review. Enrollment continues to be consistently split among seniors and sophomores.

Since the 2014 course review, the classroom teachers have tailored topical readings to learners' needs and incorporated more current international issues into the class. Ultimately, students encounter the most up-to-date topics from multiple perspectives as they focus on the history, foundations, and theories that influence broader foreign policy decisions worldwide. Teachers have introduced content specific concepts that apply to the curriculum and provide a foundation of understanding for students.

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

Teachers have also expanded use and integration of simulation and role-play which in turn has increased student engagement and interest throughout the duration of the course. Simulations focus on a variety of topics in human security, national and international security, and the global economy. These simulations conclude with a round table discussion of the issue and the creation of a position paper that outlines policy solutions.

Recommendations

- We recommend the continuation of teacher curated readings to fit the most current topics and debates within international relations. This has continually provided the teachers with the ability to adapt quickly to changing events across the world.
- Additionally, teachers will continue to use simulations and role-play as an activity to engage students and provoke curiosity in the content.

Course or Initiative: Psychology

Findings

Psychology is a semester elective offered to juniors and seniors. There are currently six sections of the course. Most students in the course are seniors, but a few juniors take this course each year as well. The course enjoys continued popularity, as students view it as an opportunity for introspection, and appreciate the discussion format of the class. The lead psychology teacher retired, which resulted in the emergence of a new team of three teachers. They collaborate on instruction and reflect on lessons and student feedback regularly. The team completed summer curriculum work to revise unit selection to peak students' interests. Revised units of study are: Personality, Biological Psychology, Learning and Memory, Psychological Disorders and Treatment, Social Psychology and Adolescent Development. Additionally, many students who take Psychology also take our department's Sociology course, as well as the Brain Studies course in the Science Department. These students gain a deep understanding of the human condition and mental health issues in these courses, which aligns with the school goals of wellness and mental health. Students appreciate the connection between the course content and their high school experience because of such offerings.

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

We use the electronic text- Thinking About Psychology, third edition by Blair-Broeker and Ernst. We continue to appreciate this text for its readability, clarity and module structure, which allows teachers to selectively focus on particular areas of psychology.

Recommendations

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

Course or Initiative: Simulation

Findings

Social Studies Simulation is a social studies elective comprised of an even mix of senior and sophomore students. A few juniors also take the class each year. The class has not run for the previous two years due to low enrollment during the registration process. In previous years, the total number of students enrolled in the class fluctuated between 75 and 100 students per year.

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

The class has also transitioned to using a modular topic format. As students engage in the simulation, each class period focuses on a unique topic, such as the Security of Israel, Water Rights, Oil Politics, Nuclear Weapons, and Women in the Middle East. Students can then use what they have learned from those topics within the simulation to generate discussion and dialogue among other participant schools as they seek to find solutions to various problems.

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

Recommendations

- With the proposed change in course title this year, we hope to see a renewed interest in this class. The course should continue to develop a more thorough historical background and analysis by students. Teachers should continue to introduce a combination of primary and secondary sources to help students better understand the background of the conflict.
- The course should continue using the Simulation through the University of Michigan as the centerpiece activity.

Course or Initiative: Urban Studies

Findings

Urban Studies continues to be a popular course for GBN students. This year, we have three semester sections with approximately 70 total students. The class is generally comprised of 85% sophomores, 15% seniors, varying slightly year to year. Urban Studies's sections have experienced a slight drop in number after the Civics graduation requirement took effect in 2017. While many sophomores elect to take Civics, Urban has seen an increasing number of senior students take the course. Regardless of their year in high school, Urban still attracts students with a wide range of academic skills. There is a small segment of students for whom the Urban Studies text reading is difficult. Teachers have created guided reading questions and they encourage note taking for use on many in-class assessments in order to support these students.

The amount and type of work for the course is average for social studies classes in the department, but the course is more reading intensive than many other regular level electives. For homework, teachers generally give reading assignments accompanied by key terms and/or reading questions to assist with comprehension and notetaking skills. Reading assignments are typically assessed by open-note reading quizzes, which are often held each class session. Homework assignments usually consist of reading between one and two chapters per school week, with unit tests for approximately every two to three chapters. One of the class requirements is a multimedia project focusing on an aspect of Chicago history and/or culture, and ultimately the students take an objective final exam.

In reviewing the curriculum, teachers would like to incorporate more sociology into the course, taking a look at contemporary issues facing the city of Chicago. Recent efforts to expand on the non-historical elements of the course include an immigration interview project (in which students compare recent and historical immigration trends) and studying the nature of concentrated poverty in Chicago neighborhoods. The current textbook, City of Big Shoulders, went out of print in 2014, though there are still plenty of books available. Should copies get hard to find in the future, teachers will explore new textbook possibilities when necessary.

Recommendations

- Teachers suggest additions to the curriculum including a sociological analysis of Chicago, encompassing modern-day immigration, changing demographics, poverty, education, politics, crime, as well as examining other urban centers.
- As the department works to develop and implement the department skills map, Urban Studies teachers will continue to adapt the course in such a way to help reinforce skills learned in History of World Civilizations and United States History.

Course or Initiative: World Geography

Findings

World Geography is a semester elective comprised of senior and sophomore students. The class mix tends to be approximately 60% seniors and 40% sophomores. Occasionally a small number of juniors take the class. Some students indicate they are taking the class because some universities and colleges, like public schools in Colorado, require a geography class for admissions consideration. Other students have indicated that the class appeals to them due to their ability to choose areas of study as part of the final for the course which is a culminating project. Over the last five years, prior to the addition of the Civics requirement, there were two sections of Geography each year. Since the addition of the Civics requirement there have been one or two sections of Geography each year.

The major change to the curriculum has been the inclusion of additional outside resources to supplement the class textbook. These include journal articles from the Wilson Quarterly dealing with Japan's population challenges and articles from MIT Technology Review about potential solutions to address California's drought in the mid 2010's. The class has also incorporated excerpts from the book *The Great Lakes Water War* to address the issue of access to freshwater and conservation of water resources in the 21st century. In addition to these printed resources, the class has added video resources, such as a film by the University of Wisconsin, that addresses urban heat islands. The purpose of these additions is to add topical resources to the class to address both physical and human geography issues.

The class has continued with development and use of a semester ending project in which the students choose a number of countries to study, then compare and contrast those nations using criteria developed in the class throughout the semester. This project includes students presenting their work to their classmates as the class works through the different stages of the project. This project replaced the traditional final exam that was used in the past. On the day of the final exam, the students meet to reflect on their project and to share their final work with their classmates. The students have continued to provide positive feedback about the project and indicate that they enjoy their ability to have a major say in the content they explore within the project.

We are currently using the same textbook adopted during the previous cycle. As the teacher has supplemented the textbook with journal articles, magazines, other online resources and video, the textbook has become a secondary resource for the class. The lower cost of the online textbook makes it reasonable to continue to use the textbook as part of the class in this manner.

Recommendations

- We have a number of recommendations for the World Geography class. We believe that field trips to explore examples of physical geography features within the Chicagoland area would enhance the class.

- The class could also take advantage of museums within the Chicagoland area to explore aspects of human geography.
- The class will also look to add additional software such as Google Earth to enhance the class resources. The teacher will work with the building Technology Trainer to most effectively incorporate these ideas.

Special Education

Introduction

Courses reviewed during this past year:

As part of the regular curriculum review, the special education department spent time reviewing English and reading curriculum.

Development Learning Services (DLS) Program

- Reading Strategies
- Beginning English
- Advanced English
- Intermediate English

Therapeutic and Academic Self-Contained (TASC) Program

- English 1-4

Process

Throughout the 2018-2019 school year, the Developmental Learning Services (DLS) and Therapeutic and Academic Support Continuum (TASC) teacher teams met weekly to review student needs from both individual and programmatic levels and discussed how the English curriculum meets the needs of the students in those self-contained programs. The Special Education teachers who teach self-contained English and the reading specialist, one of which includes a Team program 9th grade English and History of World Civilization Team teacher, reviewed data relating to students' needs in the area of reading, to discuss the potential for developing intervention plans to support students, and identify potential gaps in instructional service delivery related to reading and English curriculum. The Instructional Supervisor for Special Education coordinated the review of self-contained Special Education curriculum and summarized the findings in this report.

Additional initiatives (outside of review process)

The department continues to review best practices for direct instruction in the areas of reading, writing, and math, as well as how to effectively integrate programmatic instruction related to students' transition goals and social-emotional needs. As part of this, the Department has initiated a universal curriculum in Academic Resource that includes topics related to the aforementioned areas.

Report Schedule

| 2020 | 2021 | 2022 | 2023 | 2024 |
|--|---|---|--|--|
| Implementation of IEP Goals through math | Implementation of IEP goals through science classes | Implementation of IEP goals in social studies | Implementation of IEP goals in the areas of Study Strategies | Implementation of IEP goals in English and reading classes |
| | | Review needs of students and study skills courses offered | | |
| Review of English and Reading curriculum | Review math Curriculum | Review science curriculum | Review of Study Strategies curriculum | Review of Resource, Transition, and electives |

Approximate percentage of curriculum to be reviewed:

| 2020 | 2021 | 2022 | 2023 | 2024 |
|-------------|-------------|-------------|-------------|-------------|
| 20% | 20% | 20% | 20% | 20% |

Course or Initiative: Reading

Findings

As a result of the EPP, the reading committee engaged in conversations relating to the needs of students with Individualized Education Plans (IEPs) at Glenbrook North (GBN) in the areas of reading and writing. Consistent with a Multi-Tiered System of Supports (MTSS), GBN offers tiered services to students. The District has been working towards launching Performance Matters, a feature within PowerSchool, that will provide teachers with access to student specific data. Access to data and training for teachers about how to interpret data is needed to strengthen the building's comprehensive model aimed at improving the reading skills of all struggling readers, including those with and without IEPs. A number of relevant items, including a need to consider how to support students with IEPs who have reading deficits but participate in mainstream courses either in the Team program or in regular courses was discussed. For the purposes of this report, findings are organized by program.

Reading Strategies

Reading Strategies is a course for students identified with severe reading deficits requiring intensive instruction to increase reading abilities and to decrease the instructional gap between them and same aged peers. All students enrolled in the Reading Strategies course are dually enrolled in self-contained English courses within the DLS program resulting in them receiving a total of 450 minutes of literacy instruction per week. All students in Reading Strategies receive targeted interventions to address the five big areas of reading: reading fluency, phonics, phonemic awareness, reading comprehension, and vocabulary. Each student's reading program is individualized based on student performance on a number of formal and informal assessments as well as progress monitoring data. The assessments administered include the Strategic Reading Inventory through the Read 180 program, Aimsweb Curriculum-Based Measures of Oral Reading Fluency, and, at times, Qualitative Reading Inventories when additional data is needed. In most cases, two structured, research-based programs are implemented with integrity for students: Read 180 and Read Naturally. Linda Mood-Bell strategies may also be incorporated depending on student need. In addition, as part of the program, all students are expected to engage in reading at home. Based on students' needs, this year one teacher holds a .2 FTE assignment to provide pull-out reading support for students with intensive reading needs but who require individualized support and cannot be enrolled in a Reading Strategies class. Based on this current allocation .4 FTE toward intensive reading needs, teachers did not identify any significant gaps in the area of instructional delivery that need to be addressed for this group. As they continuously do, teachers will continue to monitor their ability to support and modify the curriculum for students who, due to social-emotional reasons, are less willing to accept help for reading issues. At this time, teachers are able to modify and accommodate students to aid in their willingness to access help, but this will continue to pose a challenge for serving high school students with severe reading deficits.

DLS Advanced, Intermediate, and Beginning English TASC Self-Contained English

In all DLS and TASC classes, research-based strategies are implemented to support students' abilities to access grade level novels. Among these strategies is pre teaching vocabulary, previewing text, graphic organizers, guided notes, and teaching Active Reading. In addition, for students with less developed reading skills in the DLS classes, the Read 180 program can be utilized in English class when deemed appropriate by instructors. To support writing, teachers implement University of Kansas instructional strategies in both DLS and TASC classes. The degree to which these strategies are implemented is dependent on the instructional needs of the students. Students in DLS require more intensive instruction in basic writing skills, whereas in most situations students in TASC self-contained English possess a higher level of basic writing skill, often on target with their same age peers in regular education courses. Teachers in these programs feel that time constraints sometimes limit their ability to provide a significant amount of direct instruction in the area of writing. Often times in English classes, instruction is focused on reading comprehension strategies to help students access grade-level text.

This school year, the department chose to tailor one of the TASC English classes for students who require more intensive reading support as well as a significant amount of behavior support. This school year, a "hybrid" TASC/DLS English class was created in order to support the group of students identified as experiencing significant emotional difficulties while also requiring intensive reading and writing instruction. The teacher for this course is highly trained in both direct instruction reading/writing strategies as well as well-versed in strategies for supporting students with emotional difficulties. The DLS Advanced English curriculum is implemented along with the social-emotional learning objectives specific to the TASC program. While data continues to be collected as it relates to the efficacy of this hybrid course, feedback from the teacher and students indicates that the blended DLS/TASC approach is accomplishing the goal of better serving students with significant gaps in their reading/writing instruction who require a specialized approach due to their emotional and executive functioning needs.

Regular Education Supports available to students with IEPs

For students who need more intensive reading and writing instruction due to identified deficits as part of their disability but are able to participate in regular education courses, including the Team program, there are a variety of ways in which either special education supports are put in place or students access regular education programs for additional help.

Within the Team program, as is the case in self-contained English, research-based content area strategies like pre-teaching vocabulary, previewing text, graphic organizers, guided notes, and Active Reading are implemented. In some Team classes, students are trained to use a variety of strategies and they are required to access the Academic

Resource Center (ARC) for support. In other general education English classes, the general education Reading Specialist and ARC staff provide whole class instruction in Active Reading and writing strategies. Ninth grade students in the Team program are able to access a differentiated section of Reading Skill Development. This course provides direct support for reading skills, with a focus on reading comprehension, to support the Team program curriculum. Students in regular level general education English may also access a Reading Skills Development course if they are recommended for it based on their demonstration of reading skills on the STAR assessment.

For students who need more intensive support beyond that which is offered to all students, they may access additional support during Academic Resource class in pull-out support from our Reading Specialist, as mentioned in the “Reading Strategies” section above. Support can come in the form of 1:1 instruction or small group; instruction is always tailored to student needs and their specific IEP goals.

Assessments

The English and reading teachers reviewed the school-wide data in the area of reading. This data is available to teachers to assist with instructional planning. For the last seven years, the school has been using the STAR assessment in some general education classes. The STAR assessment has been administered to all special education self-contained English students beginning with the 2014-2015 school year. During the 2018-2019 school year, all students enrolled in any English course at GBN participated in the STAR assessment. The data was used to help inform teacher instruction as well as serve as an additional objective tool to enhance our decision-making process related to placement.

Recommendations

- For students in self-contained TASC English courses, whose basic reading skills are typically at or above grade level, continue to collect data to define student basic skills in the areas of reading and writing and design whole-class and, if necessary, individualized interventions, to support student needs and implement them with integrity in cases where reading or writing skills are an area of concern but not significantly below grade level.
- For students requiring the social-emotional support available through the self-contained TASC English courses and whose basic reading skills are below grade level, continue to offer a differentiated section of TASC English with a curriculum that meets the students’ reading/writing instructional needs as a whole group.
- For students identified with severe reading deficits participating in Reading Strategies, continue to consider how to utilize instructional time during DLS English classes to provide direct instruction in reading skills in addition to comprehension strategies as a supplement to the 90 minutes of reading instruction every other day.
- Reading Specialists in the Special Education Department are currently beginning a pilot with the IXL for English/Language Arts tool to determine if it is an

intervention for students in the areas of reading and writing.

- Continue to meet as a reading team on a quarterly basis to review the effectiveness of reading programs offered through the special education department and also in Team classes or through the ARC. As part of this process, review the STAR data to assist in program development as well as individual student instructional planning.
- Continue to consider the need for a writing skill development class on an annual basis to allow for more instructional time to support students in this area; currently writing skill instruction occurs in English self-contained courses primarily.
- Continue to provide teachers with release time to meet as a DLS, TASC, and reading team to review English and reading curriculum and assessments on an ongoing basis.
- Continue to allocate special education staffing to support 1:1 or small group intensive reading instruction for struggling readers in cases where student data indicates that the students are significantly discrepant from peers and need this level of support.
- Continue to provide ongoing training to teachers and students about how to use instructional technology to support students' literacy skills through English classes and Study Strategies.
- With regard to STAR and other reading data, continue to learn the functions of Performance Matters so that educators could more efficiently access academic data when making instructional/intervention planning decisions.

World Languages

Introduction

Courses reviewed this year:

Chinese 163
Hebrew 163
Russian 163
Spanish 163
Spanish 163 G

Process

Committee leaders were selected to review the first year curriculum for the courses listed above.

Chinese 163: Wanyin Chou
Hebrew 163: Josh Morrel and Dorit Dahari
Russian 163: Svetlana Borisova
Spanish 163: Todd Keeler
Spanish 163 G: Jon Sorkin

Additional initiatives (outside of the review process)

The department continues to incorporate performance-based assessments into each level of curriculum to promote speaking proficiency and cultural competence. The department also continues to develop courses around thematic based units and using the World-Readiness Standards as developed by the American Council for Teachers of Foreign Language (ACTFL). In our level one courses, we are working to implement accepted best practices for language instruction such as Comprehensible Input (CI), Total Physical Response (TPR) and Teacher Proficiency through Reading and Story-telling (TPRS). The Instructional Supervisor sees this as a major point of focus moving forward in terms of improving instruction, the experience for the students in the classroom and the professional cohesion in the department.

Another goal for the GBN World Language department is to increase the number of students qualifying for the Illinois State Seal of Biliteracy. In 2017, 19 GBN students scored well enough on the AAPPL, STAMP and AP exams to qualify for the Illinois State Seal of Biliteracy upon graduation. In 2018, 72 GBN students scored well enough on the AAPPL, STAMP and AP exams to qualify for the Illinois State Seal of Biliteracy upon graduation. During the 2018-2019 school year, all level four students in language took either the AAPPL or STAMP exam as part of their course. Part of the department's initiative in balancing proficiency and mechanics in language instruction is geared towards preparing students for these assessments. In 2019, 87 GBN students scored well enough on the AAPPL, STAMP and AP exams to qualify for the Illinois State Seal of Biliteracy upon graduation.

