

To: Dr. Charles Johns  
From: Rosanne Williamson  
Re: Curriculum Report  
Date: April 12, 2021

**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: Mr. Jason Markey, Principal  
Re: Curriculum Reports  
Date: March 2021

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.
- 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.
- Departments have incorporated new tech tools into their instruction to meet the needs of remote and hybrid learning environments.

## CTE: BUSINESS EDUCATION

### Introduction

#### Courses reviewed during past year

Business Law 161

Introduction to Business 161

Management & Leadership 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

2021	2022	2023	2024	2025
Accounting 161	Consumer Education 161	Advanced Career Placement 161	Computer Applications 161	Business Law 161
Entrepreneurship: Business Incubator 162	Consumer Education G 161	Sports Management 161	Marketing 161	Introduction to Business 161
	Consumer Education Honors 171			Management & Leadership 161

Approximate percentage of curriculum to be reviewed:

2021	2022	2023	2024	2025
16%	26%	16%	16%	26%

Additional courses to be reviewed this year:

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

## **Course or Initiative: Business Law 161**

### **Findings**

The course content includes business ethics, contract law, criminal law, tort law, employment law, court structures and a mock trial with a real judge. As a way to give students real world experiences, guest lawyers have been added, as well as a field trip to the city court building. On that field trip, students have the opportunity to meet with a judge in his/her chambers and discuss legal careers and the justice system.

### **Remote & Hybrid Learning Adaptations:**

Unit and final assessments have been modified to adapt to the current environment. The Contract Law units now combine writing activities with current events. Students use Actively Learn and ICE (Introduce, Cite, Explain) techniques to show mastery of content. The Mock Trial unit is now using Zoom for cases and a real judge still oversees the trial. The Crime and Tort unit utilizes FlipGrid to allow students to practice their presentation skills. The Employment Law unit uses Google slides and current events to present their findings.

### **Recommendations**

- Allow students to shadow lawyers for authentic experience in this field
- Allow students from other classes to sit in as a jury panel during mock trials
- Create a project-based final exam

## **Course or Initiative: Introduction to Business 161**

### **Findings**

This course provides students a sampling of different business concepts including entrepreneurship, accounting, marketing, international business, business management, and human resources. Class activities have included business ownership analysis, accounting simulations, new product creation, human resource case studies, management evaluations, and final project assessments after each unit with a focus on business presentation skills. The teachers have incorporated more guest speakers, joint field trips, and a focus on career integration.

### **Remote & Hybrid Learning Adaptations:**

Unit and Final Assessments have been modified to adapt to the current environment. The Entrepreneur Unit utilizes technology programs such as Jamboard and ActivelyLearn to allow for students to work together whether they are in school or remote. Simulations in the Accounting unit have been turned into spreadsheets that allow the students to utilize function features for balancing accounts. The Marketing Unit utilizes FlipGrid to allow students to practice their presentation skills. There has also been a greater emphasis placed on business professionalism in virtual meetings.

### **Recommendations**

- Update course units utilizing new technologies and current events
- Creation of more project-based unit assessment
- Creation of a project-based final assessment

## **Course or Initiative: Management & Leadership 161**

### **Findings**

This course teaches students emotional intelligence, effective communication skills, management theory, and project planning. Students read, discuss, and reflect on the book *The Seven Habits of Highly Effective Teens* by Sean Covey to begin identifying strengths and weaknesses associated with their own personal management. The teacher has worked with local business owners/leaders to incorporate guest speakers and field trips that provide real world knowledge and experiential learning. Students participate in a mock interview simulation where they interview GBN staff for an administrative position. Students frequently work in small groups to simulate real working environments.

### **Remote & Hybrid Learning Adaptations:**

Students have learned how to utilize technology that will be necessary in an increasingly digital world. These range from giving recorded business presentations via Loom, to learning proper virtual meeting etiquette in a professional setting. Present day case studies have also been incorporated into our “Crisis Management” unit.

### **Recommendations**

- Continue to align the curriculum with National Business Education Association (NBEA) standards
- Continue building a network of local leaders who are willing to share their expertise with our students

## CTE: FAMILY AND CONSUMER SCIENCES

### Introduction

#### Courses reviewed during past year

Introduction to Culinary Arts 161

Culinary Arts 261: Baking and Pastry

Culinary Arts 361: Catering & Meal Preparation

Senior Foods 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 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

2021	2022	2023	2024	2025
Introduction to Human Growth 161	Fashion Construction Studio 161, 261, 361	Psychology of Living 161	Fashion & Interior Design 161	Introduction to Culinary Arts 161
Educational Foundations 261			Fashion Design Studio 461	Culinary Arts 261: Baking and Pastry
Advanced Educational Foundations 361				Culinary Arts 361: Catering & Meal Preparation
Teaching Internship 461				Senior Foods 161

Approximate percentage of curriculum to be reviewed:

2021	2022	2023	2024	2025
33%	8.5%	8.5%	17%	33%

Additional courses to be reviewed this year:

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

## **Course or Initiative: Culinary Arts 161, 261, 361**

### **Findings**

These semester long culinary courses are offered to 9-12 grade students. The current topics focus on nutrition, meal planning, preparation, and serving of food. Due to the pandemic, most of our course work has transitioned to digital. The instructors utilize Google Classroom to streamline the delivery of course materials and give students more control and responsibility in the classroom.

The Culinary 161 curriculum covers food preparation tools and techniques, safety and sanitation, knife skills, kitchen basics, egg preparation, quick and yeast breads, cooking with dairy products, preparation of fruits and vegetables, microwaved dishes and how to make healthy food choices.

The Culinary 261 curriculum covers safety and sanitation, pastry doughs (crusts, fillings, puff pastry, and cream puffs), cake decorating, advanced quick breads (savory and sweet crepes, tarts, flatbreads, focaccia, and scones), cookies, and cheesecakes. As a way to enhance the students' classroom experience, field trips to local hotels and to a baking & sweets showcase have been added, and area culinary schools have presented new techniques in the culinary field.

The Culinary 361 curriculum is designed for students interested in advanced food techniques and gourmet cooking. Students learn flavor profiles, how to make homemade pasta and sauces, exotic fruits, ethnic foods, knife skills, plate presentation, and cooking on a budget. All students gain the Servsafe Food handler certification. Students are given the opportunity to participate in area FCCLA competitions as well as take additional education field trips to the National Restaurant Show.

### **Remote & Hybrid Learning Adaptations for Culinary Classes:**

- Adapted assessments were created for remote learners
- Teachers recorded demonstrations and posted them on Google Classroom for remote students
- Recipes and cooking labs were modified or added to meet the needs of in-person and remote learning
- Students worked individually on all labs: annotating recipes, cooking, cleaning up, and reflecting on their learning

### **Recommendations**

- Continue to update the curriculum to add new technologies, articles, and recipes that reflect current culinary trends
- Continue to use a digital platform for course materials
- Research other opportunities for field trips to local restaurants and culinary schools (Kendall, Hilton, Eatily, and House 406).



## **Course or Initiative: Senior Foods 161**

### **Findings:**

The curriculum covers food preparation tools and techniques, safety and sanitation, egg preparation, quick and yeast breads, cooking with dairy products, preparation of fruits and vegetables, microwaved dishes, and how to make healthy food choices. Students utilize their Chromebooks and smart phones to search for recipes and to access the My Fitness Pal app. The curriculum is updated each semester to include new recipes and culinary trends.

### **Remote & Hybrid Learning Adaptations for Culinary Classes:**

- Adapted assessments were created for remote learners
- Teachers recorded demonstrations and posted them on Google Classroom for remote students
- Recipes and cooking labs were modified or added to meet the needs of in-person and remote learning
- Students worked individually on all labs: annotating recipes, cooking, cleaning up, and reflecting on their learning

### **Recommendations:**

- Update the curriculum, based on student interest, to cover topics to prepare students for college life
- Continue to update recipes in the curriculum that reflect current culinary trends, meals on a budget, and how to properly prepare proteins that are inexpensive and easily accessible

## CTE: TECHNOLOGY EDUCATION

### Introduction

#### Courses reviewed during past year

PLTW Civil Engineering & Architecture 373

#### 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

2021	2022	2023	2024	2025
Metals: 161 & 263	Woods: 161, 261, 361	Welding: 161 & 261	Automotives: 161, 261, 361, 461	PLTW Civil Engineering & Architecture 373
		PLTW Intro to Engineering Design 173	Game Design & Theory: 161 & 261	Architecture 163
		Principles of Science & Technology 163	PLTW Principles of Engineering 273	

Approximate percentage of curriculum to be reviewed:

2021	2022	2023	2024	2025
10%	10%	30%	30%	20%

Additional courses to be reviewed this year:

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

## **Course or Initiative: PLTW Civil Engineering & Architecture 373**

### **Findings**

Project Lead the Way's Civil Engineering & Architecture (CEA) is one of four PLTW courses offered at Glenbrook North High School. The units covered in the curriculum include a civil engineering and architecture overview, residential design, commercial design, and a building design problem. During the course of the year, the students have the opportunity to practice many tasks associated with Civil Engineers or Architects, such as surveying outside, calculating rainwater runoff, water supply figures, material estimating, the use of Autodesk Revit as a design program, green construction techniques, structural engineering calculations, and soil analysis.

Through an agreement that Glenbrook North has with Oakton Community College, students enrolled in this course have the opportunity to earn college credit while at the same time earning credit at Glenbrook North. Successful completion of this course at Glenbrook North (earning a grade of "C" or better) can earn a student four college credits for Oakton's Introduction to Building Systems-Revit course.

### **Remote & Hybrid Learning Adaptations:**

PLTW provided the instructor with curricular enhancements embedded in the existing instructional method and delivery platform that provided alternative activities for students in a distance learning environment.

### **Recommendations**

- Continue to develop instructional strategies to deliver the PLTW curriculum that is in line with industry standards and practice
- Maintain curricular and technological alignment with Oakton to maintain dual credit status

# ENGLISH

## Introduction

### Courses reviewed during past year

- English 163 GT
- English 163
- English 173

### Process

The English Department's review process for all of the above courses followed the District #225 Board of Education review model. This collaborative effort included teachers of freshman English as well as the Interim Co-Instructional Supervisors for English and 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 current teaching pedagogy. Teachers attended conferences, read professional journals, and participated in district and school professional development activities throughout the process.

Given the last year, it also included review of a transition to online teaching and learning. The pandemic provided an opportunity for teachers to rethink individual lesson plans and curricula. English department work included examination, discussion, and implementation of new instructional strategies enhanced by various technologies: Owl, external monitors, Zoom, Actively Learn, Ed Puzzle, Flipgrid, Padlet, Peardeck, Wevideo, etc. Student wellness is always one of the frames through which we examine our work; this year, in particular, the department focused on maintaining academic rigor while taking into account the unique emotional needs of students during this unprecedented time.

### Report Schedule

<b>November 2020</b>	<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>
English 163GT	English 263GT	English 363GT English 363	English 463GT	English Electives
English 163	English 263	English 373	English 463: Self, Society & Media English 463/473: Humanities English 463/473: Contemporary Social Themes	Public Speaking Introduction to Journalism Foundations of Writing Creative Writing
Honors Freshman English 173	Sophomore Honors English 273	American Studies	483:AP Literature and Composition 483:AP Language	Reading Skills Development 162,163GT, 263

**Approximate percentage of curriculum to be reviewed:**

<b>November 2020</b>	<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>
20	20	20	20	20

**Additional initiative (outside of review process)**

Inclusion of two common texts that all freshmen read regardless of English course level:  
*Romeo and Juliet* and “Growing Stories.”

## **Course or Initiative: English 163 GT**

### **Findings**

For many years English 163 GT has provided incoming freshmen with an integrated curriculum focused on building foundational reading and writing skills. Generally, the students in English 163 GT need additional support in three skill areas: reading, writing, and executive functioning. The curriculum and instruction for this team-taught English and social studies course is designed to make content challenging yet accessible.

In the last five years, teachers have added the text *Salt to the Sea* into the English 163 GT curriculum. It is the final text of the year and teachers pair it with the world wars curriculum in History of World Civilizations. While social studies materials focus on battles and strategy, the novel gives the students the human story and perspective of refugees in war, ethnic suspicions and divides. The text challenges students with its structure, alternating narration by four different characters, as well as the thematic ideas presented within. Teachers use this work to enhance student character analysis, reading and writing skills, and vocabulary. This text addresses the core theme of freshman year English: The Power of Story.

The English department continues to use the STAR reading assessment program for all freshmen to identify current reading skills and document student growth. These assessments assist with course recommendations and identification of students in need of ARC support. In addition, the STAR test record reports provide growth data for IEP meetings.

### **Recommendations**

- Continue to review and develop the curriculum to best serve the students' needs and interests
- Evaluate which e-learning technologies can continue to enhance instruction
- Support students in English 163 GT with use of the tools provided with the online textbook

## **Course or Initiative: English 163 and 173**

### **Findings**

Teachers of English 163 and 173 determined to further support the oral communication skills for freshmen. After reviewing many of the common speaking experiences, teachers discovered a variety of communication activities including discussion, presentations, speeches, and debate but identified the need for a common assessment tool. English 163 and 173 teachers adopted the use of Eric Palmer's strategy and rubric P.V. L.E.G.S. from his work *Teaching Speaking*. The presentation strategy and corresponding rubric develops and evaluates several components of speaking: poise, voice, life, eye contact, gestures, and speed. Adoption of this communication strategy furthers schoolwide literacy goals as both the English and Social Studies Departments use it.

In 2018-2019, the 9th grade English curricular team added essential questions to serve as core course concepts aimed to support student reflection on their level of educational engagement: "What does it mean to claim my education? What is the difference between receiving and claiming? How can claiming my education empower me to discover my own identity?". Shin's essay provides a lens for examining 9th grade inquiries and unifies the English experience across all levels of freshman English.

### **Recommendations**

- Continue to reflect on equity and inclusion
- Review inclusion of Sherman Alexie's *The Absolutely True Diary of a Part-Time Indian*
- Identify additional unifying experiences across all levels of freshman English
- Evaluate which e-learning technologies can continue to enhance instruction
- Develop additional ARC workshops in the area of oral communication

## FINE ARTS

### Introduction

#### Courses reviewed this past year

- Performance Skills (Drama)
- Introduction to Broadcasting
- Radio Broadcasting (all levels)
- Band (all levels)

#### Additional initiatives

- Made significant adjustments to our curriculum delivery due to remote and hybrid instruction.
- Continued collaboration and articulation with the junior high sender schools in all subjects.

#### Report Schedule

<b>November 2020</b>	<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>
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:

<b>November 2020</b>	<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>
20%	30%	22%	18%	10%



## **Course or Initiative: Performance Skills**

Team Members: Chad Davidson, Julie Ann Hill, and Tim Broeker

### **Introduction**

The GBN Drama Department currently has six levels in the program curriculum: Performance Skills, Drama 161, Drama 261, Advanced Improvisation, Advanced Acting and Directing, and Technical Theatre. This year, we reviewed Performance Skills. This is a one-semester course, open to freshman only. No experience is required and many performers are beginners.

### **Findings**

The purpose of the class is to build self-confidence and hone performance skills through a variety of performance experiences. Instruction focuses on developing verbal and non-verbal skills, including, but not limited to eye contact, facial expression, body language, gesture, vocal projection, focus, and the ability to think under pressure. Students explore these core principles through drama exercises and games, as well as public speaking experiences. Students should leave the semester class with a basic ability in those concepts and a clear idea of how to progress forward, if desired. The primary delivery for classroom instruction is large group or small group, as collaboration is key to students' development as performers. While all students are expected to progress at individual rates, there are consistent assessment expectations for the entire class. Although the majority of activities and assessments are exercises, a variety of rehearsed performances and projects are assigned to help students isolate performance skills and demonstrate understanding of key performance concepts. This allows for peer cooperation in learning and provides opportunities for deeper ensemble building.

Although this course remains popular with students, and is an excellent way for a freshman to satisfy their fine arts requirement with no prior experience, enrollment numbers have been declining over the past several years. We believe this is due to a number of factors, and has been compounded by the impact of e-learning this year. We are employing a number of strategies to mitigate the decline, including the introduction of a second theatre teacher, Tim Broeker, hired in 2020. This teacher's competence in technical theatre has increased interest and provided new opportunities for students through the technical theatre class. Together, we are currently exploring a number of initiatives to bolster enrollment in all curricular drama classes.

### **Recommendations**

The GBN curricular drama program is a core element of our students' confidence and success on stage, as well as the larger culture of the Glenbrooks. Additional professional development opportunities (attending conferences/collaborating with teachers from other schools) may be helpful in fine-tuning the instructional methods already in practice as well as bolstering student enrollment and interest in the dramatic arts. 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: Introduction to Broadcasting**

Team Members: Chad Davidson, Todd Rubin, and Peggy Holecsek

### **Introduction**

GBN Broadcasting currently offers an introductory course as well as three areas of advanced courses. All students at GBN, before progressing to the advanced curriculum, must take our Introduction to Broadcasting class. The introductory class has evolved tremendously over the past decade incorporating more technology while still allowing students to explore their communication and public speaking skills. The Introduction to Broadcasting class is a one-semester course that can be paired with an advanced course for a year's worth of broadcasting classes.

### **Broadcasting Classes Sequence**

#### **LEVEL 1**

Introduction to Broadcasting

#### **LEVEL 2**

Television Broadcasting 161

Radio Broadcasting 161

Sports Broadcasting 161

#### **LEVEL 3 (Advanced)**

Television Broadcasting 261-461

Radio Broadcasting 261-461

Sports Broadcasting 261-461

### **Findings**

- Introduction to Broadcasting is a first level course designed for any level of student with any level of experience.
- The goals of this course include increasing students' media literacy skills, communication skills, technology skills, and storytelling ability using the tools of the broadcasting department.
- This course is very friendly to underclassmen as we do a majority of our work in class, teaching technology and giving feedback on student work.
- This course provides a sample experience to all of our advanced classes (TV Broadcasting, Radio Broadcasting, and Sports Broadcasting). This allows interested students to have an idea of what their next steps and path ahead might entail.
- Some student work in Introduction to Broadcasting is used on our radio station, cable station and GBNBroadcasting.com website so students feel they are making real world productions that others will hear.

### **Recommendations**

Introduction to Broadcasting offers a great overview of many aspects of the broadcast industry including radio, podcasting, broadcast news, video production, studio

operation and editing. The introduction class offer is a hands on experience that is a great entry point into our broadcasting sequence of courses. The class enrollment has stayed consistent through the years with anywhere between 6-8 sections in a school term.

We continue to review and develop the curriculum to best serve the students' needs and interests. This class can and should stay current and ahead of technology without becoming a "tech" class. This means utilizing web-based editing platforms such as WeVideo and PodMaker to allow all students to create interesting work. We also want to incorporate students' camera phones as part of the creative process and teaching basic storytelling. Finally, it is important to relate content to student lives. A continued focus on media literacy and even media analysis should play a larger role in the curriculum. Surveys and course evaluations, tell me that students enjoy the class and recommend it to others. I will continue to evaluate how our current projects and productions could be enhanced to increase student interest.

We have discussed adjusting the broadcasting sequence to better reflect the real world. This could include Film Production, History of Film/TV, Broadcast Journalism, and Audio Engineering.

Additional professional development opportunities (attending conferences/collaborating with teachers from other schools) may be helpful in fine-tuning the instructional methods already in practice.

## **Course or Initiative: Radio Broadcasting 161-461**

Team Members: Chad Davidson and Peg Holecek

The Radio Broadcasting program is an active component of the broadcasting area. The students are required to do production work at all levels of the class and are expected to conduct a radio show for one hour every week. The WGBK studios are open for broadcast from 3 pm to 9pm on Tuesdays and Thursdays as well as every other Friday. When the North students are not on the air, the South students cover the air time with their own programming. During hours when live shows are not performed, the air time is filled by an automated broadcast system. Due to Covid restrictions, this year our on-air shows have been sporadic, but adjustments have been made to allow for as much radio time as possible.

The radio skill development is presented in a logical manner which emphasizes development of communication skills and technical mastery of equipment. In addition, there is a strong sense of community that is built in this course and out of this community has come the annual Cure it on the Court Radiothon, and many other smaller scale community service based projects. The radio students play an important role in GBN Goes Pink, an all-school initiative designed to raise cancer awareness as well as money for cancer research.

At one point in time, the Radio 161 course was taught as a, “stand alone,” course in the sequence of Radio classes. As enrollment has declined over the past few years, the courses have been combined in the 90-minute block and all four levels are taught simultaneously.

