



To: Dr. Mike Riggle  
From: Rosanne Williamson  
Re: Curriculum Report  
Date: January 23, 2019

**Purpose:**

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

**Background:**

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

**Process:**

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

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

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

To: Dr. Rosanne Williamson  
From: Dr. Ed Solis, Associate Principal  
cc: Dr. John Finan, Principal  
Re: Curriculum Reports  
Date: November 2018

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.
- Each Instructional Supervisor has worked with their teachers in designing and implementing assessment instruments to meet the requirement of two type 3 assessments for the Performance Evaluation Reform Act (PERA).
- The PE Department has continued to develop and implement pre and post fitness testing for students per state requirements.
- GBN has collaborated with GBS on implementation of curriculum and for new course proposals when appropriate.
- The World Languages Department continues to incorporate performance-based assessments into each level of the curriculum to promote speaking, proficiency and cultural competence.
- The Math Department explored ways to further develop the Computer Science offerings.
- Each department examined how the electronic gradebook reflects and communicates the assessment of student learning.

## CTE: TECHNOLOGY EDUCATION

### Introduction

#### Courses reviewed during past year

Welding 161 & Advanced Welding 261  
 Small Engines 161  
 Principles of Science and Technology 163

#### Process

The review process for all of the above courses followed the District #225 Board of Education review model. The Curriculum Review Committee was comprised of the 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.

**Additional initiatives (outside of review process):** N/A

#### Report Schedule

November 2019	November 2020	November 2021	November 2022	November 2023
Automotives: 161, 261, 361, 461	Architecture: 363 & 463	Metals: 161 & 263	Woods: 161, 261, 361	Welding: 161 & 261
Game Design and Theory: 161 & 261	PLTW Civil Engineering & Architecture 373		Construction Skills for Service 161	Small Engines: 161
PLTW Principles of Engineering 273				PLTW Intro to Engineering and Design 173
				Principles of Science and Technology 163

#### Approximate percentage of curriculum to be reviewed

November 2019	November 2020	November 2021	November 2022	November 2023
34%	14%	10%	18%	24%

## **Course or Initiative:** PLTW Introduction to Engineering and Design 173

### **Findings**

Project Lead the Way (PLTW) Introduction to Engineering Design (IED) is the first of four PLTW courses offered at Glenbrook North High School. Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work. The units covered in the curriculum include basic design principles, technical sketching, computer-based drawing, statistical analysis, reverse engineering, modeling, research and product design. The curriculum continues to be updated to provide in-depth hands on learning opportunities utilizing the 3D printer, laser engraver and print cut machines.

Over the last five years on the end of the year course exam, (which functions like an AP test), 64% of students scored in the 7-9 range. Students earning qualifying grades (7-9 range) may earn engineering-related college credit, preferred admissions status and/or scholarships with college partners across the country.

Over the last few years enrollment in IED has remained consistent; however, this year we have seen an increase in the number of female students. The class makeup is approximately 30% female and 70% male.

### **Recommendations**

- Continue to develop instructional strategies to deliver the PLTW curriculum that is in line with industry standards and practice.
- Continue to utilize the prototyping resources and future technologies in a way that supports the content and curriculum of the course.

## **Course or Initiative:** Welding 161 & Advanced Welding 261

### **Findings**

Welding 161 is an introductory course in metal fusion where students learn basic techniques of oxy/acetylene gas, electric arc welding, and metal inert gas welding. Within these processes, the students fuse mild steel together. They use the various welding applications to test and perfect their stringer beads and various welded joints. Students learn how to cut and prepare material using an OAW cutting torch, plasma cutter, horizontal band saws, hand shears, and a hydraulic shear. Students test their weld strength and sealing capabilities by measuring and calculating the tensile strength.

In Advanced Welding 261, students learn more complex forms of welding, such as TIG welding, which allows them to weld different types of metal such as aluminum and stainless steel. Students review the level 161 curriculum by practicing, followed by presenting demonstrations and providing one-on-one assistance to their peers. For their final exam students research, they are asked to design (create blueprints and materials list), and fabricate an object of their choosing.

To better align with industry and post-secondary education, the curriculum needs to be continually updated to include new techniques, industry-specific software, community college visits, and field trips to manufacturing facilities.

### **Recommendations**

- Plan field trips to local community colleges that offer welding programs and site visits to manufacturing facilities.
- Offer more opportunities for students to choose their welding projects based on detailed photos and plans to increase engagement while keeping the integrity of the welding trade.
- Develop strategies to increase female enrollment in welding.
- Partner with Oakton to offer dual credit in Advanced Welding 261.

**Course or Initiative:** Small Engines 161

**Findings**

Small Engines 161 is an introductory course where students learn shop safety, proper use of hand tools, engine fundamentals, and basic maintenance on small engines (single cylinder engines, L4 engines, V6 engines, V8 engines, etc.). Course enrollment in Small Engines is primarily freshmen since students interested in autos, grades 10-12, primarily enroll in Automotives 161. The engine is one of the most sophisticated systems in a modern vehicle, which might be more beneficial if directed toward upper-level automotive students, such as Automotives 261, 361, and 461.

**Recommendations**

- Archive Small Engines 161 and allow all grade levels to enroll in Automotives 161.
- Integrate Small Engines 161 curriculum into the upper level automotives courses

## **Course or Initiative:** Principles of Science and Technology 163

Over the past several years, the Instructional Supervisors from Science and Career and Technical Education have met with the instructors to discuss the current curriculum, enrollment, target audience, and sectioning regarding Principles of Applied Science and Technology 163, Sci-Tech, course. The essential questions identified include the following:

1. Does the course provide a hands-on, challenging learning environment that meets the needs of a variety of learners?
2. What efforts can be done to increase female enrollment in the course?
3. Does Sci-Tech meet the recommendations of the Next Generation Science Standards?
4. What are the possible alternatives to staffing and registration, if any, for the course while still maintaining the dual departmental credit in Science and CTE?

### **Findings**

- Hands-on and problem-solving experiences that integrate all of the STEM components of science, technology, engineering and math are designed to allow students to collaborate in teams of typically four students. The engineering challenges afford students the opportunity to set expectations that meet or exceed the requirements of the project in addition to allowing students the opportunity to self-design and build their prototype. This experience is not only challenging academically, but the group atmosphere adds a dynamic in which students need to recognize the value of a cohesive team as well as individual accountability.
- Self-assessment is utilized on year-long projects to help keep students focused on their progress. Self-assessment is ongoing throughout the school year. Students assess their personal goals and make adjustments as needed. Throughout this process, the instructors provide in-class feedback as well as written and verbal responses to students' self-reflections. The "conferences" take place in class and offer guidance with regards to concept application and project design. In addition, these conferences serve as a platform to discuss both individual and collaborative successes and struggles.
- In the past, Sci-Tech has supported a heterogeneous group of students including individuals from special programs such as Special Education and Off-Campus. In addition, the academic range has varied from the Team level student to Advanced Placement students. The students in the course are primarily male. Over the past two school years, one section of Sci-Tech has been offered, however 35 and 55 students have requested the course in 2017 and 2018 respectively. Because one section has been offered, the students have been enrolled based on prerequisite, credit, or academic need. As a result, the population has become much more homogeneous with regards to science and math background. The students in Sci-Tech, over the past two years, have primarily struggled academically in traditional science courses and have enrolled in Sci-Tech as an alternative to Chemistry and/or Physics.

- The enrollment in the Sci-Tech course is dominated by males. However, due to the retirement of the longtime CTE instructor, a new CTE teacher has joined the Sci-Tech curriculum team; she is female. This assignment will, in an ideal situation, increase female interest in the physical sciences and technical education courses.
- The Sci-Tech course, due to its significant amount of student choice and student-driven inquiry, naturally emphasizes the Science and Engineering Principles of the Next Generation Science Standards (NGSS). These principles include Developing & Using Models, Using Mathematical and Computational Thinking, Constructing Explanations & Designing Solutions, Obtaining, and Evaluating and Communicating Evidence. In addition, the curricular design of the course develops connections among other programs in the building including, but not limited to, Project Lead the Way, Welding, Woods, Architecture and Design, Metals, and core science curriculum in both chemistry and physics. As a result, the infusion of the NGSS Cross Cutting Concepts is inherent. Cross Cutting Concepts include Patterns; Cause and Effect: Mechanism and Explanation; Size, Proportion and Quantity; Systems and System Models; Energy and Matter: Flows, Cycles, and Conservation; Structure and Function; and Stability and Change.
- Several options were discussed regarding staffing and registration:
  - Offer multiple sections of team taught Sci-Tech course based on students request. This option offers a 0.5 credit in science and 0.5 credit in CTE, continues to promote STEM at GBN, supports an interdisciplinary approach to teaching and learning, and best meets the needs of students and their academic requests.
  - Restructure Sci-Tech to serve approximately 40 students per section using an alternating team teaching approach. Because Sci-Tech offers individual choice with regards to projects, students are working in a variety of spaces in the classroom and machining rooms. Supervision of 40 students may be difficult without a complete course redesign. However, this option limits the interdisciplinary approach to teaching and learning.
  - Assign a single teacher to Sci-Tech. This would eliminate the dual credit in CTE and Science. This option eliminates the interdisciplinary approach.

## **Recommendations**

- Continue to provide a hands-on learning environment that relies on individual and team efforts. Make adjustments to projects to meet the needs of the students with regards to interests, experience, and ability levels.
- As the schedule allows, continue to build the cooperative curriculum team that includes both a male and female teacher role model. Use this team to expose female students to the course along with other courses in the physical science and technical education disciplines.
- Continue to practice the Science and Engineering Practices and deliberately infuse the Cross Cutting Concepts of the NGSS into the current curriculum.



These skills help to mold life-long learners, critical thinkers and problems solvers.

- Determine sections based on student registration numbers. This approach not only best serves our students, but provides a truly interdisciplinary approach to science and technical education.

**CTE: BUSINESS**

**Introduction**

**Courses reviewed during past year**

Sports Management 161  
 Keyboarding 161  
 Advanced Career Placement 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 Business 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.