Report Schedule

| 2020 | 2021 | 2022 | 2023 | 2024 |
|---------------|---------------|---------------|---------------|--------------|
| Chinese 263 | Chinese 363 | Chinese 463 | Chinese 563 | Chinese 163 |
| Chinese 273 | Chinese 373 | Chinese 473 | Chinese 573 | ----- |
| French 263 | French 363 | French 463 | French 563 | French 163* |
| French 273 | French 373 | French 473 | French 573 | ----- |
| ----- | ----- | ----- | French AP | ----- |
| Hebrew 263 | Hebrew 363 | Hebrew 463 | Hebrew 563 | Hebrew 163 |
| Hebrew 273 | Hebrew 373 | Hebrew 473 | Hebrew 573 | ----- |
| Russian 263 | Russian 363 | Russian 463 | Russian 563 | Russian 163 |
| Russian 273 | Russian 373 | Russian 473 | Russian 573 | ----- |
| Spanish 263 G | Spanish 363 G | Spanish 463 G | Spanish 563 G | Spanish 163G |
| Spanish 263 | Spanish 363 | Spanish 463 | Spanish 563 | Spanish 163 |
| Spanish 273 | Spanish 373 | Spanish 473 | Spanish 573 | ----- |
| ----- | ----- | ----- | Spanish AP | ----- |

*Currently not offered at GBN.

Approximate percentage of curriculum to be reviewed

| 2020 | 2021 | 2022 | 2023 | 2024 |
|------|------|------|------|------|
| 23% | 23% | 23% | 13% | 18% |

Course or Initiative: Chinese 163

Findings

We have offered one section of the first year regular Mandarin Chinese for ten years and it is the eleventh year in 2019-20. The number of students enrolled varied from 14-20 students per class. This year we have a first year regular section of 16 students. Two juniors, one sophomore and 13 freshmen are enrolled. The course addresses interpersonal, interpretive, and presentational skills via reading, writing, listening, and speaking. Chinese culture and current events related to China are also discussed and presented in this class.

The curriculum of Chinese 163 is emphasized equally in speaking, writing, reading, listening, and culture. It is focused on communication skills - interpersonal, presentational, and interpretive. This change is in accordance with the goals set out by World-Readiness and College and Career Readiness standards, the benchmarks set forth by the American Council for Teachers of Foreign Languages (ACTFL) as well as the World Languages department goals.

The first year students will move to the second year regular or honors Mandarin Chinese levels depending on students' semester grades and teacher recommendations. In past years, the majority of the 163 students continued their studies to the second year.

Recommendations

- This is the second year that the teacher has created the packets for the students. Additional authentic reading and listening materials are also provided by the teacher to enhance student learning for the level one students.

Course or Initiative: Hebrew 163

Findings

For this year we have one section of Hebrew 163; however, in the past two years we offered two sections due to student enrollment. For the 2019-2020 school year, 20 students are enrolled. Enrollment has exceeded 30 students for Hebrew 163 twice since 2011 (2017 and 2018), but otherwise, we have offered one section of Hebrew 163 and enrollment has varied between 16 and 24 students. First year students of Hebrew will move to the second year regular or honors levels.

The curriculum for first year regular students has evolved since the 2010. Over the past two to three years, the focus of instruction is adhering toward the goals set out by the World Readiness Standards and the benchmarks set forth by the American Council for Teachers of Foreign Languages (ACTFL). Hebrew 163 has transitioned from a grammar-based course to one based in proficiency with culturally relevant immersion topics. As a result, we have transitioned away from traditional textbooks to more interactive, authentic and engaging resources.

This presents several challenges. For example, the Instructional Supervisor and the Hebrew instructor need to work to find level appropriate, authentic resources; especially when traditional resources offer out-of-date, or non-relevant material. Furthermore, the focus on assessments is now performance-based. Creating new content without a primary resource has increased planning time but or now, the IS and instructor have been able to use the resources available to build on the level 1 curriculum.

Recommendations

- The Hebrew teacher for level 163, as well as the Instructional Supervisor, believe that at the present time, it is most important to continue working together in order to teach relevant and level appropriate themes in the Hebrew 163 course and to develop the curriculum within the context of the new ACTFL World-Readiness Standards.

Course or Initiative: Russian 163

Findings

In past years, we have offered one section of first year regular Russian. The enrollment has varied from 14 to 22 students per class over the past four years. This year, the enrollment is 15 students. In the regular track, there have been levels two, three and four as well over the last two years varying from 15-28 students in different sections. The level one course addresses interpersonal, interpretive and presentational skills via reading, writing, listening, speaking and culture.

This is the fourth year that the new thematic-based units have been implemented. Level 163 has been redone by members of the Level 1 Curriculum Team to guide students in their path towards proficiency, to facilitate communication in the target language, and to better prepare students for Level II. The class focuses on the three modes of communication, AP themes, and ACTFL can-do statements. The ACTFL Proficiency Guidelines serve as the base on all summative assessment rubrics. The teacher and students are expected to remain in the target language for 90% of the block or more.

The first year regular students will move to second year regular or second year honors. Last year, 100 % of Russian 163 students continued on to the second year of Russian. About 99 percent of the students will go into third year while about 95-97 percent study Russian language at Glenbrook North through year four.

The first year regular class uses a reading and writing work packet that was developed by the teacher who implemented authentic materials as well as the content created by the teacher.

Recommendations

- Russian teacher Svetlana Borisova believes that at the present time, we should continue utilizing and developing the current thematic-based curriculum for Russian 163. Currently, the instructor is not using a textbook and feels that a textbook would not enhance lessons. She works with the Level 1 Curriculum Team to perfect the lessons and assessments.

Course or Initiative: Spanish 163

Findings

Spanish teachers worked the summer of 2018 to rewrite this curriculum to continue to align Spanish 163 with ICTFL and ACTFL World-Readiness Standards and to develop more interpretive, interpersonal and presentational formative and summative assessments/assignments. At Spanish 163, students (especially if the students have not had previous exposure to the language) are most-likely to be at the ACTFL Novice Low and Novice Mid (maybe a few at the Novice High).

As there are a considerable number of students who are taking Spanish for the first time and other students who fall into both categories, CI (Comprehensible Input) is an indispensable pedagogy at this level. Todd Keeler attended the National TPR/S (Total Physical Response/Storytelling) Convention in Chicago this past summer. Instead of explicit grammar instruction he has been using a method called triangulation through in-class dramas targeting high-frequency words and narrative perspectives which students contextually see and practice. When students are exposed to L2 (second language) readings, blogs, Youtubes, news features, etc., triangulation and TPR/S serve as a bridge to the more authentic, target-language resources.

Teachers for Spanish 163 will continue to use TPR/S, triangulation and other Comprehensible Input methodologies along with what has been learned from leading World Language educators and researchers such as Paul Sandrock, Laura Terrill and Donna Clementi.

Recommendations

- Based on the increase of students with a variety of learning needs at this level, the Spanish 163 teacher believes the Spanish 163 curriculum should continue to incorporate and to explore Comprehensible Input and holistic measures as a bridge to the more authentic resources we use as part of our ACTFL/ICTFL alignment.

Course or Initiative: Spanish 163G

Findings

This year there are two sections of Spanish 163G with diverse learning needs. Both sections have a teacher assistant to help support the students. Typically, almost all Spanish 1G students will move up to Spanish 2G for the following school year.

The level one course addresses interpersonal, interpretive and presentational skills via reading, writing, listening, speaking and culture that are differentiated to meet the needs of the G-level. The course is focused on developing students proficiency level to develop language skills from novice low to novice mid.

As a result of curriculum development, we no longer have a textbook but instead use authentic resources that are made by native speakers for native speakers. In addition, students have access to a digital supersite from the publisher VHL (Vista for Higher Learning). Along with the authentic resources and the digital supersite, the students create and maintain a binder with class materials. This helps them to develop a portfolio that organizes the material and shows proficiency growth. This binder also aids in the development of executive functioning.

All of the assessments that are given are performance-based assessments that measure what students can do with the language. They speak, read, write, and listen and demonstrate growth in these skill areas.

The Spanish 1G curriculum is structured by 6 units. (3 units per semester). The units are organized using the AP themes and it is aligned with ICTFL and ACTFL World-Readiness Standards and proficiency guidelines. The course is taught using the 6 core practices for world language learning: (1) facilitate target language comprehensibility, (2) guide learners through interpretive authentic resources, (3) design oral interpersonal communication tasks, (4) plan with backwards design model, (5) teach grammar as concept and use in context, and (6) provide appropriate oral feedback.

Recommendations

- Based on the variety of learning needs, the Spanish 163G teacher believes the Spanish 163G curriculum should continue to incorporate and to explore Comprehensible Input and holistic measures as a bridge to the more authentic resources we use as part of our ACTFL/ICTFL alignment.

MEMO

To: Dr. Rosanne Williamson

From: Cameron Muir

cc: Dr. Lauren Fagel

Re: Curriculum Reports

Date: January 22, 2020

Many teams continued to focus their attention on better aligning the curriculum to discipline-specific standards (those developed by national organizations such as the National Council of Teachers of Mathematics – NCTM, and American Council on the Teaching of Foreign Languages - ACTFL), and the Common Core State Standards (CCSS). This has resulted in course teams across departments reflecting on the skills students need and how to scaffold those skills throughout course sequences. Course teams are also considering the types of assessments administered to students and determining ways for there them to be more authentic to the course and discipline. Many also designed and used assessments to understand whether those standards were met by students. Some teams are learning more about effective assessment systems and the ways to analyze the data. Teams are developing intermediary assessments aligned to the relevant course standards, administering those assessments, and analyzing the data. Teams are also using these assessments to inform instruction to better help students in their learning.

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

GBS Business Education Department Curriculum Report – Fall 2019

I. Introduction

A. Courses reviewed during past year

- Marketing 161
- Game Design 261
- Investment Strategies 161

B. Process

The review process for the courses listed above followed the curriculum review model put forth by the Board of Education. The curriculum review committee consisted of the current business education teachers for each of the respective courses and addressed findings and recommendations for each course. The above classes were reviewed in terms of course objectives and alignment to industry practices and standards, including those put forth by the National Business Education Association, and a focus on career-ready practices.

In addition, our curriculum review is supported in our backward design model of ensuring objectives, assessment, and instructional strategies are aligned. Our current focus includes ongoing evaluation and enhancement of assessments. An additional focus in Career and Technical Education includes pursuing opportunities for certifications and dual credit in Business Education to provide students a competitive advantage in career and college readiness.

C. Additional initiatives (outside of review process)

Digital Multimedia Apps has been archived and removed from our review process.

II. Report Schedule

| November 2020 | November 2021 | November 2022 | November 2023 | November 2024 |
|------------------------|---------------------------|------------------------|----------------------------|---------------------------|
| Business Law 161 | Accounting 163 | Consumer Education 161 | Digital Graphic Design 161 | Marketing 161 |
| Intro to Business 161 | Accounting 173 | Consumer Ed 161 LA | Digital Graphic Design 261 | Game Design 261 |
| Business Incubator 163 | Advanced Accounting 173 | Honors Consumer 173 | | Investment Strategies 161 |
| Game Design 161 | Web Design 261 | | | |
| | AP Computer Science Prin. | | | |

Approximate percentage of curriculum to be reviewed:

| November 2020 | November 2021 | November 2022 | November 2023 | November 2024 |
|---------------|---------------|---------------|---------------|---------------|
| 23% | 29% | 18% | 12% | 18% |

Additional courses to be reviewed this year:

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

Course or Initiative:

Marketing 161

III. Findings

Marketing 161 is a semester course offered to students in 10th-12th grades and its purpose is to allow students to explore concepts, strategies, and marketing framework using sports as a lens. Marketing mix components (product, place, price, and promotion), target/event marketing, sponsorship, promotions, and a capstone business plan are discussed. Students apply their knowledge through a variety of individual and group creative application projects including creating commercials, designing logos and branding, and creating marketing pitches. The course culminates in design and creation of a sports franchise portfolio including a marketing plan, uniforms, business card, ticket design, and promotional print materials based on the target market.

Curricular Highlights:

- Learning is enhanced through on-site field trip exploration and interactions with professionals from Chicago Cubs, Bulls, and Blackhawks. Advising students this is not a typical 9-5 job, providing insightful perspectives of the franchise in- and off-season.
- Guest speakers with industry experience provide current examples of practice, share what it is like to work in sports marketing, and provide networking opportunities to support learning and career awareness Google Classroom is utilized to provide reflection on current events leading to discussion and often debate on topics relevant to sports marketing.
- Cross-Curricular Opportunities with numerous students take classes across content areas, enrolling in Digital Graphics and other business courses as well as Sports Broadcasting. Recent collaboration involves marketing students as clients working with graphic design students in creating a logo with Adobe Photoshop or Illustrator.
- Future marketing professionals created as scores of former students have entered into collegiate sports marketing/management programs since its inception over a decade ago, displaying passion for field of marketing/advertising from authentic experiences.
- Recently added an NCAA College Bowl Game group project in which students will create an oral presentation for a fictitious NCAA committee to be considered in the rotation of bowl games considered.

IV. Recommendations

- Continue to identify opportunities with Chicago-based professional, semi-professional, and collegiate based teams for opportunities to interact and network.
- Incorporate professional networking through LinkedIn, and hosting professionals at Glenbrook South, for opportunities to learn and connect through organizations, and build awareness and potentially experience.

Course or Initiative:

Game Design 261

III. Findings

Game Design 261 is a semester long course that is third in a sequence of technology related courses that include Digital Graphic Design 161 and Game Design 161. Depending on enrollment levels, the course has run both independently and stacked with Game Design 161.

As the field of video game design and development represents a cross section of many different disciplines including but not limited to computer programming, digital graphic design, narrative formation, audio engineering, and 3D modeling, the mission of the class is to offer students the opportunity to explore the areas of the field that are most interesting to them. As such, the course is built around 30 modules, or quests, that students have the option of completing. Upon completion, students receive badges that are added to a class leaderboard. Four times throughout the semester, students participate in “Demo Days” in which they share what they have learned, built, and accomplished with their peers.

- The course has shifted to include industry standard software with licensing that is more equitable for all students in that it is free to download and use for personal use.
- The modular nature of the learning activities fosters student ownership of learning and encourages further exploration and independence.
- Skills students developed and their completed projects support career readiness as they create examples of their design style and build a portfolio.
- Interactions with industry professionals enhance career awareness and encourage students in their creative endeavors.

IV. Recommendations

Continue to build on our network of professionals to advise on current industry practice including relevant software and skills, and serve as classroom speakers and mentors.

Course or Initiative:

Investment Strategies 161

III. Findings

This course was launched in the 2014/2015 school year and has risen in enrollment steadily from two sections in the first few years to three sections in the 2018/2019 school year. Since its inception, the curriculum has been modified based on student feedback to enhance student learning and promote career exploration.

The mission of our Investment Strategies course is to provide students a strong foundation for understanding financial planning concepts and applying them to achieve short and long term financial goals. It gives students opportunities for authentic application of those principles via a real time investment portfolio simulation experience. To foster student learning and interest in financial careers, local industry professionals visit our classroom to share their career path and engage in dialogue with students.

- 1. Technology & Digital Tools** - Created an interactive 1:1 environment with numerous digital resources. The creation of an Investment Strategies Google Site and comprehensive Google Slide Presentations enable students “anytime access” to course materials as well as the means to stay connected and catch up during planned and unplanned absences.
- 2. Student-Centered Experiences**- The investment portfolio simulation furnishes students with an authentic learning experience with real time asset prices, portfolio construction, and trading. While the simulation emphasizes the application of portfolio construction theory and diversification principles, students also enjoy the competitive aspect of real time rankings.
- 3. College and Career Exploration** - Exposure to industry professionals enhances the learning experience of students and gives them a glimpse into relevant careers in the Finance field. A recurring feature of the course is a visit from industry professionals to provide students connections and exposure to individuals in related fields, increasing awareness of career opportunities. This has included professionals from major firms, at executive levels and broad experience as well as younger professionals to share varied experiences and advice.

We have seen the impact and benefit for students as they learn from and connect with professionals to clarify their college major and career plans. Students overall have commented on the value they found in having time to hear from and ask questions of, these industry professionals.

IV. Recommendations

Continue to evolve curriculum to reflect recent developments in ETF's, Robo advisors, mobile apps.

GBS Family & Consumer Science Department Curriculum Report – Fall 2019

I. Introduction

A. Courses reviewed during past year

- Instructional Foods & Nutrition 161
- Interior Design 161
- Interior Design 261 (program update)

B. Process

The review process for the courses listed above followed the curriculum review model put forth by the Board of Education. The curriculum review was completed by the current Family & Consumer Science education teachers of the courses listed with input from their colleagues. The review addressed findings and recommendations for the course which was reviewed in terms of course objectives and alignment to industry practices, Family & Consumer Science standards, the ISBE and a focus on career-ready practices.

In addition, as Glenbrook South has been using the research-based curricular review and development model Understanding by Design, our curriculum review includes ensuring alignment with objectives, assessment and instructional strategies. Our current focus includes ongoing evaluation and enhancement of assessments, and differentiation strategies.

In addition, the curriculum review is supported in our backward design model of ensuring objectives, assessment, instructional strategies are aligned. An additional focus in Career and Technical Education involves identifying opportunities for credentials, certifications, and dual credit to provide students a competitive advantage in career and college readiness.

C. Additional initiatives (outside of review process)

II. Report Schedule

| November 2020 | November 2021 | November 2022 | November 2023 | November 2024 |
|--------------------------------|---------------|---------------|--------------------------|-------------------------------------|
| Foods & Nutrition 161 | Child Dev 161 | Fashion 161 | Psychology of Living 161 | Instructional Foods & Nutrition 161 |
| Advanced Foods & Nutrition 261 | Child Dev 261 | Fashion 261 | | Interior Design 161 |
| Culinary Arts 361 | Child Dev 361 | Fashion 361 | | Interior Design 261 |
| Foods & Nutrition LA 161 | Child Dev 461 | Fashion 461 | | |

Approximate percentage of curriculum to be reviewed:

| November 2018 | November 2019 | November 2020 | November 2021 | November 2022 |
|---------------|---------------|---------------|---------------|---------------|
| 25% | 25% | 31.3% | 6.2% | 12.5% |

Additional courses to be reviewed this year:

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

Course or Initiative:

Instructional Foods & Nutrition 161

III. Findings

Instructional Foods & Nutrition 161 has undergone significant revisions in the current cycle given the access to technology and desire to mirror the learning experience of the mainstream sections.