**Radio 161:** This course builds on the skills that are acquired in the Introduction to Broadcasting course. The first nine weeks of Introduction to Broadcasting covers radio content and the assignments are designed to prepare students for on-air broadcasts and in-class assignments. The students have some assignments that are different than those of the 261, 361 and 461 levels. Much of the time is devoted to developing audio editing skills, interviewing skills, presentation skills and on-air show development. Radio 161 does not require students to take a weekly radio show, rather, students are expected to attend a certain percentage of the shows in order to be trained for on-air shows. In addition, they are required to pass a board test with a score of 80% in order to run the radio board. Many of the students attend weekly shows or join advanced students on their shows. In addition, WGBK Station Management will come in voluntarily to supervise the 161 students as they learn to run a radio show.

**Radio 261:** This course builds on the skills that students acquire in the Radio 161 course. Students are expected to take weekly radio shows and actively prepare and plan for their show. They are expected to be able to do a solo show as well as a show with one or more partners. In addition, the 261's are expected to become more proficient with editing software and production techniques.

**Radio 361:** This course builds on the skills that students acquire in the Radio 261 course. Students are expected to take weekly radio shows and actively prepare and plan for their show. They are expected to be able to do a solo show as well as a show with one or more partners. In addition, the 361's are expected to become more proficient with editing software and production techniques as well as take some ownership and leadership in the program.

**Radio 461:** This course builds on the skills that students acquire in the Radio 361 course. Students are expected to take the lead on a weekly radio show and actively prepare and plan for their show. They are expected to be able to do a solo show as well as a show with one or more partners. In addition, the 461's are expected to become more proficient with editing software, production techniques as well as take the lead on radio shows providing guidance to the younger students in the program. The 461 level of radio students also take a significant role in the leadership component of WGBK, which has a leadership structure similar to that of a professional radio station. It is my hope that students who continue on to this level of radio broadcasting actively lead and demonstrate to classmates what a well run radio show sounds like as well as demonstrate advanced level production assignments.

All four levels include projects that involve interviewing staff, students and community members. In addition, radio feature creation requires maturely looking at a topic and addressing it in a way that educates and informs the listening audience.

#### **E-Learning Accommodations:**

Much of the curriculum had to be modified as a result of COVID and e-learning. Typically, students edit using GarageBand, which is housed on all of the computers in the lab. Since many students do not have access to that at home, we have shifted to WeVideo, which is available to all students. Students were able to complete their assignments at home on their chromebooks and were quite productive. They were able to conduct audio interviews using their Zoom accounts and we had some very interesting projects as a result.

Due to safety concerns and/or not submitting weekly Covid tests, many students have not had an on-air experience this year. Without access to our radio studio, students have not been able to replicate this experience at home. All health and safety recommendations are being followed, and students who are willing and able to host a live show are doing so.

#### **Recommendations:**

- Radio Broadcasting continues to be a relevant course for Glenbrook North students to select as an elective. New assignments have been created to assist students with their public speaking and presentation skills as well as their writing skills. The emphasis is on developing students who are able to clearly communicate orally and to do so with confidence and creativity.
- Students take great pride in their WGBK radio shows and make the choice to commit to a weekly show and attend it regularly. We continue to broadcast every Tuesday and Thursday from 3 PM to 9PM and alternate Fridays from 3PM to

9PM. On occasion we extend our broadcast times until 10PM depending on the sports schedule and student availability.

- Podcasting is an area that needs to continue to be developed as students who are enrolled listen to podcasts much more than traditional commercial radio. Having the 161 level as a section apart from the 261-461 levels is recommended.
- The WGBK internet stream has proven to be valuable and has increased our listenership beyond our limited reach and frequency. We continue to work with our department to give us a presence on the Glenbrook North Broadcasting homepage.
- The instructor will continue to integrate the 1:1 devices (Chromebooks) into our daily classroom activities. Students are encouraged to create on-air playlists on their devices and on their phones.
- The instructor will continue to work with our radio engineer to ensure that our production facilities are current and prepare students for college radio broadcasting.

## **Course or Initiative: Band (all levels)**

Team Members: Chad Davidson, Alex Baxmeyer, and Daniel Briggs

### **Introduction**

The Band program at Glenbrook North currently offers three levels of band that run yearlong. The current course offering enables students with previous band experience to continue their education at the high school level. The band directors maintain excellent relationships with feeder school educators to ensure fidelity between Elementary, Junior High and High School programs. In all levels of band, students are exposed to a variety of styles and genres that teach foundational skills and promote creation and expression within instrumental music. Students in the curricular band 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 band program also allows students to audition for our extracurricular band offerings as well. Our curricular bands are as follows:

- Freshmen Band - This freshman level band that accepts all students without audition. Students develop fundamental skills in rhythm, tone and musicality.
- Symphonic Band- This ensemble is open to students in grades 10 - 12. There are no audition requirements for this band. Students' work on fundamental skills is a continuation of their skill progression from Freshmen Band.
- Symphonic Wind Ensemble - The Symphonic Wind Ensemble is our most advanced curricular band, and it provides an opportunity for students to learn and perform collegiate-level repertoire.

### **Findings**

In our Freshman and Symphonic Bands, students study and perform a variety of styles and genres of musical literature, with an emphasis on developing instrumental 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 several different method texts and beginning/intermediate band music. Students are organized into sections of similar instruments. Students will be given opportunities to provide and receive feedback from peers, as well as opportunities to receive direct feedback from instructors.

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

In Wind Ensemble, students study a variety of musical styles and genres, with an emphasis on authentic performance practice, instrumental technique, and advanced reading skills. Music performed by these ensembles is appropriate for highly skilled high school instrumentalists as well as collegiate bands.



Although we review basic skills/concepts during the first semester, it is expected that students in these ensembles have a firm understanding of advanced rhythmic, major and minor key signatures, dynamics, and musical articulation.

Enrollment has been very healthy for the band program over the past four years. Improved relationships with the feeder school band programs, active participation in both school and local community, and progressive means of engaging prospective students has led to an increase in participation in our band program.

### **Recommendations**

Our greatest challenge in the band program is serving the needs of the students in Symphonic Band. In its current setup it mixes students with significant musical ability with students who are still developing foundational skills. As the progression sends all students from Freshman Band into Symphonic Band, there is little ability for teachers to track students into a space where they can be most successful. Currently enrollment is typically around 60 students and a class of that size in one section becomes unwieldy, not only for typical instruction, but even more so for widely varying levels of skill.

One possible solution would be to create a fourth band, which will also serve as a second auditioned ensemble. This course would serve as the next-in-sequence band between Symphonic Band and Wind Ensemble. This would also allow for increased rigor for advanced band students whose skills exceed the requirements of Symphonic Band, but are not yet ready for Wind Ensemble.

The ensemble progression of our band program would better mimic our choir counterparts and provide greater ability to meaningfully interact with students in both content and instruction. We will continue to research this possibility and, if our research indicates that an additional band is in the best interest of our students, we will proceed with the New Course Proposal process. The progression would then look like this:

Freshman Band  
Symphonic Band  
Wind Symphony (New course, audition only)  
Wind Ensemble

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.

# MATH

## Introduction

### Courses reviewed during past year

- Algebra 163
- Algebra G
- Algebra GTA
- Discrete Mathematics

### Process

The review process for the courses listed above followed the District #225 Board of Education model. The Instructional Supervisor convened four Curriculum Review Committees beginning in the fall of the 2020-2021 school year for each of the aforementioned courses. The teachers working on these committees either teach the current course and/or a course of 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

<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>	<b>November 2025</b>
Algebra 2 Honors 273	Pre-Calculus 173	Geometry 173	AP Calculus AB	Algebra 1 163
Algebra 2 263	Pre-Calculus 163	Geometry 163	AP Calculus BC	Algebra 1 G 163
Algebra 2 G 263	Pre-Calculus G 163	Geometry G 163	AP Statistics	Algebra 1 GTA
Algebra 2 GA 263	Pre-Calculus GA 163	Geometry GA	AP Computer Science A	Discrete Mathematics
		Advanced Topics	Advanced Data Structures	

**Approximate percentage of curriculum to be reviewed:**

<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>	<b>November 2025</b>
18	18	23	23	18

## **Course: Algebra 163**

### **Findings**

The pacing of Algebra 163 remains similar to previous years with some changes in placement of content and pacing. The course continues to try and align with Algebra G and Algebra GTA but at the same time develop a curriculum that sets this course apart from the other levels. We do this through the implementation of deeper-dive, extension questions and presenting more conceptually complex problem sets with less structure and more opportunities for multiple strategies and approaches. Throughout the course of the year we offer a curriculum that fosters the development of students' critical thinking and problem solving skills by encouraging the process and not just the answers. The level of difficulty between Algebra 163 and Algebra G widens as students get further into the semester as our depth increases and expectations of keeping up with previous learned content becomes more critical. That said, there exists frequent opportunities for students to transition between the levels without much difficulty as student needs are best served.

Throughout the course we use the book, Algebra 1 CME Project, to help support student practice as well as a resource for teachers to help with integrating new content. Algebra 163 typically assigns homework out of the book and also through the use of teacher-created worksheets. We spend the first semester learning new vocabulary and properties to help students develop a strong understanding of number sense. Major topics covered throughout the first semester include operations with rational numbers, absolute value, simplifying expressions, solving equations and inequalities, graphing and writing linear equations, and solving systems of linear equations. The second semester is primarily devoted to exponents, polynomials, factoring, radical expressions, solving quadratic equations, and an introduction to statistics. We continue to work to vertically align with other courses. The team of teachers for Algebra and Geometry course levels continue to work closely together with one another to make appropriate curricular changes so students are optimally prepared.

Technology is utilized to enhance student learning and improve understanding. All Algebra 163 students have access to an IXL account (online math program). This program allows students to process content and provides immediate feedback to the students and provides teachers with useful insight about student understanding and ability levels. In this course, we use a variety of online tools for formative assessment. Websites such as PearDeck allow us to see written student work to notice trends and modify our lessons as needed. Additionally, websites such as Kahoot, Quizizz, DeltaMath, etc. allow for multiple choice and fill in the blank practice in both individual and team-based formats. Teachers continually try to implement new ways for students to practice content and creatively keep students engaged and motivated. Students are also trained on the TI-Nspire but also learn to realize the value of computations without one. Teachers utilize Google Classroom to share information electronically with students whether it be class notes, homework answers, or any information which relates to the course.

### **Recommendations**

- Create additional rigorous instructional activities with extension questions that

challenge students to think critically and improve their problem-solving skills.

- Consider the idea of replacing the textbook with an online textbook or teacher-generated open source materials and supplemental worksheets.
- Continue to coordinate with teachers of Algebra GTA 163 and Algebra 163G to ensure that our curricula remains aligned and there is a clear delineation of expectations by course level.

## **Course: Algebra G**

### **Findings**

Algebra G 163 introduces students to the foundational ideas of Algebra while also reviewing prerequisite skills that are necessary for success in Algebra. Because the class consists almost exclusively of freshmen students who come from a variety of middle schools, our first unit of study reinforces prerequisite skills to set up all students for success with new topics. We value and reinforce being able to make computations without a calculator, but also train students on how to use the TI-Nspire, one of the required materials for the course.

Students learn content in this course by being exposed to real world scenarios that show the need to develop a new skill. Rather than teach students a skill and then let them practice it, for as many topics as possible, we try to let the students explore a topic and make conjectures and suggestions before modeling how to solve problems. Students explore these new topics individually as well as in small groups depending on the nature of the topic and task.

In our first semester of study, we cover six units: Unit 1 (Order of operations, prerequisite skills), Unit 2 (Solving linear equations), Unit 3 (Solving inequalities), Unit 4 (Graphing Linear Equations), Unit 5 (Writing Equations of Lines), and Unit 6 (Systems of Equations). For each unit, we teach real world applications of the topics in addition to the skills themselves.

In our second semester of study, we also cover six units: Unit 7 (Linear Inequalities & Exponents), Unit 8 (Polynomials), Unit 9 (Factoring), Unit 10 (Radical Expressions), Unit 11 (Solving Quadratic Equations), and Unit 12 (Statistics). Consistent with other levels of Algebra 1, we have moved our statistics unit to the end of the year.

We are currently in our second year of not using a textbook. The feedback from students has been positive, especially when taking textbook cost vs. benefit into account. We had previously used the same textbook for more than 10 years, and while it contained a good quantity of problems, we often found ourselves creating supplemental materials to give students not only basic skill practice but also questions that pushed them to think about the material more critically. For those students who desire additional practice, students are trained on how to use IXL, a website they have access to, for unlimited practice and feedback on hundreds of pre-Algebra and Algebra skills. IXL is also frequently integrated into classroom activities as a source of formative feedback. Additionally, we use a variety of online tools for formative assessment. Websites such as PearDeck allow us to see written student work to notice trends and modify our lessons as needed. Websites such as Kahoot, Quizizz, DeltaMath, etc. allow for multiple choice and fill in the blank practice in both individual and team-based formats.

### **Recommendations**

- Continue to write new problems and activities that encourage students to think critically.

- Continue to coordinate with teachers of Algebra GTA 163 and Algebra 163 to ensure that our curricula remain nicely aligned and there is a clear delineation of expectations by course level.
- Consider summer curriculum projects to create enrichment activities and update homework assignments since we no longer use a textbook.
- Periodically review new textbooks to not only get ideas for new areas of focus and problem types, but also to see if we find a textbook that has a vision that matches what we strive for in this class.

## **Course: Algebra GTA**

### **Findings**

The pacing of Algebra GTA 163 remains fairly consistent from year to year. Algebra GTA is a team-taught course for our students that require more support and/or have unique learning needs. It is taught cooperatively by a general education math teacher and a special education teacher. It meets daily, on a 90 minute/45 minute rotation as students benefit greatly from the daily instruction. Most topics are introduced, learned, and practiced using a similar timetable each semester. There is some flexibility with the pace of the curriculum during both semesters that can allow for more time with applications. Problems requiring higher-level thinking are essential in developing the ability of students to organize their thoughts, think critically, and problem solve.

We spend the first semester learning new vocabulary and properties to help students develop a strong understanding of number sense. Major topics covered throughout the first semester include operations with rational numbers, absolute value, simplifying expressions, solving equations and inequalities, graphing and writing linear equations, and solving systems of linear equations. The second semester is primarily devoted to exponents, polynomials, factoring, radical expressions, solving quadratic equations, and an introduction to statistics.

All Algebra GTA 163 students have access to IXL (online math program). IXL features an introductory diagnostic test that identifies deficiencies that can be addressed to build a strong foundation in basic math skills. IXL allows students to practice algebraic-specific skills at their own pace and receive personalized instruction based on their performance. Teachers are able to easily monitor student progress and identify deficiencies or gaps in learning. Additionally, we use a variety of online tools for formative assessment. Websites such as PearDeck allow us to see written student work to notice trends and modify our lessons as needed. Websites such as Kahoot, Quizizz, DeltaMath, etc. allow for multiple choice and fill in the blank practice in both individual and team-based formats. IXL is used in class to reinforce newly learned concepts and out of class as supplemental homework assignments. IXL also serves as an additional resource for students to use while preparing for upcoming assessments.

We typically administer the STAR Math Assessment to each student in this course. The results of this assessment provide us with actionable insight into each student's math skills and subskills. This provides us with the opportunity to differentiate instruction to best meet the needs of each student. There are also opportunities for movement to higher levels of Algebra during the year for students that excel.

Throughout the school year we choose problems that vary in rigor. Some problems are designed to deepen understanding while others enhance student confidence levels. Possessing a growth mindset and developing a genuine sense of grit is essential to success in this course due to the variety and rigor of the implemented instructional activities. Mistakes that occur in our class are viewed as opportunities for future success. There are numerous types of instructional activities that are used to introduce new content. Students discover many rules and properties through the completion of TI-Nspire-based discovery lessons.



Teachers of this course consistently post class resources using Google Classroom. This provides all students with the opportunity to access homework assignments, homework answers, class notes, and supplemental materials whenever they can access the internet.

### **Recommendations**

- Implement additional activities that increase student engagement levels (including, but not limited to TI-nspire, IXL, and Delta Math).
- Create additional rigorous instructional activities that challenge students to think critically and improve their problem-solving skills.
- Work on continually enhancing the curriculum alignment to Algebra G 163 to optimize a smooth transition for students who require a level change at the semester break.

## **Course: Discrete Mathematics**

### **Findings**

Discrete mathematics is the study of structures that are countable or otherwise distinct and separable. The students at Glenbrook North High School who take the Discrete Math course are primarily seniors who have completed a course in precalculus but are not ready for, or interested in, taking an advanced placement mathematics course. Discrete Math is a course targeted at college-bound students who would consider majoring in areas such as business, education, social science, and law. However, the course would also appeal to students interested in studying mathematics, science, or engineering. Topics covered in the course include election theory, fair division, matrix operations and applications, graph theory and applications, counting and probability, and logic. There has been a call from organizations like the National Council of Teachers of Mathematics (NCTM) and the Consortium for Mathematics and its Applications (COMAP) for schools to implement discrete mathematics in their course offerings. The topics studied in discrete mathematics are applied to important problems in social sciences, the design of computer systems, issues in biological sciences, and other real world problems. In some of the other mathematics courses students study in high school, students will sometimes struggle to see the relevance of the curriculum to their lives. By contrast, discrete math allows students to study real-world problems that students find challenging and interesting. Another nice characteristic of the discrete math curriculum is that the topics are accessible to a wide range of students because there are not too many specialized skills the students need to bring to the course from their previous course work. Therefore, the course allows students who might have struggled in their previous math courses to have a fresh start in a course they find interesting and meaningful.

The class is taught using a problem-solving approach in which students are given a problem to consider and try to answer. Once each student has had time to consider and attempt to solve the problem, they are put into groups with other students to discuss and examine their thoughts. The last step in the process is for the whole class to come together for the teacher to lead the class to a conclusion about an efficient solution to the problem and what we can learn from it. Theorems, definitions, algorithms and properties are developed in trying to answer complicated real -world problems. In the pursuit of the solution of the problem, students use a variety of strategies and methods. Technology like graphing calculators or mathematics software, such as Desmos, is often used to help the learning process. Students will sometimes create their own data for a problem they need to solve. Students develop positive attitudes about their ability to solve difficult problems and learn to learn from their mistakes. Students improve their critical thinking skills. Some of the problems might not have an easily agreed upon solution. The discussions that the curriculum creates are complex and interesting. Students in the course become better collaborators. The value the students get out of the group work continues to improve as the course develops. Students in the course feel that they have learned important mathematics but also have grown as thinkers, learners, and problem solvers.

Currently the Discrete Math course is consistently using the software, OneNote, Google Classroom, Google Drive, and TI-Nspire graphing calculators. Additionally, we use a

variety of online tools for formative assessment. Websites such as PearDeck and OneNote allow us to see written student work to notice trends and modify our lessons as needed. Websites such as Kahoot, Quizizz, DeltaMath, etc. allow for multiple choice and fill in the blank practice in both individual and team-based formats. Technology has helped the students thrive in all of the learning environments they have been in.

### **Recommendations**

The textbook the Discrete Math course uses supports the goals of the course. The text is easy for students to read and has good projects and problems for students to investigate both individually and collaboratively. However, it is probably a good idea to continue to explore the available textbooks in case something that works even better comes along. The problems and projects used in the course need to continually be updated, revised, analyzed, and improved. The technology we use to help students learn needs to be continually considered so that we help students as much as we can.

## **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 allows 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). Modeling with CAS allows 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.

## PHYSICAL EDUCATION, HEALTH AND DRIVERS EDUCATION

### Introduction

#### Courses reviewed this past year

- Sophomore Girls
- Sophomore Boys
- Dance I
- Dance II
- Driver Education
- Sport and Fitness
- Total Body Conditioning

#### 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. The 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.

#### Report Schedule

<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>	<b>November 2025</b>
Sophomore STC	Jr & Sr Leaders	Strength Training I & II	Freshman Girls	Sophomore Boys and Girls
Aquatics	Physical Management	High Adventure I & II	Freshman Boys	Dance I & II
Health		Fit for Life	TLS	Driver Education
Team Health		Yoga		Sport & Fitness
		FFL CARE		Total Body Conditioning

<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>	<b>November 2025</b>
16%	12%	29%	12%	29%

**Additional initiatives**

A recommendation for the 2020-2021 school year includes continuing to implement and analyze our fitness goals and strength initiative for the PE department as well as a set of department goals and standards. We are continuing to work with Glenbrook South to fitness test all of our students and record the data, which will comply with the State’s requirement for submitting fitness scores in 2020-21. The Physical Education, Health, and Driver Ed Department have been developing curriculum to meet the E-Learning standards to best help our students. The curriculum in all classes is being reviewed on a yearly basis regardless if they are on this schedule or not. The departments and staff are continuing to support students in school and remote learning by developing remote and classroom strategies to provide our students with a fitness-based experience.

## **Course or Initiative: Sophomore Boys and Girls**

### **Findings**

- This class continues to build on our freshman fitness curriculum by offering the students the opportunity to use all of our fitness equipment combined with a variety of fitness activities.
- The pool is used to review the five basic strokes and survival and life-saving skills.
- A wide variety of team and individual sports are offered.
- It is a fitness-based curriculum that focuses on muscular development and cardiovascular training.
- Students learn complex lifts using dumbbells and body bars.
- Constant assessments that are based on personal improvement help to motivate the students.
- An indoor triathlon is built into the curriculum with a 10 minute, run, spin bike, and swim.