**Additional initiatives (outside of review process):** AP Computer Science Principles

**Report Schedule**

<b>November 2019</b>	<b>November 2020</b>	<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>
Marketing 161	Management & Leadership 161	Accounting 161	Consumer Ed 161	Sports Management 161
Computer Apps 161	Business Law 161	Adv Business Topics 261	Consumer Ed G 161	Keyboarding 161
	Introduction to Business 161	Entrepreneurs hip: Business Incubator 163	Honors Consumer Ed 171	Advanced Career Placement 161
			AP Computer Science Principles 183	

**Approximate percentage of curriculum to be reviewed**

<b>November 2019</b>	<b>November 2020</b>	<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>
13%	20%	20%	27%	20%

## **Course or Initiative:** AP Computer Science Principles (new program update)

### **Findings**

AP Computer Science Principles is offered to students in grades 10-12, and covers seven key ideas in computer science: Abstraction, Algorithms, Creativity, Data and Information, Global Impact, the Internet, and Programming. The course aims to develop computational thinking skills and generates excitement about career paths that use computing. The course involves numerous paired programming projects, and allows for the development of both app and program development. The students learn the programming language JavaScript, which will be utilized to complete their AP requirements.

Collaborative work is ongoing between the CTE and Math departments at GBN and GBS to ensure the most effective curriculum is being taught. Summer curriculum projects were completed in the summer of 2018 which included a week-long Code.org workshop focusing on curriculum, as well as meetings between the two departments to establish more unified and refined unit projects and assessments.

There is currently a national push to make computer science more readily available to students of all backgrounds, and this course allows students to enroll in a computer science course with minimum prerequisites. This course also strikes a balance among our current computer science offerings in that it goes beyond just programming and addresses many other key components of the field, including the global impact of computing, understanding how the internet works, and explaining the importance of cybersecurity in an increasingly computer focused world.

On the Project Lead the Way end-of-course assessment, 92% of students scored between 7-9. Students earning qualifying grades (7-9 range) may earn computer science college credit, preferred admissions status, and/or scholarships with college partners across the country. On the AP Computer Science Principles Exam, 95% of students scored between 3-5. The national average in this range was 73%.

### **Recommendations**

- Continue to evolve the curriculum to reach all students, despite their knowledge of computer science.
- Continue collaboration between GBN and GBS while focusing on best practices in the field and maintaining up to date content and curriculum.
- Research new course offerings in Computer Science.

## **Course or Initiative:** Entrepreneurship: Sports Management 161

### **Findings**

In this 9-12 grade course, students perform many tasks in the area of management as if they worked for a college athletic department or small professional team. As part of the process, students design promotional materials, research and present on current events in sports management, debate on sports topics relevant to management, and complete an online simulation where students manage various aspects of a game or event, including concessions, tickets, and staffing. Students participate in creating and managing a real world event at Springfest that benefits a local charity. Guest speakers and a field trip to local colleges like Northwestern University are key components of the class to insure the curriculum remains as current as possible.

### **Recommendations**

- Continue to work with colleges and professional teams to enrich curriculum and provide real world advice to students.
- Continue to provide opportunities for students to simulate management techniques, create marketing materials, and design innovative ideas to enhance the fan experience.

**Course or Initiative:** Keyboarding 161**Findings**

Keyboarding is a one semester Business Education class that is only offered in summer school. Students learn the alphabetic keyboard, numbers, symbols and the numeric keypad with emphasis on speed and accuracy. Principles of composing professional business documents (letter, memo, resume) are also taught.

**Recommendations**

- Continue to offer the course in summer school and update the curriculum as needed.

**Course or Initiative:** Advanced Career Placement 161

**Findings**

This course is a cooperative work-study program designed for junior or senior students wishing to work part-time and receive school credit. This program requires on-site training with an approved cooperating employer and an evaluation of work performance by a school coordinator, each grading period. Currently, students who are part of the District Office's Public Relations Internship Program are enrolled in this course.

**Recommendations**

- Research the internship course offered at Glenbrook South to see if it would meet the needs of Glenbrook North students.

**CTE: FAMILY & CONSUMER SCIENCE**

**Introduction**

**Courses reviewed during past year**

Psychology of Living 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.

**Additional initiatives (outside of review process):** N/A

**Report Schedule**

<b>November 2019</b>	<b>November 2020</b>	<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>
Fashion & Interior Design 161	Introduction to Culinary Arts 161	Introduction to Human Growth 161	Fashion Construction Studio 161	Psychology of Living 161
Fashion Design Studio 461	Culinary Arts 261: Baking and Pastry	Educational Foundations 261	Fashion Construction Studio 261	
FCS Career 163	Culinary Arts 361: Catering & Meal Preparation	Advanced Educational Foundations 361	Fashion Construction Studio 361	
	Senior Foods 161	Teaching Internship 461		

**Approximate percentage of curriculum to be reviewed**

<b>November 2019</b>	<b>November 2020</b>	<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>
20%	27%	27%	20%	6%

## **Course or Initiative:** Psychology of Living 161

### **Findings**

Psychology of Living is a junior/senior level course that centers on teen issues such as depression, suicide, grief, post traumatic stress disorder, drugs, alcohol, mental illness and death. These topics are taught through lecture, discussion, guest speakers and field trips. The guest speakers share real-life experiences in the following areas of cancer survivors, an AIDS educator, organ and tissue transplant recipients, drug addicts, sexual assault survivors, US military veterans, and gay/transgender teens. The class currently takes a field trip to the funeral home to help students understand the processes of what occurs after death.

Some students find it difficult to openly participate during classroom discussions; however, they have reported they are having more conversations at home about the topics covered in class, which has opened lines of communication between students and parents. The course remains an important option for our students to understand the social and emotional needs of young adult life.

### **Recommendations**

- Research additional speakers to discuss the issues of cancer, post-traumatic stress disorder, sexual assault on college campuses, and depression.
- Invite specialists to teach students the signs of mental health and mental illness along with the resources available to them.
- Investigate other options for activities supporting wellness (yoga studio, meditation studio).
- Integrate teacher-guided journaling to allow students the opportunity to express themselves without feeling apprehensive about sharing in a group discussion.
- Use Google Classroom to post resources available to the students and their parents.



## ENGLISH

### Introduction

#### Courses reviewed during past year

English 463 GT  
English 463: Self, Society & Media  
English 463/473: Humanities  
English 463/473 Contemporary Social Themes  
English 483 AP Literature and Composition  
Team Program Courses

#### 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 the teachers of senior English, the reading specialist, the ARC staff, and the Instructional Supervisor for English. All involved examined the current curricula and recommended changes as necessary. Included in this process were the review of course goals and essential questions, 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.

The school's initiatives on meaningful work and community mindsets tied directly to the curricular and instructional goals of the English Department. Several departmental professional development days combined introduction of new voices and texts with ideas for implementing relevant curriculum to students. Important discussions of how to create classroom community and what made homework meaningful ensued. Final exams across all senior courses were compared and considered for relevance to course goals. Additionally, attention was paid to equalizing rigor horizontally across all senior exams and to adjusting vertical rigor and appropriate skills development across the four years. Discussions always returned to meaningful assessments and the central question: Are we testing what we believe matters most to students and their development as English students? Reading, writing, listening, and oral communication goals are the focus of teachers of senior English courses with continued emphasis on critical thinking. Reflecting on past practice, teachers prepared for any needed revisions to current instruction and curriculum. Teachers generated and shared activities during the year to apply to all levels of instruction.

As part of the process, the teachers considered the need for encouraging constructive public discourse within our classrooms and the need to provide intentional opportunities for close listening and sharing. We continue to consider appropriate use of electronic devices during instruction versus the importance of classroom interactions without devices present. Teachers considered those activities that were best suited for using technology and those that were best left for face-to-face interactions. When

appropriate, teachers continue to use the suite of Google tools and Turnitin to enhance student learning.

**Report Schedule**

<b>November 2018</b>	<b>November 2019</b>	<b>November 2020</b>	<b>November 2021</b>	<b>November 2022</b>
English 463 GT	English Electives	English 163 GT	English 263 GT	English 363 GT
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	English 163	English 263	English 363
483:AP Literature and Composition	Reading Skills Development 162,163 GT, 263	Honors Freshman English 173	Honors Sophomore English 273	Junior A.P. Language English 383

**Approximate percentage of curriculum to be reviewed**

<b>November 2018</b>	<b>November 2019</b>	<b>November 2020</b>	<b>November 2021</b>	<b>November 2022</b>
20	20	20	20	20

**Additional courses to be reviewed this year:**

Team Program courses
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**Findings (for all senior courses)**

At Glenbrook North, a cornerstone of the senior English experience is the chance to choose a course from multiple options. Whereas previous years of English only offer one standard English course (offered at different levels), we believe that 12th graders benefit from the chance to choose an English course that might appeal to a more specific student interest. Thus the suite of senior courses include the traditional course selection of English Literature and Composition (Self, Media and Society) in addition to a Humanities offering and a Contemporary Social Themes offering. At the same time that we promote these choices, as part of the review process, we also recognize that there is value in common senior English experiences across different preps.

### **Measures taken to provide common experiences across all senior courses:**

- College Essay Writing Workshops for all senior English courses are well received across all preps and students levels. David Boyle and the ARC staff attend each senior offering during the first two weeks of school in order to address student concerns and questions as they enter into the college admissions process.

- An emphasis on teaching the personal essay is made across all senior preps in order to assist students in their writing of college admissions essays.

- The use of The Critical Thinking Institute's pamphlet *Understanding the Foundations of Ethical Reasoning* is now not only a core experience in the Humanities curriculum, but a core experience for every senior English student.

- The Education Seminar is a common core experience across all senior classes with a project-based second semester final exam.

### **Important senior course changes since the last curriculum review:**

- English 463 Seminar served as a course for students in need of more writing skill work. After much discussion, the Seminar course offering has been archived. The existence of this course meant adding an additional level of English to the senior year and the Instructional Supervisor determined that the added level was unnecessary.

- Three years ago, the AP Language and Composition course moved from the senior level to replace the junior honors (373) offering with 383 or AP Language and Composition. This move follows the course sequence used by most schools in the area and allows students to choose an English AP offering in both their junior and senior year.

### **Recommendations for All Senior Courses**

- All senior courses will engage in an examination of their course essential questions. This examination will include a review of 9th - 11th grade essential questions with the goal of creating a natural extension of the course of study across four years.

- All senior teachers should review their incorporation of the research process into their particular courses. After the culminating junior research paper experience, what is an appropriate next step concerning research for seniors?