Technology & Digital Tools - Evolved to an interactive 1:1 environment that allows for students to interact with information in a way that we can easily accommodate their varying learning needs. The major shift in curriculum can be highlighted through the creation of a course outline, daily warm-up questions and interactive online tools. Technology has aided in co-teaching process and communication between students and multiple teachers.

Student-Centered Experiences- Students in this class were empowered to complete the same experiences as their mainstream peers. They were challenged to complete basic skills that would lead to healthy and safe culinary experiences. Students were encouraged to try new experiences and foods throughout the semester which led to healthier food choices which will lead to better nutritional practices in their future.

Life and Career Exploration - Implementing consistent safety and sanitation processes and food preparation techniques in Instructional Foods has allowed students to gain marketable skills that may lead to career readiness. All students gained skills that will allow them to function more independently as they will be able to prepare basic foods for themselves in a safe and healthy manner.

Prepared Meal Final Project - Students were challenged to plan, prepare and host a meal for their parents and teachers at the end of the semester to highlight their skills. As a team, the students needed to create an invitation, prepare a menu, plan their meals, prepare their meal and serve their meal to their guests. This culminating project allowed them to showcase their skill sets and growth to a broader population within the school. As well as, foster pride in their work as they were able to show it to others.

Challenges and Competitions with Guest Evaluators - Students were given challenges and competitions similar to “Chopped” or “Cupcake Wars” as a tool to work as a team as well as showcase their skills to others in the school. This allowed us to differentiate the projects and assignments to meet the developmental skills and abilities of each individual.

Peer Mentors - Our peer mentors were instrumental in support, with one assisting each kitchen team. Working with peers is a successful partnership and encourages students to complete more of the work independently, whereas they may yield to adult helpers.

Instructional Assistants - Our adult helpers assisted students, many working one-on-one with the students they typically support and utilize strategies to help students engage and make progress. Given the class makeup, there can be several adults and takes some organization to maneuver given space in the kitchens.

IV. Recommendations

Continue to support co-teaching professional development and planning time with teacher and co-teacher from Special Education department, to support planning for all students' needs through collaboration and best practice

Course or Initiative:

Interior Design 161

III. Findings

Over the past five years, Interior Design 161 and the entire Interior Design program has been redesigned with fresh content and curriculum tailored to enhance student learning and promote career exploration. The mission of our Interior Design course sequence is one that allows students who are passionate about design to explore their creative ambitions and find their identity. The curriculum places a strong emphasis on building a framework that is student-centered with authentic learning experiences aligned to interior design related professions.

- **Technology & Digital Tools** - Evolved to an interactive 1:1 environment with many digital resources. The major shift in curriculum can be highlighted through the creation of an Interior Design Google Site, updated Google Slide Presentations, and exposure to digital floor planning tools. In this creative and design oriented course, digital spaces fully support students' creativity and individualization.
- **Student-Centered Experiences**- Glenbrook South's Interior Design Program has been designed to help students find their identity and passion for design. In this creative outlet course, 96% of students agreed that this course's curriculum and learning activities "Met" or "Exceeded" their goals for taking the course. In addition, 94% of students would recommend this course to a friend. Students unanimously agreed they enjoyed meeting and working with students who possessed a similar passion. In addition, students left Interior Design 1 wanting to explore this creative pathway more and in turn an Interior Design 261 course was created for further career and college preparation.
- **College and Career Exploration** - Creating authentic learning experiences for students in Interior Design 1 promotes student exploration in the area of interior design related fields. Students are given choice and independence in their projects, encouraged to be creative in their approach to learning, and centered around creating experiences within each unit that promote career exploration. Students step in with very little knowledge on various career options that are related to the design industry, but have reported walking away with career options that they believe they would enjoy pursuing. Many students concluded that their experiences of going through the interior design process from start to finish and having an actual "client" to design for was extremely beneficial to see firsthand what it would be like to be an interior designer.

Quote from the student:

"I feel like I gained experience of going through the interior design process from start to finish by having an actual "client". It ensured that we met the needs and wants of our clients in a professional manner. I really enjoyed how we learned part of the interior design process, practiced the newly learned skill, and then applied it to our Bedroom Design Project. It made learning feel scaffolded, yet applicable to being an actual designer. The hands-on nature of the class allowed me to problem-solve and create aesthetically pleasing designs that I was really proud of. It helped me see Interior Design as a basic life skill and potential career. I am so excited there is now a second level of Interior Design!"

IV. Recommendations

Continue to build professional contacts in interior design and related field and investigate opportunities within the community that allow students to engage in career exploration outside of the classroom.

Course or Initiative:

Interior Design 261 (program update)

III. Findings

Interior Design 261 offers students a project-based learning experience designed to help students learn advanced interior design skills to enhance their ability to design various types of spaces. Students present their original designs in a professional manner and build a digital portfolio of their work to support career exploration and college and art school applications. Design projects include: Sustainable Design, Kitchen & Bathroom Design, Retail Store Design, and Home Design.

Digital Design. Students utilize the software *Planner 5D*, chosen after researching options to provide authentic experiences and allow students to save their portfolio of designs.

Career Awareness. Students increased awareness of career opportunities in Interior Design through speakers and class research, and several students identified this as a potential career choice. In addition, feedback from alumni of the courses confirm the quality of their preparation, and the importance of building a strong portfolio when pursuing a creative career.

Currently we have two students participating in an independent study to continue developing their skills and producing designs to build their portfolio. The independent study opportunity is provided to students to pursue academic experiences that extend beyond what is offered through coursework.

Measures of Success Identified In Original Course Proposal

Positive student surveys on their learning experience, level of challenge, acquisition of skills, and clarity of potential career choices will also be criteria for measuring success.

- Students have reported a positive and valued experience in Interior Design 261 as well as academic challenge
 - 93.4% of students who have taken the course stated that Interior Design 261 met or exceeded their expectations in regards to curriculum and learning activities.
 - 93.4% of students who have taken the course stated that Interior Design 261 raised their awareness of potential interior design related careers.
 - 100% of students would recommend this course to a friend.
- Interior Design 261 has sustained one to two sections since it was first offered, with a small dip for the current year resulting in a stacked section with Interior Design 261
- Small changes in numbers can impact sectioning and not unusual for enrollment to fluctuate but will continue to focus on student feedback

- Quotes from students:
 - “I learned how to find creative ways to stand out among other people and groups. This will help me stand out against other designers when I get older and am competing for jobs.”
 - “My favorite project was the retail design. This was my favorite because you really got to be creative, and you were able to customize it exactly how you and your partner wanted.”
 - “Interior Design courses allowed me to see Interior Design as my future career. After taking Interior Design 2, I decided to further my career readiness by completing a senior project at a local Interior Design firm. I will be studying interior design in college.”

IV. Recommendations

Continue to build professional contacts in interior design and related fields, and investigate opportunities within the community that allow students to engage in career exploration outside of the classroom.

GBS Technology Education Department Curriculum Report – Fall 2019

I. Introduction

A. Courses reviewed during past year

- Automotive 161
- Advanced Automotive 263
- Vocational Automotive 363/463

B. Process

The review process for the courses listed above followed the curriculum review model put forth by the Board of Education. The curriculum review committee consisted of the current Technology Education lead teacher of the automotive education program with input from the Technology Education curriculum team and addressed findings and recommendations for each course. The above classes were reviewed in terms of course objectives and alignment to industry practices, Standards for Technological Literacy, and a focus on career-ready practices.

In addition, our curriculum review is supported in our backward design model of ensuring objectives, assessment, instructional strategies are aligned. An additional focus in Career and Technical Education involves identifying opportunities for credentials, certifications, and dual credit to provide students a competitive advantage in career and college readiness.

C. Additional initiatives (outside of review process)

A small engines semester course is being proposed to increase access for students interested in a hands-on and individualized experience and additional skill development and knowledge at an introductory level.

II. Report Schedule

| November 2021 | November 2021 | November 2022 | November 2023 | November 2024 |
|---------------|---------------------|--------------------|---------------|----------------------------|
| CAD 161 | Architecture 363 | Woodworking 161 | PLTW IED | Automotive 161 |
| PLTW CEA 373 | Architecture 463 | Woodworking 261 | PLTW POE | Advanced Auto 263 |
| | PLTW DE 573 | Woodworking 363 | | Vocational Auto 363/463 |
| | PLTW EDD 473 | Woodworking 463 | | |

Approximate percentage of curriculum to be reviewed:

| November 2020 | November 2021 | November 2022 | November 2023 | November 2024 |
|---------------|---------------|---------------|---------------|---------------|
| 12.5% | 25% | 25% | 12.5% | 25% |

Additional courses to be reviewed this year:

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

| |
|--|
| |
|--|

Course or Initiative:

Automotive 161

III. Findings

Automotive 161, the introductory semester course in the automotive program sequence is intended to support students who are exploring their interests in the automotive realm and is delivered in a survey format. Students are exposed to content ranging from consumer-oriented material designed to guide a person through car ownership and maintenance, to light mechanical repairs that can be accomplished with a basic set of hand tools and skill set to match. Students experience everything from hypothetically shopping for and purchasing a used vehicle, to completing light maintenance and making brake repairs.

Sections of this introductory course typically include a diverse representation of grade levels and varied automotive experience. Interestingly, freshman students make up only 52% of enrollment in Automotive 161. It has also become more common that an increasing percentage of students have never driven a vehicle, many who have not driven any motorized equipment.

Curricular enhancements during the previous five-year cycle include:

- Google classroom is utilized to communicate information and coursework to students, parents, and support staff
- Significant curricular revisions implemented during the 2016-2017 school year in sequence and authentic learning experiences
- Incorporated lessons to utilize the 1-to-1 device initiative in the classroom
- Assessments have been developed to include hands-on identification and performance-based practical assessments, linked to student learning objectives
- Shop safety and operation evaluations align to OSHA and industry standards, and all students must pass the safety assessment to access shop equipment

IV. Recommendations

- Continue to maximize classroom and learning spaces by creating space for instruction and application in the shop area given maxed out class sizes
- Refine lessons and instruction to better connect with students of pre-driving age

Course or Initiative:

Advanced Automotive 263

III. Findings

Advanced Automotive 263 is a full year course that provides students with an indepth look at the various automotive systems on a modern vehicle. Students will study the operation, required maintenance, and diagnostic procedures for each system through a hands-on teacher guided, lab based classroom experience.

Students will have the opportunity to connect and collaborate with classmates through various shop activities to develop critical thinking and problem solving skills related to the automotive world. Students will also have the opportunity to learn how to safely and efficiently operate tire changing and balancing machines, brake lathe, and other industry relevant equipment.

Curricular revisions and improvements have been ongoing in the recent evaluation cycle, including the following:

- Significant curricular revisions implemented during the 2018-2019 school year
- Diagnostic equipment updated to better reflect equipment used by professionals
- Updated lab vehicles through donations to provide students with a more modern learning experience
- Google classroom is utilized to communicate information and coursework to students, parents, and support staff
- Incorporated lessons to utilize the 1-to-1 device initiative in the classroom
- Consistently full class requires smaller grouping to help individualize the experience for students

IV. Recommendations

- Pursue Snap-on diagnostic training and certification program
- Seek donations of vehicles where possible to include electric and hybrid vehicles

Course or Initiative:

Vocational Automotive 363/463

III. Findings

Vocational Automotive 363/463 course is a full year double block course for students who want to pursue additional skillbuilding. This course runs stacked with 363 and 463 students, and assignments and skillbuilding is determined by level of experience and ability.

During the course of the school year, students typically complete a wide variety of services. Students will utilize Mitchell ProDemand online repair resource and draw on knowledge from previous classes to accomplish the following tasks: oil changes, brake repairs, tire repair and replacement, transmission maintenance and replacement, and suspension repairs. Students also provide diagnostic services for a wide variety of issues that can range from electrical or starting and charging issues, to diagnosing engine related problems.

These courses also provide students with an introduction to fabrication and basic machining skills through equipment purchased through grant funds. Students will be introduced to welding using various processes, operate a milling machine, metal lathe, as well as other metalworking and fabrication equipment.

Curricular revisions and improvements have been ongoing in the recent evaluation cycle, including the following:

- Transition from Alldata to Mitchell ProDemand diagnostic software
- Added basic machining equipment: Milling machine and metal lathe
- Added TIG welding to the curriculum
- Introduced students to various specialty projects to spur interest in niche automotive markets: engine conversions, transmission conversions, custom vehicle construction
- Google classroom is utilized to communicate information and coursework to students, parents, and support staff
- Incorporated lessons to utilize the 1-to-1 device initiative in the classroom

IV. Recommendations

- Pursue Snap-on diagnostic training and certification program
- Investigate adding engine dynamometer equipment to facilitate a deeper understanding behind engine performance and operation
- Expand on sheet metal and body work curriculum

GBS English/ELL Department Curriculum Report – Fall 2019

I. Introduction

- a. Courses reviewed during the past year
 - Intensive EL
 - Beginning EL
 - Intermediate EL
 - Advanced EL
 - Transitional EL
 - Reading Skills Development

- b. Process

In anticipation of the ELL review during the 2018-2019 school year, all ELL teachers applied backward design to review curriculum, revise essential questions and enduring understandings, and modify course goals and content accordingly.

In 2017-18, the ELL team met several times as a group to discuss the pros and cons of using the Keystone textbook series. The team found the series to be limiting, that they could find a series with more rigor with more relevant essays. They also wanted to align ELL courses more with what students would experience in the mainstream English courses once their English proficiency reached that of their mainstream peers. Once the decision was made to remove the series from the curriculum, the team explored and piloted different novels to use to replace the textbook series. In 2018-19, teachers piloted the new novels and introduced them into the curriculum.

Through an inter-rater reliability project that was begun several years ago, the team also re-evaluated the writing books that are used along with the program's earliest courses. During this process the team found that the Longman Academic Writing Series was also limiting because the language used in this series was too technically oriented, and thus did not do enough to support students' reading or writing skills. During the 2017-18 school year, teachers began using an alternative series that was more practical in application. Advanced and Transitional teachers continued to re-evaluate their writing materials based on this new text series along with the skills of their current students.

The Reading Skills Development has always been a part of the GBS RtI (Response to Intervention) process as a one semester course. During the course of the past five years, the Reading teachers along with the Instructional Supervisor re-examined the RtI sequence and the result of this examination was the transformation of the RtI program.

- c. Additional initiatives (outside of the review process)

Because of a temporary decline in enrollment, ELL teachers developed a plan to stack the Advanced/TE course for the upcoming school year. The teachers and coordinators of the program are currently evaluating the success of this course as the year progresses.

II. Report Schedule

| November 2020 | November 2021 | November 2022 | November 2023 | November 2024 |
|-------------------------------|------------------------|------------------------|----------------------------|--|
| EL Program | English 163 TEAM | English 263 TEAM | English Studies 363 | English 463: Rhetoric/ Humanities/ World Lit/ Contemp. Lit |
| Reading Skills Development | English Studies 163 | English Studies 263 | English 363 | AP English Lit |
| | English 163 | English 263 | American Experience 363 | AP English Language 373 |
| | English Honors 173 | English Honors 273 | AP English Language | |

Approximate percentage of curriculum to be reviewed:

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

III. Findings

A. Course: Intensive EL

Intensive EL -- Advanced EL: Upon review of the Keystone textbooks (Level BB -- E), the teachers and coordinators noted that the texts did not include the appropriate vocabulary and variety of subject matter for English learners. Keystone also excerpts stories, but typically will not include endings, thus frustrating our beginning readers. Keystone vocabulary was not as practical as we had hoped, at times using unusual or technical words that were less likely to stick with beginning English readers. Keystone's approach also necessitated a degree of background information that was almost as onerous as the actual reading. Thus the team developed their own vertically aligned vocabulary and reading series, including short stories, novels, and poetry.

The Longman series was also found to be too technical to be effective to support EL writers. During the same time as teachers were searching for new reading texts, they also reviewed several writing guides.

IV. Recommendations

Intensive EL: The teacher and Coordinators have replaced the Keystone textbook with: a collection of Rumi poems, unit related poems and songs from various resources, the graphic novel *Ghosts*, various non-fiction articles and stories from Newsela as well as select short stories and poetry from *Voices in Literature*, *World Folktales*, *Stories of Courage*, and *The National Geographic Edge*. These text changes allow students to engage in a greater variety of texts that speak to students' needs and interests. At times, students have a choice when picking the text they will read, while at other times the students' interests influence the curriculum direction. From a language development perspective, students have better language access in the new texts. For example, the new texts offer vocabulary that is more relevant, meaningful, and useful. Additionally, the new texts still allow students to engage in all four domains of language: reading, writing, speaking, and listening. The subjects covered by the new texts are more age appropriate than those in the Keystone textbook, so EL students can have a classroom experience that more closely reflects those of their mainstream peers. When considering the types of texts, vocabulary use, and the students' ability to engage with the texts through the four domains, it is evident that the new texts result in a more rigorous curriculum that adequately challenges the students in their language development and content understanding.

In addition, the Intensive class is using *Ready to Write 1* as a replacement for the *Longman Academic Writing Series*. *Ready to Write* uses practical situations as an impetus for writing, does less over-explaining of writing processes, and provokes more personal responses.

III. Findings

B. Course: Beginning EL

Intensive EL -- Advanced EL: Upon review of the Keystone textbooks (Level BB -- E), the teachers and coordinators noted that the texts did not include the appropriate vocabulary and variety of subject matter for English learners. Keystone also excerpts stories, but typically will not include endings, thus frustrating our beginning readers. Keystone vocabulary was not as practical as we had hoped, at times using unusual or technical words that were less likely to stick with beginning English readers. Keystone's approach also necessitated a degree of background information that was almost as onerous as the actual reading. Thus the team developed their own vertically aligned vocabulary and reading series, including short stories, novels, and poetry.

The Longman series was also found to be too technical to be effective to support EL writers. During the same time as teachers were searching for new reading texts, they also reviewed several writing guides.