### **Recommendations**

- The curriculum continues to provide students with a foundation of fitness skills that can be used throughout their lives.
- Continue to review the five basic strokes and survival and life-saving skills.
- Continue to teach a variety of team and individual sports to help promote lifelong participation.

## **Course or Initiative: Dance I and II**

### **Findings**

- The Dance I curriculum provides students the opportunity to experience a wide variety of dance styles in a safe learning environment.
- All types of fitness activities have been added to keep the curriculum in line with department expectations and goals. Including fitness testing, cross-fit, and triathlon.
- Skill and performance assessment is used with each style of dance.
- The instructor continues to stay current with the latest trends and music by attending workshops and teaching at a studio in the summer.
- Dance I continues to be a popular class with the students. Diversity has increased since more boys are signing up for the class.
- The Dance II curriculum gives students the opportunity to learn advanced dancing skills and techniques.
- The curriculum covers ballet, jazz, modern, hip hop, and lyrical dance.
- Students can work in small groups when they choreograph their own dances.
- Students work on a variety of fitness components. With an emphasis on strength and flexibility.
- Assessment is skill and performance-based with some peer assessment during the choreograph unit.

### **Recommendations**

- To continue providing the students the opportunity to experience a variety of dance styles.
- Continue to utilize all the fitness activities to improve our student's overall fitness levels.
- Continue to use assessments to reinforce proper skills and techniques in class.
- Continue to provide opportunities for the instructor to attend clinics and workshops.
- Continue to offer a class that meets the requirements of our advanced dance students.
- Continue to emphasize fitness using a variety of activities and equipment.
- Continue to use assessments to reinforce proper skills and techniques in class.



## **Course or Initiative: Driver Education**

### **Findings**

- The Driver Education curriculum uses classroom instruction and behind the wheel training to prepare the students to drive safely.
- The curriculum prepares the student to drive in every situation by not canceling behind the wheel training when it is raining or snowing.
- The behind the wheel curriculum corresponds with the classroom instruction to provide students with a comprehensive learning environment.
- Go Pro cameras are used to provide the students with useful feedback on their driving.

### **Recommendations**

- Continue to use the classroom and behind the wheel to prepare our students to drive safely.
- Continue to allow the students to drive in adverse conditions.
- Use the internet to create new lessons and activities.
- Continue to sync the classroom instruction with the behind the wheel training.
- Utilize a variety of technology to provide valuable feedback for the students.
- Continue to provide information to the parents so they can practice with their children.

## **Course or Initiative: Sport and Fitness**

### **Findings**

- The Sport and Fitness curriculum helps to create an interest in a variety of sports that students can play the rest of their lives.
- Teachers help each student increase their knowledge and skill by teaching the rules and fundamentals of each sport.
- Fitness remains an important part of the curriculum. Teachers utilize all of our facilities and fitness equipment to target a student's cardiovascular fitness, muscular strength, endurance, and flexibility.
- Field trips provide students an opportunity to practice their golf and bowling skills away from the school setting.
- Fitness testing helps the teachers track the student's current fitness levels.
- Sport and Fitness is a class where an emphasis will be placed on understanding why sports, physical activity, and the achievement of physical fitness are important in maintaining overall health.
- Sport and Fitness is a continuation of skill development in which students should demonstrate a knowledge of rules, strategies, skill and etiquette required to participate in a variety of activities such as: badminton, basketball, bowling, fitness, golf, pickle-ball, soccer, softball, tennis, swimming, water polo, and volleyball. Activities designed to promote cardiovascular and muscular fitness will be included in each unit.

### **Recommendations**

- The Sports and Fitness curriculum should continue to introduce students to a variety of sports that can be played throughout their lives.
- Teachers should continue to develop the student's fundamental skills in each sport to increase their enjoyment and participation.
- The curriculum should continue to emphasize all components of physical fitness. Teachers should continue to use their creativity to design lessons that utilize all of our facilities and fitness equipment.
- Use field trips to practice the skills they learned in class.
- Continue to use the data from fitness testing to design lesson plans that increase student fitness levels.

## **Course or Initiative: Total Body Conditioning**

### **Findings**

- The Total Body and Conditioning curriculum will help to create an interest in a variety of fitness activities that the students can use for the rest of their lives.
- Teachers help each student increase their knowledge about fitness by having the students help develop workouts.
- Fitness remains an important part of the curriculum. Teachers utilize all of our facilities and fitness equipment to target a student's cardiovascular fitness, muscular strength, endurance, and flexibility.
- This class will use a fitness center mentality and allow the students to experience a number of different exercise classes.
- Fitness testing helps the teachers track the student's current fitness levels.
- This course offers students opportunities to develop physical fitness through aerobics and total body conditioning activities. Activities include cardio kickboxing, step aerobics, Zumba, resistance training, yoga, spin, and fitness center based workouts. The activities will effectively strengthen and define all muscle groups.
- This class gives students the opportunity to participate in advanced fitness activities. This class allows us to keep Glenbrook North in step with current fitness and health trends.
- Students will develop proper techniques and gain experiences to help lead a healthier and fit life.

### **Recommendations**

- The Total Body and Conditioning classes should continue to introduce students to a variety of new exercises that they can use throughout their lives.
- Teachers should continue to develop the student's knowledge in different exercises to increase their enjoyment and participation.
- The curriculum should continue to emphasize all components of physical fitness. Teachers should continue to use their creativity to design lessons that utilize all our facilities and fitness equipment.
- Continue to use the data from fitness testing to design lesson plans that increase student fitness levels.

### **Additional Course Review**

The department will continue to develop and implement fitness standards as part of the physical education curriculum. These fitness standards provide feedback for both students and staff on where our student's fitness levels (cardiovascular, upper body/core strength, and flexibility) are compared to students within their age group both locally and nationally. We will continue to research the best teaching methods and curriculum to ensure our students have a positive experience.

## SCIENCE

### Introduction

#### Courses reviewed this past year

Chemistry Program

Chemistry 163

Chemistry 173

Introduction to Chemistry 163

Brain Studies 161

#### Process

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

#### Chemistry Program: Chemistry 163, Chemistry 173, Introduction to Chemistry 163

1. What strategies can be instrumental in ensuring assessment practices are truly aligned with instructional strategies?
2. What instructional tools can be best employed to provide timely and effective feedback to students?
3. Is the current text in all levels of chemistry appropriate; is there an etext available for student use that can support the feedback practices?
4. Are current placement guidelines, and experiences in chemistry courses appropriate predictors for placement in subsequent levels of physics?

#### Brain Studies 161

1. In what ways can the Brain Studies curriculum support the all school goal of wellness?
2. Can student interest help to guide the direction of curricular objectives?
3. What types of instructional strategies should be/have been incorporated into the learning experiences to stimulate student engagement?

### Report Schedule

<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>	<b>November 2025</b>
Biology 163	Physics 163	Astronomy & Space Science 163	AP Biology 283	Chemistry 163
Honors Biology 173	Honors Physics 173	Honors Astronomy & Space Science 173	AP Physics 283	Honors Chemistry 173
Biology GT – TEAM 163	Intro to Physics 163	Plant Science 161 (Spring & Fall)	AP Chemistry 283	Intro to Chemistry 163
AP Physics I*		Sci-Tech 163	AP Environmental Science 283	Brain Studies 161
Integrating Physics & Chemistry		Anatomy & Physiology: Body Systems 162	Earth Science 163	
		Anatomy & Physiology: Bones, Muscles, and Nerves 161	Earth Science GT-TEAM 163	
			Forensic Science 163	

\* denotes a 3rd semester review

Approximate percentage of curriculum to be reviewed:

<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>	<b>November 2025</b>
25	24	14	13	24

**Course or Initiative: Chemistry Program**  
**Chemistry 163, Chemistry 173, Introduction to Chemistry 163**

**Findings**

- After a thorough review of current curricula and assessment practices in conjunction with the three-dimensional assessment practices outlined in the NGSS, it was noted that assessment practices are aligned to course objectives but do not always mimic in-class experiences.
- Timely and effective feedback is given during collaborative group work including, but not limited to, “whiteboarding,” whole class presentations, and “resident expert” sessions.
- Technology tools such as Webassign provide practice for students; the settings allow for multiple attempts, additional practice, hints, and immediate feedback.
- Updated e-texts and online resources provided by various textbooks allow for simulations, interactive activities and problem sets.
- The Physics Classroom offers simulations for students to engage in; these activities provide a connection between chemistry and physics.
- Algebraic skills are essential for basic chemistry calculations in all levels of chemistry as well as the problem solving practices in which students engage in Algebra courses. The mathematical practices, reading comprehension and problem solving skills introduced in chemistry are appropriate predictors for placement in subsequent levels of physics.
- There is a higher level of mathematical interpretation needed for success in the physics courses as math-related concepts are experienced throughout the school year in physics whereas in chemistry, math-related concepts are used periodically within specific units of study.

**Recommendations**

- Develop new and continue to use existing three-dimensional assessments. Make an effort to develop a lab practical for each unit assessment or consider using a whole-class presentation or project as the culminating unit assessment. This will ensure that students are demonstrating not only chemistry content, but can perform chemistry-related tasks and analyze data in a laboratory setting.
- Develop additional in-class learning experiences that require the use of interpersonal skills to ensure students engage in content-related conversations. Continue to utilize “whiteboarding,” whole class presentations, and “resident expert” sessions as a means of formative assessment and a foundation for timely and effective feedback.
- Pilot Webassign in Honors Chemistry 173 courses. Determine its effectiveness in the winter of 2021 to determine the need for the program for the fall of 2021 and the desire to expand its use to all levels of chemistry.
- Investigate updated etexts and online resources; select a text based on curricular alignment, ease of the delivery of chemistry-related concepts, and the effectiveness of interactive tools.

- Pilot the Physics Classroom in Honors Chemistry 173 (BCP) courses. Determine how effectively the program connects chemistry and physics-related content.
- Continue to utilize established math-related skills as a guide to help place students appropriately in physics courses.
- Utilize a student-centered survey to investigate math confidence, science confidence, academic interest, and science-related goals to help determine the most appropriate physics placement for rising juniors.
- Provide detailed course descriptions to students and parents of rising juniors; relate the descriptions to chemistry courses to ensure familiarity.
- Facilitate collaborative placement discussions among chemistry and physics teachers to ensure the transition between courses is smooth and to help guide scaffolding of prerequisite skills and expectations.

## **Course or Initiative: Brain Studies 161**

### **Findings**

- After a thorough review of the current Brain Studies curriculum, all school goal and the results of 2019-2020 SWOT analysis, the following topics were identified as possible links between the school goal and the Brain Studies course:
  - Exercise & diet's effect on the brain
  - Meditation and its effect on emotional wellness
  - Mindfulness
- Because the Brain Studies course is typically taken by 11th and 12th graders, the students are able to articulate a personal interest which led to their enrollment in the course. Interests that students have identified as topics of particular interest include the following:
  - Exercise and its effect on academics
  - Diet and its impact on brain functionality
  - The importance of sleep
  - Subconscious meaning of dreams
- The instructors have developed a meaningful curriculum that engages students in analysis of current brain research, meaningful self-reflection, active metacognition, mental-physical challenges, and an in-depth practical analysis of their own learning, memory, and thinking strategies.
- Students have indicated a desire and appreciation for active learning and hands-on activities to increase engagement and stimulate their natural curiosity.

### **Recommendations**

- Actively engage students in the all-school goal of wellness by augmenting the unit on the impact of exercise and diet on the brain, continuing to articulate the value of meditation and its effect on emotional wellness, and developing connections to mindfulness throughout each unit, as applicable.
- Develop and implement a student interest survey; make adjustments to objectives annually to incorporate content and instruction that feeds students' inquiries
- Develop optional units, as needed, that incorporate a variety of topics to further develop student interests
- Continue to engage students in self assessment; require students as a part of the core and optional units, to gather and evaluate personal data
- Continue to introduce hands-on where appropriate to increase engagement and promote active learning.
- Formally survey students upon closure of each semester to gauge the value of unit topics and instructional strategies; utilize results in future planning
- In order to keep current, incorporate Ted Talks, update supplement readings, and provide relevant data, for example.



- Invite guest speakers who work in related careers such as psychologists, surgeons, alternative healing, and wellness to serve as both in-house field trips and provide career exposure.

### **Additional Initiatives**

Due to the 2020 Pandemic, a significant amount of curricular time has been used to investigate and evaluate technology-based tools to support our students during remote and hybrid learning. Some strategies that were deemed necessary, given our circumstances, have proven to be quite successful and will transfer with ease into in-person learning in the future. This experience has challenged teachers to be inventive, creative and take risks. Some findings here will end with the pandemic, while some experiences have been identified as those that will enhance the student experience and therefore be used in years to come.

Several textbooks are no longer available due to the lack of availability of current adopted editions and/or the inaccessibility of Flash on chromebooks. These texts include core science classes including all levels of biology, and physics in addition to AP Environmental Science and Anatomy & Physiology.

<b>Courses</b>	<b>Summer Curriculum Projects</b>	<b>Textbook</b>
Biology courses: SCB13300N SCB163ECN SCB163CLN SCB173CoN	Infusion of New Text into Current Curricula	New Text Needed
AP Environmental Science SCE28300N	Infusion of New Text into Current Curricula	New Text Needed
Physics Courses: SCP15300N SCP16300N SCP17300N SCP173FoN SCP28300N	Infusion of New Text into Current Curricula	New Text Needed
Anatomy & Physiology 161 & 162 SCB36100N SCB36200N	Infusion of New Text into Current Curricula	New Text Needed

## SOCIAL STUDIES

### Introduction

#### Courses reviewed during past year

*Anthropology 161*

*Comparative Global Issues 171*

*Modern European History 161*

*Sociology 161*

*World Religions 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 Anthropology, Comparative Global Issues, Modern European History, Sociology, and World Religions courses and 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:

<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>	<b>November 2025</b>
HWC 163	US History 163	AP Gov't and Politics	Civics	Anthropology
HWC 173	US History 173	AP Comparative Gov't	Int. Relations	CGI
	American Exp	AP European History	Psychology	Modern European History
	Team Program	AP Macroeconom ics	Modern Middle East	Sociology
		AP US History	Chicago History	World Religions
		AP Psychology	World Geography	
		AP World History		
		Debate courses		

Approximate percentage of curriculum to be reviewed:

<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>	<b>November 2025</b>
20	20	20	20	20

## **2020 Course or Initiative: Anthropology**

### **Findings**

Anthropology is a single semester elective offered to sophomores, juniors and seniors. There are typically one to two sections per year. Anthropology holds appeal for its unique and interdisciplinary content. The course provides students with a special understanding of what it means to be human, the richness and diversity of human expression and, at the same time, the common humanity we all share on the planet. Through the evolution and archaeology units, students can explore the scientific aspects of the anthropological approach. Through the cultural and ethnographic units, students explore a range of human traits, customs and practices.

The course approximates a college introductory survey course. Topics include an introduction to the anthropological method, human evolution, early human societies, archaeology, and cultural anthropology. The instructor has taken pains to stay current with the latest, groundbreaking research and findings in the field. In the evolution unit, students learn about how humans evolved in the past, but they also ponder the future possibilities of human evolution. During the archaeology unit, students work on an collaborative archaeology simulation. In studying diverse cultures, students will frequently draw comparisons with their own society and draw out universal themes.

### **Recommendations**

We will continue to monitor enrollment, which saw a decline when Civics became a requirement. The course draws a diverse student population, requiring highly differentiated instruction. Enrolled students are genuinely interested in the unique content. Because new discoveries frequently emerge in the field, the instructor routinely updates instructional materials. Additionally, excerpts from a new secondary texts *Sapiens* (Harari) and another new source includes *How to Think Like an Anthropologist* (Engelke) are now core readings. The instructor is contemplating an update to the principal *Anthropology* (Ember, Ember) textbook, as the content is beginning to be rather dated.

## **2020 Course or Initiative: Comparative Global Issues**

### **Findings**

Comparative Global Issues is the only semester long, honors elective currently offered in the Social Studies curriculum. It is open to sophomores, juniors, and seniors with department recommendation. In recent years the student population has been predominantly sophomores. Many first semester students also enroll in A.P. Macroeconomics, which is offered second semester. Successful students in CGI possess strong analytical reading skills and are capable of crafting a substantiated and persuasive oral or written argument.

CGI's main objective is to understand the historical roots of contemporary challenges facing Africa, Latin America and Asia. The curriculum focuses on the transition from the colonial to postcolonial periods. Major themes include the quest for state stability, competing governmental ideologies (democratic, socialist, etc.), and conflict, including civil war, revolution and genocide. The course takes an interdisciplinary approach, utilizing a variety of social science lenses, including history, political science, economics and sociology. Students regularly collaborate on class presentations pertaining to research topics as well as current events. CGI also incorporates simulation activities and debate. Guest speakers and film excerpts enhance the course material. Students undertake various writing assignments, ranging from informal reflections to formal essays, including a response to a document-based question. Writing assignments develop the skill of formulating and defending a thesis. The final exam consists of an exit interview in which the students must answer one overarching question from a set of pre-established questions.

There is no established textbook. The course makes use of teacher-selected readings from a variety of sources including journals, news articles, and book excerpts. We have introduced two brief books that enhance the course's richness and have met with positive student feedback. They are Mathabane's Kaffir Boy, and Partnoy's The Little School. Segments from feature films and documentaries are often employed as a supplement to course material. Students are also required to conduct internet-based research toward completion of projects and writing assignments.

Despite the unprecedented nature of e-learning, students continue to meet high standards. The majority of students will be recommended for U.S. Honors, but those who are recommended for upwards placement into A.P. U.S. History will be prepared for the rigors and expectations of an A.P. course.

### **Recommendations**

The primary recommendation for CGI is to continue refining the curriculum and staying current. The foremost challenge is to adequately explore three major world regions as well as globalization within a semester's confines. Teachers may need to eliminate certain studies and topics in order to sufficiently reach the course's desired depth and breadth. One possibility is more "jig-sawing" of case studies, in which groups become experts on one case and share their findings with classmates.

## **2020 Course or Initiative: Sociology**

### **Findings**

Sociology is a single semester, regular level elective class available to sophomores, juniors and seniors. The class continues to provide an opportunity for students to complete service learning as part of the curriculum, and we are happy to report that this continues to draw students to the course.

The current curriculum includes exploration of culture, socialization, collective behavior, education, the family and religion, social inequality, deviance, crime and the criminal justice system. Though the units have remained the same since the last curriculum report, the materials have changed for nearly every lesson, as there is a steady flow of contemporary writing and visual media to keep current; one recent addition is the Opportunity Atlas Project, a data trove that enables students to explore and analyze demographics by zip code. Teachers are connected to the Chicago Area Sociology Teachers group (CAST) and draw on resources from there as well. The curriculum continues to place an emphasis on writing as a means of assessment through short essay tests, paragraph responses and brief analytical papers in which students are required to provide evidence to support a claim.

The 2015 curriculum report included a recommendation to update the textbook edition. That process led us in a very positive direction for the course. Our exploration of available texts landed on an Openstax book that is free to students, except for printing costs if they desire a PDF version. This text, a collaboration among professors at several universities, includes the content in our semester course and we were able to tailor the text to only the chapters we need.

A community service project still serves as the final exam for the course. Students are required to complete 30 hours of community service throughout the semester. The project is an important part of the course and students report that it impacts them for years following their participation. Unfortunately, during the pandemic students are unable to be physically present as volunteers in the community. During the first semester of 2020, students participated as a class in the Youth Services Holiday Gift Program, and then took a more traditional final exam that constituted 10% rather than 20% of their semester grade, with an emphasis on application of sociology theory.

### **Recommendations**

Because this class remains a popular elective, teachers should continue to teach the class in a similar fashion. To enhance curricula and meet student interests, teachers should remain current with instructional materials, current events, and updates to the current Openstax textbook.

## **2020 Course or Initiative: European History**

### **Findings**

European History is a single semester, regular level elective open to all sophomores, juniors, and seniors, but is predominantly elected by sophomores and seniors, as most juniors are enrolled in U.S. History.

The course focuses on European History in the 20<sup>th</sup> and 21<sup>st</sup> centuries. The course opens at the conclusion of World War I at the Paris Peace Conference. The opening unit deals with Europe between the wars, including Soviet Russia and the rise of fascism. There is a substantial unit on World War II, going into much greater depth than students pursue in their History of World Civilizations class, including extensive military history. The course features an in-depth study of the Holocaust focussed on the experiences of genocide survivors, resisters, bystanders, and perpetrators. Over the most recent two years, teachers have added a more in-depth study of the Holocaust and Holocaust resistance. The next unit focuses on Cold War Europe, with Berlin as a focal point, from 1945 through 1989. A hallmark of this class is its final unit on Europe since the Cold War. This unit includes the formation of the European Union and, the unintended consequences of the fall of communism, issues with immigration and migrant workers in Europe, and the threat of terrorism in Europe in the wake of 9/11. The course includes an ongoing current events component and student research projects and presentations. The final exam combines a traditional multiple choice and essay exam with a small-scale research and interview project.