- Extend the use of the STAR reading assessment to include **all** students every five years, including seniors. These assessments assist with course recommendations, identify students who are in need of support, provide data for IEP meetings and inform teachers of areas where students need additional instructional assistance. In particular, including senior data will assist the special education department in deciding whether to transition students from Special Ed to general classes and assist student services in placing transfer students at the level most appropriate to their skills at GBN.

- All teachers will continue to reflect on homework practices and gradebook practices

across common preps to ensure that student grades are representing the work that teachers find most meaningful.

- Curricular teams will continue to participate in professional development to focus on meaningful work, best practices in writing instruction and meaningful final exams.

**Course(s) or Initiative(s):** English 463 GT and English 463 Self, Society and Media

### **Findings**

The review process started by examining English 463 GT and English 463 Self, Society and Media. These courses represent the next in sequence courses that many students at the regular level choose as their elective (other course electives such as Humanities or Contemporary Social Themes are also options). These courses serve students according to their abilities. English GT serves the students coming from the TEAM program, English 463: Self, Society and Media serves the students from English 363. After discovering that these courses had strayed in content from one another during the last curriculum review, a determination was made to re-integrate the curriculum. We concluded that the inclusion of regular level texts at the GT level benefits students. Students are engaging successfully in the content and a feeling of knowing they are reading the same texts as their classmates at other levels is helping instill academic confidence. For example, all students in these courses will read Tim O'Brien's, *The Things They Carried*. These students also all engage in The Education Seminar which results in a project-based second-semester final exam consisting of a graduation speech that looks back at personal achievements and forward to future hopes and dreams specific to learning.

### **Recommendations**

- The teachers of these senior courses will examine the current essential questions and work to refine this list in a way more specific to senior year and the common curriculum. Greater emphasis will be placed on a coherent year-long inquiry as well as appropriate pairing of core works with cluster questions.
- The senior curricular teams should continue to explore new texts. Part of this process includes reading new novels. The team will continue to generate a list in the spring and again select text/s to read over summer break.
- In upcoming school years, teachers will implement new texts into their course. The novels will be chosen from an existing list of texts for seniors. The goal is to create opportunities for fresh voices and a dynamic reading list, while continuing to stress unity among the courses.
- Teachers should continue to monitor the loss of the English 463 Seminar course as a choice in order to determine the impact on students.

## **Course or Initiative:** English 463/373 Humanities

### **Findings**

The Humanities course includes a focus on integrating art, ethical reasoning, world literature, and social justice. Students examine the role of art in our society leading to increased student awareness of the world and the human response to issues of injustice. The course has developed into a unique learning experience.

In addition to novel study, a unique component of the Humanities experience includes the use of a student sketchbook. The sketchbook allows for an alternate method of response to literature and ideas that incorporate visual elements as well as more standard written responses. Students engage in contemporary readings from a variety of news sources to keep abreast of current issues. In addition, students are required quarterly to attend out of the classroom experiences, such as art performances, lectures, etc. Students respond to these events sharing insights, questions raised, and lessons learned as a regular component of the class.

### **Recommendations**

- The Humanities team will continue the use of the common texts including *Burial at Thebes*, *In the Time of the Butterflies* and *Things Fall Apart*. Teachers will plan lessons and incorporate research and writing projects.
- Teachers will continue to develop sketchbook assignments that provide a combination of creativity and critical thinking in conjunction with core texts/units. Teachers will assist students in finding appropriate out-of-class events for enrichment purposes.

**Course or Initiative:** English 463/473 Contemporary Social Themes

**Findings**

Contemporary Social Themes has undergone many changes in the last five-year cycle. What was a co-taught class by teachers from the English and Social Studies Departments is now taught only by an English teacher with a heavy social studies/sociology component. Since the last review cycle, the course has shifted from culminating in a Community Action Project to a project-based final exam where students create interactive exhibits for a Gallery of Conscience that is displayed in our English Resource Center for approximately a week at the end of the year. Each gallery exhibit is a result of several weeks of study of a contemporary social issue. Topics are student-generated with teacher approval and guidance. This exhibit experience is open to students across GBN and many teachers outside of the Contemporary Social Themes course bring their classes to engage with the interactive projects.

The course instructional team has collaborated to ensure cohesiveness of course goals and content across different teachers.

**Recommendations**

- Teachers of the course should continue their ongoing development of curriculum to address themes of gender, race, class, identity, etc. while also incorporating current events in order to ensure high relevance to our world today.
- Teachers will continue to emphasize non-fiction texts after reading Arthur Miller's *An Enemy of the People* in conjunction with their reading of Paul and Elder's Critical Thinker's Guide *Understanding the Foundations of Ethical Reasoning*.
- Teachers will refine their use of student blogs as a central writing component of the course. This student writing is public and encourages students to find and use their public voice.

## **Course or Initiative:** English 483 AP Literature

### **Findings**

The AP courses attract some of our top achieving students with a love of literature. The AP teacher works to create a curriculum that is relevant and continues to develop the critical thinking skills the students need for post-secondary experiences and beyond. The teacher worked to achieve the goals of the course as required by the College Board and to fit the needs of the students electing to take AP.

As part of the requirement for this course, a teacher needs to submit his or her syllabus to the College Board. As the course description reads *AP Literature 483 emphasizes the development of literacy skills and habits of mind for independent literary analysis and interpretation. Reading instruction focuses on representative selections from the College Board's list of recommended texts; students must, therefore, be willing and able to read a substantial number of challenging novels, plays, and poems.* It is imperative that the new teacher familiarizes themselves with the abundance of options and select the appropriate texts for the course. Furthermore, there is paperwork that must be submitted and time needed to prepare for the challenges of teaching AP Literature.

### **Recommendations**

- Create distinct opportunities for students to take AP courses that focus primarily on fiction or non-fiction texts. The AP Language course includes a variety of essays and biographical texts to model for students the rhetorical devices learned. The AP Literature course has included plays, poetry and novels that are relevant and create independent thinking opportunities.
- Completed the course audit form and the course syllabus for AP Literature.
- Reviewed the four sample syllabi from College Board of AP Literature.
- Reviewed and modified the general aspects of the AP Lit syllabus, including course description, key terms, essential questions, and AP aspects.



## **Course or Initiative:** Team Program courses

### **Findings**

The Team Program courses in Social Studies include History of World Civilizations GT, Civics GT and U.S. History GT. The courses meet daily for 90 minutes and are team taught by an English and Social Studies teacher, with additional support from a special education teacher in the 9<sup>th</sup> grade classes. Team classes integrate the curricula (e.g. students read Romeo and Juliet while studying the Renaissance, students read The Great Gatsby while studying the 1920s). Most units are taught thematically.

Team Program teachers meet with one another regularly during their common planning periods. They also have monthly meetings with program coordinator Eric Etherton as well as support personnel from Student Services (e.g. school social workers and psychologists). In the past, there have sometimes been several meetings each year that include all Team teachers across grade levels and departments for selected professional development. A trend over the past five years has been for these meetings to be less numerous. A key reason for this has been the abandonment of a common planning time for all the teaching teams. The Team teachers no longer have the common 8-9 planning period and the scheduling of Team courses has changed. A freshman Team class might, for example, meet first block of A day but second block of B day. This has been done for good reason. Our Associate Principal for Student Services reports that this has allowed Team students the freedom to take more elective courses. The trade off has been greater difficulty getting the entire Team staff together.

Following a 2013 program review, Team teachers resolved to coordinate and integrate their curricula more closely and to align it more closely with regular level courses. During the past five years, teachers have used daily team planning. Some examples follow. The 9<sup>th</sup> grade team has added a novel this year, Salt to the Sea, which is replacing All Quiet on the Western Front. The 10<sup>th</sup> grade team has worked to further integrate the Civics curriculum with the literature in the course. For example, students complete even more shared writing assignments, including an assignment on values as related to citizenship and those expressed in poems studied in class, and writing that links Constitutional concepts (eg. rule of law, separation of powers) with Lord of the Flies. The 10<sup>th</sup> grade level Civics team now uses many of the same resources as the regular level Civics classes. Both levels now use the same textbook and many similar assessment tools. The Team Civics class integrates a more developed current event component than the regular level class and uses more reinforcement activities spread across a longer period of time to address more complicated materials. In the 11<sup>th</sup> grade year, students have gained valuable experience with DBQs (document based questions) within several units. These in-depth primary source assignments now take place across all curriculum levels. The 11<sup>th</sup> grade team has added *Their Eyes Were Watching God* to take the place of *Death of a Salesman*.

Lastly, since the 2013-14 school year, and continuing throughout this five year cycle, Reading Skill Development (RSD) has been offered to incoming freshmen enrolled in

the Team English 163 GT and Team HWC GT courses. Students eligible for TEAM typically demonstrate skills gaps in relation to their peers in any or all of the following: reading comprehension, reading fluency, vocabulary, writing, study habits, and organization. RSD 163 provides additional skill practice and application to core academics (primarily English/HWC GT) as well as supplemental materials. In addition to teacher-directed instruction, students are also provided time to read and study as they apply comprehension and critical thinking strategies. This optional course was offered to all English 163 Team students and approximately 25 students, or half of the incoming freshman GT students, opted to enroll.

### **Recommendations**

In February of 2013, Richard Villa, an expert in the field of co-teaching models, led a professional development workshop for TEAM teachers to foster even greater collaboration with regard to classroom instruction. He was well received and teachers left with a set of valuable resources to evaluate their roles within the teaching team on any given class day. This workshop bore much fruit which has been described above. The program is now due for a similarly reinvigorating professional development exercise, though it needn't by necessity take the same form.

### **Further recommendations**

- Continued work toward school goals within the program. Writing and Critical Thinking are previous school goals that never go out of style. Student Wellness and finding Meaning in school work are vital for TEAM students.
- Continued incorporation of Google apps for teaching and learning. Google Classroom and similar tools are particularly helpful for Team students to keep work saved and better organized.
- Continued curricular integration at all levels.
- Continued support of Student Services Department members at the Team level meetings to ensure communication with various support systems (counselors, case managers, deans, etc).
- If allowing Team students more access to electives requires that common planning periods across levels disappear, and if we believe that this serves a greater good, then we must find creative solutions for getting teachers together.

## FINE ARTS

### Introduction

#### Courses reviewed this past year

Art Studio

AP/Honors Art

Graphic Design - all levels

Music Production and Technology 161 and 261

#### Additional initiatives

1. Increased collaboration and articulation with the junior high sender schools in all subjects.
2. For only the second time in recent years, we are offering TLS Musical Theatre. This class will culminate in a performance of *Aladdin* in the GBN Little Theatre in mid-December.