IV. Recommendations

Beginning EL: The teacher and Coordinators have replaced the Keystone textbook with select poetry from *Home of the Brave*, the short stories "Sol Painting, Inc.," "The Difficult Path," and "Sometimes a Dream Needs a Push," along with the novels *The Breadwinner*, *Wonder*, and *Good Enough*. These changes provide students with more diverse texts and a more rigorous curriculum that aligns with the mainstream English class experience. Students now have an experience more similar to their peers and are introduced to texts that reflect their voices and experiences. Students are able to develop reading, writing, speaking, and listening skills while reading a variety of text structures to help them also develop critical thinking skills while increasing their English proficiency.

In addition, the Beginning class is using *Ready to Write 2* as a replacement for the *Longman Academic Writing Series*. *Ready to Write* uses practical situations as an impetus for writing, does less over-explaining of writing processes, and provokes more personal responses.

III. Findings

C. Course: Intermediate EL

Intensive EL -- Advanced EL: Upon review of the Keystone textbooks (Level BB -- E), the teachers and coordinators noted that the texts did not include the appropriate vocabulary and variety of subject matter for English learners. Keystone also excerpts stories, but typically will not include endings, thus frustrating our beginning readers. Keystone vocabulary was not as practical as we had hoped, at times using unusual or technical words that were less likely to stick with beginning English readers. Keystone's approach also necessitated a degree of background information that was almost as onerous as the actual reading. Thus the team developed their own vertically aligned vocabulary and reading series, including short stories, novels, and poetry.

The Longman series was also found to be too technical to be effective to support EL writers. During the same time as teachers were searching for new reading texts, they also reviewed several writing guides.

IV. Recommendations

Intermediate EL: The teacher and Coordinators have replaced the Keystone textbook with the short stories "All Summer in a Day," "The Raiders Jacket," "The Scholarship Jacket," "The Wife's Story," and "The Ravine" and the novel *The Giver*. These changes provide students with full and completed versions of short stories. In doing so, students have a clearer idea of short story elements, including plot diagrams and characterization. The short story unit builds the foundation for students to read *The Giver* by Lois Lowry, which students can further analyze and explore story elements such as setting, conflict, theme, characterization, and plot.

In addition, the Intermediate class is using *Ready to Write 3* as a replacement for the *Longman Academic Writing Series*. *Ready to Write* uses practical situations as an impetus for writing, does less over-explaining of writing processes, and provokes more personal responses.

III. Findings

D. Course: Advanced EL

Intensive EL -- Advanced EL: Upon review of the Keystone textbooks (Level BB -- E), the teachers and coordinators noted that the texts did not include the appropriate vocabulary and variety of subject matter for English learners. Keystone also excerpts stories, but typically will not include endings, thus frustrating our beginning readers. Keystone vocabulary was not as practical as we had hoped, at times using unusual or technical words that were less likely to stick with beginning English readers. Keystone's approach also necessitated a degree of background information that was almost as onerous as the actual reading. Thus the team developed their own vertically aligned vocabulary and reading series, including short stories, novels, and poetry.

The Longman series was also found to be too technical to be effective to support EL writers. During the same time as teachers were searching for new reading texts, they also reviewed several writing guides.

IV. Recommendations

Advanced EL: In order to include a greater breadth of voices and perspectives, the teacher and Coordinators changed several core texts and added short stories and poems from diverse authors/poets. We chose several contemporary novels with high interest: *All American Boys*, *The Absolutely True Diary of a Part-Time Indian*, and *Funny in Farsi*. Within these novel units, students will be able to learn academic vocabulary, writing skills (both analytical and creative), reading, speaking, and listening skills crucial to their language development. In addition, they have included short stories written by Amy Tan and Walter Dean Myers and various poems to help students express their own immigrant experiences and unique identities.

III. Findings

E. Course: Advanced EL/Transitional English Stacked

Transitional EL: Because the Transitional class is intended as a bridge to our standard English program, it has always been rooted in curriculum that is similar to that program. Students learn the basics of literary analysis along with the writing skills necessary to produce a multi-paragraph, analytical essay. Through an analysis of this curriculum, the teacher and coordinators opted to remove *Romeo and Juliet* because a large percentage of students in the past few years had already read it, or had reviewed the story in summary.

This course review was complicated by the stacking of this section with Advanced EL, which provoked a larger series of recommendations in order to find common ground for all students. These are outlined below.

IV. Recommendations

Advanced EL/Transition English Stacked: For the stacked class, the teacher and Coordinators attempted to develop a curriculum that would work at multiple reading levels without repeating any of the books that students had already read in Advanced. The team moved the core texts from Transitional English (previously) to second semester of the stacked class. We removed *Dinner at the Homesick Restaurant* due to its level of difficulty, and we removed *Romeo and Juliet* because a large percentage of students in the past few years had already read it. We added two new texts to first semester: *Darius the Great is Not Okay*, a young adult novel the students will (hopefully) find relatable, as it opens up many cultural conversations, and selections from *The Bully Plays*, a collection of short plays about issues of justice. The plays are at varying levels of difficulty and will provide opportunities for differentiation between and among the levels.

III. Findings

F. Course or Initiative: Reading Skills Development

The Reading team conducting the examination of this course included the teachers of the course, the RtI coordinator, and the Instructional Supervisor of English. The team found that the students who were placed in the Reading course were actually at or close to reading level for a High School Freshman, primarily because the class was positioned as the RtI support for students who needed the least degree of intervention. During the 2015-2016 school year, the decision was made to flip the RtI model so that this intervention, which featured relatively small class sizes and a certified reading teacher, would be offered to those who were most in need of support according to entrance exam scores. These scores were from the Terra Nova exam until last year, when the PSAT became the District's entrance measurement.

Teachers in the revised class were using the EXPLORE test from the ACT suite of exams as a significant measure of student progress. In order to keep our measurements consistent, teachers examined the possibility of using the new PSAT readings for measurements.

Course curriculum was internal in that it did not reflect other reading that students for other classes at the same time. This curriculum was standardized by the Department years before and emphasized traditional skills of literary interpretation.

Grading was a traditional compilation of student performances on daily and weekly assignments. Teachers examined these grading practices in order to more directly fit the students' performance on reading assessments.

IV. Recommendations

The Reading team has decided to continue to offer the course as an RtI support for students who are identified as struggling readers through articulation. The team also reiterated that as such a support, only students without IEPs would be initially recommended for the program.

The teachers for the course transformed their measurements of student progress in order to have a robust portfolio of running records including the STAR test (every six weeks), PSAT passages that are aligned with our current entrance exam and Junior year testing (once each month), MAZE passages in order to measure comprehension (every six weeks), and teacher-created unit assessments (four times). Growth within the context of these assessments (both standardized and teacher-created) is now incorporated into students' grades.

Teachers consult with other Freshmen teachers throughout the school, particularly in Social Studies and Science to support reading that is happening in those classes. The curriculum has therefore become more flexible and reactive, growing in connection to students' other experiences within the school.

Finally, having the Reading Skills class as a first semester RtI support has helped clarify how the Department supports struggling readers during the second semester. Reading teachers work with the Instructional Supervisor to identify students both from their classes and from the population as a whole for further support during the second semester. These students are then brought in connection with a teacher in the TLC (Titian Learning Center) in order to receive targeted reading help. The English Department will continue to monitor this program as it continues to adjust the whole RtI reading program.

GBS Fine Arts Department Art Curriculum Report–Fall 2019

I. Introduction

Courses reviewed during past year:

- AP Studio Art and Design,
- Advanced Jewelry
- Instructional Art (formerly DLS/TLS Art)

A. Process

The Instructional Supervisor of Fine Arts Mark Maranto and art teachers Stephanie Fuja and Amie Elliott analyzed data, test results, assessments and enrollment trends related to the courses mentioned above. We reviewed anecdotal information regarding the fine arts departmental mission statement, enrollment trends, and supporting Special education students in the regular education program. Additionally, we discussed the recent co-teaching model in AP Studio Art and changes from the College Board that impact the ways in which curriculum is structured. Stephanie Fuja and Amie Elliott prepared the report and Mark Maranto revised the final copy.

B. Additional initiatives (outside of review process)

None.

II. Report Schedule

| November 2020 | November 2021 | November 2022 | November 2023 | November 2024 |
|--------------------|-------------------|---------------|----------------------------------|------------------------|
| Beginning Painting | Beginning Drawing | Sculpture 1 | Ceramics 1 | AP Studio Art & Design |
| Advanced Painting | Advanced Drawing | Sculpture 2 | Ceramics 2 & All Advanced Levels | Instructional Art |

Approximate percentage of curriculum to be reviewed:

| November 2020 | November 2021 | November 2022 | November 2023 | November 2024 |
|---------------|---------------|---------------|---------------|---------------|
| 20% | 20% | 20% | 20% | 20% |

Additional courses to be reviewed this year:

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

| |
|------|
| None |
|------|

Course or Initiative: **AP Art and Design**

III. Findings

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

For the first part of the school year, students cultivate a detailed sustained investigation and begin to create their first few art-works, all focusing on either painting, drawing, mixed-media works, photography or 3-D: each art work relates to the student’s overall sustained investigation idea; each work still possesses its own individual meaning. Historical and contemporary artists are studied as students reference the artists that connect or relate to their own work. Throughout the course, students develop brainstorming packets for each piece accompanied by thorough research and references used to support their ideas. Students conclude their year in a celebration of their sustained investigation works by curating their own A.P. student art-show for the entire school to see and enjoy.

IV. Recommendations

Following the 2018-2019 school year, the College Board changed the AP studio art curriculum and name. The course is now called AP Art and Design, with a similar structure as before; however, instead of concentrations, the students create sustained investigations totalling 15 works instead of 12 works. The breadth portfolio from the past was removed and instead, three additional works were added to the sustained investigation portfolio. Instead of three total portfolios the students use to submit to the college board in May, the students now submit two portfolios: Sustained Investigation and Selected Works.

Our recommendation for the future in regards to AP Art, is to continue to grow the program's enrollment, quality of student work as well as branching out more robustly into the 3D side of AP Art. Drawing and 2D enrollment has grown over the past two years with the addition of a second teacher and section for the 2D section of AP Art. We recommend that current art teachers grow in their ability to serve 3D student interests.

Course or Initiative: **Advanced Jewelry**

III. Findings

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

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

New course initiatives have been implemented, resulting in an increased number of advanced level jewelry students this year. The rise in enrollment is due, in part, to the introduction of the revised beginning jewelry curriculum as well as students who are working towards fulfillment of the requirements for 3-Dimensional Advanced Placement. Teachers and the instructional supervisor noted that students interested in pursuing a path toward 3D AP will require training in advanced metal-working techniques as well as basic hot glass techniques and precious metal clay.

IV. Recommendations

As the elective teachers continue the strength of their programs, there is a new urgency for increased communication and collaboration as we share our students. The community is starting to see connections: one parent who attended our Parent Night in the Classroom in September of 2019, commented, "Wow! This class (Jewelry) is like putting PLTW into action!" In keeping with contemporary art trends and art programs in adjacent community high schools, it may be beneficial to pursue the development of a course in Hot Glass working that could include fusing, slumping, casting and lampworking. It is recommended that the department further investigate student interest in 3D and its potential impact on current curriculum.

Course or Initiative: **Instructional Art**

III. Findings

One strength of the class was that it offers opportunities to align the art curriculum with the work that was being in the TLS classroom. For example, the instructors build on concepts such as emotions, weather, time, textures, insects and colors. The art students create is then displayed in the TLS classroom and referenced during lessons.

The most meaningful aspect of the format of this class is the lessons and projects are very carefully developed to meet the students where they were while still offering attainable goals. In consultation with Amanda Komashka (the lead TLS teacher), the curriculum is designed with more 1-2 period length assignments and simplified techniques utilizing fewer fine motor skills. This model creates an extremely positive classroom atmosphere and is successful at keeping students engaged and achieving success throughout the semester.

IV. Recommendations

The last time DLS Art was offered it was co-taught with one art teacher and one special education teacher. This course is offered in consultation with the Special Education Department in years when there is student interest and demand.

GBS Fine Arts Department Broadcasting Curriculum Report-Fall 2019

I. Introduction

a. Courses reviewed during past year:

- Introduction to Broadcasting
- Beginning Radio
- Advanced Radio sequence (Honors included)
- News & Sports Broadcasting sequence (Honors included)
- Beginning Television & Film Production
- Advanced Television & Film Production

A. Process

The Instructional Supervisor of Fine Arts and Introduction to Broadcasting instructor Mark Maranto met with TV & Film Broadcasting program director and instructor Julie Benca and Radio Broadcasting program director Dr. Daniel Oswald to discuss increasing enrollment in the courses mentioned above, their work on growing the station managers to mentor novice students, and the transition of Broadcasting courses from the English department to the Fine Arts department. We reviewed past EPP reports, enrollment trends, and supporting Special education students in the regular education program. The Radio Broadcasting sections of this report focused on backwards design of curriculum; the review process started with a restatement of the overarching program goals for congruence with the goals of a) The Glenbrook South Fine Arts program, b) Glenbrook South High School c) District 225, d) broadcasting programs in higher education, and d) the professional broadcast industry. Both content and instructional methods were checked for congruence with both university training programs and accepted industry practice. Julie Benca and Dan Oswald prepared the report and Mark Maranto revised the final copy.

A. Additional initiatives (outside of review process)

None.

II. Report Schedule

| November 2020 | November 2021 | November 2022 | November 2023 | November 2024 |
|--|------------------------------|--------------------------------|----------------------------|-------------------------------|
| Instructional Introduction to Broadcasting | Introduction to Broadcasting | Beginning Radio | News & Sports Broadcasting | Advanced Radio |
| | | Beginning TV & Film Production | | Advanced TV & Film Production |

Approximate percentage of curriculum to be reviewed:

| November 2020 | November 2021 | November 2022 | November 2023 | November 2024 |
|------------------|------------------|------------------|------------------|------------------|
| 14% | 14% | 29% | 14% | 29% |

Additional courses to be reviewed this year:

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

Course or Initiative: **Introduction to Broadcasting**

III. Findings

Introduction to Broadcasting continues to provide students with a) a review of major Supreme Court cases that guide the selection and development of broadcast content in the United States, b) a survey of radio and television technologies, formats, and genres, c) practice with audio recording and editing techniques, and d) experience with cinematography and film analysis. Several changes have occurred to the Glenbrook South Introduction to Broadcasting course since the last EPP cycle: a) Introduction to Broadcasting has been redesigned as a primarily project-based course, b) course enrollment has increased requiring four to five teaching faculty, and c) the Glenbrook South Broadcasting program has been moved from English to Fine Arts. The larger enrollment, greater diversity of faculty, and new network of support have allowed the integration of several new projects into the Introduction to Broadcasting curriculum. Students are now able to take part in authentic learning tasks that prepare them to be knowledgeable media consumers, responsible media producers, and members of the GBS Broadcasting Program.

IV. Recommendations

Continue to focus on revising current projects, and developing new projects, that are both authentic and appealing; continue to ensure a course that meets college/industry standards for content; identify new instructional- and domain-specific tools for helping students learn best; identify new opportunities for collaboration and group-reflection among the GBS broadcasting faculty.

Course or Initiative: **Beginning Radio Production**

III. Findings

Beginning Radio Production continues to provide learners with guided hands on production practice. Students are immersed in the world of radio through research, writing, and producing required non-entertainment content for the district's radio station, WGBK. In essence, Beginning Radio Production provides a simulated working environment in which students can explore new ideas and make mistakes without the fear of "deadly errors."

Since the last EPP cycle, Beginning Radio Production students have been instructed on the use of the university/industry standard audio production software, Adobe Audition. Former students in both university broadcasting programs, and former students employed in the broadcasting industry continue to confirm the importance of developing proficiency with Adobe editing software.

IV. Recommendations

No recommendations at this time.

Course or Initiative: **Advanced Radio Production**

III. Findings

Advanced Radio Production continues to provide learners with guided hands-on experience programming, managing, and promoting, a real, non-commercial radio station. Students learn about radio performance, radio production, and radio regulation (law) by “doing radio.” In essence, the Glenbrook South radio program provides a simulated working environment in which students can explore new ideas and make mistakes without the fear of “deadly errors.” Students also learn to work and negotiate with a diverse group of peers, interact with a diverse public, and serve both the common and disparate needs of community members.

Important changes have been made to the Advanced Radio Production course to better meet: a) the program goals of providing students with authentic learning opportunities; b) the building goals of safety, equity, wellness; and c) District’s goal of fiscal responsibility.

Specifically, students are directly instructed on the use of the university/industry standard audio production software, Adobe Audition. Also, since the last EPP cycle the main GBS radio broadcasting studio was upgraded to better resemble a professional broadcasting environment.

IV. Recommendations

Continue to work with broadcasting colleagues to recruit and involve a diverse group of students in the Glenbrook South Broadcasting program; continue to work with students as we communicate with community stakeholders about the types of programming that can serve our listeners best; continue researching novel and authentic learning experiences for radio broadcasting students.

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

III. Findings

News and Sports Broadcasting continues to provide learners with guided, hands-on experience writing, producing, and broadcasting local news and sports stories. The course also provides students with opportunities to broadcast live sporting events. Finally, the News & Sports Broadcasting course functions as a “window into the school” as students produce radio programs highlighting Glenbrook South athletes, coaches, and sports teams. The overall goal of the course is to prepare students to be a) knowledgeable consumers and producers of media content in a society where social media is ubiquitous, and b) highly successful students in university media, journalism, and advertising programs.

Feedback from graduates in both the university and professional settings has reinforced that a multimedia approach is most advantageous when preparing young broadcasters for future success. Graduates have also confirmed that a breadth of different experiences, including those involving audio, video, and social media content development are necessary for skill development. Consequently, the following changes have been made to the News & Sports Broadcasting classes: a) the curriculum has been updated to provide students guided practice with both video and audio, b) students are now trained in both Adobe Audition (audio) and Adobe Premier (video), c) students are being guided in co-curricular radio-television learning experiences, and d) students are now guided in social media content development (i.e., podcasts).

IV. Recommendations

Continue training News & Sports Broadcasting student in both video and audio; work with the GBS Television faculty to develop cross-curricular projects that allow students in both News & Sports Broadcasting and Television Broadcasting to experience different facets of broadcast journalism; present students with novel and authentic opportunities to produce audio, video, and social media content; provide students with both the guidance and the tools necessary when developing media content.