### **Recommendations**

The course is currently using readings compiled from several sources. Various texts and online resources have improved the content for this course in recent years, yet there is a continuing need to find new sources to capitalize on new scholarship and engage students about the European Union and the crises currently facing the European community. There are also possibilities for field trips in the area, including the Holocaust Museum in Skokie, Cantigny, the Art Institute, or even a visit to a European consulate in Chicago, and these need to be investigated further.

## **2020 Report Course or Initiative: World Religions 161**

### **Findings**

World Religions solid enrollment has enabled the department to assign two additional teachers to the course, and that collaboration has been very beneficial for all teachers involved. The collaboration between the three teachers will generate ongoing curricular development and revision for semesters to come. The majority of the students enrolled are seniors, though a healthy mix of sophomores have been joining in recent years. Students indicate that their main motivation for enrollment is exposure to world religions in preparation for their entry into the diverse adult world. In fact, many students have contacted Mr. Hoynes, the course's founder at GBN, after entering college to communicate that their exposure to religious traditions and cultures different than their own has facilitated their relationships with college classmates. In reflecting on the course, students are quick to remember the two field trips to local houses of worship as well. Although classroom instruction has its obvious impact, field experiences are essential components to true student understanding, and the students' experiences in local houses of worship both deepens their knowledge and leads them to thought provoking questions for the World Religions classroom and beyond. Field trips have fallen victim to the Covid pandemic during Spring 2020 and the whole of the 2020-21 school year. Teachers and students look forward to their return.

The current curricular organization centers on the comparative, thematic approach to religion. Students explore the following themes: core beliefs, leaders, sacred texts, symbols, art and architecture, and holidays. Students are assigned to a "Theme Team" and explore those themes in the context of various religions. The teachers continue to revise this student-driven approach to ensure that all students are exposed to multiple religions and multiple themes in a meaningful way. The teachers have also experimented with different timing of the field trips in conjunction with the introductory unit and the research on themes. They have found that the field trips have the most impact if students visit the houses of worship early in the semester. Additionally, teachers have found that the introductory unit is crucial to creating a positive, comfortable and respectful classroom community. Students are also responsible for bringing current events related to religion to class each week. Students and teachers alike have expressed the positive benefit of current events discussions in the course. The structure of the course is a strong example of student engagement and ownership of their learning.

Teachers have found great benefit in a local public schools consortium of teachers of World Religions, which meets annually to share curricular ideas and teaching strategies. This opportunity to build connections and to collaborate has been invaluable to our teachers. The teachers have also learned that local schools are using a variety of other textbooks for their courses, and though they are satisfied with our current text, they are interested in exploring other options for the future. Additionally, the World Religions teachers have been fortunate to attend several relevant conferences and summer institutes.



**Recommendations**

- Continue to foster relationships with local houses of worship to ensure continued positive field trip experiences.
- Continue to revise “theme team” initiative within the curriculum
- Continue to collaborate with local teachers to share teaching strategies and lessons.

## **SPECIAL EDUCATION**

### **Introduction**

#### **Courses reviewed during past year**

DLS Business Math  
DLS Beginning Algebra  
DLS Algebra 1  
TASC Algebra 1  
DLS Geometry  
TASC Geometry  
DLS Algebra 2  
TASC Algebra 2  
College Algebra

#### **Process**

The GBN Special Education Department math teachers met during department and team meetings to review current curriculum that is taught in each of the special education math courses. In addition, time was spent over the summer with Math IXL trainers to further investigate the utility of this program to support students requiring special education math instruction. Specific topics covered include curricula, alignment between special education courses and general education math courses and class resources (Math IXL and STAR testing).

#### **Additional initiatives**

- Update DLS English class skill continuum
- Review model of providing reading support to students with IEPs
- Continue to investigate special education service delivery models
- Maximize instructional approaches in a hybrid teaching model

**Report Schedule**

<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>	<b>November 2025</b>
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	Implementation of IEP Goals through math
	Review needs of students and study skills courses offered			
Review math Curriculum	Review science curriculum	Review of Resource, Transition, and electives	Review of Resource, Transition, and electives	Review of English and Reading curriculum

Approximate percentage of curriculum to be reviewed:

<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>	<b>November 2025</b>
20%	20%	20%	20%	20%

## **Course or Initiative: Math**

### **Findings**

The faculty members involved in the Educational Planning Process (special education math teachers) reviewed current and past assessment and instructional practices as well as alignment with general education courses. Finally, considering the range of post high goals of students, the team considered the appropriateness of the math curriculum to support these goals.

In recent years, the Special Education department partnered with the GBN Math Department to collect STAR math data from students enrolled in both special education courses as well as general education math courses. The process allowed special education math teachers to improve their understanding of student skillset in general education courses as compared to their peers in the equivalent special education courses. Findings were consistent with expectations; students were placed in appropriate levels consistent with peers who have similar math skill deficits (in DLS classes) or in classes with students who struggle with other IEP related issues (in TASC classes). The differentiated model of serving students with learning disabilities in the area of math separately from students whose special education needs impact math but are due to other needs like executive functioning or emotional difficulties, continues to be the recommended approach. In addition, the special education department's study of STAR math data provided necessary information to consider when making placement recommendations to move between special education and general education courses. While this level of testing is not necessary on an annual basis, the Special Education department will work with the math department to consider broader assessment about every 5 years. The team recommends continued use of STAR testing (fall, winter, and spring) in self-contained courses as a means of benchmarking. Math IXL provides additional assessment tools, progress monitoring data, and supplemental instructional tools. These tools have been found to be effective and are also utilized in general education math courses; thus, it is recommended to continue Math IXL in all special education courses. In Algebra 1, Geometry, and Algebra 2, curriculum is modified from the general education equivalent. The team continues to recommend this approach rather than offer a different curriculum to allow for opportunities for students to shift between general education and special education more readily. At this time, the Department has no new recommendations for curriculum and will continue to provide an individualized, IEP goal-driven approach to instruction in Business Math and Beginning Algebra. Finally, for College Algebra, an alternative to the general education Pre-Calculus class, the team continues to recommend that the curriculum be an extension of Algebra 2 concepts with a focus on supporting students who are college bound who benefit from a fourth year of math.

### **Recommendations**

- Continue to offer College Algebra, which provides the option of a four-year sequence of courses for college bound students with IEPs who require special education support in the area of math

- Align the Business Math class to both the students' math IEP goals as well as their post high schools transition goals and ensure collaboration with the transition elective curriculum so that functional life skill instruction is maximized
- Ensure Algebra 1, Geometry and Algebra 2 curriculum is modified from the equivalent general education courses; utilize the same textbooks and collaborate with general education math teachers on a regular basis
- In the area of assessment, utilize STAR math testing to provide data on student progress in self-contained courses
- As a supplement to the curriculum, utilize IXL assessment and instructional tools
- Continue to make data accessible to all special education case managers so that student progress is accurately reported in IEP meetings allowing for IEP goal specificity
- To the extent possible, offer differentiated math classes (DLS and TASC) in each of the core math areas (Algebra 1, Geometry and Algebra 2)

## **WORLD LANGUAGES**

### **Introduction**

#### **Courses reviewed this year:**

Chinese 163  
French 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  
French 163: Amanda Vogg  
Hebrew 163: Josh Morrel and Dorit Dahari  
Russian 163: Svetlana Borisova  
Spanish 163: Todd Keeler  
Spanish 163 G: Jon Sorkin

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

The department continues to incorporate performance-based assessments into each level of curriculum to promote speaking proficiency and cultural competence. Moreover, our AP Language and Culture courses center curriculum around the American Council for Teachers of Foreign Language (ACTFL) AP themes. In our level five regular and honors courses, we also are working to implement thematic units that include authentic learning experiences. In order to build curriculum centered around thematic-based units, building proficiency and cultural competence, our level 5 and AP teachers collaborate regularly during planning times.

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. 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. In 2020, GBN graduated over 90 students who had earned the Illinois State Seal of Biliteracy in English and a second language.

The department continues to incorporate performance-based assessments into each level of curriculum to promote speaking proficiency and cultural competence. This year, we've had to adapt with the challenges of learning in the remote and hybrid space; part of that has required us to use online tools such as EdPuzzle, FlipGird, Peardeck, and Google Forms when administering such performance-based assessments, especially for

our level one language students. Speaking proficiency and cultural competence will be a part of the new student growth measure incorporated into the teacher evaluation system under PERA. However, the department also wishes to incorporate more balance into instruction with a focus on explicit language functions and grammar concepts taught within the context of thematic-based units and in the target language. This will allow our level one language students to develop good habits and build a strong base as they matriculate in our proficiency-based curriculum.

In our level one courses, we also 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 all instruction, the experience for the students in the classroom and the professional cohesion in the department.

### Report Schedule

<b>Spring 2021</b>	<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>
Chinese 163	Chinese 263	Chinese 363	Chinese 463	Chinese 563
-----	Chinese 323	Chinese 373	Chinese 473	Chinese 573
French 163 *	French 263	French 363	French 463	French 563
-----	French 273	French 373	French 473	French 573
-----	-----	-----	-----	French 583 (AP)
Hebrew 163	Hebrew 263	Hebrew 363	Hebrew 463	Hebrew 563
-----	Hebrew 273	Hebrew 373	Hebrew 473	Hebrew 573
Russian 163	Russian 263	Russian 363	Russian 463	Russian 563
-----	Russian 273	Russian 373	Russian 473	Russian 573
Spanish 163	Spanish 263	Spanish 363	Spanish 463	Spanish 563
-----	Spanish 273	Spanish 373	Spanish 473	Spanish 573
Spanish 163 G	Spanish 263 G	Spanish 363 G	Spanish 463 G	Spanish 563 G
-----	-----	-----	-----	Spanish 583 (AP)

\*Currently not offered at GBN.

**Approximate percentage of curriculum to be reviewed**

<b>Spring 2021</b>	<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>
17%	23%	23%	23%	14%



## **Course or Initiative: Chinese 163**

### **Findings**

We have offered one section of the first year regular Mandarin Chinese for 11 years and it is the 12th year in 2020-21. This course not only addresses the differentiation presented this year (the 2020-2021 school year) with it being stacked with Chinese 263, but it also works to address the hybrid and remote spaces in which students are learning. To that end, the teacher works to incorporate digital learning tools such as EdPuzzle, Flipgrid, Peardeck, and the Google suite of tools in order to enhance the students' learning experience. The course focuses on 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 tracks depending on students' semester grades and teacher recommendations. In 2019-2020, all Chinese 163 students continued to the second year. In the 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 materials for students. Additional authentic reading and listening materials are also provided by the teacher to enhance learning for the level one students. Moreover, the teacher uses the digital reading and writing tool, ArchChinese, in order to support students learning to identify and produce Mandarin Chinese characters. This is an effective tool for all learning spaces and environments.

## **Course or Initiative: French 163**

### **Findings**

French 163 has not run at Glenbrook North since the 2016-2017 school year due to low enrollment numbers. It is the hope of the World Language Department that we run French 163 as this would be extremely beneficial for the French language program. Ideally, the French 163 course would be a proficiency-based course with performance-based assessments, authentic resources, and a focus on fostering interpersonal and student-centered activities as consistent with best practices for foreign language instruction.

When the GBN World Languages Department revamped its curricula during the 2016-2017 school year to a more proficiency-based model from the previous grammar and traditional-based approach, French 163 was included in the level 1 curriculum change and therefore, if we are able to run this class next year, we would continue to center this class around proficiency and cultural competency.

### **Recommendations**

The French teacher for level 163, as well as the Instructional Supervisor, believe that at the present time, it is most important to continue teaching relevant and level appropriate themes in the French 163 course (such as family, school, food, the home) before reflecting on how to add or enhance the current curriculum within the context of the new World-Readiness Standards. Once we do so, however, our focus will be to develop a sound and consistent vertical alignment with the French 263 course.

## **Course or Initiative: Hebrew 163**

### **Findings**

The curriculum for first year regular students has evolved since 2010. Over the past four years, the focus of instruction has aligned with 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 where standards-based assessments are used for students to demonstrate knowledge acquisition to a fusion of grammar, culturally relevant and immersion topics. As a result we have transitioned away from traditional textbooks to more interactive, authentic and engaging resources. Moreover, the assessments for this course are primarily performance-based, as consistent with best practice.

This transition to a more proficiency-based course has presented several challenges. For example, the Instructional Supervisor and the Hebrew instructor need to work to find level appropriate, authentic resources. Furthermore, the focus on assessments is now performance-based. While the teacher has not felt the need to sacrifice grammar due to the increased value placed on culture and immersion (presentational and interpersonal skills specifically), creating new content without a primary resource has created challenges. For now, the IS and instructor have been able to use resources available to build on the level 1 curriculum.

This course also addresses the differentiation presented this year (the 2020-2021 school year) from the hybrid and remote spaces in which students are learning. To that end, the teacher works to incorporate digital learning tools such as EdPuzzle, Flipgrid, Peardeck, and the Google suite of tools in order to enhance the students' learning experience. Both the instructor and IS believe these digital learning tools will prove effective even next school year and beyond when we return to in-person learning.

### **Recommendations**

The Hebrew teacher for level 163, Dorit Dahari, as well as the Instructional Supervisor believe that at the present time, it is most important to continue teaching relevant and level appropriate themes in the Hebrew 163 course (such as family, school, food, the home) before reflecting on how to add or enhance the current curriculum within the context of the new World-Readiness Standards.

## **Course or Initiative: Russian 163**

### **Findings**

This is the fourth year that the new thematic-based units have been implemented into the Russian-language program. 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.

This course also addresses the differentiation presented this year (the 2020-2021 school year) from the hybrid and remote spaces in which students are learning; moreover, the class contains heritage Russian-language speakers and non-heritage students. To that end, the teacher works to incorporate digital learning tools such as EdPuzzle, Flipgrid, Peardeck, and the Google suite of tools in order to enhance the students' learning experience. Both the instructor and IS believe these digital learning tools will prove effective even next school year and beyond when we return to in-person learning.

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 reading and writing materials 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, she is not using a textbook and feels that a textbook would not enhance lessons. She is enjoying working with the Level 1 Curriculum Team to perfect the lessons and assessments. She hopes to continue to grow the program by promoting the Russian language classes within GBN through the WLHS events and extracurricular events such as Russian Olympiada. The instructor and IS believe that when students return to in-person learning, tools such as EdPuzzle, Flipgrid, and Peardeck will continue to prove extremely beneficial in enhancing students' learning experience.

## **Course or Initiative: Spanish 163**

### **Findings**

Danielle Holden and Todd Keeler 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. Most 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 with special needs and/or those 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**

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. The instructor and IS believe that when students return to in-person learning, tools such as EdPuzzle, Flipgrid, and Peardeck will continue to prove extremely beneficial in enhancing students' learning experience.

## **Course or Initiative: Spanish 163G**

### **Findings**

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. With that said, students in Spanish 163 G 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 the students can do with the language. They speak, read, write, and listen to 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 are 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 increase of students with special needs at this level, 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 S. Fagel

**Re:** Curriculum Reports

**Date:** February 18, 2021

Course teams continue to focus their attention on 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 also consider the types of assessments administered to students and determine ways for assessments to be more authentic to the course and discipline. Many teams also designed and used assessments to understand whether those standards were met by students. Teams are also using these assessments to inform instruction to better help students in their learning. Through alignment and effective assessment practices, departments have examined skills within levels and created greater and successful access for students to an even higher level of rigor within the curricula and have determined ways to eliminate some lower level courses.

Teams continue their progress in implementing the backward design process 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 is embedded into the curriculum review work for all teachers and is helping GBS realize intentional alignment with standards, including the CCSS.

## GBS Business Education Department Curriculum Report – Fall 2020

### I. Introduction

- A. Courses reviewed during past year
- Business Law 161
  - Introduction to Business Strategies 161
  - Game Design 161
  - Entrepreneurship: Business Incubator 163
- 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.

An additional focus in the Career and Technical Education department 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 2021	November 2022	November 2023	November 2024	November 2025
Accounting 163	Consumer Education 161	Digital Graphic Design 161	Marketing 161	Business Law 161
Accounting 173	Consumer Ed 161 LA	Digital Graphic Design 261	Game Design 261	Intro to Business Strategies 161
Advanced Accounting 173	Honors Consumer 173		Investment Strategies 161	Business Incubator 163
Web Design 261				Game Design 161
AP Computer Science Prin.				

Approximate percentage of curriculum to be reviewed:

November 2021	November 2022	November 2023	November 2024	November 2025
29%	18%	12%	18%	23%

Additional courses to be reviewed this year:

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



## **Course or Initiative: Business Law 161**

### **III. Findings**

Business Law 161 is a semester course designed to introduce students to the American legal system and specifically Civil and Criminal Law and ethics by interacting with historical and current court cases. In addition, students interact with lawyers in the field as guest speakers in class.

A review and revision of the course curriculum resulted in the following findings and outcomes:

- Topics of focus include Law & Ethics, Torts, Contracts & Intellectual Property Rights, Criminal Law with focus on the business perspective
- Current events and case examples are included and updated each semester to ensure topical and relevant analysis and discussion; historical cases are included as well
- Careers in law research assignment supports awareness of different fields of law, the law school process, necessary exams and other relevant information
- Utilize digital storyboarding with students working in groups to tell the story of a particular case and how it relates to the concepts learned
- The course culminates in a Mock Trial with students filling specific roles and preparing legal documents, scripts, and memos.

### **IV. Recommendations**

Continue to develop partnerships with local professionals and organizations to inform the curriculum and enhance learning experiences through connections with professionals.

## **Course or Initiative: Introduction to Business Strategies 161**

### **III. Findings**

Introduction to Business Strategies 161 is a semester-long entry-level course in the Business Education offerings, and offers students the opportunity to explore Business as a possible college major and career through learning about how a business operates through a focus on the basic functions of a business, while increasing awareness of potential careers. Students continue to enjoy a real world application of key business principles through our hands-on GBS branded product sales project. All profits are donated to Youth Services of Glenview/Northbrook.

Through the curriculum review process, student surveys and reflections and analysis of student performance and interest, the teaching team identified several key findings with regard to curriculum.

- Innovations in technology have lowered the barriers of entry to entrepreneurship and higher numbers of individuals are actively pursuing ideas including teenagers
- Through popular media, such as Shark Tank and The Profit, students are entering the class with increased business awareness - specifically in the areas of entrepreneurship, web-based businesses, and digital marketing.
- Students identify areas of interest in the varied business functions and are recommended to continue pursuing their interest in Business Education courses including Marketing, Accounting, Investment Strategies, and Entrepreneurship
- Relationship with Jennifer Brown (GBS alum & former Business Student of the Year recipient) has enhanced our representation of female professionals. As a successful female entrepreneur, Ms. Brown inspires students with her entrepreneurship story as well as appearance on CNBC's The Profit.

### **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. Ensure that our courses align with curriculum in the sequence of course offerings, through collaboration with colleagues.

Continue to adapt curriculum in providing students with an opportunity to explore the different areas of business and current trends, including alignment to current business practices

## **Course or Initiative: Entrepreneurship: Business Incubator 163**

### **III. Findings**

Entrepreneurship: Business Incubator 163 is a yearlong course designed to support students in learning major aspects of business and entrepreneurship through application of business practices to bring an idea to reality. Students identify their entrepreneurial strengths through a BOSI assessment, and form teams based on individual strengths and common interests related to a business startup idea. The course includes mentoring from business professionals, guest speakers and pitches mid-year to a panel of business professionals for feedback, and culminates with student teams pitching their innovative idea to potential investors and possibly get funding to turn their business plan into reality.

Through the curriculum review process, student surveys and reflections and analysis of student performance and interest, the teaching team identified several key findings with regard to curriculum.

- Students report that the experience of taking the Incubator course is valuable in clarifying their path in a business career and highly value interacting and learning from professionals
- The coaching sessions are completed in an interview format with student input for questions to create an environment for conversation, followed by an application activity with the professional providing coaching
- Ideation is a significant process for students and this process has evolved to focus on Business ideas that are accessible and actionable within the yearlong course
- Trends in student Business ideas have shown sustainability and charitable actions are important to students
- The advisory panel has shared their observations in the quality and depth of student presentations and development of business ideas
- Technical resources will also continue to be evaluated and implemented to best support authentic project based learning with a high degree of community involvement
- Continued development of professionals as coaches and mentors is important in providing meaningful support for student teams in best practices and strategies in business functions
- Senior and alum students of the Incubator course have reported their experience set them apart in college applications given the unique experience and relation to college coursework

### **IV. Recommendations**

Community relationships will continue to be strengthened to enhance the authenticity of learning that takes place. An emphasis will be placed on bringing in semi-recent Glenbrook South alumni with startup experience in exciting industries.