#### Report Schedule

November 2019	November 2020	November 2021	November 2022	November 2023
Advanced Improvisation	Performance Skills	Ceramics	Drama	Graphic Design
Advanced Acting and Directing	Band	Guitar	Drawing and Design	Art Studio
Choir	Introduction to Broadcasting	Orchestra	Photography	AP/Honors Art
	Radio Broadcasting	Television Broadcasting	AP Music Theory	Music Production and Technology
		Sports Broadcasting	Intro to Music Theory	

Approximate percentage of classes to review:

12%	23%	29%	20%	16%
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**Course or Initiative:** Art Studio**Team Members:** Justin Gerbich, Lee Block, Rob Milkowski, Chad Davidson**Introduction**

This course is one of three Art electives that students can take during semester one of their freshman year. Students may also take Ceramics and Digital Imaging. All other entry-level art classes are open to students after they have completed one of the three courses listed above, or have completed their freshman year. Art Studio provides a comprehensive art experience and prepares students for whichever area of concentration they choose in the future. While Art Studio is not a prerequisite, students are encouraged to take this as an entry level course in the Art Department.

Assignments have been designed to link knowledge in a sequential order. As projects build upon one another, students are able to analyze and dissect previous information and ideas from beginning lessons and apply it to sequential projects throughout the semester and subsequent classes in the Art Department.

**Findings**

We regularly examine the current assignments, altering them to create a more enriching art experience that increases enthusiasm, while keeping critical thinking and learning in place. For example, we have changed our entry-level art curriculum to include a new value/drawing assignment called Inside/Out. This assignment has the students create a self-portrait that reflects their inner interests (sports, fashion, social media, etc) through a montage that is created by cutting out images from magazines. They then demonstrate their outside self with a pencil drawing of their face. This assignment replaced a previous assignment that was more geared towards the rote learning of drawing (ripples and orbs). This new assignment gives students an opportunity to show more self-expression. Additionally, students are much more responsive to this project because it connects student learning with something that is meaningful to them as learners and artists. The unified curriculum and the sharing of ideas and concepts within the department helps instructors develop a cohesive entry level art experience.

We still see the continued value in the linked learning. Students develop critical thinking skills by becoming involved in the creative process and learn to express themselves on a more personal level as they advance in their study of art. They also develop greater insight into their own work and recognize their strengths, such as the techniques with which they use on their projects, and the materials in which they can use to convey their ideas.

The use of technology has increased in Art Studio. We are able to modify the curriculum to use class time more efficiently. The Chromebook has become a very useful tool in searching for and generating ideas. Technology has been a time saver during planning and introducing projects. The ability for students to be able to print from local copiers

has saved valuable time as well. Students are now able to use that extra time to put towards the execution of their projects.

Students who take Art Studio demonstrate increased confidence, work ethic, collaboration, pacing, and development of ideas in their subsequent art classes.

Extensive collaboration between the three teachers in our area has fostered a unified team that works extremely well at sharing ideas and projects, as well as the love and passion for art. This effort has had a positive effect on all of the classes in the Art Department.

### **Recommendations**

It is still recommended that all students take Art Studio as their entry-level course. Art Studio gives students a solid foundation and understanding of the elements of art and principles of design that shows in the development of their work when taking future classes. One of the strengths of the Art Department at GBN is teaching core techniques and thinking skills that transfer into subsequent classes.

We will continue to work with the Student Services Department to make Art Studio the gateway to the Art Department. As a “freshman only” class, we feel that the environment is a healthy and positive one for students as they transition to GBN. All assignments are designed to be completed in class resulting in no homework. We have received very positive feedback from our current students that the Art Studio class is necessary to build confidence, work ethic, and practice in a variety of media and techniques. Those practices can be further developed in the advanced level classes that follow.

We will continue to expose our students to as many opportunities as possible in current art trends, artists, technology and real-world application. Continued incorporation into the classroom of new art trends, artists, and technology help students grow as artists and adults as they think critically, self-evaluate and peer-critique.

**Course or Initiative:** AP/Honors Art

**Team Members:** Justin Gerbich, Lee Block, Rob Milkowski, Chad Davidson

### **Findings**

Due to a change in prerequisite status allowing for more flexibility within our content areas, a student now needs 4 semesters in Art and must submit a portfolio for placement. This change allows those students with a comprehensive experience and/or a specific area of focus to be able to submit their portfolio for review. Portfolios are reviewed by the teachers in the department who then make recommendations for appropriate placement for either the Honors Level or Advanced Placement Level. Some curricular revision may be needed to accommodate the increased number of students who can access this class. Class assignments are created in order to link knowledge of the artistic process using a sophisticated, creative and critical thinking approach. Assignments build on previous techniques and practices, and then students apply these art-making experiences to successive projects.

The pace and sequence of Advanced Placement Studio Art and Honors Art have to be aligned with student skill level and challenge in not only Drawing and Painting, but also in Graphic Design, Photography, and 3-D Design, with the flexibility of placement from the portfolio review process. Idea formation must continue to develop student voice and originality especially as the student progresses through the advanced concepts of the concentration portion of their portfolio. Portfolio development will align with best practices for further study allowing the breadth portion of the portfolio to be built from some past advanced coursework and the concentration portion to be defined and produced entirely within the year.

Based on the fact that multiple areas of studio coursework (Drawing, Painting, Graphic Design, Photography, 3-D) are all taught at the same time, alterations to the physical studio space and overall time constraints have to be considered. Multiple studio areas are also being used simultaneously. Individual solutions to each portfolio are required. The teacher regularly places additional instructional time outside of class that they schedule during planning time, before school, and after school. At these more advanced levels students are developing more intrinsic motivation and are responding by working outside of classroom time, often spending their free time in the studio.

### **Recommendations**

Building a continuum of skills from one advanced level course to the next level is necessary to develop student confidence, awareness, theory, and their art aesthetic as they mature. Therefore, encouraging students to not only build a comprehensive experience in our program, but also devote a depth of study in areas that are specific to the Drawing, 2-D, and 3-D portfolios over the minimum 4 semesters of Art requirement is recommended. We also encourage students to supplement their A.P./Honors class with another art class to develop a consistent approach to their portfolio whether for college admissions, the common applications art supplement, as well as their

culminating Advanced Placement Portfolio due in May. At least half of the students in A.P./Honors Art take an additional art class during the year.

We will continue to identify the core values in our program and the overall strength of our current approach using critiques, sketchbook practice, art historical references, and trends in art to develop consistency in the A.P and Honors levels.

Due to the range of skill levels and experience across the department, we strongly suggest that the Honors and A.P. level are taught as a combined class with the open studio access to multiple studio areas in the department. We will continue to align the upper levels of Drawing/Design, Painting, Graphic Design, Photography, and 3-D with potential placement in the Honors and A.P. Studio Art.

### **Resources**

- Summer curriculum work on the assignments and proficiencies at the Honors and Advanced Placement Studio Art levels is necessary to engage these motivated students to seek out challenge and promote their study and practice in art with a broad range of experiences. Due to the varied background of student experiences, we will continue to develop best practices that can span over all included content areas previously structured for more of the Drawing and Painting students. As more students are accessing this rigor in their schedule, the instructor will need to develop a cohesive experience for the Photography and Graphic Design centered students and secure a more comprehensive result for the specific 2-D portfolio that they prepare.
- Continued use of available studio space in C100, C101, and the computers in C103 for the A.P. Studio Art and Honors Art which require a variety of resource areas for each project assigned due to subject matter, media, and techniques employed. Color printers for these levels also need to be updated and made available to these students.

**Course or Initiative:** Graphic Design 161-461

**Team Members:** Justin Gerbich, Lee Block, Rob Milkowski, Chad Davidson

### **Findings**

The Graphic Design curriculum at Glenbrook North incorporates a balance of hand-manipulated processes with the latest in technology. The assignments are sequenced from Graphic Design 161 through 461, allowing students to build from their previous knowledge and aid in the selection of the proper tools to use in conquering all visual problems.

The current Graphic Design curriculum has been in place for the past five years. During those five years, minor adjustments to the curriculum have been made. Since many students enter Graphic Design with little or no prior art experience, the curriculum has evolved to address the changing needs of our students. Lessons now include a closer look at the elements and principles of art and design from the starting point of each lesson.

After reviewing the sequence of instruction, we concluded that revising the order of projects was in the students' best interests. This revision allows students to build on prior knowledge and experience, and apply that to subsequent projects.

It has now become the norm for students to use their Chromebooks to find real world examples to apply to the situations they are attempting to resolve. Chromebooks are also being used to build student-lead presentations, compiling slideshows with examples and short answers to open-ended questioning.

A continuing technological change that has occurred is the focus on the creation of a digital portfolio. Students are required to post all finished products to an online site shortly after the project due dates. This online site allows students to share their work with other students, receiving feedback from not only their peers, but the general public as well. After researching current trends, this practice will be taken a step further with the creation of a website-based portfolio, that will include an artist statement along with the students' artwork.

We have received much positive feedback associated with the digital portfolios produced by the students. Our students' portfolios have given them a competitive edge when they have applied to colleges and universities. These portfolios have been beneficial to students studying a variety of majors including, but not limited to, visual art.

### **Recommendations**

We will continue to keep a competitive balance of the traditional, hand-manipulated component of Graphic Design while incorporating computer design as appropriate. We will continue to research the growing trends in the field of Graphic Design, and we will translate these new trends into real world activities for the art students at GBN. We will



continue to promote the artwork of our students, not only through school displays and exhibits, but also through the students' Digital Portfolios.

### **Resources**

To keep current and to prepare our students for the real-world experience we will need the continued support of the Mac computer platform, the Adobe Creative Suite as well as the internet and the technological support of the district. Much has been learned through articulation with teachers from the surrounding districts. Continued articulations at conferences and school visits will add to the success of the Graphic Design program at GBN.

**Course or Initiative:** Music Production and Technology 161-261

**Team Members:** Dan Briggs, Kelsey Nichols, Aaron Kaplan, Chad Davidson

### **Findings**

Due to the available workstations in Music Production Lab, enrolment in the combined 161 and 261 levels remains capped at 20 (with a potential for 21 if the teacher workstation is used by a student). There is no prerequisite for the class and the entry level skill set for 161 students is typically minimal music background with experience in classroom and ensemble music in middle school. In some instances, students have intermediate background in an instrumental or vocal ensemble.