Course or Initiative: Beginning Television and Film Production

III. Findings

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

Over the course of the past six years, the enrollment in the Beginning Television & Film Production course has increased significantly. The enrollment in the 2014-2015 school year was approximately 35 students and the current enrollment for the 2019-2020 school year is 72 students. For the first time in the history of GBS Broadcasting, a second faculty member was added to teach this course in order to accommodate all of the sections.

In order to mirror the trends of the professional television and film industry, the BTV course has shifted focus towards single-camera filming projects and reduced its concentration on live multi-camera programs to one unit.

Since the last EPP report, the instructor has revised existing/developed new assessments, assignment sheets, rubrics, and equipment and software guides in order to meet today's broadcasting standards. Additionally, to best prepare students for college and their professional career, the program started using a new editing software, Adobe Premiere. Students are also being trained in using HD JVC HM170 camcorders and HD Canon digital SLR cameras. Additional equipment training has been added to the course to include Shure VP64AL omnidirectional handheld microphones, VILTROX LED on-camera lights, and Zoom H4N audio recorders.

Another focus of the curricular work has centered on increasing student participation in large-group discussions. After students produce video projects, they are viewed and critiqued by the entire class. It was important that every student voice be heard in the classroom during this critical stage of the video production process. student-friendly, and meets the needs of a 21st century learning environment.

IV. Recommendations

Continue to update curriculum to mirror college film school and professional broadcasting standards and expectations; continue to update equipment and software to mirror college film school and professional broadcasting standards and expectations.

Course or Initiative: Advanced Television and Film Production

III. Findings

Students enrolled in Advanced Television and Film Production produce all of the programming seen on Glenbrook South Television (the school's cable channel), Vimeo, YouTube, and Livestream pages. The projects produced in ATV have an authentic audience and students understand that their video productions may be seen by hundreds, if not thousands, of GBS students, Glenview residents, and viewers on the Web. It is important that content is strong and relevant and that production values are of the highest quality. This class provides numerous exciting opportunities for students to create and direct a wide variety of film and video projects. Students who successfully complete the course have a strong foundation for a college education and/or a career in the television and film industries. GBS-TV alumni have gone on to pursue post-secondary education at prestigious film schools such as: the University of Southern California, Emerson College, Syracuse University, Chapman University, and DePaul University.

Over the course of the past six years, the enrollment in the Advanced Television & Film Production course has increased significantly. The enrollment in the 2014-2015 school year was approximately 36 students per semester and the current enrollment for the 2019-2020 school year is approximately 72 students per semester.

The current ATV curriculum covers a wide variety of film and television related areas of study which include: sports programs, documentaries, comedic narratives, dramatic narratives, commercials, public service announcements, animations, feature stories, live TV production, music videos, cinematography, and a news program.

Due to the nature of a technology/media based course, standards and expectations are always evolving. Over the course of teaching Advanced TV and Since the last EPP report, the course curriculum has undergone significant revision to existing assessments, assignment sheets, rubrics, and equipment and software guides in order to meet today's broadcasting standards.

Another focus of the curricular work has centered on having student leaders take on a mentorship role in the program. Starting in the 2015-2016 school year, students who applied were invited to enroll in Honors Advanced TV & Film. Students in the ATV broadcasting and leadership course demonstrate expertise in television and film production and operation of Glenbrook South Television. Students make content decisions, manage production schedules, mentor staff members, and learn a variety of organizational and management techniques to assist them in working in professional film and television studios. This new model has had an incredibly positive impact on the organization, culture, and products produced in the program. During the 2018-2019 and 2019-2020 school years an instructional coach assisted Ms. Benca on developing strategies to have student leaders more effectively mentor. The impact has been truly remarkable as students take ownership over their learning experience and less-experienced students have peers to look up to and use as resources.

Every year ATV students are recognized on the state and/or national levels for the excellence of their work. No other school in Illinois offers as many varied, intensive, and relevant video production experiences. In 2019 students placed first in the state in the categories of sports program, commercial, and cinematography. Students were awarded six Midwest Student Production Awards in the areas of directing, commercial, on-air talent, music video, public service announcement, and comedic narrative by the National Academy of Television Arts and Sciences. This November, one student won a *National* Student Production Award (Emmy) for his on-air talent work.

IV. Recommendations

Recursive updates to curriculum in order to best mirror college film school and professional broadcasting standards and expectations; update the equipment and software that supports the current curriculum for this course.

GBS Fine Arts Department Drama Curriculum Report– Fall 2019

I. Introduction

Course reviewed during past year:

- Drama 161
- Advanced Acting 261
- Improvisation 361
- Directed Drama Projects

A. Process

The Instructional Supervisor of Fine Arts and most recent instructor of TLS Drama Mark Maranto met with Drama teacher John Knight to discuss declining enrollment in the courses mentioned above, the challenges of stacking Drama courses, the transition of Drama from the English department to the Fine Arts department, and potential new recruitment strategies. We reviewed anecdotal information regarding the fine arts departmental mission statement, enrollment trends, and supporting special education students in the regular education program. John Knight prepared the report and Mark Maranto revised the final copy. With the transition of Drama courses from English to Fine Arts four school years ago, this report provides an overview of all core courses. Beginning next year, one course per school year will be reviewed as reflected in the amended report schedule.

B. Additional initiatives (outside of review process)

None.

II. Report Schedule

| November 2020 | November 2021 | November 2022 | November 2023 | November 2024 |
|------------------|------------------|------------------------|----------------------|----------------------------|
| TLS Drama | Drama 161 | Advanced Acting 261 | Improvisation 361 | Directed Drama Projects |

Approximate percentage of curriculum to be reviewed:

| November 2020 | November 2021 | November 2022 | November 2023 | November 2024 |
|------------------|------------------|------------------|------------------|------------------|
| 20% | 20% | 20% | 20% | 20% |

Additional courses to be reviewed this year:

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

III. Findings

Glenbrook South's drama curriculum is comprised of four semester-long courses, three of which can be repeated by students for additional credit. The introductory course Drama 161 gives students the basic knowledge and skills needed to understand the terminology used in performance and the skills used in performing. The advanced courses provide students with opportunities to hone their skills and showcase their talents in multiple facets of drama.

Curriculum provides scaffolded, activity and project-based experiences. Since the previous EPP in 2014, the recommendations have been adopted: a new TLS Drama course has been created to serve a special education population, and the drama classes have been moved to the Fine Arts rather than the English department.

The number of freshmen enrolling in the drama elective has decreased slightly over the past four years, resulting in fewer sections of Drama 161 running. New electives being offered, as well as the recommendation of an SRT for all students, appear to be impacting the decrease in enrollment.

Meeting the curricular needs of all students enrolling in Drama 161 continues to be a delicate balance. Some students take the class with a strong passion for drama and a passion to be challenged, while others have limited interest in the subject and are somewhat unwilling to be encouraged to go beyond their comfort zone.

Currently, according to the course catalog, Drama 361 (Improvisation) has a requirement of an outside class performance, as well as the requirement to have taken the course in order to perform in the ComedySportz performance. Neither of these requirements have been enforced during the past three school years.

Stacking Drama courses remains challenging. Drama 1 is not stackable with the other 3 courses, although the other three courses are stackable with each other.

IV. Recommendations

- a. Either reinforce the Drama 361 course description requirement regarding ComedySportz participation as a way to help boost curricular numbers or eliminate the verbiage from the online course catalogue.
- b. Continue to explore ways to recruit and retain students in Drama 161.

GBS Fine Arts Department-Music Curriculum Report- Fall 2019

I. Introduction

Courses reviewed during past year

- Music Technology and Production
- Music Theory I
- AP Music Theory II and III
- Guitar

A. Process

The Instructional Supervisor, Mark Maranto, and the music teachers, Andrew Toniolo, Robby Shellard, Aaron Wojcik, Brian Boron, Kristin Meyer, and Aaron Kaplan met together to review best practices for narrowing focus of writing the report and then separately in their individual disciplines to review test results, quality of performances, performance assessments, and enrollment trend data. We also discussed anecdotal information concerning student scheduling conflicts, the implementation of school wide wellness initiatives, building community in music programs, integrating students from special education into regular education courses, and the co-teaching model in Guitar.

B. Additional initiatives (outside of review process)

None at this time.

II. Report Schedule

| November 2020 | November 2021 | November 2022 | November 2023 | November 2024 |
|------------------|----------------|--------------------|-------------------|---------------------------------------|
| Freshman Band | | | Master Singers | Music Production & Technology |
| Freshman Strings | Premier Chorus | Bel Canto Chorale | Jazz Ensemble | Music Theory 1 |
| Girl's Glee Club | Symphonic Band | Symphony Orchestra | Jazz Lab Band | AP Music Theory & Music Theory Honors |
| Titan Chorus FHR | Concert Band | Symphonic Winds | Music Exploratory | Guitar |

Approximate percentage of curriculum to be reviewed:

| November 2020 | November 2021 | November 2022 | November 2023 | November 2024 |
|---------------|---------------|---------------|---------------|---------------|
| 22% | 17% | 17% | 22% | 22% |

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

III. Findings

Music Production and Technology has continued to grow at Glenbrook South. Since the last curriculum evaluation, the course has evolved from a single class size of 22 into a multi-level/multi-sectioned course engaging 38 students over two class sections. The class is typically composed of a majority of juniors and seniors with a smaller population of sophomores and freshmen. Music Production and Technology continues to hold no prerequisites and is specifically designed to serve students of varying musical experiences (performers and non-performers).

The increase in course interest correlates to the increase in student population witnessed in the past four years. This enrollment trend has provided some new opportunities for the Music Production and Technology curriculum by bringing together a larger variety of talents, skills, and views for discussions and projects.

In the last two years, the curriculum has adjusted to the changes in audio media and technology. For example, the capstone of the class was designing, programming, and producing a CD album showcasing the student's work over the semester. Modern technology and retail trends have rendered physical media almost completely obsolete. As a result, this project has been phased out of the curriculum. The use of the Digital Audio Workstation (DAW) Logic Pro X has helped to keep the class current amid the ever-changing face of technology. Another adjustment to the curriculum has been the creation of the Recording Studio. This space is designed to provide students with a dedicated recording space that can be configured to various needs. In addition to being its own recording space, the Recording Studio can be utilized as a control room to record in the music library or other adjoining rooms. The curriculum for MPT is now incorporating the use of this space into the various projects experienced by students.

IV. Recommendations

The current organization of the course curriculum presents two course levels within one classroom: a 100 and 200 level. The two sections of the 200 level course are split between Gold days and Blue days and stacked with the 100 level course. It is recommended that the instructors--current and future--work to revise curriculum based on a differentiated model to best serve the stacked student population.

Course or Initiative: **Music Theory I**

III. Findings

In 2014, the previous staff of the music department decided to offer Music Theory I course as two one-semester courses. This decision came to be after elaborate discussion, assessment reviews, and charting student opportunities with upper levels. Music Theory continues to serve not only students who are enrolled in our performing ensembles, such as orchestra, band, and choir, but also the students who are appreciators of music - ones who are curious to learn more about the subject of music theory but do not find homes in our curricular ensembles. As such, instruction is focused on the music core fundamentals of notation, rhythm, structure and rudiments of theory, ear training, terminology, and the recognition of various musical styles and forms. Students' knowledge of content is then systematically applied to the art of composition.

IV. Recommendations

It is recommended to evaluate the effectiveness of the change from a full- year course to a one semester course by monitoring instruction and evaluating the success of students at the end of each semester. Reviewing test scores, enrollment, and student plans to further their studies in AP Theory II and III will guide future recommendations for this course.

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

III. Findings

Students of advanced levels of **Music Theory & Music Theory Honors** meet within the same classroom to accomplish a variety of curricular goals determined by an approved syllabus—the overarching goal for AP is to score a 4 or 5 on the Advanced Placement exam offered every May. But of equal importance, students in both courses should solidify their knowledge of the fundamentals of theory introduced in Music Theory I, explore new concepts, and apply the content to more difficult levels of composition and arranging. For the last five years, over ninety percent of the students enrolled in these courses complete the advanced placement exam. Enrollment has fluctuated over the past four years: for the school-year 2019-20, 11 students have enrolled in AP Music Theory, and two students have enrolled in the Music Theory Honors. Graduates of the GBS music theory program continue to enroll in advanced levels of music theory at the college level, or, in a few cases, test out of all undergraduate level classes. By the time students have completed music theory studies, they have explored the intricacies of Neapolitan and Augmented Sixth Chords, and have applied the composition techniques to arranging and orchestration. Students wrap up their studies through an investigation and survey of Jazz Theory, curriculum most music majors in college study as seniors and graduate-level students.

IV. Recommendations

Our recommendations include maintenance of the current curriculum structure. The instructor has continued to refine the differentiated instructional methods used so that the students, even in the 90-minute periods, are engaged and involved with instruction at all times.

Course or Initiative: **Guitar Lab**

III. Findings

The intent of this course is to empower students to explore and learn guitar playing, and making music, both individually and in a small group setting.

No prior musical knowledge, playing, or songwriting experience is required for students to enroll in Guitar class. Instruction continues to focus on the students who are at a beginning level; however, there are increasing numbers of students who are repeating this semester class, and therefore displaying advanced guitar-playing skills. Further, accommodations can and have been made for students with all types of academic, learning, and physical challenges.

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

The primary instructional delivery method for the class is one-on-one, with each student progressing from the point at which they enter the class. The teacher has full knowledge of the students' starting points, strengths, and areas needing improvement—and assigns work/assessments according to that understanding. While all students are expected to progress forward at individual rates, there are consistent assessment expectations for the entire class. This allows for much peer cooperation in learning and additionally creates opportunities for ensemble creation.

All students participate in the song recording projects in which students have the freedom to choose songs according to their own stylistic and musical interests, arrange them, and record them with the instructor. Students experience layering multiple tracks, and assist in the mixing and effects of the recordings. Additionally, they learn the fundamentals of song-writing and explore the creative process.

IV. Recommendations

As we have more students who come into the class without their own acoustic guitar, perhaps removing the course requisite in the curriculum guide of requiring the student to provide his/her own guitar would generate even further interest in the course, ultimately increasing student enrollment over time. With this in mind, exploring the potential to budget for two new guitars each year for four years, as well as acquiring a left-handed guitar and replenishing consumable supplies such as strings and picks would be recommended.

GBS Mathematics Department Curriculum Report-Fall 2019

I. Introduction

A. Courses reviewed during past year

- Discrete Mathematics & Statistics
- AP Calculus AB
- AP Calculus BC
- AP Statistics
- AP Computer Science A

B. Process

The Instructional Supervisor, Phil Gartner, convened five curricular review committees, one for each of the courses listed above. The teachers working on these committees teach the course. Curriculum was reviewed with respect to the Common Core Standards for Mathematics, the NCTM Standards, College Board prescriptive guidelines, and organizational goals. Teams used the backward design model to analyze curriculum. Attention is paid to vertical alignment with previous/subsequent courses, curricular organization, instructional materials, assessments, and integration of technology. All course teams defined the essential questions & enduring understandings of the course, the skills to be taught, and revised the curriculum maps & course descriptions, as necessary.

C. Additional initiatives (outside of review process)

- None

II. Report Schedule

| November 2020 | November 2021 | November 2022 | November 2023 | November 2024 |
|------------------|-------------------------|-------------------------|-----------------------|-----------------------------------|
| Algebra 163 (LA) | Algebra Team | Precalculus | Geometry Team | Discrete Mathematics & Statistics |
| Algebra 2 | Algebra Studies (LA) | Advanced Precalculus | Geometry Studies (LA) | AP Calculus AB |
| Algebra 2 Honors | Algebra 2 Studies (LA) | Precalculus Honors | Geom. in Constr. | AP Calculus BC |
| | Computer Science Hnrs | AP Comp Sci Principles | Geometry | AP Statistics |
| | Advanced Topics (Sem 2) | Advanced Topics (Sem 1) | Geometry Honors | AP Comp Sci A |

Approximate percentage of curriculum to be reviewed:

| | | | | |
|-----|-----|-----|-----|-----|
| 14% | 20% | 20% | 23% | 23% |
|-----|-----|-----|-----|-----|

Course: Discrete Mathematics & Statistics

III. Findings

- The course title was changed from Decision Making with Data. This change should benefit students as it is more readily understood by parents and universities. It better conveys the rigor of the work. It also better aligns with GBN's course title, Discrete Mathematics.
- The curriculum is being revamped to include applications of mathematics in typically non-STEM related fields.
- More emphasis to be placed on finance and money. Continue units of study on fair division, graph theory (networks, optimal paths, etc.), the mathematics of democracy, and statistics.
- Order of topics altered to better accommodate students adding late to the course from another course.
- The nature of the course allows for projects, collaboration, and applied learning. The project based nature of much of the work that we do allows students to demonstrate their knowledge and understanding of the topics in a way that is not typical for most math classes and students generally report that they enjoy learning this way. We ask students to complete two major projects each semester.
- Is a viable option for students looking for an alternative as a senior who does not need to pursue more traditional pathways.
- The prerequisites have been loosened in order to allow students of all pathways and levels to access the course senior year.

IV. Recommendations

- The teachers will continue to modify the organization, content, and pacing of the course to maximize student performance. Formative assessments will continue to be created and updated to ensure that teachers are checking for understanding frequently.
- Considering a unit in logic and computer science be added.

Course: AP Calculus AB and BC

III. Findings

- The content of AP Calculus AB and BC is defined by the AP Syllabus set forth by the College Board. Teachers monitor this, are involved professionally, and one is an AP grader, which is a great way to stay informed on the best practices for teaching the courses.
- Students continue to score very well on the AP exams and earn college credit. This is a readily accepted exam by most colleges, so students find great results in earning college credit and advanced placement for further math study.
- Beginning in 2019-20, there will be an increased flow of students from the standard level Advanced Precalculus course. In the past, students completed a two-year sequence of Precalculus, Statistics, and Discrete mathematics. The new one-year experience opens up access to greater numbers of students to AP Calculus as well as other high-level mathematics options (e.g., AP Statistics).

IV. Recommendations

- Even though the results have been outstanding, the team continues to look to make improvements in the curriculum and in the manner of instruction and the means of assessing to foster understanding.
- Teachers will continue to revise the course based upon findings of the AP exam report issued each year by College Board.
- Examine the new resources on the AP Classroom tool released September 2019. Incorporate even more support materials and practice throughout the course, being sure that AP-style questions are experienced early and often.