## **Course or Initiative: Game Design and Development 161**

### **III. Findings**

Game Design and Development 161 is a semester course and builds on the design principles and skills developed in Digital Graphic Design 161, providing an opportunity for students interested in digital design to learn to iteratively build games from concept to launch using industry grade methods and software. Students also explore related careers and learn in a format aligned with industry practice including collaboration and peer feedback.

Through the curriculum review process, student surveys and reflections and analysis of student performance and interest, the teaching team identified several key findings with regard to curriculum.

- Students enter the course with varied levels of experience, interests, and skills in design and development
- Progression of projects from whole class similar to individual allows students to personalize and enhance skills
- Cultivating resources and connections to game design professionals provides additional resources and support for advanced students
- Exploration of career opportunities and interactions with professionals add relevance to student work

### **IV. Recommendations**

Continue to develop connections with local professionals to enhance learning experiences, career exploration, and to inform curricular choices. Also explore all possibilities for access to design software beyond the classroom to allow students to work similarly as design professionals at varied times and duration.

# GBS Family & Consumer Science Department Curriculum Report – Fall 2020

## I. Introduction

### A. Courses reviewed during past year

- Foods & Nutrition 161
- Advanced Foods & Nutrition 261
- Culinary Arts 361
- Culinary Arts 461
- Foods & Nutrition LA

### 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, we continue to focus in the Career and Technical Education department on 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

<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>	<b>November 2025</b>
Child Dev 161	Fashion 161	Psychology of Living 161	Instructional Foods & Nutrition 161	Culinary Arts 461
Child Dev 261	Fashion 261		Interior Design 161	Advanced Foods & Nutrition 261
Child Dev 361	Fashion 361		Interior Design 261	Culinary Arts 361
Child Dev 461	Fashion 461			Foods & Nutrition LA 161

Approximate percentage of curriculum to be reviewed:

November 2021	November 2022	November 2023	November 2024	November 2025
25%	25%	6%	19%	25%

Additional courses to be reviewed this year:

--

## **Course or Initiative: Foods & Nutrition 161**

### **III. Findings**

Foods & Nutrition 161 is a semester course that serves as an entry to the Culinary program and focuses on students developing skills and awareness in topics related to an ability to prepare successful and nutritious meals, while practicing safe food handling. Students work in teams to complete food labs and are assigned varied roles, culminating in reflection and evaluation of the team's performance.

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

- End of Semester Feedback Surveys help guide planning and included more emphasis on mise en place/organization in the kitchen, less demonstrations and more hands-on student engagement.
- Continue to ensure a good balance between “healthy” nutritious recipes and “less healthy” baked goods
- Intensive focus on safety & sanitation practices in the classroom and encouraged when cooking at home, including implementation of a safety & sanitation assessment to be administered, with ongoing observations and feedback
- Updated nutrition & wellness unit with additional labs/activities related to that unit while continuing to collaborate with nearby high school FCS departments
- Increased student choice and creative aspects of cooking - many options for labs, as long as the recipes related to the learning targets.
- Revised and updated lessons with increased interactivity, engagement and digital formats using new applications for greater access for all students for remediation or review
- Reduced time in presentations by focusing on most relevant material and shared resources to provide more time in skill development and foods labs
- Importance of awareness of healthy choices and nutrients as National obesity rates continue to go up
- As of September 2019, all Food & Nutrition instructors are ServSafe Manager Certified. (L. Croak, T. Tenuta & K. McDonald)

### **IV. Recommendations**

Explore opportunities to provide access to ServSafe Certification for students in Foods & Nutrition 161, to provide access for all students given varied grade levels represented. This would be optional and driven by student choice.

## **Course or Initiative: Advanced Foods & Nutrition 261**

### **III. Findings**

Advanced Foods & Nutrition 261 is the second course in the Culinary program and builds on the foundational skills and knowledge, from basic measuring, knife skills and techniques to provide increased skill development and introduction of advanced techniques in more challenging food labs.

In this course students also have the opportunity to pursue the ServSafe Food Handler Certification that is required for all food service workers. In order to offer this certification, each instructor must be certified in the ServSafe curriculum and requirements.

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

- Curricular changes in implementing increased skill development and more complex food labs has resulted in an observed improvement in student ability to execute more challenging recipes successfully and independently
- Recent student surveys in 2019 and 2020 identified findings including an increase in student engagement in the FCCLA competition, and student interest in the creative cooking and plating experiences. Each unit was updated to include learning targets, student choice, student reflection and some peer evaluations.
- Continue to use the Regional U.S. Cuisines Final Project as part of the diversified Advanced Foods curriculum and collaboration for students with common interests
- Safety and sanitation has been elevated in significance to the curriculum, and even more so given the pandemic
- Use of food scales and ensuring all students learn to use for accurate measurement is important for preparation, especially those students attending Culinary school
- As of September 2019, all Food & Nutrition instructors are ServSafe Manager Certified. (L. Croak, T. Tenuta & K. McDonald)

### **IV. Recommendations**

Continue to develop partnerships with Chefs and other professionals in the foodservice industry to inform curriculum and instructional strategies, and increase student awareness of career opportunities.

## **Course or Initiative: Culinary Arts 361**

### **III. Findings**

An advanced course in the Culinary program, Culinary Arts 361 includes an increased focus on service in the Culinary industry, and provides our students with service experiences that would prepare them for a job within the field. Students are highly encouraged to participate in FCCLA (Family, Career & Community Leaders of America) through various competitions and leadership conferences. Students have also experienced field trips to Kendall College and the National Restaurant Show education day with speakers from the food industry. Students also learn from local Chefs who provide demonstrations including tips on techniques, sharing their journey as a food service professional and answering student questions. Demonstrations are both in person and virtual to provide flexibility in scheduling and access.

Strong enrollment indicates high interest and demand by students for Culinary Arts. In addition, participation has increased within the Family, Career, & Community Leaders of America club specifically in the area of Culinary Arts. Through the extensive curriculum revision process of the foods sequence, student surveys and exam analysis, the Family & Consumer Science team identified several key findings with regard to curriculum.

- Currently, all students in Culinary Arts must complete the ServSafe Food Handler certification. As we have expanded access in Advanced Foods 261, more students come into the class with the certification.
- As of September 2019, all Food & Nutrition instructors are ServSafe Manager Certified which allows all students in the program to earn certification. (L. Croak, T. Tenuta & K. McDonald)
- Most recent surveys revealed that students enjoyed the more creative cooking and plating experiences such as candy making, brownies, calzones and the dessert marketing challenge. They also enjoyed having the Titan Tots preschoolers in to help make pizza and eat together.
- Culinary Arts student interests expressed in the April & May 2020 choice charts for remote learning were reviewed to determine and prepare activities most applicable for remote learning if needed when Culinary Arts is offered next in Spring 2021
- Traditionally, Culinary Arts has hosted luncheons for faculty executing multiple-course meals, creating a theme and filling specific roles. Curriculum was adjusted for the 2020-21 school year given the uncertainty of being able to host these events, with units and projects created to supplement the curriculum.

### **IV. Recommendations**

Continue to develop partnerships with Chefs and other professionals in the foodservice industry to inform curriculum and instructional strategies, and increase student awareness of career opportunities.



## **Course or Initiative: Culinary Arts 461**

### **III. Findings**

Culinary Arts 461 provides an opportunity for students to continue in the Culinary program, and most often students in both Culinary Arts 361 and 461 are in the same section. An increased focus on service in the Culinary industry and leadership roles in service experiences, provide valuable preparation for a job within the field. Students participate in FCCLA (Family, Career & Community Leaders of America) through various competitions and leadership conferences. Students have also experienced field trips to Kendall College and the National Restaurant Show education day with speakers from the food industry. Students also learn from local Chefs who provide demonstrations including tips on techniques, sharing their journey as a food service professional and answering student questions. Demonstrations are both in person and virtual to provide flexibility in scheduling and access.

Culinary Arts 461 students compete in more challenging FCCLA events and often compete in SkillsUSA, and in meal service they take on a leadership role by being the manager(s) of the meal events. This includes the family style meal and fine dining/five course meal plans. The uniqueness of this course is that no project will ever be the same year to year. For instance, when students complete the Dessert Marketing and Meal Kit projects, those in 461 have to choose different and more advanced recipes. Also, with the meal planning events, when the students change year to year, the meal service events provide the leaders different challenges based on the skill set, work ethic and personalities of their "employees".

Strong enrollment indicates high interest and demand by students for Culinary Arts. In addition, participation has increased within the Family, Career, & Community Leaders of America club specifically in the area of Culinary Arts. Through the extensive curriculum revision process of the foods sequence, student surveys and exam analysis, the Family & Consumer Science team identified several key findings with regard to curriculum.

- Often there are students in Culinary Arts 461 who are interested in or planning to open their own bakery or restaurant, and build on this through competitive events and projects.
- Most recent surveys revealed that students enjoyed the more creative cooking and plating experiences such as candy making, brownies, calzones and the dessert marketing challenge. They also enjoyed having the Titan Tots preschoolers in to help make pizza and eat together.
- Culinary Arts student interests expressed in the April & May 2020 choice charts for remote learning were reviewed to determine and prepare activities most applicable for remote learning if needed when Culinary Arts is offered next in Spring 2021
- Traditionally, Culinary Arts has hosted luncheons for faculty executing multiple-course meals, creating a theme and filling specific roles. Curriculum was adjusted for the 2020-21 school year given the uncertainty of being able to host these events, with units and projects created to supplement the curriculum.

### **IV. Recommendations**

Continue to develop partnerships with Chefs and other professionals in the foodservice industry to inform curriculum and instructional strategies, and increase student awareness of career opportunities.

## **Course or Initiative: Foods & Nutrition 161 LA**

### **III. Findings**

Foods & Nutrition 161 LA mirrors the entry level foods course Foods & Nutrition 161, a semester course that serves as an entry to the Culinary program and focuses on students developing skills and awareness in topics related to an ability to prepare successful and nutritious meals, while practicing safe food handling. With some additional support and reinforcement in terms of vocabulary and processes.

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

- English learners will complete the same curriculum and foods labs, given accommodations to support learning.
- Importance of awareness of healthy choices and nutrients as National obesity rates continue to go up
- Student surveys show a lack awareness of career options related to the food industry

We continue to partner with program coordinators and share a commitment to and awareness of the relevance and significance of aligning the Foods LA as closely as possible to the Foods 161 curriculum in order to have a common experience and build relevant life skills.

### **IV. Recommendations**

Continue to collaborate and seek input, as well as training in best practices in education for English learners, to provide the best possible curriculum and learning experiences for all students.

## GBS Technology Education Department Curriculum Report – Fall 2020

### I. Introduction

#### A. Courses reviewed during past year

- Computer Aided Design (CAD) 161
- PLTW Civil Engineering Architecture (CEA) 373

#### 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 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, we continue to focus in the Career and Technical Education department on 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 2021	November 2022	November 2023	November 2024	November 2025
Architecture 373	Woodworking 161	PLTW IED	Automotive 161	CAD 161
Architecture 473	Woodworking 261	PLTW POE	Advanced Auto 263	PLTW CEA 373
PLTW Digital Electronics 573	Woodworking 363			
PLTW Engineering Design & Development 473	Woodworking 463			

Approximate percentage of curriculum to be reviewed:

November 2021	November 2022	November 2023	November 2024	November 2025
29%	29%	14%	14%	14%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 <sup>rd</sup> semester:
--

## **Course or Initiative: Computer-Aided Design (CAD) 161**

### **III. Findings**

Computer-Aided Design (CAD) 161 is a one-semester course that provides students an opportunity to build foundational skills as they develop proficiency in design software that aligns with industry practice. The course provides students with interest in design to explore the fields of architecture and engineering, and opportunities to continue in our established and robust programs. Teachers have integrated fabrication in all courses to support student experiences that allow their designs to become tangible through 3D printing and laser engraving.

Over the past several years there has been a greater transition to students taking CAD 161 in summer school, typically a high percentage of incoming freshman students. This creates earlier access and opportunity for students to learn design principles and processes, and build proficiency in software. A great majority of these students enroll in Technology Education courses after taking CAD 161.

Student surveys and reflections and analysis of student performance and interest identified several key findings with regard to curriculum. The process included collaboration with engineering teachers and instructor's experience in teaching Project Lead the Way Introduction to Engineering.

The CAD courses are important entry points for students who may not be able or confident in the yearlong engineering course.

The Computer Aided Design (CAD) sequence has been updated to reflect current industry standards and complement both the Engineering and Architecture Programs offered at GBS.

Positive outcomes of the work in updating and aligning the curriculum include:

- Implementation of new software: Sketch-Up, AutoCAD, Revit, Inventor
- Increased implementation of training and use of the expanded equipment including the Laser cutter used in CAD 161 projects
- The Makerspace in close proximity to these classrooms has provided greater access to tools such as the laser cutter and 3D printer, and as these are becoming more and more available (via libraries, tech shops, and low-cost consumer models), the class is focused on skill sets to meet industry standards and consumer applications.

### **IV. Recommendations**

- Continue to align the curriculum for CAD161 to our Architecture and Engineering curriculum to prepare and support students in exploring potential paths and careers.

## **Course or Initiative: PLTW Civil Engineering Architecture (CEA) 373**

### **III. Findings**

The PLTW Civil Engineering Architecture course is a rigorous year long elective offering relevant to both our Architecture and Engineering students, and was most recently offered in the 2016-17 school year. Given limited enrollment, we have not run a section since. We are looking at offering the course every other year, to allow for planning by students and with combined numbers would be more likely to be able to offer a section. Scheduling can be challenging in junior and senior year given required courses which would be when students take the Civil Engineering Architecture course.

### **IV. Recommendations**

- Explore opportunities in partnering with Glenbrook North in scheduling Civil Engineering Architecture every other year to support student interest in both buildings
- Consider independent study opportunities for students to explore this field and gain experience outside of the courses offered in the school year
- Identify other possibilities for providing students access to this content
- Ensure that all students have awareness of the course option and value based on their interests and potential career path

## **GBS English/EL Department Curriculum Report – Fall 2020**

### **I. Introduction**

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

- Freshman English TEAM
- English 153
- English 163
- English 173

#### **B. Process**

In anticipation of the freshman curriculum review, during the 2019-2020 school year, all teams applied backward design to review curriculum, revise essential questions and enduring understandings, and modify course goals and content accordingly.

During the 2016-2017 school year, the Freshman English TEAM team evaluated the course essential questions, the relevancy and engagement of the texts, as well as the purpose of an interdisciplinary course. The team overhauled the class, writing new essential questions, exploring new texts that would engage both the new course themes as well as the students, and worked with the History teachers to create a true interdisciplinary course. Teachers also infused social-emotional standards into the course revisions.

The English 153 team removed and replaced course texts to align with the English 163 course, always being mindful that texts used at the 153 level have curricular supports in place.

The 2015-2016 school year was the first one to include a year-long English 163 course (as opposed to the previous one-semester Communications and one-semester English classes). When the courses combined, the team met numerous times throughout the 2017-2018 year which continued into 2018-2019. The intention for the 2019-2020 school year was for teachers to pilot texts to use in its place, but due to the pandemic, the pilots will continue into the 2020-2021 school year.

The English 173 team has worked to maintain the course rigor. During the 2018-19 school year, the team discussed adding a voice to the curriculum, so while they did not remove any texts, they did successfully add a text.

## II. Report Schedule

November 2020	November 2021	November 2022	November 2023	November 2024
English 163 TEAM	English 263 Team	English Studies 363	English Studies 463	Reading Skills Development
English Studies 163	English Studies 263	English 363	English 463: Rhetoric/Humanities/World Literature	EL
English 163	English 263	AP English Language 373	AP English Literature and Comp 473	
English Honors 173	English Honors 273			

Approximate percentage of curriculum to be reviewed:

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

## **Course or Initiative: Freshman English TEAM**

### **III. Findings**

During the 2016-2017 school year, the TEAM teachers decided to overhaul the class because the course was not serving the needs of the students recommended to take the course. They were reading texts that were beyond the instructional level, so all of the time was devoted to unpacking the texts and not furthering the students' independent reading, analysis, and writing skills. It also was scheduled as an interdisciplinary course, but there was nothing in place that encouraged the English and History curriculums to engage. Much of the curriculum was in place to keep up with what was happening at the Studies 153 level, so texts like *Of Mice and Men*, *Romeo & Juliet*, and *A New Kind of Dreaming* were read. Furthermore, not only were skills not being addressed as much, but student engagement with these texts (including the old History textbook) was low.

### **IV. Recommendations:**

During the 2017-2018 school year, the TEAM teachers rolled out an entirely new course that is still in place. The texts are all young adult literature, so highly engaging and relevant to the new course themes of community, awareness, empathy, control, overcoming adversity, and conflict. The titles include *All-American Boys*, *Yaqui Delgado Wants to Kick Your Ass*, *War Within These Walls*, and *Now is the Time for Running*. Each of these texts requires a deep knowledge of the History behind and related to the stories, so the new course is interdisciplinary, meaning there's not an English class and a History class, rather two subjects within the same class that support each other. In addition to the new English course texts, the History teachers decided to remove the textbook and mostly use Newsela.com for the informational texts.

In addition to all of the academic changes, the course overhaul also focused on infusing the social-emotional standards into the course. In addition, the teachers included many opportunities for students to personally connect with the texts, further supporting the social-emotional and academic connections. The ISBE social-emotional standards that are in place in the course include: 2A [Recognize the feelings and perspectives of others; 2B [Recognize individual and group similarities and differences; 2C [Use communication and social skills to interact effectively with others; 2D [Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways; and 3A [Consider ethical, safety, and societal factors in making decisions].



## Course or Initiative: English Studies 153

### III. Findings:

The English Studies 153 course began to align more closely with the English Standard 163 team when the latter course became a full-year course. Many of the students who take Studies 153 ultimately take a Standard level English course at some point in their high school career. This similar curriculum allows for the 153 course to be appropriately challenging, but with the use of an Instructional Aide as well as scaffolding within the instruction, extra support is built in. The 153 course included a book told in poetic form, called *Keesha's House*, that was too easy for the students who take this course. And given the length of *To Kill a Mockingbird*, the teachers had discussions about its purpose in the 153 curriculum.

### IV. Recommendations:

During the 2018-2019 school year, when the Standard 163 course removed *Of Mice and Men* and replaced it with *The Age of Miracles* by Karen Thompson Walker, the Studies 153 course followed suit, as *The Age of Miracles* is high-interest and very appropriate to teach reading, writing, and thinking skills. The next school year, 2019-2020, the 153 course also included *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie in its curriculum, just like the Standard 163 course. The team has found that *The Age of Miracles* and *Part-Time Indian* are well-suited to teach skills to the 153 students. Before the removal of *Keesha's House* in the 2017-2018 school year, the teachers bolstered this unit by including a research component, something that was not included in the 153 curriculum previously. Even though the text is no longer part of the course, the 153 teachers still incorporate at least one research opportunity into the curriculum. During the 2018-2019 school year, the 153 team evaluated the inclusion of *To Kill a Mockingbird* in the course. While *Mockingbird* is a classic and a teacher favorite, the length coupled with the fact that conversations around race were rooted in a text written by a white woman, the 153 team decided to pilot *Sing Unburied Sing* by Jesmyn Ward during the 2019-2020 school year. This book offers a diverse voice talking about race, as well as themes like family, relationships, and illness, and it also is written using multiple narrators, which offers a different writing style from the other course texts.

The Studies 153 course includes a mini-unit of study devoted to communications/public speaking, but the focus is mostly on writing and organization, and the unit is not nearly as robust as that of the Standard 163 course.

## Course or Initiative: English Standard 163

### III. Findings

The 2015-2016 school year was the first one to include a year-long freshman English Standard 163 course. The team noticed that when the English and Communication courses were combined, no texts were added and a semester's worth of time was still devoted to public speaking and a large public service project. The course texts included two that were both set during the same time period, so variety was lacking. When the course moved to a year-long course, the Communications skills were to be folded into the course within each unit of study. The teachers noticed it was difficult to do this in practice, as the speeches didn't necessarily get better since the freshmen were writing and delivering them with months in between each one.

### IV. Recommendations:

Before the 2018-2019 school year, there was much consideration and conversation that went into the decision to replace *Of Mice and Men*. The setting (Great Depression) was redundant to the other course text (*To Kill a Mockingbird*), and the conversations in *Mockingbird* were generally richer, so speaking about the Depression (as one of many important topics in this book) could be covered by just using *Mockingbird*. *Of Mice and Men* also is very short, so the team looked for a text that added more depth to the course. This text is *The Age of Miracles* by Karen Thompson Walker.