Music Production and Technology 161 is a course that is centered around the creation of musical content, process for music creation/production (revision), and the use of tools used by creators and recording engineers. Framed using the programs Garage Band, Logic Pro X and Ableton, students learn basic skills in the following areas: Music Theory, Mixing, Mastering, Effects, Remixing, Beat Pattern, Velocity, Sound Processing, and MIDI hardware devices. Students use a project based learning system to demonstrate skills in each of these areas.

A emphasis has been placed this year on listening to source material and understanding the impact and evolution of the recording industry. From these historical and current recordings, students have worked to apply the effects and practices they observe to better understand the role the tools play, as well as the impact of the recording artist/engineer.

Student interests remain varied in the methods of production, as well as genre of music to be created. The current tools used for production offer the ability to differentiate and allow student interest to drive the topics covered.

### **Recommendations**

- Develop a portion of the course that asks students to demonstrate understanding of the evolution of the recording industry and the impact it has on current recording methods. Also, a basic understanding of the business side of music production would benefit those students who have an interest in pursuing a career in music.
- A segment of the course should focus on specific plugins that benefit the mixing and mastering process of using Logic Pro X.
- Discussion with TLS staff for a potential TLS specific section of the course to be developed. A TLS specific section would allow adapted pacing and content that would make the course more approachable for students and enable aids to better support their students.
- Develop a clearer curriculum for independent study students enrolled in 261 that will frame their experience throughout the semester.

## HEALTH, PHYSICAL EDUCATION AND DRIVER'S EDUCATION

### Courses reviewed this past year

Strength Training I&II  
 High Adventure I &II  
 Fit For Life  
 Yoga

### Process

The Instructional Supervisor for Physical Education, Health & Driver Education, Bob Pieper, and the Department Assistant, Mike English met with the following faculty to discuss the course curriculums, guidelines, course syllabus, study guides as well as the student assessment process:

- Jen Schultz and Sean Brandt who currently teach the Strength Training I curriculum
- Matt Purdy who currently teaches the Strength Training II curriculum
- Renee Brosnan and Jill Nowak who currently teach the High Adventure I curriculum
- Mike English who currently teaches the High Adventure II curriculum
- Jessica Roby who currently teaches the Fit for Life curriculum
- Tiffany Kim who currently teaches the Yoga curriculum

### Additional initiatives

- Teachers continue working on the State's type III assessments.
- Teachers will continue to review their specific curriculum.
- Teachers continue to support one on one learning by developing Google Classroom sites for their classes.
- Work on professional development by attending conferences and clinics.
- Starting the first Spartan Challenge in honor of Mark Rebor.
- Curricular change Sport and Fitness will combine Lifetime Sports and Team Sports.

### Report Schedule

November 2019	November 2020	November 2021	November 2022	November 2023
Freshman Girls	Sophomore	Lifetime Sports	Team Sports	Strength Training I & II
Freshman Boys	Dance I & II	Aquatics	Physical Management	High Adventure I & II
TLS/DLS	Driver Education	Health	Leaders	Fit for Life
		Team Health		Yoga
		Sophomore STC		

### Approximate percentage of curriculum to be reviewed

November 2018	November 2019	November 2020	November 2021	November 2022
18%	18%	23%	13%	28%

#### Additional courses to be reviewed this year: Yoga

- The curriculum introduces students to yoga and opens their minds to the benefits of incorporating yoga into their exercise routine.
- Learning how to contract and hold muscles is the foundation to this course. With increased muscular endurance, students have the ability to hold each pose for a longer duration. Basic yoga poses increase body awareness and encourages proper alignment of the body.
- The teacher uses daily themes to help the students focus on specific parts of the body.
- Use of controlled breathing exercises help students relieve stress, anxiety and eliminate distractions in their lives.
- The teacher has attended 200 hours of professional development to obtain a yoga certification through Core Power as well as an additional 8 hour clinic at Midwest Mania Fitness Expo to obtain another yoga certification.
- The class has been very popular with the students. We currently have 6 sections of yoga this school year.

#### Recommendations

- Continue to introduce students to the basic poses in yoga and open their minds to the benefits this class can provide.
- The curriculum should continue to work on muscular endurance.
- The teacher should continue to use daily themes to help the students stay focused and engaged in the lesson.
- Continue to use breathing exercises to help our students relieve stress, anxiety and eliminate distractions in their lives.
- The teacher should continue to explore professional development opportunities to stay current with the newest trends in yoga.

## **Course or Initiative:** Strength Training

### **Findings**

- Strength Training is a fitness-based curriculum with a strong emphasis on muscular strength.
- The curriculum provides students with the basic knowledge and confidence to walk into any weight training facility in the country and understand how they can safely use any of the equipment.
- The curriculum covers lift names, primary muscle movers, lifting techniques, spotting techniques and weight room etiquette.
- The bench press, squats, hang clean and dead lifts are the foundation of the curriculum.
- Agility, speed and power exercises enhance the student's overall fitness levels.
- Videos show proper lifting techniques and help the students to peer analyze each other's technique.
- The curriculum uses three written tests to measure student knowledge and understanding.
- Pre and post-test assessments measure proper technique of the bench press, squats, hang clean and dead lift.

### **Recommendations**

- Strength Training should continue to be a fitness-based curriculum with an emphasis on muscular strength.
- The curriculum should continue to provide the basic knowledge that gives our students the confidence to use any fitness center they choose.
- Continue to teach weight training vocabulary and principles that will help increase student fitness levels.
- The curriculum should continue to use the four Olympic lifts as the foundation of this course.
- Continue to supplement the curriculum with speed, agility, and power activities.
- The teachers should continue to use written, pre and post-test assessments to measure student knowledge and understanding.

## **Course or Initiative:** Strength Training II

### **Findings**

- Strength Training is a fitness-based curriculum with a strong emphasis on muscular strength.
- The curriculum focuses on increasing a student's overall knowledge of the four Olympic lifts and provides them with the tools to train themselves now and in the future.
- The core lifts of the curriculum are the bench press, squat, hang clean and dead lift.
- The curriculum uses teacher guided lifts to ensure proper safety and technique. Then the students will work in a group setting to increase their proficiency and finally will perform individual lifts to show their mastery of the lift.
- The teacher uses agility, close quarter change of direction, explosiveness and plyometric exercises every day to improve the student's overall fitness levels.
- The teacher uses a variety of self-assessments, peer assessments and video analysis to help measure student progress in class.

### **Recommendations**

- Strength Training should continue to be a fitness-based curriculum with an emphasis on muscular strength.
- The curriculum should continue to increase the student's overall knowledge of the four Olympic lifts and provide the students the skills to train themselves now and in the future.
- Continue to have the four Olympic lifts as the foundation of the course.
- For safety and mastery of skills, the teacher should continue to use teacher led lifts, group lifts and individual lifts.
- Continue to use agility, close quarter change of direction, explosiveness and plyometric exercises to improve the students' overall fitness levels.
- The teacher should continue to use self-assessment, peer assessment and video analysis to measure student growth and proficiency.

## **Course or Initiative:** High Adventure I

### **Findings**

- Safety continues to be the number one priority of this class. Students must pass a written safety exam with an 80% or higher before they are allowed to belay another student. Facilities and equipment are inspected by Fourth Cliff Adventure once a year.
- The principles of “Challenge by Choice” guide the curriculum, which helps students overcome their fear and anxiety of heights in a caring and supportive environment.
- Team building activities help to increase class unity and trust.
- A strong emphasis is placed on a student’s ability to overcome obstacles and try. Perseverance is valued in this class.
- Daily body weight exercises help students improve their strength and become better climbers.
- All of the teachers have been certified in the safe supervision and instruction of the high ropes course.
- The facilities have been updated to include one of the best high rope courses in the country.

### **Recommendations**

- Safety should continue to be the number one priority of this class. Safety tests should continue to be used to hold students accountable for their understanding and knowledge of the safety guidelines. Yearly inspections of facilities and equipment should continue.
- The curriculum should continue to provide a caring and supportive environment for our students.
- Overcoming adversity and persevering should continue to be a goal of this curriculum.
- Increasing student strength is a department goal and should be emphasized in this class.
- All teachers should remain current with their certifications.

## **Course or Initiative:** High Adventure II

### **Findings**

- Safety is also a top priority in this class. Students learn the safety guidelines of this course. With this knowledge, students will identify when equipment or students are not safe.
- Increased challenges place a greater demand on student climbing techniques and skills. These challenges keep the curriculum new and exciting for the students.
- Students assume a greater leadership role in the class. Setting up climbs, taking down climbs, checking equipment and being vigilant about safety are all the responsibility of the students.
- Field trips expose students to adventure education activities in our area. Vertical Endeavors is an indoor climbing facility that challenges every level of climber in our program. Go Ape High Ropes Course is an outdoor high ropes and zip-line course designed for challenge and fun.
- Students work on their muscular strength every day. Body weight exercises help students lift their own body weight.

### **Recommendations**

- Safety should continue to be the top priority of this class. Student awareness of safety helps to increase the overall safety of the class.
- The teacher should continue to find creative ways to challenge the students in order to keep the curriculum new and exciting.
- Continue to provide leadership opportunities for the students. These lessons can transfer to other areas of their lives.
- Field trips should continue to expose the students to adventure education activities in our area.
- Muscular strength is a very important component for successful climbing and should be done every day in class.



## **Course or Initiative:** Fit for Life

### **Findings**

- Fit for Life provides students an opportunity to participate in group fitness activities, along with hands on experience cooking nutritional foods in the kitchen.
- This curriculum shows how physical activity and proper nutrition are essential for optimal health.
- Participating in fitness activities students can feel the physical, mental and emotional benefits of exercise.
- The teacher wants students to find a fitness activity that they love and to continue that activity outside of class.
- For the final project, the students are given a specific client with a specific health condition. Then they have to create a workout plan with a menu that addresses all of their client's needs.

### **Recommendations**

- Fit for Life should continue to offer a variety of fitness activities and opportunities in the kitchen.
- The curriculum should continue to show how physical activity and proper nutrition play a key role in a student's optimal health.
- Having students feel the benefits of physical activity and choose activities they love can reinforce the desire to continue those activities and should be continued.
- The final project should continue because it helps the students transfer their knowledge about exercise and nutrition and lets them apply it to a real world setting. Being successful on their final project shows the students they have the skills necessary to be successful with their own health when they leave GBN.