Course: AP Statistics

III. Findings

- The analysis of the AP Statistics instructional planning report confirms that our GBS students perform significantly better than others do on the AP Exam. Our group mean is much higher than the global mean.
- Beginning in 2019-20, there will be an increased flow of students from the standard level Advanced Precalculus course. In the past, students completed a two-year sequence of Precalculus, Statistics, and Discrete mathematics. The new one-year experience opens up access to greater numbers of students to high-level mathematics options (such as AP Statistics).
- Prior to this year, curricular revisions made time for more advanced topics, while streamlining some easier and more familiar topics from the first few units.
- Comprehensive review materials have been improved, with additional practice of statistical inference problems in particular. The team also increased the number of AP-style free response practice problems.

IV. Recommendations

- Even though the results have been outstanding, the team continues to look to make improvements in the curriculum and in the manner of instruction and the means of assessing to foster understanding. One area of focus will be with statistical inference. More time will be spent on this culminating topic.
- Teachers will continue to revise the course based upon findings of the AP exam report issued each year by College Board.
- Examine the new resources on the AP Classroom tool released September 2019. Incorporate even more support materials and practice throughout the course, being sure that AP-style questions are experienced early and often.

Course: AP Computer Science A

III. Findings

- The College Board has revised the curriculum for 2019-2020. The exam will no longer mandate the following topics: Integer number bases (2, 8, 16), Abstract classes, and Interfaces. The teacher intends to continue teaching number bases because of their usefulness in digital electronics and mathematics, but with less emphasis than in the past. He intends to drop abstract classes entirely and to teach interfaces only where useful in explaining other ideas (i.e., implementing Comparable, ActionListener, MouseListener, etc.).
- For 2019-20, we are running two full sections. Enrollment is robust and interest levels are high.

IV. Recommendations

- The teacher is making major revisions in the course and incorporating a new textbook for 2019-20. This is the same text currently used at GBN.
- GBS currently requires CS 371 Honors as a prerequisite or instructor approval. This will be considered in light of the fact that GBN has completion of Algebra 2 as a prerequisite and does not offer the semester-long Computer Science Honors course at all. We find that CS Honors has value but is not needed by all students, thus the allowance of instructor approval to bypass the course, depending upon the experience and knowledge-level of the student, and move right to AP CS A.
- With changes in the curriculum, lab assignments will be updated. They will also be used in a way to allow for differentiation to best meet the varying levels of proficiency and rates of learning.
- Modify the AP exam review and structure it in a way to engage and challenge. May finish the topics sooner to allow more time for practice and extra labs to be completed during exam review.

GBS Health, PE and Driver Education Department Curriculum Report-Fall 2019

Introduction

A. Courses Reviewed

- Freshman PE
- ARCH PE
- Advanced Self-Defense

B. Process

The above courses were reviewed in accordance with the District #225 Board of Education model. The Instructional Supervisor convened several curriculum review committees to examine the above courses. Curriculum was reviewed to assess such topics as course grades, scope and sequence of courses, review of objectives and assessments, teaching models and effective classroom practices, state standards and conditions conducive to changing and improving the curriculum. The committees consisted of teachers currently teaching their respective courses and/or stakeholders in the course.

C. Additional initiatives

A recommendation for the 2019-2020 school year includes continuing to implement and analyze our fitness goals and standards for the PE department as well as a set of department goals and standards. We are continuing to work with Glenbrook North to fitness test all of our students and record the data, which will comply with the State's requirement for submitting fitness scores in 2019-20. The physical education, health, and driver ed department has been exploring and developing department wide essential questions, enduring understandings and big ideas across all courses and are continuing to work at adjusting our facilities to compliment our work. The department used many professional mornings to gain an understanding of implementing a functional fitness concept and best instructional methods to achieve this. Curriculum maps are currently being analyzed and revised. The departments and staff are continuing to support 1 on 1 learning by developing Google Classroom sites for their classes.

I. Next Year's Work

| November 2020 | November 2021 | November 2022 | November 2023 | November 2024 |
|----------------------|----------------------|-------------------------|-------------------------------|--------------------------------|
| Sophomores | Lifetime | PE Leaders | Weights / Conditioning I & II | Freshman Girls/Boys |
| Dance I & II | Health | Total Body Conditioning | Adventure Ed I & II | ARCH |
| Driver Education | LA and CT Health | Physical Management | Adaptive | Advanced Self-Defense/ Fitness |

| | | | | |
|---------------|--|--|--|--|
| Life-Guarding | | | | |
|---------------|--|--|--|--|

Approximate percentage of curriculum to be reviewed:

| November 2020 | November 2021 | November 2022 | November 2023 | November 2024 |
|------------------|------------------|------------------|------------------|------------------|
| 22% | 17% | 22% | 22% | 17% |

Additional courses to be reviewed this year:

| |
|------|
| None |
|------|

Course Reviewed: Freshman PE

III. Findings

- We learned through this process that our curriculum map, assessments, as well as how the curriculum was linked to current state and national standards were not current due to recent changes to State Standards.
- We found that our current essential questions and big ideas did not guide the course or incorporate enough vigorous physical activity to impact an individual's social, mental, and emotional health as it pertains to stress and anxiety.
- We found that the curriculum map did not include content of basic human anatomy, functional fitness body movements that can improve student's strength and fitness levels.
- We found that our freshman terminology and teacher cues related to strength movements did not line up with our elective weight courses.
- We found that our freshman group did not have a centralized location for collecting, analyzing, and storing fitness-related data and resources.

IV. Recommendations

- The team reviewed and updated the curriculum map based on current course content as well as additions such as human anatomy, strength, and functional fitness.
- The team revised and/or created new essential questions. All essential questions and enduring understandings are now directly aligned with current state standards governing physical education.
- The team created a Freshman fitness portfolio to pilot during the fall semester. This portfolio will provide students with a centralized location for collecting, analyzing, and storing fitness-related data and resources throughout their high school experience.
- The team created PowerPoint presentations that represent the five core lifts (bench, squat, push press, deadlift, inverted row). These include common terminology, teaching cues, video demonstrations, and workouts that provides students a practical experience.

Courses Reviewed: ARCH PE

III. Findings

- It was learned through this process that the ARCH physical education map needed to be revised based upon the change of no longer being a co-taught class.
- There are multiple new (in classroom) units and lessons not included currently in the map.
- It was found that the implementation of in-class readings from the book “SPARK” on the revolutionary new science of exercise and the brain is not on the current curriculum map.
- It was found that different assessments such as Google Forms and in-class assignments were not included in the curriculum or syllabus.
- It was discovered that there were not enough opportunities or time incorporated in the curriculum map for students to work toward their individual fitness goals and social-emotional goals.
- It was found that there was no part of the curriculum that contained technology use of Polar GoFit Heart Rate Monitors.
- It was discovered that there was minimal online presence via Google Classroom.
- There was a need identified to change the format of the class to better serve the students.
- There is a need for more professional development time to work with instructional coaches on new units and lessons.

IV. Recommendations

- We recommend updates to assessments and classroom assignments to better fit the needs of our students.
- We will update lesson plans and units to include SPARK research, the revolutionary science of movement and the brain.
- We will update the current grading rubrics to include class participation and quizzes.
- We will create a digital presence for the students which includes rubrics, PowerPoints, Google Forms, syllabus, and different resources.
- Continue to seek out additional resources so that the curriculum consistently aligns with the ever-changing population of students enrolled in the class.

- Continue editing the fitness curriculum to include the use of Polar GoFit Heart Rate Monitor technology.
- Attend professional development regarding typical social-emotional development of students and how to best serve students who are at-risk or struggling.
- We will change the format of the class to include a “classroom” element before activity.
- Continue to discover best practices and collaborate with special education teachers, case managers, and instructional coaches in order to serve students with social-emotional disabilities to the best of our ability.

Courses Reviewed: Advanced Self-Defense

III. Findings

- We learned through this process that the enduring understandings did not reflect the philosophy change moving from a martial arts or self defense class to a personal protection class.
- We found that our current essential questions and big ideas did not guide the course or incorporate enough functional fitness activities that could impact an individual's physical, mental, and emotional fitness levels as it pertains to stress and anxiety.
- A digital platform was required to create a space for sharing all materials.
- We found the curriculum map did not include units on the physical, psychological and emotional effects of fear and intimidation.
- The use of peer mentors and peer assessments and objectives were not included in the overall curriculum.
- We found there was no evidence in the curriculum map that contained technology use of Polar GoFit Applications and Heart Rate Monitors.
- That the overall theme of the course "You are responsible for your own personal safety" should guide all of our units. "Always choose safety first."
- Found we need more professional development time for grade 9 and 10 teachers.

IV. Recommendations

- We updated the enduring understanding to reflect a view from a personal protection lens that includes: ability to identify a credible threat, fear management, conflict resolution strategies, and gross motor techniques that work well under stress. What do we need to defend?
- We updated the map with fitness activities related to strength and cardio that follow the HIIT principles.
- Created a digital presence for students (Google Classroom), which provides a space for instructional videos, rubrics, journal questions, calendars, unit explanations/time frame, as well as a platform to submit video's of scenario performances.
- We collaborated with the teachers to develop units that included tough target strategies, fear management, psychology of intimidation, and communication skills.

- Continue to seek out additional resources so that the curriculum consistently aligns with the ever-changing population of students enrolled in the class.
- Continue editing the fitness curriculum to include the use of Polar GoFit Heart Rate Monitor technology.
- Professional development time provided during PLM's (Professional Learning Mornings) to further develop our teachers for this unit in grade 9 and 10.

Additional Course Review

The department's desire to develop and implement fitness standards as part of the physical education curriculum is currently in place. These fitness standards provide feedback for both students and staff on where our student's fitness levels (cardiovascular, upper body/core strength and flexibility) compared to students within their age group both locally and nationally. The department will continue to re-evaluate our curriculum and using backward design to update essential questions and our curriculum maps. We will continue to research best teaching methods and curriculum to ensure our students have a positive experience.

GBS Science Department Curriculum Report- Fall 2019

I. Introduction

A. Courses reviewed during the past year:

- AP Biology 283
- AP Physics 283
- AP Chemistry 283
- Forensics 161
- AP Environmental Science 283

B. Process

The review process for the courses listed above followed the curriculum review model put forth by the Board of Education. The curriculum review committee for each course consisted of a course team that addressed findings and recommendations for questions posed by the team and the Instructional Supervisor.

Four of the five courses reviewed this year are the Advanced Placement courses offered through the science department. As part of the review process this year, each of these teams reviewed a large amount of data provided both internally as well as by the College Board regarding student performance on AP exams given each May. In addition, a program-wide review was done. With intentionality, over the last decade we have moved from a philosophy of ‘exclusivity’ to ‘greater inclusion’ to reflect our desire to give greater access to AP courses to the general student population. This has resulted in an increase in the number of AP sections offered as illustrated in the table below. With the sunseting of the Team courses in science at GBS, we now have a pathway that provides the opportunity for any student to enroll in at least one Advanced Placement science course by his/her senior year.

| AP Science Course | Number of Sections | | | | | | | | |
|-------------------|--------------------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|
| | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 |
| AP Biology | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 5 |
| AP Chemistry | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 |
| AP Env Science | 1 | 1 | 1 | 1 | 2 | 3 | 4 | 6 | 7 |
| AP Physics | 1 | 2 | 2 | 2 | 1 | 2 | 3 | 3 | 3 |
| Total | 7 | 8 | 9 | 9 | 9 | 12 | 12 | 15 | 17 |

The final course reviewed as part of this cycle is the Forensics 161 course. This course, along with Astronomy 161 and Medical Technology 161, continues to be a dual credit course in which students are able to receive both GBS credit and college credit free of charge through Oakton Community College. The focus of this course’s review was on providing more authentic lab and career exploration in an effort to keep the course current and accessible to a growing population of students enrolled.

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

I. Report Schedule

| November 2020 | November 2021 | November 2022 | November 2023 | November 2024 |
|---------------------------------|----------------------------|-------------------------------|---------------------------------|------------------------------------|
| Chemistry Studies 163 | Biology Studies 163 | Physics Studies 163 | Horticulture 161, 162 | AP Biology 283 |
| Chemistry 163 | Biology 163 | Physics 163 | Advanced Horticulture 263 | AP Chemistry 283 |
| Chemistry Honors 173 | Biology Honors 173 | Physics Honors 173 | Horticulture LA | AP Physics 283 |
| Brain Studies 161 | Biology LA 163 | Physical Science LA 163 | Medical Technology 161 | Forensics 161 |
| STEM Chemistry Honors 173 | STEM Biology Honors 173 | STEM Physics Honors 173 | Astronomy 161 | AP Environmental Science 283 |

Approximate percentage of curriculum to be reviewed:

| November 2020 | November 2021 | November 2022 | November 2023 | November 2024 |
|------------------|------------------|------------------|------------------|------------------|
| 20% | 20% | 20% | 20% | 20% |

Course or Initiative: AP Biology 283

The AP Biology course team reviewed a significant amount of data provided by The College Board as part of their curricular review. A question of study that has risen from their review of data is, “How can we continue to improve our student responses to the FRQ (free-response questions) on the AP Biology exam?” Below are findings and recommendations that the team identified—some of which led the team to their guiding question of study.

III. Findings

- AP Biology scores continue to be strong compared to both the national average as well as other AP scores across the school. This speaks to the strong curriculum that has been established in this course.
- Not only are AP Biology scores strong, they have been improving from year to year even with an increase in the number of students who take the course. This supports the belief that there are additional students who can benefit from the course and who can also perform well on the exam itself.
- We have seen the enrollment in AP Biology continue to grow—to five sections in 2018-19. This is up from three sections just a few years ago.
- Data from previous AP Biology exams shows that students do well on the multiple choice component of the exam, however, scores usually decrease as a result of their free-response questions (FRQs) score. Moving forward, this is a focus for the team as they wish to support their students even more in their performance on the FRQ portion of the exam.

IV. Recommendations

In light of the above findings, the team has made the following recommendations:

- The team plans to research best practices for helping to guide students in the effective writing of AP Biology FRQ responses. Having students analyze scoring rubrics and exemplars are a couple practical ways that the team wishes to emphasize to a greater degree than has been done in the past.
- The College Board is producing a personalized, student-tailored online review tool. This will be evaluated by the team for the 2019-20 school year and will be used as deemed valuable for students—particularly as it relates to the free-response portion of the exam.

Course or Initiative: AP Chemistry 283

Analysis of past student performance on the AP Chemistry exam was also done. The following questions guided provide the focus for this study: (1) “How do we help students better understanding intermolecular forces and how do these forces govern behavior?” (2) “How can we encourage and support more students—particularly juniors--to take this course?” and (3) “How can we make this course more accessible to all students regardless of previous levels?”

III. Findings

- Compared to the other AP science courses, enrollment in AP Chemistry has been historically lower. These numbers have been relatively static over the past several years.
- Overall, AP Chemistry scores are above average when compared to the state and national average.
- There are certain topic areas for which GBS students can improve as demonstrated by the College Board data. Two particular areas are intermolecular forces and equilibrium.
- Beyond the data analyzed, the team also believes that modeling is an area that needs additional attention and focus.

IV. Recommendations

In light of the above findings, the team has made the following recommendations:

- We would like to expand the number of sections of AP Chemistry by at least one section over the next two years as we give additional access to students. One way to do so is to support students from Chemistry 163 in taking this course. Another way is to encourage more juniors to take this class concurrently with physics.
- Develop a short list of minimum standards for all first year chemistry courses, in order to support the transition of students into AP Chemistry from Chemistry 163 as well as Chemistry Honors 173.
- Develop a “Unit 0” as a review of pre-requisite materials to further support all students in the transition to AP Chemistry.
- Develop additional opportunities throughout the year for practice with multiple choice and FRQ questions. The College Board is producing a personalized, student-tailored online review tool. This will be evaluated by the team for the 2019-20 school year and will be used as deemed valuable for students—particularly as it relates to the free-response portion of the exam.

Course or Initiative: AP Environmental Science 283

AP Environmental Science has experienced the most significant growth in recent years—one to seven sections in the past five years. In light of this growth, and after reflecting on both College Board AP test score data and internal data, the team focused their work on two guiding questions: (1) “How can we better accommodate students with a variety of math and reading levels—particularly on FRQ responses, dimensional analysis, and percentage-related calculations?” and (2) “How can we organize meaningful service learning/field trip experiences with as many as seven sections?”

III. Findings

- Sections of AP Environmental Science have grown to be much more diverse both ethnically and in terms of previous science and math classes taken. As this has been a focus of our science department’s work, this is something to celebrate.
- With a growing population of students coming from Studies science classes, we have recognized that students need more practice and preparedness in computational mathematical analysis as it relates to environmental data.
- The College Board’s AP Environmental Science curriculum is going through a fairly significant transition during the 2019-20 school year.

IV. Recommendations

In light of the above findings, the team has set forth the following recommendations:

- The team has recognized that more collaborative practice with mathematical analysis is necessary to support the diverse academic needs of students. By grouping students with varied abilities, students with stronger math skills can help support those with weaker skills.
- Two sections will pilot the We Service component offered by the College Board. The course team will then review this pilot’s experience and determine if the entire course team will move in this direction.
- As the team is anticipating a significant change to the curriculum during the 2019-20 school year, most of the course team is going to attend a weeklong, summer AP Environmental Science professional development course offered by the College Board. This will keep the team up-to-date with these curricular changes and provide an avenue for the team to network with other area schools.

Course or Initiative: AP Physics 283

Similar to the previous AP course teams, the AP Physics team reviewed College Board data, internally produced data, and developed three guiding questions in their work: (1) “Why do our students score significantly higher in the mechanics portion of the AP exam compared to the electricity and magnetism portion?” (2) “How can we better prepare students for the free-response portion of the exam, recognizing that our students are stronger in the multiple choice portion than the FRQ portion?” and (3) “How can we support increased access to even more students—particularly in light of the fact that we have calculus as a pre- or co-requisite for this calculus-based course?”

III. Findings

- On average, students are stronger in mechanics than in electricity and magnetism compared to those taking the tests globally. We believe this may be that our students come in with a stronger background in mechanics than E&M.
- Our enrollment has more than doubled--and in some cases tripled--over the past five years. This is great to see but also provides additional challenges as we seek to serve a more diverse population.
- Our AP exam scores are tri-modal in electricity and magnetism. This seems to suggest a greater diversity of learners than in years past. At the same time, this presents a new challenge as we seek to support all students in finding success.