The following school year, 2019-2020, the team's discussions involved the unit around *To Kill a Mockingbird*. While the team liked the rigor and themes of this text, they agreed that teaching a text written by a person of color adds an important voice not often heard by our students. In order to sustain a thematically rich and complex identity story, the teachers decided to include *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie -- a high-interest, Native-American text. It fits into the themes of the course and offers a diverse perspective. But adding *Part-Time Indian* was not enough, so also during the 2019-2020 school year, various teachers planned to pilot options. Due to COVID, the team did not get to pilot any of the literature circle options (since students were at home and never returned to school for the year), but some teachers piloted *Sing Unburied Sing* by Jesmyn Ward, and that had great success. During the 2020-2021 school year, teachers hope to continue the pilots to discover what text(s) fit into the curriculum that are rigorous and also offer a different perspective.

The Communications portion of the course is now a unit of study devoted to speeches/verbal communications. Since this unit happens during semester one of high school, the teachers are able to include some identity-related topics, which helps everyone to get to know one another as well as connect to the first-semester texts (*The Age of Miracles* and *The Absolutely True Diary of a Part-Time Indian*) in which coming-of-age and identity are major focuses. The teachers are also able to sprinkle speeches throughout each unit of study all school year, as the devoted unit of study gives the freshmen the support and continuous opportunities to write and deliver speeches so that they do truly improve.

## Course or Initiative: English Honors 173

### III. Findings

The Honors 173 course texts have mostly stayed the same over the past five years, but the teachers on this team did notice that one voice was missing, as they were having conversations about race while only using texts written from the white perspective (*To Kill a Mockingbird*, *The Adventures of Huckleberry Finn*, *Othello*). During the 2018-2019 school year, the team explored adding a text to the curriculum that would offer a diverse perspective. During the 2019-2020 school year, the team started having conversations about the value and relevance of *The Adventures of Huckleberry Finn*, so during the 2020-2021 school year, the team plans to pilot a book in its place. The team also questioned the purpose of asking the students to buy *The Elements of Style* by Strunk and White, as the information in this text can be easily supplemented by the teachers.

### IV. Recommendations:

During the 2017-2018 school year, one of the teachers on the team attended a professional workshop where a unit on *The Hate U Give* by Angie Thomas was presented. The team had thought about pairing this text with *To Kill a Mockingbird* in the past, and this seminar solidified this course addition during the 2018-2019 school year. When the team evaluated the use of this book, they found that the conversations were rich and the student feedback was positive, so the team decided to keep *The Hate U Give*. During the 2019-2020 school year, the team created various projects that required students to process both books (*Mockingbird* and *The Hate U Give*) side-by-side, and this experience proved engaging and thought-provoking.

During the 2019-2020 school year, the team had conversations that led to an interest in piloting *Sing Unburied Sing* by Jesymn Ward in place of *The Adventures of Huckleberry Finn* during the 2020-2021 school year, so this pilot has yet to happen. The team recognized that the conversations around *Huck Finn* are redundant to *Mockingbird*, *The Hate U Give*, and *Othello*, so a new voice will provide some fresh perspective. The teachers on this team decided to drop *The Elements of Style* by Strunk and White and supplement the information themselves.

## GBS Art Department Curriculum Report-Fall 2020

### I. Introduction

A. Courses reviewed during past year:

- Beginning Painting 161
- Advanced Painting 261

B. Process:

Instructional Supervisor of Fine Arts Markeise Russell and art teacher Stephanie Fuja met to examine the above courses in accordance with the District #225 Board of Education model. Curriculum was reviewed to assess topics such as the alignment of courses to the mission of the Glenbrook South High School Fine Arts Department, enrollment trends, historical context, growth and development of the courses as part of the fine arts curriculum, and vision for continued growth within the visual arts program. Stephanie Fuja submitted the initial draft of this document and Markeise Russell collaborated with Stephanie Fuja to make revisions.

C. Additional Initiatives (outside of review process)

None

### II. Report Schedule

<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>	<b>November 2025</b>
Beginning Drawing	Sculpture 1	Ceramics 1	AP Studio Art & Design	Beginning Painting
Advanced Drawing	Sculpture 2	Ceramics 2 & All Advanced Levels	Instructional Art	Advanced Painting

Approximate percentage of curriculum to be reviewed:

November 2021	November 2022	November 2023	November 2024	November 2025
20%	20%	20%	20%	20%

Additional courses to be reviewed this year:

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

## **Course or Initiative: Beginning Painting 161**

### **III. Findings**

Beginning Painting is a course introducing basic painting skills and techniques while working in a variety of mediums including, but not limited to, acrylic, watercolor, mixed media, etc. Students are introduced to and research basic art history as well as contemporary artists of today

- Curriculum has undergone revision over the last several years to stay relevant as it relates to student interests: i.e. Social media platforms, Digital painting programs such as pixlr and procreate, Instagram art influencers, etc.
- The course has experienced growth over the last several years.
- The continuous growth of NAHS (National Art Honors Society) over the past 4 years has helped the continued growth of the painting classes.

### **IV. Recommendations**

- Continue to keep up with student interests in order to maintain the relevancy of the material.
- Examine practices to ensure that prospective students are better aware of the various opportunities that exist in the visual arts program including the above courses.
- As the painting program continues to expand and grow, examine how to accommodate students who excel in working with both wet and dry mediums by allowing separate rooms to hold these courses (for example, extra drawing classes held in room 108).

## **Course or Initiative: Advanced Painting 261**

### **III. Findings**

The Advanced Painting curriculum is an advanced course based on idea development where students use their painting techniques and skills learned in Beginning Painting 1 to further their artistic mind and develop more of an idea, content, and/or story behind their pieces. Students work with focusing on detail, texture, and developing an interesting composition. Students learn about monochromatic painting, figure and portrait painting, interpretative painting as well as working with a variety of mediums, brushes and materials. In addition, this is the course where students begin to develop into their 'own artists' and develop their own 'styles' as painters. This course is also a prerequisite prerequisite for AP Art and Design.

- Curriculum has undergone revision over the last several years to incorporate more illustrative and digital paintings and more modern and abstract artists and works.
- The course has experienced growth over the last several years and now includes 2-3 full Advanced Painting classes per year.
- The majority of students continue on to AP Art after taking this course.
- There has been a rise in the number of students receiving college scholarships to continue their education in art based majors. [AP Arts Students have received over 500K this year.]

### **IV. Recommendations**

- Find ways to help students to see themselves reflected in their artwork and in the content that is taught.
- Continue to keep up with student interests in order to maintain the relevancy of the material.
- Examine practices to ensure that students are prepared to engage in art at an advanced level.
- Continue to promote post-secondary opportunities in visual arts including scholarships, majors, and minors.
- As the painting program continues to expand and grow, examine how to accommodate students who excel in working with both wet and dry mediums by allowing separate rooms to hold these courses (for example, extra drawing classes held in room 108).

## GBS Music Department Curriculum Report-Fall 2020

### I. Introduction

A. Courses reviewed during past year:

- Freshman Band
- Titan Chorus
- Girl's Glee Club
- Freshman String Ensemble

B. Process:

Instructional Supervisor of Fine Arts Markeise Russell met with music teachers together and separately in their individual disciplines to examine the above courses in accordance with the District #225 Board of Education model. Curriculum was reviewed to assess topics such as status of sender programs, enrollment trends, anticipated needs post Covid-19 pandemic, gaps in learning and anticipated deficits in musical proficiency following pandemic, and recruiting and retention strategies. Markeise Russell collaborated with teachers on the initial draft of this report. Markeise Russell made revisions to the final draft.

C. Additional Initiatives (outside of review process)  
None

### II. Report Schedule

November 2021	November 2022	November 2023	November 2024	November 2025
		Master Singers	Music Production & Technology	Freshman Band
Premier Chorus	Bel Canto Chorale	Jazz Ensemble	Music Theory 1	Freshman Strings
Symphonic Band	Symphony Orchestra	Jazz Lab Band	AP Music Theory & Music Theory Honors	Girl's Glee Club
Concert Band	Symphonic Winds	Music Exploratory	Guitar	Titan Chorus FHR

Approximate percentage of curriculum to be reviewed:

November 2021	November 2022	November 2023	November 2024	November 2025
17%	17%	22%	22%	22%



Additional courses to be reviewed this year:

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

## **Course or Initiative: Freshman Band**

### **III. Findings**

Freshman/Titan Band is our ensemble for incoming students. Initially playing as part of the Glenbrook South Marching Titans in the fall, they perform as the Titan Band for our symphonic season. This grouping allows all freshmen to work together as they learn the inner workings of Glenbrook South and the GBS band program.

- Incoming freshmen typically have three years or less of instrumental music experience.
- Several of the area sender programs have experienced a turnover in Band Directors in the last several years leading to disruption in musical growth and continuation in band at the high school level.
- Students are offered a variety of experiences throughout the year, including both marching band and concert band. By being involved in Freshman/Titan Band, students will be engaged in school activities outside the school day (football games, basketball games, parades, etc.)

### **IV. Recommendations**

- Continue to encourage students entering the band program to take private lessons. Students who study privately develop musical proficiency in a shorter amount of time resulting in higher achievement and opportunities to pursue music at a higher level including success in advanced ensembles, successful all-district ensemble auditions, placement into all-state ensembles, college auditions, and more.
- Increasing the emphasis on musical fundamentals including; tone production, rhythmic accuracy, intonation, articulation, style, and ensemble performance.
- Implementation of the “You’re With The Band” recruiting initiative, which involves offering 8th grade band students the opportunity to perform with the Pep Band at a basketball game, while wearing a provided GBS Band shirt. The 8th grade students will be playing the same music and wearing the same apparel as the high school students, with the goal of making them feel welcomed into the band program while they are still in middle school.

## **Course or Initiative: Titan Chorus**

### **III. Findings**

Titan Chorus is a year-long choral ensemble designed specifically for the freshman tenor and bass student.

- Instructors continue to teach and thoroughly explore a curriculum that includes skill and knowledge based activities and assessments, though with multiple levels of differentiation for students that are reviewing the content, reinforcing previously unmastered content, or learning it for the first time.
- Block schedule allows for the maintenance of a complete and rigorous curriculum, including class time for music theory concepts, vocal pedagogy, SEL exploration, and repertoire mastery.
- Due to the fact that tenors and basses are predominantly male in physique, instructors employ and demonstrate strategies and methods of vocal technique to equip students with the knowledge to navigate the male changing voice. In this regard, the homogenous nature of the classroom's makeup of tenors and basses allows for the absolute ideal social emotional learning cohort for this type of instruction.
- The largest choral program within our sender school network has recently experienced a decrease in enrollment by more than half when tracked over the last seven years.
- Two years ago, seven students enrolled in Titan Chorus resulting in this course being combined with Premier Chorus. Freshman tenor and bass students began the choral sequence at the intermediate level, as compared to their freshman soprano and alto counterparts starting at the beginning level within the Freshman Glee Club course.

### **IV. Recommendations**

- This course will continue to support and allow students to grow in their musical literacy and vocal fundamentals while also providing choral performance opportunities that adequately prepare them for more advanced choral experiences within the course sequence.
- Course instructors will employ strategies in tandem with junior high instructors to help rebound middle school enrollment of choral offerings.
- Instructors will continue to offer performance opportunities for junior high programs.

- Course instructors will continue to educate the parents, answer questions, and expose all ages of students to the very best the music department has to offer while utilizing current students as vital ambassadors to the future students of GBS.

## **Course or Initiative: Girl's Glee Club**

### **III. Findings**

Glee Club is a year-long choral ensemble designed specifically for the freshman alto and soprano student.

- Instructors continue to teach and thoroughly explore a curriculum that includes skill and knowledge based activities and assessments, though with multiple levels of differentiation for students that are reviewing the content, reinforcing previously unmastered content, or learning it for the first time.
- Block schedule allows for the maintenance of a complete and rigorous curriculum, including class time for music theory concepts, vocal pedagogy, SEL exploration, and repertoire mastery.
- The largest choral program within our sender school network has recently experienced a decrease in enrollment by more than half when tracked over the last seven years.
- The era of remote learning has hindered our ability to acclimate freshman students to the Fine Arts department at Glenbrook South. Current freshmen students will have significantly less performance experience than their upperclassmen.

### **IV. Recommendations**

- This course will continue to support and allow students to grow in their musical literacy and vocal fundamentals while also providing choral performance opportunities that adequately prepare them for more advanced choral experiences within the course sequence.
- Course instructors will employ strategies in tandem with junior high instructors to help rebound middle school enrollment to help offset the decrease in high school enrollment.
- Instructors will work to coordinate township articulation meetings in efforts to vertically align curriculum and participation.
- Instructors will coordinate with building personnel to help internally promote the school's music programs.
- Instructors will ask current students to be vital ambassadors to future students of GBS.

## **Course or Initiative: Freshman String Ensemble**

### **III. Findings**

This course is intended as a preparatory ensemble and transition from middle school orchestra to the high school symphony orchestra.

- Incoming freshmen enter this course presenting a wide range of skill set competencies and musical backgrounds. A growing percentage of incoming freshman students have three years or less of string education
- some of our sender schools have experienced an annual change in orchestra teachers, leading to a disruption of both their musical growth as well as their retention into the high school.
- A main curricular goal of the class is to assess, identify, and strengthen areas of fundamental musical literacy of each individual and the freshman ensemble as a whole, as pertaining to the performance objectives of the overall orchestral program. These skills of musicianship and fundamentals are taught and assessed within the context of rehearsal and performance of orchestral repertoire.
- Musicianship and literacy skills are addressed in tiers which provide the ability to both accommodate and challenge all members of the class.

### **IV. Recommendations**

- A continued encouragement of private lessons outside of school is critical to ensuring that students are adequately prepared for advanced level ensembles.
- Develop a plan to support incoming students as the majority of 4<sup>th</sup> through 8<sup>th</sup> graders will have had almost 2 years of remote instruction and will have gaps in their musical technique and fundamental skills that will need to be addressed as they prepare for the expected level of musical proficiency of the high school program.
- The framework of this course should provide the opportunity for music fundamental advancements and a solid preparatory program to support the rigor of the more advanced symphony.

## GBS Mathematics Department Curriculum Report-Fall 2020

### I. Introduction

A. Courses reviewed during past year:

- Algebra
- Algebra 2
- Algebra 2 Honors

B. Process

The Instructional Supervisor, Phil Gartner, convened curricular review committees for each course. Curriculum was reviewed with respect to the Common Core Standards for Mathematics, the NCTM Standards, 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

<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>	<b>November 2025</b>
Algebra Team	Precalculus	Geometry Team	Discrete Mathematics & Statistics	Algebra 163 (LA)
Algebra Studies (LA)	Advanced Precalculus	Geometry Studies (LA)	AP Calculus AB	Algebra 2
Algebra 2 Studies (LA)	Precalculus Honors	Geom. in Constr.	AP Calculus BC	Algebra 2 Honors
Computer Science Hrs	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:

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

## **Course: Algebra**

### **III. Findings**

- Over the past five years, the team has implemented many curricular improvements by changing to a new Common Core curriculum resource, EnVision Algebra 1.
- The first four chapters were combined into two units to reflect the increased rigor of Common Core 8 (the prior course, taken in middle school).
- Content has been added for Quadratics and Statistics and some other topics that have allowed Algebra 2 to spend less time on that and go into more advanced topics.
- To supplement the curriculum resources, the course team also uses Pearson MathXL for School, which provides additional online practice for students. Students receive instantaneous feedback and reteaching, and teachers can monitor individual student progress.
- Teachers have used the free online graphing utility and activity builder called Desmos to enhance visualizations for students and create engaging discovery activities. These have supplemented or replaced traditional note-taking for some lessons.
- Many teachers use online formative assessment tools during instruction such as Quizlet Live, Quizziz, Kahoot, Socrative, and Google Forms.
- All teachers on the course team continue to deliver lessons that encourage students to grapple with genuinely challenging problems, think about problems in non-routine ways, and develop a growth mindset about mathematical ability.

### **IV. Recommendations**

- Continue to communicate with the middle school to coordinate curriculum and adjust accordingly.
- Continue to differentiate approaches and supports to reach a range of students.
- Continue to use instructional practices that engage the learner and provide a learning experience that fosters enduring understandings.



## **Course: Algebra 2**

### **III. Findings**

- During the 2017-18 school year, the course team adopted a new curriculum called Pearson enVision Algebra 2 Common Core 2018. The 2019-20 school year was the third year of implementation of this new curriculum. With full alignment to the Common Core Standards for Mathematical Practice and mathematical content in Algebra 2, the curriculum also offers a vast array of digital resources.
- Pearson Realize is the gateway to these resources for planning, teaching, and progress monitoring. Each lesson provides instructional content with embedded interactives and visual examples, lesson explorations, formative assessments, homework, and summative assessments.
- In both print and online formats, teachers have used course and topic readiness assessments, lesson quizzes, additional practice resources, homework, and topic assessments.
- To supplement the curriculum resources, the course team also uses Pearson MathXL for School, which provides additional online practice for students. Students receive instantaneous feedback and reteaching, and teachers can monitor individual student progress.
- Teachers have used the free online graphing utility and activity builder called Desmos to enhance visualizations for students and create engaging discovery activities. These have supplemented or replaced traditional note-taking for some lessons.
- During the 2019-20 school year, teachers began using DeltaMath, an additional online resource for student practice and problem solving.
- Many teachers use online formative assessment tools during instruction such Quizlet Live, Quizziz, Kahoot, Socrative, and Google Forms.
- Many teachers on the team engage students with targeted practice for the SAT and ACT using the 10-week program offered by the Titan Learning Center.
- All teachers on the course team continue to deliver lessons that encourage students to grapple with genuinely challenging problems, think about problems in non-routine ways, and develop a growth mindset about mathematical ability.

### **IV. Recommendations**

- Continue to discuss course content with teachers of courses that most students take before and after Algebra 2 (Geometry and Advanced Precalculus) and revise where necessary.
- Continue to work on making transitions from Algebra 2 Studies and Algebra 2 Honors seamless for students.
- Continue collaborative sharing among all teachers on the course team.
- Continue to explore ways to effectively use our current resources and engage students in an e-learning environment.

## **Course: Algebra 2 Honors**

### **III. Findings**

- In the last 5 years, Algebra 2 Honors has worked to continually improve, as well as integrate a new textbook. There was a great deal of work during the 2019-2020 school year to change the curriculum to make it more rigorous. This was done through the adoption of a new textbook and by keeping Common Core and the vertical alignment with Precalculus Honors, and ultimately, AP Calculus, in mind. It involved changes in both instructional practices and assessment. With the right support, students have risen to the challenge and are successful.
- Teachers have used the free online graphing utility and activity builder called Desmos to enhance visualizations for students and create engaging discovery activities. These have supplemented or replaced traditional note-taking for some lessons.
- During the 2019-20 school year, teachers began using DeltaMath, an additional online resource for student practice and problem solving.
- Many teachers use online formative assessment tools during instruction such as Quizlet Live, Quizziz, Kahoot, Socrative, and Google Forms.
- All teachers on the course team continue to deliver lessons that encourage students to grapple with genuinely challenging problems, think about problems in non-routine ways, and develop a growth mindset about mathematical ability.

### **IV. Recommendations**

- The Algebra 2 Honors team will continue to analyze the curriculum in the course in order to ensure that the course provides a rigorous learning experience for the students. They will also continue to talk to the Precalculus Honors team to vertically align these two courses

# GBS Health, PE and Driver Education Department Curriculum Report-Fall 2020

## Introduction

### A. Courses Reviewed

- Sophomore PE
- Dance I and II
- Lifeguarding
- Drivers Education

### B. Process

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

### C. Additional initiatives

A recommendation for the 2020-2021 school year includes continuing to implement and analyze our fitness goals and strength initiative 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 2020-21. 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 students in school and remote learning by developing remote and classroom strategies to provide our students with a fitness based experience.

#### I. Next Year's Work

<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>	<b>November 2025</b>
Lifetime	PE Leaders Junior/Senior	Weights / Conditioning I & II	Freshman Girls/Boys	Sophomores Girls/Boys
Health	Total Body Conditioning	Adventure Ed I & II	ARCH	Dance I & II
LA and CT Health	Physical Management	Adaptive	Advanced Self-Defense/ Fitness	Driver Education
				Lifeguarding

Approximate percentage of curriculum to be reviewed:

November 2021	November 2022	November 2023	November 2024	November 2025
18%	18%	21%	18%	25%

Additional courses to be reviewed this year:

None
------

## **Course Reviewed: Sophomore PE (Boys/Girls)**

### **III. Findings**

- We learned through this process that our curriculum for sophomore boys PE and sophomore girls PE were not aligned with our CrossFit initiative when considering our fitness curriculum.
- We found that our essential questions and big ideas needed to incorporate more vigorous physical activity and its impact on social emotional well being and developing the whole student.
- We found that our curriculum did not include enough CrossFit vocabulary and practices to align with the new equipment and facility adjustments at the school.
- We found that our curriculum needed to be better aligned with best weight lifting practices and foundational movements.
- We found that the department did not have a centralized location for collecting, analyzing, and storing fitness-related data and resources.
- The team discovered that we needed to adjust some of our lessons to better meet the needs of our students in an e-learning format.