## MATHEMATICS

### Introduction

#### Courses reviewed during past year

Geometry Honors 173  
 Geometry 163  
 Geometry G 163  
 Geometry GA

#### 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 in the start of the 2017-2018 school year for each of the aforementioned courses. The teachers working on these committees either teach the current course 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

November 2018	November 2019	November 2020	November 2021	November 2022
Geometry 173	AP Calculus AB	Algebra 1 163	Algebra G 163	Pre-Calculus 173
Geometry 163	AP Calculus BC	Algebra 2 Honors 273	Algebra GTA 163	Pre-Calculus 163
Geometry G 163	AP Statistics	Algebra 2 263	Algebra 2 G 263	Pre-Calculus G 163
Geometry GA	AP Computer Science A	Discrete Mathematics	Algebra 2 GA 263	Pre-Calculus GA 163
	Advanced Topics			

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

November 2018	November 2019	November 2020	November 2021	November 2022
19	24	19	19	19

## **Course:** Geometry Honors 173

### **Findings**

Geometry Honors is a class that emphasizes learning through problem solving. The course allows students to see how a math course can develop from a point, line, and plane into a dynamic subject with many applications. Inductive and deductive reasoning are emphasized. Students will often look for patterns and make conjectures. The conjectures are followed up with proof, when possible. Students learn the curriculum by doing problems, discussing the problems, and connecting the new ideas to the previously established ideas. Student feedback and assessments have provided feedback that this approach works well with students who take the class.

Geometry Honors covers the building blocks of geometry, congruent triangles, parallel lines, 3-D geometry, polygons, similarity, right triangles, circles, area, surface area, volume, coordinate geometry, transformations, and constructions. The importance of proof is emphasized, including 2-column proof, indirect proof, and paragraph proof. Algebra is threaded throughout every unit. Writing correct mathematics as well as writing about mathematics is also stressed in each unit. The material we cover in Geometry Honors, and the way students learn it, fits in well with district initiatives. A growth mindset and critical thinking is consistently emphasized. Many of the problems require perseverance and flexible thinking. Students have regularly reported that the course helps them become better problem solvers and deep thinkers. Students become better independent learners as well as better collaborators. Students have also reported more appreciation for the subject of mathematics. Students in the course often report that they gain confidence in their ability to learn challenging content. Student confidence and enthusiasm should help with the district goal of student wellness. At the end of the course students have reported a strong understanding of the subject and a sturdy intellectual foundation for future courses.

The textbook we use is one that we have used for a number of years. The text fits in perfectly with the goals of the course. The textbook has outstanding problems and is easy to read. Often, students are exposed to flipped learning in which they will read the book and try the homework problems and the understanding will be strengthened in the following class. Students in the course report a big improvement in their ability to learn independently and self-advocate. Technology is used to investigate geometry as well as to reinforce conjecture. Students work on real-world geometry projects during the second semester so that they can be exposed to geometry outside the typical high school geometry curriculum. Resources are continually explored and evaluated.

### **Recommendations**

- Continue to explore the use of technology (chromebooks/TI calculators) in the course to best meet the learning needs of students.
- Consider doing more with transformations
- Consider the role of constructions in the Geometry curriculum

## **Course:** Geometry 163

### **Findings**

In recent years, both CCSS and PARCC have led to changes to the Geometry 163 curriculum. Since we've seen some changes in state testing, we took some time to see what adjustments should be made to our curriculum to make sure our students are most optimally prepared. We have removed constructions "by hand" (compass and straightedge) as these have been replaced with digital/computer-based constructions which are more intuitive for students. The "by hand" constructions felt like an unnatural add-on and took time away from processing and critical thinking, which is the true goal of constructions.

After some discussion, we have chosen to maintain Chapter 12, Transformations. Even though the exact skill may not be as relevant to standardized testing, translations, reflections, rotations and composition of transformations gives students a strong foundation in the understanding and processing of graphs both visually and algebraically, as they relate to numeric changes. Learning this terminology allows us to reference it as we study congruent and similar figures throughout the year. In terms of vertical alignment, our Chapter 12 work will flow naturally into Algebra 2 and Precalculus, as these courses focus on transformations of parent functions. We will keep assessing the benefits of teaching Chapter 12 as we follow student progress/performance from year to year.

Students in Geometry learn to think both inductively and deductively. Using the TI-Nspire, students can construct, measure and make conjectures about geometric situations. Many Nspire labs were written and revised to allow for independent discovery of theorems. Formal two-column proofs are addressed during first semester and are the main vehicle for learning deductive reasoning.

Other technologies including Peardeck and Quizizz are used for processing and formative assessment. Students enjoy using their Chromebooks and benefit from the quick, individualized feedback.

Second semester tends to focus more on the algebraic applications of Geometry. Reasoning takes the form of organized flow-of-thought with justifications produced in sentence form. We continue to study triangles, similarity, right triangle trigonometry, area, volume and circles. These topics lend themselves to a variety of real-world problems and discoveries using physical objects. As the year comes to an end, we focus on Chapter 11, Circles.

The very last lesson of the year addresses equations of circles in the coordinate plane. At one point this was taught in Algebra 2, but due to curricular changes and the inability to cover this topic in Precalculus with much depth, we will aim to address this topic in our Geometry course.

We have used our current textbook for a number of years and feel that it is a great fit for the course. However, we do want to explore a possible online textbook and/or online

problem sets in the future.

### **Recommendations**

- Look at possible alternative texts or digital problem sets. Although we are very happy with the one we use, it is worth making sure there is not a better option.
- Continue to build algebra review and application into the course. Continue to assess algebra skills on most chapter tests.
- Continue to create and revise engaging activities that allow students to think critically.

**Course:** Geometry G 163

### **Findings**

We spend the first semester of Geometry G learning new vocabulary, postulates, and theorems that students will need to recall and apply throughout the entire course. Major concepts that are covered in depth during the first semester are as follows: segment relationships, angle relationships, logic, properties of equality, parallel lines, coordinate geometry, triangle congruency, congruent triangle proofs, points of concurrency, triangle similarity, similar triangle proofs, and transformations.

The second semester is devoted to right triangles, polygons, and circles. This semester includes the following major topics: similar right triangles, special right triangles, right triangle trigonometry, properties of quadrilaterals, properties of circles, area, surface area, lateral area, and volume.

The pacing of the course remains fairly consistent from year to year. Topics are introduced, learned, and practiced using a variety of instructional approaches. There is some flexibility with the pace of the curriculum during the first semester that can allow for more time with proofs involving congruency or similarity of triangles. These higher-level problems are essential in developing the ability of students to organize their thoughts, think critically, and problem-solve.

During the 2016-2017 school year, all Geometry G students began using an online computer math program called IXL. IXL allows students to practice geometric-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. 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.

The teachers of this course understand that geometry is very different in nature from nearly every other math course. The content is very visual and spatial which can be a big change (and sometimes a challenge) for Geometry G students. We choose problems that vary in rigor. Some problems are designed to deepen understanding and build student confidence levels. Other problems are created to challenge the students and provide the opportunity to learn from mistakes. Applying 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 activities that are implemented. A variety of instructional approaches/activities are used to introduce new content. Students discover many postulates and theorems through the completion of TI-nspire-based discovery lessons.

Teachers of this course 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.

In order to provide the best instruction and attention for the students enrolled in Geometry G, classroom assistants and instructional assistants have been placed into

some of these classes (dependent on staffing availability). These assistants are extremely beneficial to the teacher and to the students. They are able to assist with student questions, checking homework, implementing instructional activities, administrative tasks, and classroom management. In addition, they help to meet the needs of the large numbers of IEPs that we need to accommodate. The placement of these assistants has been a huge help in Geometry G classes that exceed 20 students.

### **Recommendations**

- Discuss the possibility of using classroom assistants or instructional assistants in all Geometry G classes with 20 or more students to better meet the learning needs of those students.
- Implement activities that increase student engagement levels (including, but not limited to TI-Nspire and IXL).
- Create rigorous instructional activities that challenge students to think critically and improve their problem-solving skills.
- Consider better alignment of a few specific areas of curriculum to that of Geometry 163. This would ensure a smoother transition for students who are in need of a level change at semester. In particular, the team would like to review the timing/placement of triangle similarity and quadrilaterals.

**Course:** Geometry GA 163

### **Findings**

Geometry GA is a course designed to emphasize properties and applications of geometric figures in two and three dimensions. Due to the unique learning needs of students placed in this course, (most students are coming from a co-taught, and more intensive Algebra GTA (team), all sections of Geometry GA include the addition of a Math Instructional Assistant. IA's help individualize curriculum to meet the specific learning needs of students and help adapt curriculum to help meet the needs and accommodations set forth in IEPs. IA's are integral to this course and it is our belief, that without IAs in the course, it would be challenging to appropriately manage and optimize learning for this group of student learners, given their unique needs and overall challenges in mathematics.

In this course, students utilize inductive and deductive reasoning skills to solve problems throughout both semesters. First semester topics include segments and angles, parallel and perpendicular lines, triangle relationships, and congruent triangles. During this semester we focus on incorporating algebraic concepts where appropriate to reinforce these topics. Many students take the PSAT as sophomores and helping students reinforce their algebra skills is a benefit when it comes to standardized testing. During the second semester of the course, topics covered include quadrilaterals, similarity, polygons and area, surface area, volume, and circles. Topics covered in Geometry GA are similar to those of Geometry G, should students need to transition levels during either semester.

During the past two school years, appropriate and creative use of technology has been a major focus of the course. We utilize IXL, Desmos, and Geogebra to provide a learning experiences suitable for the 21<sup>st</sup> century. Teachers select topics from IXL that students can practice outside of class and receive instant feedback. IXL allows students to work at their own pace. At times, students struggle with the program's syntax, but once this learning curve is overcome, students generally find the program useful. Desmos and Geogebra are used in class to provide exploratory lessons where students work collaboratively to learn new topics. After students use these programs we come together and students share their findings.

The student population of Geometry GA comes primarily from Algebra GTA (team) and a few students that transition from Algebra G. In Algebra GTA students receive guided notes each class to allow students to focus more on the mathematics. In Geometry GA we work on note-taking as a skill. Students are taught what mathematical notes should look like (have an objective, proper notation, and diagrams where applicable). To help students with this, all notes are saved as a PDF and placed in a shared folder on Google Drive. Students use their Chromebooks regularly and Google Drive also serves as a great resource. The course is slowly working towards becoming completely digital. Students access homework guides, worksheets, and classroom notes on Google Drive. Students easily have access to all of these resources on their personal digital devices and



computers.