IV. Recommendations

In light of the above, the following recommendations have been made:

- We have already shortened the time spent on the mechanics portion of the course by approximately two weeks in order to give more time (an additional two weeks) for topics in electricity and magnetism.
- This year we are implementing more AP style problems—particularly FRQs—throughout the year. More specifically, we have implemented “weekend problem sets” that have five MC questions and one FRQ related to topics addressed thus far. On Mondays, when students return, they self-grade and self-report their work based on the AP scoring rubric. In addition, unit assessments include one or two past FRQs in order to give students assessment questions that reflect the level and format of those present on an AP test.
- We intend to build in additional ‘accountability’ during second semester for first semester calculus-based topics (i.e. center of mass derivations, velocity-dependent air resistance problems) for which we have not held students accountable for during semester one as about 50% of our students have not yet learned the calculus necessary for these calculations.

- We have agreed to gain about one week by shortening two semester 2 lab experiences (namely electric potential mapping and the battery lab) that we believe have not directly addressed the course objectives and have mostly served as ancillary activities. This will provide additional time to address some of the needs mentioned above.
- During the weeks preceding the AP exam, we intend to have students take a full exam (MC and FRQs) on Gold days with the opportunity for them to grade their own exams and ask questions on Blue days. This will provide students practice in taking a full length exam in one sitting.
- We are hoping to pilot an “AP Boot Camp” targeting students who have not yet had calculus but who will take AP Physics during the coming school year. The focus of this will be both to introduce calculus concepts that will be seen in unit 1 while at the same time building confidence in students that they *ARE* in the right course and that they *CAN* find success.

Course or Initiative: Forensics 161

Over the past year, Forensics 161 has been exploring three areas of curricular focus: (1) the desire to update technologies used in the lab to more authentically match what forensic scientists do, (2) the need to explore field trip opportunities in order to provide a more authentic experience for students, and (3) the desire to continue to find ways to make the course accessible to all students who have completed a biology and chemistry course. Below is a summary of findings as well as recommendations related to these areas of focus.

III. Findings

- In the past, students have not had a chance to do DNA analysis using gel electrophoresis in the Forensics 161 course. This represents, however, a fundamental technique performed by forensic scientists in the field as they use trace DNA samples found on a crime scene and compare these with samples provided by suspects. This is an example of one way that the team desires to update labs and to provide a more authentic experience for students.
- As this course exposes students to both (1) how forensic science is done, as well as (2) exposing students to a career in this field, the team recognizes the values of having students interact with professionals in this field. There is a desire to find authentic ways to have students experience such interactions.
- As a science department, we have been working hard to provide a pathway for all students to experience the breadth of our elective offerings as well as access to at least one Advanced Placement science course should a student wish to enroll in one. In this spirit, the Forensics 161 team wishes to find ways to make this course accessible to all students while keeping the course interesting and appropriately challenging for all.

IV. Recommendations

In light of the above findings, the following recommendations are made:

- As part of our annual budget process, the team has requested (and the request was approved) the purchase of a class set of DNA gel electrophoresis setups so that students can perform multiple, authentic DNA analysis experiments as part of this course. This is just one example of how the team wishes to keep lab technology current.
- A relationship has been established with the Glenview Police Department. Since identifying field trip opportunities as an area of curricular focus, the police department has invited the class to their forensics and ballistics lab where students are able to interact with professionals in this field, experience a working forensics lab, and learn about career opportunities in this field. Furthermore, students enrolled in this course have the opportunity to earn college credit through Oakton's dual credit program. Students who elect to do so are co-enrolled in Oakton's LAE 135, a law enforcement forensics course offered at Oakton.

- During the 2019-20 school year, the number of Forensics sections has doubled from four to eight sections. In light of this, the team believes they are indeed reaching a larger (and broader) population of students in this course. As such, the team is continuing to review curriculum to make sure it remains challenging yet accessible to all students.

GBS Social Studies Department Curriculum Report-Fall 2019

I. Introduction

A. Courses reviewed during the past year:

- Psychology 161/162
- Sociology (formerly, Sociology: Human Relationships 161 and Sociology: Crime and Deviance 162)
- Issues and Answers in Philosophy 161/162
- International Relations 161/162

B. Process

The review process for the courses listed above followed the curriculum review model put forth by the Board of Education. The teachers for each course formed Curriculum Review Committees and conducted a review of the curriculum with existing Understanding by Design Maps: Essential Questions, Enduring Understandings, Unit Essential Questions, Skills, Standards, Unit Assessments and Summative Exam Assessments, with the College Board curricular requirements informing this process. A list of relevant questions was created for each course, available data was collected and analyzed according to these questions, and course recommendations were made as needed. Each committee reviewed, and revised as needed, course descriptions.

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

- American Experience (New course in 2018-19)
- Civics (New course in 2017-18)

II. Report Schedule

| November 2020 | November 2021 | November 2022 | November 2023 | November 2024 |
|--|------------------------------|---------------------------|----------------------------|---------------------------------------|
| Urban Studies I: Chicago 161 | World History Studies 163 | US History Studies 163 | AP US History 183 | Issues & Answers 161/162 |
| Urban Studies II: Problems & Solutions 162 | World History 163 | US History 163 | AP Psychology 183 | Sociology 161/162 |
| World Religions East 161/162 | World History Honors 163 | US History LA 163 | AP European History 183 | Psychology 161/162 |
| World Religions West 161/162 | World History LA 163 | US History TEAM 263 | AP World History 183 | International Relations 161/162 |
| The Pacific Rim 161/162 | Global Geography LA | World History TEAM 163 | AP Economics 183 | Civics 161/162 |
| Latin American History 161/162 | | American Experience | AP Government 183 | |

Approximate percentage of curriculum to be reviewed:

| November 2020 | November 2021 | November 2022 | November 2023 | November 2024 |
|---------------|---------------|---------------|---------------|---------------|
| 15% | 25% | 25% | 20% | 15% |

Course: Psychology

III. Findings

The Psychology course has evolved in significant ways since the last curriculum review. The curriculum was re-evaluated and revised to provide greater academic and college preparatory rigor while creating increased student engagement and meaningful assignments. Based on guidelines from national organizations, such as the American Psychological Association, the curriculum now emphasizes the study of psychology as a science. Each unit of study explores the research that forms the basis of current understanding of that topic in the field- cognition, learning, biological basis for behavior, consciousness, and abnormal psychology. Students also learn about the methodology and guidelines psychologists use for conducting experiments.

Current societal trends have also influenced curricular decisions. The traditional textbook has been dropped in favor of providing a richer variety of materials from diverse online sources, which allows for flexibility in instruction and opportunities for differentiation. Students also utilize technology heavily to author creative content through project-based assessments. They are therefore able to develop information literacy and other technology skills, which are increasingly important for further education and navigating life.

Informal student surveys given at the end of the semester reveal highly positive student experiences in the course. The course attracts a wide range of students from all academic backgrounds, and continues to be a popular senior elective.

IV. Recommendations

Currently since dropping the textbook, a considerable amount of energy is expended on identifying, curating, and adapting material for instructional use, and occasionally access issues for online sources becomes a barrier. The teachers will continue to both expand their bank of resources for students, including exploring possibilities for a suitable ebook that would provide a solid foundation for the course, while maintaining the flexibility to supplement.

**Course: Sociology 161/162
(Formerly Sociology I: Human Relationships and Sociology II: Crime and Deviance)**

III. Findings

Over the past five years, the sociology courses have gone through a number of changes to better address the needs of students who take the course. During the 2016-2017 school year, we eliminated leveling for this course and integrated support structures throughout the course so the curriculum is accessible to all students. We additionally chose to merge the two semester courses into a one-semester elective course (starting 2019-20) as we identified redundancies in the curriculum and decided to offer a robust one-semester elective that focused on the main understandings in the field of sociology and provided a rigorous, college-preparatory experience for students in their senior year.

Prior to unleveling the course, students coming from TEAM and Studies-level classes as well as ELL students were typically enrolled in “Human Relationships” and “Behavior & Crime” while students in standard and honors level classes enrolled in “Marriage & Family” and “Crime & Deviance.” Since unleveling the course, the sections are now comprised of a greater diversity of students from different academic as well as cultural backgrounds. This diversity is important for the discussions in class surrounding race, social class, and gender as students enter the classroom with a variety of experiences and viewpoints. Our goal is to continue to attract the full range of student experiences in Sociology, drawing from all the different levels of their prior Social Studies courses.

Parallel to the development of the Psychology course, Sociology has similarly evolved to focus more on the academic discipline of sociological study and incorporate more experiential, project-based learning activities. Students are assessed through writing assignments, graded discussions, reading quizzes, and unit tests. Data from Type III assessments demonstrate that students show growth during the course of this class in their sociological understanding. Since many students pair a semester of Sociology with a semester of Psychology, the alignment between those two courses provides consistency of experience for students in the social sciences.

IV. Recommendations

With the implementation of the course revision in 2019-20, data will be collected from students about their experience through a formal course evaluation. This feedback will be used to further improve the course to meet student needs. As the course curriculum centers around issues of diversity in society and thus provides a special opportunity for curriculum to support GBS' organizational focus on student identity, we will continue to explore how to encourage students of diverse backgrounds to take Sociology.

Course: Issues and Answers in Philosophy 161/162

III. Findings

Issues and Answers offers students the opportunity to analyze, synthesize, and evaluate many of the most profound philosophical questions of humankind, specifically, the philosophies of Epistemology, Metaphysics, Ethics, and rights-based Political Philosophy. The number of sections has remained remarkably stable and consistent over several years, and attracts a highly diverse group of students from different academic experiences and backgrounds.

As the subject matter is highly abstract, introspective, and inordinately subject to the individual experiences and belief systems of each student, the course balances this with regular and consistent learning routines to provide needed structure and grounding. Class is highly discussion-based, with regular journaling for students to process and respond to readings, culminating in summative essays for each unit in which students are asked to synthesize and apply the themes and concepts from the unit.

The primary text for the course has been Viktor Frankl's *Man's Search for Meaning*, which is supplemented with various other essays and articles that are current and relevant. Recently, a second text was added, *Mean Genes*, which provides a more scientific and genetic analysis for the questions about the human condition raised in this course. These texts provide a nice balance but also reinforce the understanding that the same fundamental questions of human existence can be approached from very different disciplinary frameworks.

Students consistently report in course evaluation surveys that *Issues and Answers* is one of the most unique courses they have experienced at GBS, and that it pushes them to think more deeply about themselves and their values.

IV. Recommendations

Given the student feedback about the course, *Issues and Answers* is a powerful opportunity for students to explore their sense of identity and push themselves intellectually and metacognitively. As the course places a strong value on intellectual risk-taking and original thinking, we will continue to explore ways to encourage and promote that among students, including the ongoing examination of homework and meaningful self-assessment.

Course: International Relations 161/162

III. Findings

The International Relations course has typically had lower enrollment than our other senior electives, but we are usually able to run 1 or 2 semester sections each year. Consequently, there has not been a course team for International Relations. That, along with variability in who teaches the course each year, have been significant challenges for curriculum development.

While the course introduces basic concepts in international relations theory, much of the curriculum is designed to be very current and highly relevant, closely following global developments and crises that arise during the year. Therefore the utility of having students purchase a textbook is negligible, and the course relies instead on curricular materials obtained through the Council on Foreign Relations and the Choices curriculum from Brown University. The course attracts students who are interested in global history and current events, including students who participate in Model UN.

We have been examining enrollment patterns in International Relations as well as AP World History. Both courses draw students who have an interest in global affairs, and it appears that enrollment can ebb and flow from one course to another from year to year. Also, both courses have struggled to get enrollment beyond 1 section. This leads us to wonder if these courses are competing for a similar population of students. There is also a greater degree of overlap in the two courses now that College Board has changed the AP World History curriculum to focus on the modern world. We have discussed the possibility of merging these two courses, but are waiting until we experience the impact of Civics on enrollment in senior electives for at least another year.

IV. Recommendations

As mentioned, we will continue to monitor enrollment patterns in both International Relations and AP World History, as well as solicit student feedback about their preferences and choices. This information will guide our decision-making about the future viability of International Relations as a distinct course.

Course: American Experience (US History and American Literature)*

*This review is presented as part of American Experience's initial year of implementation in 2018-19

III. Findings

During the summer of 2018 a curriculum map was created for the American Experience course that includes essential questions, enduring understandings, unit essential questions, course content, and skills. In the first year, there were two "sections" of American Experience (each section is comprised of an English section and a history section) with a total enrollment of approximately 90 students. The enrollment for the 2019-2020 school year is approximately 120 students. There is a wide range of student ability levels in American Experience so differentiation is essential. In the beginning of the year, many students required extra help with non-fiction reading and note-taking skills, but all of them were proficient by the end of first semester.

The number of students in the room requires an active and engaged learning environment. Students in American Experience are accustomed to small group work, movement, and personalized engagement on a daily basis. The integrated nature of the curriculum lends itself to creative expressions of student learning that blend the humanities. For example, at the conclusion of the first unit, some students worked in groups to create a Hamilton inspired rap song that they performed in front of the class, others chose an art project, and some wrote a poem. Student learning has been assessed in a variety of ways in American Experience. Objective tests, written assessments, skill assessments, and projects were developed to measure student learning and growth.

While students were not formally surveyed at the end of the first year, this is a goal for the following year, as we will have increased sections and 2 new teacher partnerships. The informal feedback from the students was extremely positive. Many of the students reported that they had not been as successful in their English and Social Studies classes in the past as they had been in American Experience. Upon reflection, students believed that the interdisciplinary nature of the course, along with greater freedom and creativity in how they could demonstrate their learning, served them well and created a framework for success.

After the first year of American Experience, there is a much better understanding of the work that needs to be done to develop the course. All six teachers on the American Experience team collaborated over the summer to develop materials to improve instruction and learning in this course, and will continue to do so throughout the year.

IV. Recommendations

The integration of curriculum and design of instructional strategies that meet the needs of a larger and highly diverse classroom of students will require ongoing work and revision among the teachers of both departments. Further areas of growth for course development include continually seeking updated and culturally responsive curricular connections, fine-tuning skill alignment across sections, and developing strategies for differentiation and sustaining student engagement in a very large class.

Course: Civics 161*

*This review is presented as part of Civics' initial years of implementation in 2017-2019.

III. Findings

The curriculum map for Civics was designed during the 2016-17 school year using the UBD process and format and the guidelines as prescribed by the state legislation. The course is rich in content on government institutions, includes several engaging simulations and deliberations, and meets the service learning/civic action requirements in an authentic and meaningful way. There was one pilot section of the course that ran in 2017-18, and 5 sections during 2018-19. (There are 25 sections for 2019-20.) As the course expands and includes more teachers, they will revisit the course foundations, revising and updating as needed based on student experiences and outcomes.

The primary goal of the course, to create active and informed members of civic society, is being achieved through not only rich political science content but also in the application of that content. Students learn how to access government institutions, how to effectively deliberate about political issues, and how to stay informed. To satisfy the civic action requirement, students choose both issues and channels of engagement that are authentic and meaningful to their personal convictions. The challenge moving forward with a significant increase in enrollment will be to balance the consistency of experience and expectations across all sections, while allowing the course to remain dynamic and open to incorporating the relevant issues that arise and to allow student interest to be a key driver of the topics addressed.

The first pilot section included a fairly even mix of sophomores and seniors with diverse academic experiences and abilities. While it was one section, it was important for us to obtain student feedback on this initial rollout. Students reported a variety of motivations for taking the course, from the need to satisfy a graduation requirement to pure interest as an elective and an interest in politics. Students from this initial pilot reported that having some US history knowledge is very helpful for success in the course. Overwhelmingly, students reported a newfound interest in politics that they did not have before coming into the class. Many reiterated the importance of voting and communicating with lawmakers. Several discussed positive experiences with their Civic Engagement activities, whether it was attending a school board meeting, attending a political rally, interning with Governor Rauner's campaign, or voting for the first time. A few students expressed a desire to have the course be a yearlong course.

IV. Recommendations

With a significant expansion of the course and the teaching team, the Civics team will need to continue to evaluate the implementation of the course and how it is meeting the needs of a diverse student population. The relatively low, gradual enrollment in the first 2 years afforded the opportunity to fine tune the curriculum on a small scale before it expanded to full implementation as a graduation requirement for all students. The curriculum map will be revisited and adjusted as needed. One area of concern for the course is developing effective strategies for meeting the needs of both seniors and sophomores within the same class, particularly when they have very different stores of background knowledge that they bring to Civics.

GBS Special Education Department Curriculum Report- Fall 2019

I. Introduction

- A. Courses reviewed during past year
- English (All DLS and ARCH levels)
 - Reading Foundations
 - Reading Fluency and Comprehension
 - Reading Enrichment

- B. Process

English:

The GBS Special Education Department English teachers met during department and team meetings to review current curriculum that is taught in each of the following classes: Practical English, DLS English 1, DLS English 2, DLS English 3, DLS English 4, ARCH English 1/2, and ARCH English 3/4. Specific curriculum components that were reviewed include; novels, writing strategies, reading strategies, homework load, independence level, and themes covered. The team developed a placement guide for incoming students. This tool was used for articulation meetings as well as future placement of students who were, at the time, enrolled in DLS English classes.

Following the initial placement discussion of students, the team determined that further data regarding the reading level of students was needed. In collaboration with the reading team, the English team decided to use the Basic Reading Inventory (BRI) as the data collection tool to further understand individual levels. The team decided to administer the BRI at the end of the 2018-2019 school and 3 times throughout the 2019-2020 school year.

Reading:

The GBS Special Education Department Reading teachers met during department and team meetings to review current structure of the Reading intervention course, Read 180. Specific curriculum components that were reviewed include programming, identification of need, literacy focus, and criteria for release.

The first step in identifying needs was to administer a battery of assessments that surveyed all areas of literacy. Over the course of several weeks, data was collected from students currently enrolled in a reading intervention course using the following assessments: *The Analytic Reading Inventory (ARI)*, the *Elementary Spelling Inventory (ESI)*, *The Advanced Decoding Survey (ADDS)*, and the *Lexile Test*. These assessments were given during the 2017-18 school year to use as a determiner for overarching literacy needs.

Additionally, a curriculum guide was created for reference regarding placement for incoming students or students who were newly identified as requiring reading intervention.