### **IV. Recommendations**

- The team reviewed and updated the curriculum map and fitness lessons based on current course content as well as better alignment between the boys and girls courses.
- We revised and created new essential questions and big ideas to better align with current standards and our overall department fitness initiatives.
- The team created a PE department shared google drive and folders where all essential lessons and teaching practices are logged. This drive contains curriculum maps, daily lesson plans and fitness data.
- The team created PowerPoint presentations that represent foundational movements and lifts. These include common terminology, teaching cues, video demonstrations, and workouts that provides students a practical experience.
- The team created a completely digital curriculum and that is accessible to the entire physical education department through a shared google drive.

## **Courses Reviewed: Dance I and II**

### **III. Findings**

- There are revisions made to fitness units and lessons included in the map to support the implementation of CrossFit.
- It was found that the implementation of Google slides and PearDeck have been implemented in the map.
- It was found that different assessments for each unit, such as Google Forms and in-class assignments are now included in the curriculum and syllabus.
- It was discovered that there is now a strong online presence via Google Classroom.
- There is a need for more professional development time to work in developing content for new units and lessons.

### **IV. Recommendations**

- It is recommended to make updates to assessments and classroom assignments to better fit the needs of our students.
- We have updated lesson plans and units to incorporate teaching strategies and approaches to improve student learning.
- The dance team will update the current grading rubrics to include class skill, participation and quizzes.
- The dance team is in the process of creating a digital presence for the students which includes rubrics, Google Slides, 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 and CrossFit concepts and terminology.
- Attend professional development conferences and workshops to keep staff educated along with the dynamic changes in fitness.
- Continue to discover best practices and collaborate with fitness experts, colleagues at different schools, and colleagues within the department.

## **Courses Reviewed: Lifeguarding**

### **III. Findings**

- The Red Cross Certification is the best certification to cover all the needs of students
- The Blended learning concept (video learning combined with practical application in the water) adds a flexible format to teach our students
- The students no longer need to purchase the Red Cross materials since we share them through the Blended learning format
- The Fitness portion of the class can be included once a week to meet department standards for this course. Swim Fitness is implemented within the curriculum naturally based on the nature of this course
- If a student re-takes the class that student can be used for demonstrations that semester.
- The classroom portion of the class can be done in either Health classroom or PE classroom.

### **IV. Recommendations**

- Integrate the Blended learning piece into the curriculum. All students can stay on pace with the videos or review the videos as a resource.
- All students have the option to take the test at the end of the semester to get certified
- Created a digital presence for students (Google Classroom), where students know which aspect of Blended learning and at what pace we are at.
- Allow students to develop their own fitness workout by the end of the semester. Using the 8 minute swim as a guideline for those that are not as familiar with setting up a workout.
- Bring in speakers (YMCA/GOLDFISH SWIM SCHOOL/BIG BLUE) to discuss their programs and possibly offer jobs to students.

## **Courses Reviewed: Driver Education**

### **III. Findings**

- We found discrepancies and inconsistencies in subjective grading for the Behind the Wheel daily lessons.
- We have found that daily lesson plan objectives were inconsistent among teachers.
- We have found that the timing of material covered in the classroom did not align with the timing of Behind the Wheel driving lessons.
- We found that students that were observing were not appropriately engaged in the lesson.
- We have identified several lessons that do not promote engagement.
- We have found assessments that do not properly allow for students to demonstrate knowledge/mastery of intended learning objectives.

### **IV. Recommendations**

- We have developed a map and rubric for the necessary skills needed for our Behind the Wheel students
- We have worked diligently to link state standards and lesson objectives to our existing driving lessons.
- We have updated our classroom curriculum to properly supplement driving lessons.
- We have created supplemental material for students who are observing during BTW.
- We have created lessons that promote engagement and discussion.
- We have worked to improve the diversity of our assessments to allow all students to properly demonstrate knowledge/mastery of objectives.

### **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) are compared to students within their age group both locally and nationally. The department will continue to re-evaluate our curriculum and use 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 2020

### I. Introduction

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

- Chemistry Studies 163
- Chemistry 163
- Chemistry Honors 173
- SELC Chemistry Honors 173
- Brain Studies 161

#### B. Process

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

Outside of our Brain Studies elective, this year's report focuses on curricular work being addressed in our first-year chemistry courses offered at Glenbrook South. With a school-wide focus on student identity, the GBS Science Department is now in its third year of intentional work on *academic identity* in science—that is, how students view themselves as learners of science. Five practices have served as the centerpiece of this work:

- Be characterized by more diagonal movement up than down through the placement process
- Achieve greater equity in and access to AP Science courses
- Use student-first language and de-emphasize levels when possible
- Promote the creation of a team-based goal and strategies that support student success and retention in their existing course while maintaining high academic expectations
- Explore and experiment with a phenomena-first approach to teaching and learning science

The reader will notice that several of the following reports are an outgrowth of this work and demonstrate the themes of supporting students in their existing courses while maintaining high expectations, of diagonal movement up in levels, and of providing access AP sciences for all students.

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

## II. Report Schedule

<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>	<b>November 2025</b>
Biology Studies 163	Physics Studies 163	Horticulture 161, 162	AP Biology 283	Chemistry Studies 163
Biology 163	Physics 163	Advanced Horticulture 263	AP Chemistry 283	Chemistry 163
Biology Honors 173	Physics Honors 173	Horticulture LA	AP Physics C 283	Chemistry Honors 173
Biology LA 163	Physical Science LA 163	Medical Technology 161	Forensics 161	Brain Studies 161
SELC AP Biology 283	SELC Physics Honors 173	Astronomy 161	AP Environmental Science 283	SELC Chemistry Honors 173
	AP Physics 1 183			

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:** Chemistry Studies 163

In the 2017-18 and 2018-19 school years, we collapsed our Biology Team and Physical Science Team courses and supported these students in the Biology Studies and Chemistry Studies courses respectively. Such a move was made to elevate student achievement, enhance these students' identity in science, and provide a pathway to at least one AP science class for all students. As such, a significant focus for the Chemistry Studies team has been and continues to be centered on giving access to and supporting all students in the chemistry classroom. The team has identified two significant aspects of this work: (1) reviewing, modifying and differentiating curriculum to support all students enrolled, and (2) determining how to most effectively utilize the rich resource of instructional assistants that have been added to the classroom.

### **III. Findings**

Considering the two areas of focus mentioned above, the team has identified these findings:

- **All Students Can be Successful** - Through thoughtfully developed supports (e.g. scaffolding, effective use of instructional assistants for parallel teaching opportunities, allowing for test re-takes/test corrections), any student can have success in achieving the high standards characteristic of this course. Comparing the semester grade breakdown for all enrolled students both before and after this transition has shown no appreciable drop in overall student performance. This is a testament to the team's self-efficacy and their belief that all students can be successful.
- **Added Supports Benefit All Students** - As supports have been developed to address the needs of the new subset of students introduced to this course, these supports have benefited all students. As an example, additional scaffolding has been built into the course. While not every student needs to take advantage of such scaffolding, this has become available to all students in the course. We have seen that several of the students who would have already been enrolled in Chemistry Studies have done better because of such supports.
- **Instructional Assistants Provide Valuable Instruction** - The addition of an instructional assistant to each of the Chemistry Studies classrooms has been critical to the success of supporting all students in the Chemistry Studies classroom. As they work individually with students who have been absent or who have not yet demonstrated mastery of a given skill, and as they occasionally work with small groups of students in a parallel teaching model, our instructional assistants have served an essential role in helping students find success. Being able to hire non-certified staff with science expertise has been invaluable.

### **IV. Recommendations**

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

- **Maintain High Standards** – As students now enter the course with a broader set of skills, our desire is to maintain high standards and expectations for students in this course but to work hard at developing the supports that will allow all students to find success.
- **Develop More Supports** – Two years in, we have seen that all students benefit from the academic and social-emotional supports put into place in the Chemistry Studies classroom. We need to continue to find ways to add curricular scaffolding and supports as we believe this will continue to benefit all students.

- **Exploring Additional Ways of Using Instructional Assistants** – While we have been thrilled with the IA support that we have, we want to continue to utilize these individuals most effectively in the classroom. Providing a short time every other day for the classroom teacher and IA to meet prior to class is one area that we want to build into our schedule. We believe this will allow the instructional assistant's parallel instruction, small group instructional strategies, and individual work with identified students to be most effective and executed with greater intentionality.

## Course or Initiative: Chemistry 163

The Chemistry 163 team has also worked to support the needs of their diverse learners. They have taken on the task of addressing the fourth departmental practice outlined at the beginning of this department report by adopting the team goal of *encouraging remediation and assessment retakes*. As we seek to support students to find success in their existing course (i.e. rather than moving them down a level), the findings and recommendations outlined below speak to this team's focused work in this particular area of support.

### III. Findings

- **Multiple Attempts Promotes Deeper Understanding** – As the team has explored opportunities for students to have multiple opportunities to demonstrate understanding of complex topics mastery (with targeted remediation in between each attempt), they have found that this promotes deeper student understanding while simultaneously allowing students to learn at their own pace. This does require extra effort on behalf of the instructors as they prepare multiple versions of formative assessments and as they meet with students individually more often to target skills still being developed, however, the team has seen the benefits of this work.
- **Effective Curricular Differentiation Takes Time** - This curricular differentiation strategy takes more than one year to be fully effective. For the teacher, coming up with remediation and retake opportunities has made for a logistically challenging first year of implementation. The practice should become more seamless with each passing year, however, and we anticipate that the first year of extra work will pay ongoing dividends for future students.
- **Students Appear to “Buy-in” to this Approach** – With careful implementation, we have not found that students take a “lazy” approach to a first assessment knowing that they will have future opportunities to demonstrate mastery. This initial concern of ours has not been realized as students do appear to buy-in to the system and also see the benefit of the individual accountability that they bring to the learning process.

### IV. Recommendations

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

- **Continue to Keep this as our Team's Focus** – In short, we believe that the true effectiveness of such a goal will be seen in subsequent years as we continue to keep this as a focus of our work. We believe that as internal remediation and additional opportunities to demonstrate mastery become more and more part of 'how we do business,' fewer level changes down will occur, students will be more invested in their own learning, and student achievement in chemistry will continue to rise.
- **Explore More Efficient Ways to Remediate and Manage Retakes** – We do know, however, that for any system to last it must be manageable for both students and teachers. Our desire is to continue to explore ways of streamlining this process that may involve IA support in the TLC, utilizing electronic assessment tools, and sharing resources as a team.

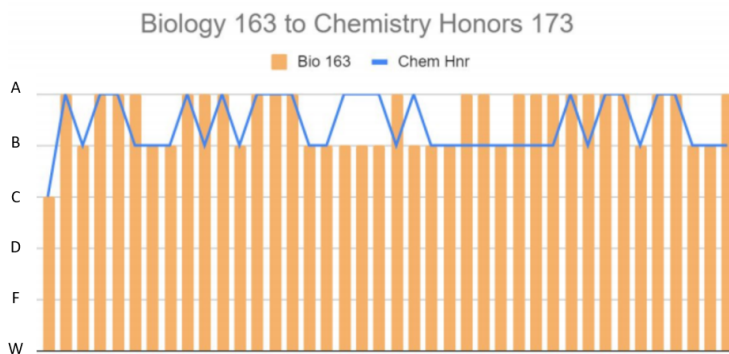
## Course or Initiative: Chemistry Honors 173

The Chemistry Honors team has also been working to support the growing academic diversity of students who enroll in this course. The first Science Department practice addressed at the beginning of this report speaks to our desire to move more students up a level through the placement process. In light of this, the findings and recommendations outlined below speak to the team's observations and strategies to support all students in the chemistry classroom.

### III. Findings

- **Diversity of Math Skills** – We have noted a growing diversity of math backgrounds as students enter Chemistry Honors. We have encouraged more students to move up a level in their transition from biology to chemistry and thus we have noted that the incoming math skill set has widened.

- **Students Who Move Up a Level are Challenged but Find Success:** We have found students who move up to Chemistry Honors from Biology 163 with a grade lower than an A often do find Chemistry Honors to be a challenge. That being said, most of these students are able to earn at least a “B” in this course. The graph to the right shows students who made such a transition from the 2018-19 (Biology) school year to the 2019-20 (Chemistry Honors) school year noting their previous science grade coming into the course as well as the grade earned in Chemistry Honors.



- **Struggling Students Benefit from Additional Support Outside of the Classroom** – Our team has produced optional ‘concept builder’ skill sheets available to all students but particularly for the benefit of those students who struggle with the math skills expected in this course. Students that complete skills sheets, concept maps, and who meet with their teachers outside of class are most successful. In addition to working with their teachers, several students have worked with an instructional assistant in the TLC for support to build these essential skills early in the unit.

#### IV. Recommendations

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

- **Increase Supports to Help All Students Maintain High Standards** – We do not believe that ‘lowering the bar’ is what is needed; we believe that students who enroll in Chemistry Honors are indeed desiring high academic standards. We also believe, however, that all students enrolled can and will reach these standards with the supports that are being built into the course. We want to continue to explore additional ways of supporting these students such as...
  - Build in additional scaffolding that any student can elect to use but that is not required of students who do not need it,
  - Work closer with the TLC staff to provide targeted support for Chemistry Honors students.
- **Continued Team Dialogue** - We believe our team needs to continue to have conversations with science colleagues outside of the Chemistry Honors team about the skill sets that will make recommended students successful in Chemistry Honors. Particularly, we want to make sure that teachers making such recommendations understand the math skills that are necessary.

## **Course or Initiative:** SELC Chemistry Honors 173

The SELC Chemistry Honors course is the second course in the SELC science & engineering pathway. This course and its paired course are undergoing a significant change this year in light of the fact that 2 of 3 teachers retired at the end of last year. Two areas of focus for the SELC Chemistry Honors course are serving as a starting point in this transition: (1) improving conceptual development in Chemistry, and (2) finding new and relevant integrations of engineering with chemistry.

### **III. Findings**

- **Concept Develop Enhancements** – Over the past couple years, conceptual development has been enhanced by the use of conceptual questioning modules called “Concept Builders” that have been created for students in this course. The Concept Builders provide formative and immediate feedback to students as they sharpen their understanding of various concepts explored throughout the unit. We have found that the use of these has resulted in increased investment by students and a more engaging classroom environment.
- **Chemistry & Engineering Integrations** - Small, informal integrations of chemistry and engineering make just as much impact on students as the larger, sophisticated projects. Such small integrations include reframing labs to give them more of an engineering context or even adding an application question to a problem set that focuses on an integration of chemistry with technology. And while we don't want to dismiss the larger integrations that have served to tie the two courses together, significant energies in building on additional smaller integrations are both very manageable and impactful.

### **IV. Recommendations**

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

- **Building Practice into Classroom Lessons more Frequently** – We see value in integrating Concept Builders, ChemThinks, and Process Orientated Guided Inquiry Labs more extensively in classroom lessons. While some activities will be more suited for in-class checks than others, these provide valuable formative assessments. These can also serve to support those students who benefit from focused, scaffolded support.
- **Maintain Some Major Integrations - Titration Project** – While there is value in increasing the number and frequency of smaller integrations as mentioned above, the titration project is one example of a major integration that allows students to see a strong chemistry-engineering connection in the way that the SELC intends integrations to occur. We want to maintain such major integrations as they indeed help students see the impactful connections between these STEM disciplines.



## **Course or Initiative:** Brain Studies 161

The Brain Studies team has also been working to support the growing academic diversity of students who enroll in this course. The fourth Science Department practice mentioned at the beginning of this report speaks to teams setting a team-based goal and developing strategies that support student success and retention in their existing course while maintaining high academic expectations. To that end, three goals areas have become the focus of this team:

- Making this course accessible to all students regardless of their previous science courses
- Making the course personally relevant and applicable to students' experiences to engage all students
- Integrating new science and technologies that emerge in this field of study (brain research is surely one of the most developing science fields) to further engage students

### **III. Findings**

- **Accessibility** – We have found that some students have struggled in ongoing engagement (i.e. not taking notes, participating in discussions). The team believes that this is something that can be improved by using new engagement strategies. As a positive, however, the team noted that the vast majority of students are really excited about this course. Some students who are not 'into science' appreciate a course that is less 'mathy' while at the same time builds upon but the skills and practices of being a scientist in how problems are investigated with a scientific mindset and experimental approach.
- **Relevance through Units of Study** – Topics such as stress, depression, memory, and the impact of external chemicals (drugs and alcohol) on the brain are topics that students continue to find very interesting and relevant. Such topics directly impact their lifestyle choices even as high school students.
- **Relevance through Career Exploration** - Many students in this course have gone on to pursue careers in the fields of neuroscience, psychology, and other medical areas. Former students have shared how this course impacted their career decisions. Even students who have not pursued majors in these areas of study have shared how this course has 'opened their mind' to the science of the brain and its relevance in understanding people, relationships, how to study more effectively, and how to protect the brain throughout their life.
- **Section Growth** - The team noted that over the past several years we have grown from two sections per year to currently six sections. This is a real testament to the relevance and interest level of students.
- **Student Diversity** – The team shared that they are proud of the fact that students from Studies level through honors science courses enroll in Brain Studies and find it equally relevant. That being said, they also noted that consistently 70-80% of the students enrolled are female students. They wonder why this is and how they can make this course more applicable and attractive to male students.

#### IV. Recommendations

- **Hands-on, Kinesthetic Exploration Activities** – Including tactile models for brain synapse when studying the anatomy and physiology of the brain and adding the ‘bullseye lab’ on Day 1 are examples of how the team has worked to address the kinesthetic needs of learners. The team wishes to do so even more.
- **Continuing to Keep the Course Relevant** – The addition of ‘controversial discussions’ in areas such as mental illness and substance abuse have hooked students because of their relevance. As new issues surface, however, the team wishes to keep this course up-to-date and wants to continue to work at building discussions around current issues.
- **Practical, Real life Labs** – The team has begun to add labs that involve data collection in which students consider how strategies they have explored in class serve to reduce stress and address the positive and negative environmental factors in students’ own lives. They are seeking ways to do this even more in the coming year. They also continue to incorporate new undergrad and grad school lab experiences which allow students to see that this field is an accessible field for their future.
- **Career Focus** – In the coming year, the team is wanting to add in a field trip to Northwestern University’s Brain Awareness Outreach (NUBAO) facility. This would be an opportunity in which students can watch, interact with, and learn from actual professionals in the field to better understand what these individuals do.

## **GBS Social Studies Department Curriculum Report- Fall 2020**

### **I. Introduction**

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

- Chicago History (Formerly Urban Studies I)
- Chicago: Problems & Solutions (Formerly Urban Studies II)
- World Religions of the East
- World Religions of the West
- The Pacific Rim
- Latin American History

#### 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.

Since the previous review process, the Social Studies department has recognized that student enrollment patterns in our sophomore electives were influenced by implicit assumptions regarding level and academic achievement. We have since made explicit efforts to expand student choice and access to all sophomore electives, and have thus seen greater student diversity in our courses.

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

## II. Report Schedule

<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>	<b>November 2025</b>
World History Studies 163	US History Studies 163	AP US History 183	Issues & Answers 161/162	Chicago History 161
World History 163	US History 163	AP Psychology 183	Sociology 161/162	Chicago: Problems & Solutions 162
World History Honors 163	US History LA 163	AP European History 183	Psychology 161/162	World Religions East 161/162
World History LA 163	US History TEAM 263	AP World History 183	International Relations 161/162	World Religions West 161/162
Global Geography LA	World History TEAM 163	AP Economics 183	Civics 161/162	The Pacific Rim 161/162
	American Experience	AP Government 183		Latin American History 161/162

Approximate percentage of curriculum to be reviewed:

November 2020	November 2021	November 2022	November 2023	November 2025
25%	25%	20%	15%	15%

## **Course: Chicago History 161 (Formerly Urban Studies I)**

### **III. Findings**

- This course has consistently been one of the more popular sophomore elective courses in the program, with enrollment remaining robust and even increasing in recent years. It attracts a broad range of students from diverse academic and personal backgrounds.
- The course team made the decision to change the name of the course from *Urban Studies I* to *Chicago History*. This name change more closely reflects the curriculum of the course, emphasizes the disciplinary focus of history in instruction, and makes the course more readily recognizable on transcripts for college admissions. It also creates a clearer distinction between itself and the second semester complement (now “Chicago: Problems and Solutions”), as students would typically refer to both courses simply as “Urban Studies.”
- The name change is representative of the stronger emphasis on historical analysis skills within the curriculum. More activities that involve primary source analysis and synthesis of a variety of documents to form evidence-based conclusions have been incorporated. Most of these sources have been curated by the teachers through their own research of online sources, historical society materials, and supplementary texts.
- Students consistently report through informal surveys and end-of-course reflections that the course content is of high interest, as the proximity and familiarity with Chicago creates a strong sense of relevance. They also enjoy the various field trip opportunities afforded them. In addition, the consistency and routine of reading expectations through the course’s primary text enable students to see progress in their reading skills and habits.