### **Recommendations**

- Investigate how much of an impact formalizing analytical proofs would have on student understanding
- Consider new applications to supplement the chapter on proofs
- Continue with the assignment of IA's to Geometry GA courses
- Continue using technology purposefully (IXL, Desmos, Quizlet live, Kahoot)
- Continue to integrate Algebraic topics where appropriate

## SCIENCE

### Introduction

#### Courses reviewed during past year

Astronomy & Space Science 163 & 173

Plant Science 161 & 162

Anatomy & Physiology 161 & 162

Principles of Applied Science & Technology 163

#### Process

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

#### Astronomy & Space Science 163 & 173

1. Have the developed placement guidelines supported the differentiation between Astronomy & Space Science 163 and 173?
2. What learning experiences will increase student engagement in Astronomy & Space in and out of the classroom?

#### Plant Science 161 & 162

1. Do students from a variety of academic levels continue to find interest and success in the Plant Science courses?
2. What types of learning experiences within the course stimulate the highest level of student engagement?

#### Anatomy & Physiology: Bones, Muscles & Nerves 161

#### Anatomy & Physiology: Body Systems 162

1. Do students from a variety of academic levels continue to find success in the Anatomy & Physiology courses?
2. What types of learning experiences within the course stimulate the highest level of student engagement?

#### Principles of Science and Technology 163

Over the past several years, the Instructional Supervisors from Science and Career and Technical Education have met with the instructors to discuss the current curriculum, enrollment, target audience, and sectioning regarding Principles of Applied Science and Technology 163, Sci-Tech, course. The essential questions identified include the following:

1. Does the course provide a hands-on, challenging learning environment that meets the needs of a variety of learners?
2. What efforts can be done to increase female enrollment in the course?
3. Does Sci-Tech meet the recommendations of the Next Generation Science Standards?

4. What are the possible alternatives to staffing and registration, if any, for the course while still maintaining the dual departmental credit in Science and CTE?

**Additional initiatives (outside of review process):**N/A

**Report Schedule**

<b>November 2019</b>	<b>November 2020</b>	<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>
AP Biology 283	Chemistry 163	Biology 163	Physics 163	Astronomy & Space Science 163
AP Physics 283	Honors Chemistry 173	Honors Biology 173	Honors Physics 173	Honors Astronomy & Space Science 173
AP Chemistry 283	Intro to Chemistry 163	Biology GT – TEAM 163	Intro to Physics 163	Plant Science 161 (Spring & Fall)
AP Environmental Science 283	Brain Studies 161			Sci-Tech 163
Earth Science 163				Anatomy & Physiology: Body Systems 162
Earth Science GT-TEAM 163				Anatomy & Physiology: Bones, Muscles, and Nerves 161
Forensic Science 163				
Material Science 163 & 173				

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

<b>November 2019</b>	<b>November 2020</b>	<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>
18	25	24	22	11

## **Course or Initiative : Astronomy & Space Science 163 & 173**

### **Findings**

- As a result of the last review, the Astronomy and Space Science 163 and 173 prerequisite courses were adjusted. Both levels have a prerequisite of completion or concurrent enrollment in Physics. In addition, the Astronomy & Space Science class has a prerequisite of historical coursework in both honors math and science.
- The prerequisite courses have helped define the differentiation between the regular and honors level courses. The Astronomy 173 course can assume a certain mathematical level of understanding and therefore use mathematical tools to explain astronomy-related phenomena. In addition, the physics requirements have allowed for deep and deliberate connections between the two sciences. This connection has increased student understanding with regards to astronomy content and scientific explanation for such findings.
- Astronomy is an ever-changing science with a constant flow of new discoveries. Routine exposure to such resources as NASA Today not only provides up to date research and discoveries to students, but reinforces the fact that discipline continues to evolve due to scientific discoveries.
- Several sky studies have been developed throughout the past few years in addition to an increase in the inventory student-friendly telescopes. The instructor has hosted roof top sky viewings. Anecdotal feedback shows heightened student interest, excitement and general awareness of astronomy outside of the classroom.

### **Recommendations**

- Continue to maintain the existing prerequisites for Astronomy & Space Science 163 & 173.
- Continue to expose students to careers, research, current events, and discoveries in Space Science through the use of both national and international resources.
- Continue to engage learners, GBN astronomy students as well as the greater GBN community, in experiences outside of the astronomy classroom.

## **Course or Initiative:** Plant Science 161 & 162

### **Findings**

- Enrollment in Plant Science has remained consistent over the past four years with one section each semester.
- Typically students from regular and Team courses demonstrate academic success which is indicated by all students earning a grade of C or higher as long as consistent attendance is maintained throughout the semester.
- Students engage in both curricular-based and self-directed inquiry. The instructor provides the necessary prerequisite knowledge through laboratory experiences, in-class activities, and supplemental reading and research. Students then apply knowledge gained to group and individual projects as well as student-designed research.
- Career exposure is embedded into several of the group projects. In addition, field trips are taken to expose students to the natural world around them. Field trips also serve as a way for students to appreciate plant science outside of the classroom.

### **Recommendations**

- Continue to “advertise” the Plant Science courses through the Elective Extravaganza to maintain enrollment. The Elective Extravaganza is a 20 minute overview of elective courses presented to current sophomores and juniors during science courses prior to registration to introduce students to the menu of science elective offerings at Glenbrook North.
- Continue to encourage students to enroll in the course independent of previous science placement and experiences as students of all levels have proven to be successful in this elective course.
- Continue to nurture self-directed inquiry within the Plant Science classroom.
- Continue to expose students to plant science-related careers through field trips and field experiences. Consider hosting guest speakers in plant science-related fields.
- Continue to develop and implement creative projects that require application of concepts and afford students the opportunity to take on a the role of one in a plant science-related career.

## **Course or Initiative**

Anatomy & Physiology: Bones, Muscles & Nerves 161

Anatomy & Physiology: Body Systems 162

## **Findings**

- Enrollment in Anatomy has remained consistent over the past four years with two sections of Bones, Muscles and Nerves during the first semester and two sections of Body Systems during the second semester.
- Students from all academic backgrounds continue to demonstrate academic success which is indicated by all students earning a grade of C or higher.
- The Anatomy & Physiology course naturally itself lends to extensive memorization at the collegiate level. However, this elective focuses on exposure to vocabulary and the meaning of the Latin roots, identification of body structures, and understanding of function at the individual and systemic levels. This broad exposure decreases the need for memorization and increases the students' ability to build a resource for later use.
- Students engage in application through Grand Rounds: developing a diagnosis and suggested mode of treatment. In addition, connections are made through the use of current medical discoveries, study of health epidemics, and sharing of personal and family medical experiences.
- Students are exposed to related careers through field trips and guest speakers.

## **Recommendations**

- Continue to “advertise” the Anatomy & Physiology course through the Elective Extravaganza to maintain enrollment in the courses.
- Continue to encourage students to enroll in the course independent of previous science placement and experiences as students of all levels have proven to be successful in this elective course.
- Continue to emphasize the skill of resource development to support application-based projects and learning experiences, to deemphasize extensive memorization through vocabulary and Latin root exposure, to develop a deep understanding of systemic function of the human body.
- Continue to develop and implement application-based learning experiences to engage students in deep, critical thinking.
- Continue to nurture underclassmen interested in a medical-related field by offering Anatomy & Physiology-related experiences through the Spartan Medical Club.

## **Course or Initiative:** Principles of Science and Technology 163

Over the past several years, the Instructional Supervisors from Science and Career and Technical Education have met with the instructors to discuss the current curriculum, enrollment, target audience, and sectioning regarding Principles of Applied Science and Technology 163, Sci-Tech, course. The essential questions identified include the following:

1. Does the course provide a hands-on, challenging learning environment that meets the needs of a variety of learners?
2. What efforts can be done to increase female enrollment in the course?
3. Does Sci-Tech meet the recommendations of the Next Generation Science Standards?
4. What are the possible alternatives to staffing and registration, if any, for the course while still maintaining the dual departmental credit in Science and CTE?

### **Findings**

- Hands-on and problem-solving experiences that integrate all of the STEM components of science, technology, engineering and math are designed to allow students to collaborate in teams of typically four students. The engineering challenges afford students the opportunity to set expectations that meet or exceed the requirements of the project in addition to allowing students the opportunity to self-design and build their prototype. This experience is not only challenging academically, but the group atmosphere adds a dynamic in which students need to recognize the value of a cohesive team as well as individual accountability.
- Self-assessment is utilized on year-long projects to help keep students focused on their progress. Self-assessment is ongoing throughout the school year. Students assess their personal goals and make adjustments as needed. Throughout this process, the instructors provide in-class feedback as well as written and verbal responses to students' self-reflections. The "conferences" take place in class and offer guidance with regards to concept application and project design. In addition, these conferences serve as a platform to discuss both individual and collaborative successes and struggles.
- In the past, Sci-Tech has supported a heterogeneous group of students including individuals from special programs such as Special Education and Off-Campus. In addition, the academic range has varied from the Team level student to Advanced Placement students. The students in the course are primarily male. Over the past two school years, one section of Sci-Tech has been offered, however 35 and 55 students have requested the course in 2017 and 2018 respectively. Because one section has been offered, the students have been enrolled based on prerequisite, credit, or academic need. As a result, the population has become much more homogeneous with regards to science and math background. The students in Sci-Tech, over the past two years, have primarily struggled academically in traditional science courses and have enrolled in Sci-Tech as an alternative to Chemistry and/or Physics.