C. Additional initiatives:

- Investigate the need to restructure current classes and programming. - Update curriculum map.
- Consideration of the assessment step in UbD

II. Report Schedule

| November 2020 | November 2021 | November 2022 | November 2023 | November 2024 |
|--|---|---|---|--|
| Implementation of IEP Goals through math | Implementation of IEP goals through science classes | Implementation of IEP goals in social studies | Implementation of IEP goals in the areas of Resource, Transition, and electives | Implementation of IEP goals in English and reading classes |
| | | Review needs of students and study skills courses offered | | |
| Review of English and Reading curriculum | Review math Curriculum | Review science curriculum | Review of Resource, Transition, and electives | Review of Resource, Transition, and electives |

Approximate percentage of curriculum to be reviewed:

| | | | | |
|-----|-----|-----|-----|-----|
| 20% | 20% | 20% | 20% | 20% |
|-----|-----|-----|-----|-----|

Course or Initiative: English and Reading

III. Findings

English:

The faculty members involved in the Educational Planning Process (Special education English teachers and Special education Reading teachers) reviewed current and past practices in our English and Reading courses over the course of the school year.

The members of the Special Education English team found that there were inconsistencies across the English courses currently offered. Presently, within the English courses, there are not consistent reading and writing strategies in place. The team will need to work with the reading interventionist as well as speech-language pathologists in order to determine what strategies will best meet the needs of our students. In addition, the class expectations (i.e. student independence level, homework load) varied from teacher to teacher rather than being based upon the course description. For students in special education, it is of utmost importance that their post-secondary goals are explored and that students are equipped with the tools they need in order to be successful. Additionally, there are great differences in student IEP goals that may not be able to be addressed in classes with the current structure.

Additionally, the team identified the need for a consistent articulation guide in order to appropriately place students in courses. This guide was developed last year and was used during articulation meetings. It also was shared with case managers in order to appropriately place students in English classes in future years.

The team also decided to utilize the BRI 3 times a year (beginning of the year (at the end of the 1st semester, and at the end of the school year) to track our students' progress in reading comprehension. This will also assist with placement decisions within the DLS English program.

The team identified the need for consistent writing rubrics and criteria across all courses offered. For the 2019-2020 school year, all English classes will be using the PEEL writing strategy. Throughout the year, the team will explore a variety of rubrics that address common core standards and will adapt these so as to create a common rubric for the special education English courses.

Reading:

After collecting and sorting all data from administered assessments, the team determined the need to establish a 3 tiered reading program to address the wide range of literacy needs. It was determined that the current structure which included a single curriculum, was not sufficient in addressing the needs of all students.

Data suggested that while Read 180 was still appropriate for a large group of students (approximately 40%), there was a need for additional levels of intervention.

Approximately 15% of students were performing well below grade level and would benefit from more intensive instruction focusing on foundational skills such as phonics, spelling, and literal comprehension. The data as well as observations also suggested that approximately 40% of students were demonstrating literacy skills just below grade level (many of whom had already taken Read 180 in subsequent years) and would benefit from an alternative curriculum using authentic reading instruction focusing on more advanced comprehension strategies and word study.

IV. Recommendations**English:**

1. Continue work to develop standardized writing rubrics for each level of our English classes.
2. Identify and implement reading strategies to be utilized in our classes.
3. Reevaluate the novels currently being taught in our English classes.
4. Continue to explore the need to restructure current classes and programming.
5. Explore the need for adding a course (i.e. transitional English course)

Reading:

1. Continue to work with the English team to streamline language and writing strategies
2. Continue to assess students to identify additional areas of need
3. Explore additional literacy practices to incorporate into levels of intervention
4. Explore potential opportunities for co-teaching or push-in to support literacy needs across contents

GBS World Languages Department Curriculum Report- Fall 2019

I. Introduction

A. Courses reviewed during the past year:

- French 563, 573 and 583
- German 583
- Japanese 573/583
- Mandarin Chinese 573/583
- Spanish 563/573/583 Language & Culture/ 583 Literature

B. Process

Curricular teams for all fifth year courses in the World Languages department were assigned the task of evaluating the curriculum of their particular course, as required by board policy. The specific focus of this evaluation was to analyze how each course's current curriculum provides opportunities for students to attain proficiency in the five learning standards outlined by the American Council on the Teaching of Foreign Languages (ACTFL): communication, comparisons, cultures, communities and connections. An essential component of the curricular evaluation was a critical review of assessments, both formative and summative, in the three modes of communication, as outlined in the ACTFL Communication Standards: Interpersonal, Interpretive and Presentational.

In order to fully develop Intermediate High and Advanced Low proficiency in level 5 language students, course teams continued to review the quantity and quality of authentic resources while also exploring Can-Do Statements and Learning Map implementation. These make learning much more meaningful for students. The level 4 and 5 teachers also encouraged students to attempt to qualify for the Seal of Biliteracy by taking the Seal of Biliteracy AAPL Exam.

II. Report Schedule

| November 2020 | November 2021 | November 2022 | November 2023 | November 2024 |
|----------------------------|---------------------------------------|---------------------------------------|----------------------------|--|
| American Sign Language 163 | American Sign Language 263/273 | American Sign Language 363 | American Sign Language 463 | |
| French 163 | French 263 | French 363 | French 463 | French 563/573 |
| | French 273 | French 373 | French 473 | AP French Language & Culture 583 |
| German 163 | German 263/273 | German 363/373 | German 463/473 | AP German Language & Culture 583 |
| Japanese 163 | Japanese 263/273 | Japanese 363/373 | Japanese 463/473 | AP Japanese Language & Culture 583 |
| Mandarin Chinese 163 | Mandarin Chinese 263/273 | Mandarin Chinese 363/373 | Mandarin Chinese 463/473 | AP Mandarin Chinese Language & Culture 583 |
| | Spanish 263 Studies | Spanish 363 Studies | Spanish 463 Studies | |
| Spanish 163 | Spanish 263 | Spanish 363 | Spanish 463 | Spanish 563/573 |
| | Spanish 273 | Spanish 373 | Spanish 473 | AP Spanish Language & Culture 583 |
| | Spanish for Heritage Learners 263 | Spanish for Heritage Learners 363/463 | | AP Spanish Literature 583 |
| | Spanish for Heritage Learners 273/373 | | | |

Approximate percentage of curriculum to be reviewed:

| November 2020 | November 2021 | November 2022 | November 2023 | November 2024 |
|----------------------|----------------------|----------------------|----------------------|----------------------|
| 14% | 25% | 23% | 20% | 18% |

Course or initiative: French 563/573

III. Findings

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

A significant change in this course is the use of Learning Maps to organize all of the content and student learning around the big idea. The learning maps show students how all materials connect to the big idea and help them to visualize how the content connects to their own learning. Students have reported feeling more organized, better prepared for assessments, and feeling like they have a deeper understanding of the big idea through the use of the learning maps.

IV. Recommendations

Data will be collected on students who are taking the AAPPL test to determine where students are in regards to proficiency ratings and earning the seal of biliteracy. From there, areas of strength and weakness will be determined to help remediate and provide differentiation during class and with work to be done outside of the class.

Course or initiative: French 583 AP Language and Culture

III. Findings

The French AP Language course explores the 6 main AP themes -- contemporary life, families and communities, global challenges, science and technology, personal and public identities, and beauty and aesthetics through the use of authentic materials and current events. The ultimate goal is for students to successfully demonstrate communication skills at the *Intermediate High / Advanced Low* proficiency level (as described by the American Council on the Teaching of Foreign Languages). Rubrics and essential questions for each unit are used as a guide to achieve this goal.

In addition to interpreting, writing about and discussing authentic readings (from literature and the press), recurring course activities include:

- News of the Day Presentations: Students present a French-language news report from one of several news outlets, relating it to class sources and making comparisons with American culture.
- Mini-debates: Pairs of students argue a position and deal with opposing viewpoints. This also helps them with argument development skills that can be used for the argumentative essay.
- French-speaking country (Francophone) updates: I assign each student a French-speaking country, region, province or department. Periodically, students present sources that tie these places to the current theme of study.
- Regular review of grammar and usage: While grammar usage is not explicitly taught in AP, students complete review and extension units on multiple topics (simple and advanced).

Recent changes in AP French Language and Culture

In 2017, the AP Teacher joined the AP French Language and Culture Exam Development Committee. Work with the committee has been an education in itself, notably with regard to the development of appropriate sources for task sets, leveling and skill targets.

IV. Recommendations

In August, 2019, the College Board will unveil an array of online and print resources that will be available to AP instructors. Because online evaluation tools will be part of the update, more data on student proficiency skills will be available throughout the year. The instructor will use this data in order to identify skills that should be addressed more throughout the year. Further, because the College Board is making task types more transparent as of August 2019, the instructor will periodically develop activities aimed at targeting those tasks and the question types associated with them.

Course or initiative: German 583

III. Findings

German 583 AP is primarily a senior class, but it is combined in scheduling with the German 373 level. As such, there is a rotating curriculum for the 373/AP course, as those students will be combined in class for 2 years. Each year's curriculum has been designed and received the approval of the AP curriculum by the College Board audit. Although the structure of the sequence remains the same, there is continual refreshing of the authentic resources of these courses.

Cycle 2 of the 583/373 curriculum, covers 6 main units: Tourism, Multiculturalism, Traditions, History and Society, Environment, and Education. Each unit was designed to incorporate the ACTFL standards of communication, cultures, comparisons, communities and connections as well as the three modes of communication which are interpretive, interpersonal and presentational. The units were designed beginning with a theme in mind and evolved with assessments that assess the students' ability in the three modes of communication. All units also include a vocabulary and grammar "check", but the majority of assessments are focused on communicative proficiency in the three modes of communication. This provides students with a solid foundation in German that will support them in the subsequent German course (if they are a 373 student) and in preparing them for the AP test (if they are a 583 student).

By the end of the course sequence, the majority of students are able to communicate well at the Intermediate High/Advanced Low level through writing and speaking as well as interpret authentic text and audio resources in the target language. Through personal professional goals over the past couple of years, there have been elements incorporated to increase student metacognition and thus buy-in. We also began the process of converting some formative and summative assessments into the style of Integrated Performance Assessments. This type of assessment has proved challenging to students but it has improved their reading skills, interpretive skills and their vocabulary. Because these changes have proven effective we will continue to implement them in the upcoming 2019-2020 school year.

IV. Recommendations

The German 583 team will continue to tweak the curriculum in consideration of students connecting to the topics chosen. A final recommendation is to continue to implement the IPA style for summative and formative assessments, as well as more concrete checks of proficiency throughout the semesters.

Course or initiative: Japanese 563, 573, 583 AP

III. Findings

Japanese 573 and 583 AP are combined with level 4 Japanese. Since Japanese language is not offered in middle school, students need to skip one level in order to get to level 5 during the four years. The decision as to which level to skip is made on a student to student basis depending on their unique skill set and goals.

Japanese has three different character sets: Hiragana and Katakana, which are syllabic alphabets, and Kanji characters that represent nouns, the stem of adjectives and verbs. As students advance, Kanji is a greater requirement and so for the fifth year courses additional materials are essential. *Kanji Book I* (for 563/573) and *Kanji Book II* (for AP) have been used as a supplementary learning resource and they provide students with practice on these characters of Chinese origin which are needed for reading in Japanese. The Kanji books have helped students be more successful on this part of the AP examination.

In addition to the Kanji books and teacher created materials, parts of the *Genki II* textbook are used in these level 5 courses. For example, online activities include the Genki Self-study Room and vocabulary exercises for individually-paced practices. Marugoto Plus is another online supplementary learning site for interactive activities. With this resource, students can practice speaking as well as listening. Quizlet is a final online practice site in a game format which is used. Students are provided opportunities to access these online resources both at school and at home.

IV. Recommendations

It is recommended that the teacher continue to research additional technological components and a variety of activities, which will support student learning to a greater degree. It is also recommended that the teacher continue to collaborate with other high school Japanese teachers for updated information about Japanese education and more effective learning activities/strategies.

Course or initiative: Mandarin Chinese 573/583 AP

III. Findings

Curricular changes in the level 5 course over this EPP cycle include 1) student focus on a smaller quantity but higher frequency vocabulary, 2) increased writing of characters and radicals (through the use of archchinese.com) and learning activities to develop skills in determining word meaning through character relationships, 3) the formation of new words through the combination of characters to increase vocabulary 4) assessments which are student-centered via more student choice of interest, personal background and language proficiency, and 5) a greater emphasis on contextual and cultural background knowledge.

The introduction of carefully selected high frequency characters not only frees students from pure mechanical character learning but also helps them grasp the characters at an expanded level through word construction and frequent usage of the words in speaking and writing. It is clear that the strategy of selected vocabulary and radical studies have improved character recognition in reading contexts. Reading is seen as one of the main challenges of learning Chinese but will improve through frequent exposure from various angles, such as news from the internet, a book, or a lyric verse.

Students have increased their ability to spontaneously converse in Chinese via the creation of extension activities serving as frequent low-stake interpersonal assessments. These are aligned to student formal presentation topics, such as traditional Chinese and American festivals, and the preparation of a personal profile for a date or a job. Through learning about the contents of each other's projects, students are able to develop interpersonal communication skills. It has also helped students find the study of Chinese more relevant to their own life and the real world.

IV. Recommendations

We recommend that in Mandarin Chinese 573/583AP, we continue to introduce new characters and radicals, that are elaborately selected as high frequency characters and radicals to help retain what they learn. Authentic materials will continue to be used as the main reading/listening materials. Typing will continue to be the main writing form. Cultural contexts will continue to be an important component of the curriculum. Offering student choices will continue to be the main strategy to individualize learning and assessments.

Course or initiative: Spanish 563/573 Honors

III. Findings

During the 2016-17 school year, a curricular revision took place to better align with the interests of students while still maintaining a focus on the 5 C's outlined in ACTFL's World Readiness Standards: Communication, Culture, Comparisons, Connections and Communities. Another significant factor considered in the redesign of the course was the creation of projects with an authentic purpose in each of the grading terms. This means that the intended audience for the final product goes beyond the teacher and beyond the classroom of peers. Three major projects have been successfully implemented, and appropriately modified, since 2016.

These projects are as follows:

1. 100 Titans Dijeron- As part of the unit addressing popular entertainment, students create a gameshow ("100 Titans Said") similar to Family Feud in which other GBS Spanish classes are involved in several ways. Students watch fragments of game shows that are popular in Spanish speaking countries. They then watch "Cien mexicanos dijeron" and analyze the types of questions asked. Students then write survey questions that touch a variety of themes, and peers in other classes (Spanish 3 or 4) respond to the survey, providing the content for the game show. Level 5 students then create scripts for game day and practice how it will be run. Other Spanish classes are invited to participate as contestants on game day. This student-led project culminates in fun competitions in Spanish in the GBS Lyceum.
2. Artists of Spanish speaking world- Students study famous artists of the Spanish speaking world, and the culminating project is student creation of pastel drawings representing famous artists. The link hallway is decorated with the student works, and during April of 2020, some of the art will be selected as part of the art show featured in the GBS gallery.
3. Piñatas- In this unit the concept of altruism is addressed. The culminating project entails the design and creation of piñatas, which are then donated to area children's hospitals.

Within the Spanish 563/573 course, the teacher differentiates instruction and assessment between the 2 levels. Modified writing and speaking assignments are assigned for those enrolled in 573 honors and they often model for students of the 563 level.

IV. Recommendations

The Spanish 5 courses does not presently include a formal grammar component. Thus, the teacher is looking at the possibility of adding such modules to the course in alignment with the goals of each respective project.

Course or initiative: Spanish 583 (AP Spanish Language and Culture)

III. Findings

Enrollment in Spanish AP Language has increased this year to approximately 140 students. The strength of the Spanish Honors Vertical Team has contributed to the success of students at this next level, as well as the continued scaffolding of authentic materials and assessments throughout the sequence. Our goal is to allow for as many qualified students as possible to have the opportunity for the rigor of an AP course and the potential college credit that often accompanies a strong performance on the AP Spanish Language Exam.

The Spanish AP Language course explores the 6 main AP themes-- contemporary life, families and communities, global challenges, science and technology, personal and public identities, beauty and aesthetics through the use of authentic materials and current events. The ultimate goal is that students achieve an intermediate high proficiency rating on the American Council on the Teaching of Foreign Languages rating scale. Rubrics and essential questions for each unit are used as a guide to achieve this goal. Daily activities include watching a short clip of news from a Spanish-speaking country and discussing the clip with pertinent vocabulary. Vocabulary development is emphasized through thematic lists that are embedded throughout the activities of each unit. AP activities are completed on a regular basis in order to build the skill set necessary for success on the AP Exam in May.

A recent change to the course is the additional use of learning maps for each unit. The learning maps show students how all materials connect to the big idea and help them visualize how the content connects to their own learning. Students have reported feeling more organized, better prepared for assessments, and feeling like they have a better recollection of course materials that they can apply to AP activities.

IV. Recommendations

Data will be analyzed based upon the yearly results of the AP Spanish Language Exam and the professional development at the AP reading. Minor modifications are continually made in order to respond to these changing needs.

Course or initiative: Spanish 583 (AP Spanish Literature and Culture)

III. Findings

The Spanish AP Literature and Culture course explores the 39 works on the AP required reading list from a stylistic and historical/political context in addition to biographical connections with the author of each work. The reading list is divided thematically into six genres: Societies in Contact, Imagination and Literary Creation, Feminism and Machismo, Time and Space, Personal and Social Relations, and Existentialism and the Duality of Being. The ultimate goal is for students to connect and compare the works and their importance within the history of Spanish-speaking countries and the stylistic evolution of literature. Rubrics and essential questions for each unit are used as a guide to achieve this goal. Students come to the course from the Spanish Honor's track or the Heritage Learner's Program. Daily activities include group discussions that connect the themes in the works to points in history and connections with the students' lives. Students write and edit thematic essays and give formal and informal presentations on the works. AP activities are completed on a regular basis in order to build the skill set necessary for success on the AP Exam in May.

A recent change to the course is the inclusion of listening comprehension activities in the form of literary podcasts or author interviews and a text/art comparison. Both sections now appear on the AP exam and are addressed on our formative and summative assessments.

IV. Recommendations

Data will be analyzed based upon the yearly results of the AP Spanish Literature and Culture Exam with AP Vertical Team members. Minor modifications are continually made in order to respond to these changing needs.