### **IV. Recommendations**

- The team will continue to develop strategies to differentiate instruction in order to meet the needs of the diverse range of students who take the course, including providing more avenues for students to be able to demonstrate their learning.
- The team has focused more on skill development in recent years, and will continue to make skill development goals more explicit, and devote greater attention to scaffolding and embedding those skills throughout the curriculum.
- Given the high enrollment in this course, field trips have become a significant challenge to organize. The team may need to explore alternative ways to provide similar experiences for students that still give them unique and up-close perspectives on the city of Chicago.

## **Course: Chicago: Problems and Solutions 162 (Formerly Urban Studies II)**

### **III. Findings**

- The course team made the decision to change the name of the course from *Urban Studies II: Problems and Solutions* to *Chicago: Problems and Solutions*. The change is more reflective of the content of the course, with a focus on Chicago, while being more concise and thus more clear as it appears on transcripts.
- A complement to the Chicago History course, this course focuses more on contemporary issues facing the city of Chicago, and therefore course materials and readings are often updated each year. However, the essential questions regarding equity, justice, community, and sustainability remain consistent and ground the curriculum. Course readings and materials rely heavily on journalistic sources, and examining events through a variety of perspectives is an important foundation of the course's approach.
- This course is distinguished by its emphasis on problem-solving. Student assessments focus on the synthesis of material around an issue, personal reflection, and collaborative projects designed to propose solutions. Students report having a deeper appreciation and understanding of current events, particularly as they apply to Chicago.

### **IV. Recommendations**

- Given the strong emphasis on current events, the ongoing challenge for teachers is how to balance the structure and pacing of the curriculum with maximum flexibility. The team continues to fine tune the curriculum map to navigate this balance, while attending to the explicit articulation and development of reading, writing, thinking, and problem-solving skills.

## **Course: World Religions of the East 161/162**

### **III. Findings**

- World Religions of the East continues to draw students who are interested in exploring eastern religious traditions, often as a follow-up to their introduction to these topics in World History. The Honors Credit option allows students the opportunity to engage in more rigorous study, but with increasing diversity of students, more explicit instruction and scaffolding of skills is continuing to be developed within the curriculum.
- The course continues to engage students in relevant connections to the modern world, and course materials thus tend to be updated each year. It offers a wide variety of activities to nurture different modes of learning, including student-led group discussions, online activities, art projects, film analysis, field trips to places of worship, guest speakers, reflective writing, story telling, and more. Teachers are constantly seeking out innovative ways to help students understand the powerful historical and contemporary impact of religious ideology on the human experience. Students report that they enjoy how different this course feels from a traditional history course, as it caters more to philosophical inquiry and reflection, and the level of intellectual maturity it cultivates as it pushes students to think with critically different frameworks and perspectives.

### **IV. Recommendations**

- The course continually undergoes review in terms of the topics it covers as they relate to modern-day relevance. Teachers regularly examine global patterns to look for shifts in the overall population of adherents to a particular religion, as well as cultural impact on a society, in order to make decisions about which religions should continue to be included in the curriculum.
- As all the sophomore electives continue to work on articulation of skill development goals, this is prompting a closer examination of the honors credit option. Our department will work to clarify and create greater consistency of expectations for the honors distinction across the sophomore electives.

## **Course: World Religions of the West 161/162**

### **III. Findings**

- Enrollment in World Religions of the West, while typically smaller than our other electives, has remained consistent. Students who wish to explore the major monotheistic religions in depth are drawn to the course. While they may have had some exposure to these topics in World History, this course allows students to delve deeper into the religious tenets and current practice, rather than a simply historical treatment of their emergence and spread. In adapting to the broader range of students who are taking the course, the course is developing more explicit and scaffolded instruction in writing, which is a significant component of the course.
- This course underwent a curricular redesign in the last year to update content and curricular materials. The course is still organized around the study of the 3 major world monotheistic religions, but follows a more parallel structure (basic concepts and vocabulary, history, diversity, practices, artistic expression, and modern world connection), rather than a treatment of each religion in a linear or chronological fashion with its own unique elements. The new structure encourages more comparative analysis.
- Student assessments indicate that students are becoming more literate in their academic understanding of religions. While student activities include a broad range of experiences, writing skills are the primary focus for student demonstration of mastery, and more explicit instruction continues to be developed within the curriculum.

### **IV. Recommendations**

- As all the sophomore electives continue to work on articulation of skill development goals, this is prompting a closer examination of the honors credit option. Our department will work to clarify and create greater consistency of expectations for the honors distinction across the sophomore electives.



## **Course: The Pacific Rim 161/162**

### **III. Findings**

- Pacific Rim has been another course with typically fewer sections, but with consistent enrollment. Students who are interested in learning about Asian cultures are drawn to the course, or those who would like further study from their encounters in World History. While formal writing continues to be a major emphasis of the course, assessment practices have been expanded to provide a greater variety of opportunities for students to demonstrate their learning, which supports our move of creating more access for a broader range of students.
- Throughout our curriculum, we have been exploring the concept of identity and where it aligns with our course objectives. Many students over the years have expressed interest in Pacific Rim as it relates to their Asian heritage, and so a new unit on Asian Americans was added, their impact and experiences in the U.S. In addition, the curriculum was redesigned from a country-centric approach to a thematic one, with the concept of identity being central to the curricular units-- Identity, Demographic Shifts, Early Empires and Imperialism, Hard Power, Soft Power, and Asian America.
- Student assessments were redesigned to comport with this new thematic approach, with more opportunities for student reflection and portfolios of student work.

### **IV. Recommendations**

- As all the sophomore electives continue to work on articulation of skill development goals, this is prompting a closer examination of the honors credit option. Our department will work to clarify and create greater consistency of expectations for the honors distinction across the sophomore electives.
- Student assessments will continue to be reviewed and redesigned based on this thematic approach. The course will provide more opportunities for student choice while careful attention to specific skill development is maintained.

## **Course: Latin American History 161/162**

### **III. Findings**

- Enrollment patterns in Latin American History have steadily increased over the years, with a dip in enrollment when Civics was introduced, but it continues to be one of the more popular sophomore electives. Students are engaged in a range of activities, with the analysis and creation of art as a strong focus of the course and the final assessment.
- The course has been responsive to both the diversity of students who take the course as well as the school's organization focus on identity. The opening unit, which once focused on geography, now focuses on the various cultural groups in Latin America and forms of agency. The course has also incorporated more media literacy in the critical analysis of consumed media and the formation of implicit stereotypes. The course shifted one of the texts, *Enrique's Journey*, to the Young Adult version which made it more accessible to a greater number of students. The teachers also continually update course materials to reflect current events and trends as Latin America continues to evolve and change.

### **IV. Recommendations**

- As all the sophomore electives continue to work on articulation of skill development goals, this is prompting a closer examination of the honors credit option. Our department will work to clarify and create greater consistency of expectations for the honors distinction across the sophomore electives.

## GBS Special Education Department Curriculum Report- 2020

### I. Introduction

A. Courses reviewed during past year  
Math (All DLS and ARCH)

B. Process

The GBS Special Education Department math teachers met during department and team meetings to review current curriculum that is taught in each of the following classes: Practical Math, Essential Math, Intermediate Math, Algebra Concepts and Applications, Geometry Concepts and Applications, Applied Math, Arch Algebra, Arch Geometry, and Arch Algebra 2. Specific topics covered include curricula, alignment between special education courses and general education math courses and class resources (Math XL for School and Math IXL).

The team met to review vertical alignment of the classes during their four years at Glenbrook South, how the classes are aligned with the general education classes, and how to ensure each student has math classes available to be properly challenged and prepared for their post-secondary goals.

C. Additional initiatives:

- Investigate the need to restructure current classes and programming.
- Update curriculum map.
- Provide ample functional math courses to prepare students for independent living
- Review of Geometry Curriculum

### II. Report Schedule

November 2021	November 2022	November 2023	November 2024	November 2025
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	Implementation of IEP Goals through math
	Review needs of students and study skills courses offered			
Review math Curriculum	Review science curriculum	Review of Resource, Transition, and electives	Review of Resource, Transition, and electives	Review of English and Reading curriculum

Approximate percentage of curriculum to be reviewed:

20%	20%	20%	20%	20%
-----	-----	-----	-----	-----

## **Course or Initiative: Math**

### **III. Findings**

The faculty members involved in the Educational Planning Process (special education math teachers) reviewed current and past practices, curriculums, and alignment in our math courses over the course of the school year.

The members of the Special Education Math team found a need to develop further offerings within the Special Education Math continuum to both allow students to meet their graduation requirements and to meet their post-secondary goals. DLS Algebra II curriculum was reviewed (currently offered at GBN). The team determined a need to offer a course between Geometry and Applied Math for students who require instructional math and are interested in taking four years of math courses.

### **IV. Recommendations**

- Implement DLS Algebra II
- Investigate curriculum options for DLS Algebra II
- Review Geometry curriculum (as it feeds into Algebra II)
- Consider vertical articulation for students (e.g. possibly a 4 year track of practical and essential math and a 4 year track of moving through courses from Essential to Algebra II or Applied)

# GBS World Languages Department Curriculum Report- Fall 2020

## I. Introduction

A. Courses reviewed during the past year:

- American Sign Language 163
- French 163
- German 163
- Japanese 163
- Mandarin Chinese 163
- Spanish 163

B. Process

Curricular teams for all first 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 Novice-Mid to Novice-High proficiency in level one language students, course teams continued to review the quantity and quality of authentic resources while also exploring Can-Do Statements and Learning Map implementation.

<b>Language Proficiency Descriptors</b>	
<b>Novice-Mid</b>	<b>Novice-High</b>
I can use memorized words and phrases about learned topics. I can speak using simple sentences, but I often use sentence fragments. I can answer simple questions that are tied to those topics that I have learned using simple sentences.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

## II. Report Schedule

<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>	<b>November 2025</b>
American Sign Language 263	American Sign Language 363	American Sign Language 463		American Sign Language 163
French 263	French 363	French 463	French 563/573	French 163
French 273	French 373	French 473	AP French Language & Culture 583	
German 263/273	German 363/373	German 463/473	AP German Language & Culture 583	German 163
Japanese 263/273	Japanese 363/373	Japanese 463/473	AP Japanese Language & Culture 583	Japanese 163
Mandarin Chinese 263/273	Mandarin Chinese 363/373	Mandarin Chinese 463/473	AP Mandarin Chinese Language & Culture 583	Mandarin Chinese 163
Spanish 263 Studies	Spanish 363 Studies	Spanish 463 Studies		
Spanish 263	Spanish 363	Spanish 463	Spanish 563/573	Spanish 163
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 & Culture 583	
Spanish for Heritage Learners 273/373				

Approximate percentage of curriculum to be reviewed:

<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>	<b>November 2024</b>	<b>November 2025</b>
25%	23%	20%	18%	14%

## **Course or initiative: American Sign Language 163**

### **III. Findings**

The curriculum for the ASL 163 course is supported by two text resources, both of which are used in levels 163 and 263: *Basic Course in American Sign Language*, which is essential for vocabulary acquisition and *Signing Naturally*, which provides practices and models to improve students' skill development. The latter also includes a DVD that students view in class and/or at home for practicing. The two ASL teachers have noted that the combination of these resources, in addition to the plethora of teacher-created materials, have helped students become better signers. They have been more expressive communicators, especially in regards to incorporating non-manual markers, which is key to hearing students becoming more skilled and culturally authentic with the language.

Students have been able to participate in more self-assessment of their skills by using their Chromebooks and video recording themselves as they sign (presentational mode of communication) and also when engaging in conversations with peers (interpersonal mode of communication). They are then able to identify their own strengths and weaknesses to better focus ongoing practice. In addition to their self-assessments, students are now using flipgrid.com, an online video discussion experience, to gain feedback from teachers and peers, with additional opportunities to improve their receptive skills as teachers and peers respond to each others' signed messages.

Teachers deliver instruction from the Deaf culture perspective as opposed to the medical perspective, and provide opportunities for students to gain first-hand insight through: authentic video clips, Deaf cultural experiences within the community, and Deaf Guest Speakers/workshops.

### **IV. Recommendations**

Continue to integrate authentic learning experiences as essential elements of the curriculum, and to promote the cultural and linguistic presence of the program within the school community through the lense of equity. The latter currently takes place via student-lead incorporation of ASL in a variety of school activities (i.e. signing the GBS Fight song at the Homecoming Pep Rally, participating in signing performances at all school assemblies, student interpreted news announcements and the World Culture Celebration.)



## **Course or initiative: French 163**

### **III. Findings**

French 163 is the introductory course at Glenbrook South to the French course sequence. The curriculum has shifted from textbook focused to units centered around learning maps. This is the first year using learning maps to help students organize and take more ownership of their learning. Students in French 163 set goals and measure progress throughout each unit to push their individual achievement towards a higher proficiency level. Students have demonstrated growth through individual goal setting and on summative assessments throughout the year. By the end of the course, the majority of students are able to communicate well at the Novice Mid/High level through writing and speaking as well as interpret authentic text and audio resources in the target language.

Students in French 163 learn practical language that they can use to communicate and function when visiting a Francophone country, as described above in the proficiency descriptors. The course also covers cultural topics involving products, perspectives and practices from the Francophone world. Countries studied in level 1 include: France, Quebec (Canada), Belgium, Switzerland, and Senegal.

Each unit was designed to incorporate the ACTFL standards of communication, cultures, comparisons, communities and connections, as well as the three modes of communication. The units were designed by first thinking through what essential building blocks a student would need to survive in a Francophone country. From there, while using the standards as a guide, units were created to push students to communicate effectively. 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 in order to provide students with a solid foundation in French.

### **IV. Recommendations**

The French 163 team will continue to tweak the curriculum in consideration of students connecting to the topics chosen and the order in which they learn the material in a practical sequence. A continued focus on communication and culture from all corners of the Francophone world will help motivate students to be engaged in the lessons.

## **Course or initiative: German 163**

### **III. Findings**

German 163 is primarily a freshman class, but there are some students from different years who enroll. The curriculum has shifted from textbook focused to units centered around essential questions that are outlined on students' learning maps. Essential questions for this novice level course include: *How does where I am from affect who I am? What do leisure time activities tell us about the values of a culture? How are families in the US similar/different to families in the Target Culture? How does where I live affect what I wear? How does where I live affect how and where I travel?* This curricular model, supported by learning maps for the last three years, has helped students organize and take ownership of their learning.

Students in level 163 learn practical language that they can use to communicate and function if taken to a German-speaking country. Each unit was designed to incorporate the ACTFL standards of communication, cultures, comparisons, communities and connections as well as the three modes of communication. The units were designed beginning with essential questions and then moved to the creation of assessments that evaluate the students' language ability in the three modes of communication: interpretive, interpersonal and presentational. 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 in order to provide students with a solid foundation in German that will support them in the subsequent German course. Cultural topics involving products, perspectives and practices (part of the ACTFL standards of culture) from the German speaking world are integrated into the language goals, as implied in the essential questions of the 163 course.

Using the *UbD* curriculum design model has proven beneficial to the students in their communicative and interpretive abilities. By the end of the course, the majority of students are able to communicate well at the Novice Mid/High level through writing and speaking as well as interpret authentic text and audio resources in the target language.

### **IV. Recommendations**

The German 163 team will continue to modify the curriculum to meet the needs of its students. Efforts to increase student metacognition have been successful over the past 2 years through the use of goal-setting and can-do statements. Student feedback and reflection on its effectiveness will be a focus of the team.

## **Course or initiative: Japanese 163**

### **III. Findings**

Enrollment in Japanese 163 has fluctuated between one and two sections of the course each year; there were two sections during the 2019-2020 and the current year hosts one section. Like the practice of most world language teachers and course teams, curricular revisions have been made each year to support a more communicative and student-centered approach.

Even though the Japanese 163 language course focuses on developing novice-mid proficiency in the 3 modes of communication (interpersonal, interpretive and presentational) it differs from the other languages in that three different alphabet systems are used: Hiragana, Katakana, and then Kanji characters. Level 163 focuses primarily on the first two alphabets, although authentic readings for interpretation require Kanji characters. Despite these challenges, students enrolled in Japanese 1 (and beyond) represent discrepant levels of achievement as defined by standardized test data and school-wide placements, they are successful. Students that are being served in Special Education as well as those enrolled in honors level courses have met with success in Japanese 163, and have both learned the language skills needed to continue in the second year curriculum. This is due to the differing types of methodology employed, so that students possessing various learning styles are accommodated.

For the last four years (2016-2020) co-teaching was employed in all the classes due to Glenbrook South's Japanese teacher being selected as a mentor to 2 guest language teachers from Japan. Significant training in the co-teaching model was provided as part of this prestigious grant, and while changes in the curriculum were minor, instruction changed significantly. Parallel teaching as well as station teaching have been employed for different activities. Since there will no longer be a visiting teacher from Japan for the 2020-21 school year, a project will take place during the summer of 2020 to replicate many of the teaching and learning strategies through the use of technology.

### **IV. Recommendations**

There are no significant curricular changes recommended at this time. The course provides students with a strong base from which they can proceed to the second year. The teacher continues to network with other Japanese language professionals at Saturday meetings so that curricular adjustments can be made at any time. The teacher also works with peers in the language department to address common level 1 issues as a horizontal team.

## **Course or initiative: Mandarin Chinese 163**

### **III. Findings**

Mandarin Chinese 163 underwent an entire curricular review and change during the 2019-2020 school year. The Mandarin Chinese 163 teacher redesigned the course with our other Chinese teacher to have better curriculum alignment. Mandarin Chinese 163 follows ACTFL Foreign Language standards on all three modes of communication: interpretive (reading, and listening), interpersonal (listening, speaking, reading, and writing), and presentational (speaking and writing), and also incorporates the other ACTFL national standards beyond communication: culture, comparisons, communities and connections.

Students in the level one course spend much time developing their listening skills so that they can accurately recognize and then finally produce the tones that are critical to proper pronunciation of and communication in the language. In the first year, students are developing novice-mid skills in speaking, with communication based on working with small memorized chunks.

Chinese is a character-based language, which means Chinese words are not based on an alphabet. It is developed from pictographs, and students spend time learning the meaning behind many radicals, or base components of characters, to help build their vocabulary. Because of the move to a more proficiency-oriented language sequence, writing and character practice is approached thoughtfully to better meet the needs of students, as opposed to memorizing lengthy lists of characters.

Teacher-created instructional materials have been critical for students' successful skill development and exposure to high-interest and relevant authentic materials. For example, the teacher uses authentic menus, traditional and modern songs, and videos from youtubers to support the development of students' interpretive skills.

### **IV. Recommendations**

There is a high level of interaction between the teachers and colleagues in neighboring school districts, which is of great benefit to strengthen all area Mandarin Chinese programs. A final recommendation is to continue to identify more authentic resources for the interpretive mode of communication so that students are developing these skills with interesting real-life sources.

## **Course or initiative: Spanish 163**

### **III. Findings**

Similar to most courses in the department, the majority of the Spanish 163 materials have been created by the teacher. All of the units examine essential questions which are very typical of a novice level language course: *How do I greet others?*, *What is my school like?*, *How would I describe myself, my family, and my friends?*, *What do I do in my free time and where do I go?*, *What do I wear?* and *What do I eat?* These essential questions guide the creation of materials as well as assessments. Vocabulary development as well as basic grammatical structures are emphasized so that students move towards communicating at a Novice-Mid to Novice-High level.

Students regularly listen and read short authentic materials related to each unit of study in order to develop their interpretive skills in the language. When presented with these real-life texts, students are able to understand the main idea as well as many keywords and phrases. This encourages them to work towards improving their interpretive skills.

A recent addition is the use of Learning Maps for each unit. The Learning Maps include all of the main ideas that students will be studying in each unit: the vocabulary, the grammar topics, and cultural comparisons. The learning maps assist students in their organization and provide them with an overview of each unit. They also serve as a reference as students progress throughout the year and move to the next level of Spanish.

Assessments have been redesigned in order to measure students' interpretive, interpersonal, and presentational skills. They are assessed in their ability to understand words, basic phrases, and main ideas within authentic texts related to the themes that we are studying. Students are also assessed on their ability to speak in the Spanish language by having impromptu conversations with classmates based on our main topics. Additionally, students make short presentations as well as write in the Spanish language all with the goal of measuring their language skills and documenting their growth.

### **IV. Recommendations**

It is recommended to look into a different online resource for the Spanish 163 course. The current one doesn't align as well to the grammar structures and basic vocabulary needed for new learners. The Spanish 163 team will continue articulation within the Spanish Vertical Team to assure that students continue to be well prepared for the next level of Spanish. Continued collaboration with other level 1 language teachers is encouraged in order to improve language instruction for novice learners.