- The enrollment in the Sci-Tech course is dominated by males. However, due to the retirement of the longtime CTE instructor, a new CTE teacher has joined the Sci-Tech curriculum team; she is female. This assignment will, in an ideal situation, increase female interest in the physical sciences and technical education courses.
- The Sci-Tech course, due to its significant amount of student choice and student-driven inquiry, naturally emphasizes the Science and Engineering Principles of the Next Generation Science Standards (NGSS). These principles include Developing & Using Models, Using Mathematical and Computational Thinking, Constructing Explanations & Designing Solutions, Obtaining, and Evaluating and Communicating Evidence. In addition, the curricular design of the course develops connections among other programs in the building including, but not limited to, Project Lead the Way, Welding, Woods, Architecture and Design, Metals, and core science curriculum in both chemistry and physics. As a result, the infusion of the NGSS Cross Cutting Concepts is inherent. Cross Cutting Concepts include Patterns; Cause and Effect: Mechanism and Explanation; Size, Proportion and Quantity; Systems and System Models; Energy and Matter: Flows, Cycles, and Conservation; Structure and Function; and Stability and Change.
- Several options were discussed regarding staffing and registration:
  - Offer multiple sections of team taught Sci-Tech course based on students request. This option offers a 0.5 credit in science and 0.5 credit in CTE, continues to promote STEM at GBN, supports an interdisciplinary approach to teaching and learning, and best meets the needs of students and their academic requests.
  - Restructure Sci-Tech to serve approximately 40 students per section using an alternating team teaching approach. Because Sci-Tech offers individual choice with regards to projects, students are working in a variety of spaces in the classroom and machining rooms. Supervision of 40 students may be difficult without a complete course redesign. However, this option limits the interdisciplinary approach to teaching and learning.
  - Assign a single teacher to Sci-Tech. This would eliminate the dual credit in CTE and Science. This option eliminates the interdisciplinary approach.

## **Recommendations**

- Continue to provide a hands-on learning environment that relies on individual and team efforts. Make adjustments to projects to meet the needs of the students with regards to interests, experience, and ability levels.
- As the schedule allows, continue to build the cooperative curriculum team that includes both a male and female teacher role model. Use this team to expose female students to the course along with other courses in the physical science and technical education disciplines.
- Continue to practice the Science and Engineering Practices and deliberately infuse the Cross Cutting Concepts of the NGSS into the current curriculum.



These skills help to mold life-long learners, critical thinkers and problems solvers.

- Determine sections based on student registration numbers. This approach not only best serves our students, but provides a truly interdisciplinary approach to science and technical education.

## **SOCIAL STUDIES**

### **Introduction**

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

Advanced Placement American Government and Politics  
Advanced Placement Comparative Government  
Advanced Placement European History  
Advanced Placement Macroeconomics  
Advanced Placement Psychology  
Advanced Placement U.S. History  
Advanced Placement World History  
Introduction to Debate 163  
Debate 183 – Seminar – P (Policy)  
Debate 183 – Seminar – L (Lincoln Douglas/Public Forum)  
Team Program courses

#### **Process**

Each of the Advanced Placement teachers complete an extensive review of the curricula as part of the College Board’s ongoing AP Audit. This process requires teachers to review their syllabi, course content, instructional delivery, and pacing to ensure alignment with the College Board’s course requirements. AP teachers use the Educational Planning Process as an additional opportunity to reflect upon their courses, dialogue with colleagues, seek student input, and make improvements based upon their findings. We have had multiple teachers for five of our seven APs (American Government, Macroeconomics, Psychology, US History and World History). In those cases, the teachers worked together throughout to evaluate their courses. For the other two AP courses (European History, Comparative Government) the teachers consulted with the Instructional Supervisor as part of the process. The Debate Program Director and a fellow Debate Instructor comprised the team reviewing the debate courses. Team teachers collaborated with the Instructional Supervisor for that portion of the report.

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

1. The department successfully launched Civics in 2017-18. The constitution test is now housed with this course and US History teachers are no longer responsible for giving the test. The class of 2019 is the the last to graduate without the requirement of taking Civics or AP US Government in order to satisfy state law.
2. Reflecting the department’s continued emphasis on teaching important, twenty-first century skills, during spring of 2018, the department collaborated on an “Evaluated Skills” document that all HWC and U.S. History teachers pledged to use as a guideline for course planning.

3. In keeping with district and school goals, social studies teachers have been examining their assessments, especially their final exams, with an eye toward more meaningful and skill-oriented designs.

**Report Schedule**

<b>November 2019</b>	<b>November 2020</b>	<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>
Geography	European History	HWC 163	US History 163	AP American Government
Int'l Relations	Sociology	HWC 173	US History 173	AP Comparative Gov't
Psychology	Comp. Global Issues		American Studies	AP European History
Simulation	Political Science			AP Macroeconomics
Urban Studies	Anthropology			AP US History
	World Religions			AP Psychology
				AP World History
				Debate courses

**Approximate percentage of curriculum to be reviewed**

<b>November 2019</b>	<b>November 2020</b>	<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>
20	20	20	20	20

**Additional courses to be reviewed this year:**

Team Program courses
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Course or Initiative: The findings and recommendations sections contain reporting on each of the seven AP courses reviewed, followed by the Debate Courses and Team Program courses.

## **Course:** AP American Government and Politics

### **Findings**

Advanced Placement (AP) Government and Politics is a semester-long elective course offered to seniors. Five years ago there were two sections. Today, there are three sections and the number is likely to grow dramatically with the new state Civics mandate.

The course by necessity relies heavily on the textbook. The current text is an “AP edition,” and therefore, linked to the College Board’s course content requirements. However, the College Board recently announced significant alterations to the AP exam for May, 2019. Therefore, it is likely that we will be adopting a new textbook in the near future. No textbook is enough to make instruction rich and meaningful enough for our students, so teachers make liberal use of supplemental readings, most commonly shorter excerpts of court decisions and current Op/Ed pieces from traditional media sources. Current media remains an important component of the class. Teachers increasingly incorporate video clips, followed by student written reflections. These clips range from television news snippets to campaign commercials and debate coverage.

Last summer, the current course instructors (Rob Berg and Michael Greenstein) completed a summer curriculum project that revised unit assessments to more closely match anticipated changes from the College Board. Further, the course now includes more deep analysis of Supreme Court opinions and historical documents that will play a more prominent role on the AP exam. We hope to create a new database of released exam questions in coming years to better prepare our students for the exam.

### **Recommendations**

1. The department should adopt either a new textbook or a new edition of the current textbook in the near future to more closely align with new College Board standards and to provide more current political developments.
2. The instructors should continue to create new assessments and to collect a database of released assessments to better prepare students for the spring AP exam.

## **Course:** AP Comparative Government

### **Findings**

Advanced Placement Comparative Government and Politics is a semester-long elective course offered exclusively to second-semester seniors. An encouraging sign for the course has been slow, but steady increases in enrollment, peaking in 2017-18 with 38 students who are genuinely interested in the content.

The course begins with an introduction to the comparative approach and methodology of political science. Next, students move on to case studies with which they have a higher degree of subject familiarity: globalization, the European Union and Great Britain. Course readings derive from the course text, Introduction to Comparative Politics, but are supplemented by teacher-selected articles from a variety of scholarly sources and journals, including but not limited to *The Economist*, AP Central/The College Board, BBC, *Foreign Affairs*, *Foreign Policy*, and *Current History*. Finally, students collaborate in groups assigned to one of our six target countries and are responsible for developing critical thinking questions, leading discussion, diagramming the government structure/function and presenting on current events. We regularly incorporate past free-response questions and take practice objective tests to prepare students for expectations for the AP test.

### **Recommendations**

The instructor must constantly stay abreast of current political developments for the target countries. No matter how recent (we currently use the sixth and latest edition), the textbooks cannot include the most recent political developments. Students will therefore investigate more recent issues and shifts in the politics of each target country. The instructor must also continuously monitor developments with the College Board and its test format, as the test formats for most other AP social sciences courses have recently changed.

## **Course:** AP European History

### **Findings**

Advanced Placement European History is a year-long history course that is open to sophomore through senior students and consistently enrolls forty-five to sixty students per year, nearly all of them sophomores.

The College Board redesigned the AP European History exam in 2015-16 to streamline content coverage and emphasize historical thinking skills. AP U.S. and AP World History have undergone similar redesigns. The College Board's current philosophy, with which we agree, is that students should spend more time learning how to investigate history, rather than being taught massive historical content. In particular, the course now places greater emphasis on several historical thinking skills, including contextualization, comparison, causation, and continuity and/or change over time. Facility with these skills enhances students' historiographical analysis and provides the foundation for written analysis in the form of short answer questions, long essay responses and document-based questions. The new exam format introduced stimulus-based multiple-choice and short answer questions, requiring students to analyze text and apply the historical thinking skills mentioned above. An added benefit is that all three courses have developed the same format and rubrics for essay writing, so students who take AP European History as sophomores are exceptionally well-prepared for AP U.S. and AP World History. Throughout the course, students develop their skills at analyzing historical texts, asking questions, thinking critically, solving problems, utilizing technology for research, working collaboratively and communicating effectively in both the written and oral form. These skills are refined during a systematic analysis and evaluation of modern European History (1450-present) with its various social, political, religious, intellectual, technological and economic developments over time.

### **Recommendations**

The instructor must stay abreast of College Board practices and policies regarding the course and exam. The textbook (eleventh edition, 2014) must be constantly re-evaluated and new editions or new texts that more closely align to the course adopted.

## **Course:** AP Macroeconomics

### **Findings**

Advanced Placement Macroeconomics is a semester-long elective class offered to sophomores, juniors and seniors. Enrollment has remained relatively steady over the past five years, with a typical run of four sections and approximately 100 students. For school year 2018-19, enrollment fell and only three sections will run. This may be due to other new AP offerings or perhaps changes in class selection connected to the new state Civics requirement. One significant department change is that there are now three instructors with experience teaching the class (Rob Berg, Sarah Ilie, and John Grimaldi) and a recent hire (Stephanie Jund) with experience at her former school. Five years ago there was only one instructor.

The College Board prescribed course curriculum has not changed significantly over the past five years. We are using the same publisher for text materials. While the editions of the books have changed and the text examples and materials have been updated, course coverage remains largely the same. We have rearranged some of the course sequencing in line with textbook changes. We continue to incorporate more international trade related content at the front end of the class. Additionally, as the AP exam now includes greater emphasis on neo-classical theories, we have added more material and practice problems related to more conservative monetary and fiscal policy analysis.

Direct instruction is an important component of the AP Macroeconomics class. However, we continue to develop more group-based problem sets for students to work with in class. Today, we increasingly require students to work together, explain concepts to one another, and demonstrate concept mastery in class. We have also developed some new active engagement strategies to make the course both more interesting and more accessible. We continue to use student role play activities, competitions, and even short, dramatic plays to engage students. Last year, the Macroeconomics classes were placed in classrooms that were part of the GBN New Learning Spaces Pilot. This enabled more collaborative work as the classroom setup employed separated "group table" configurations. We intend to continue this approach to the extent that the furniture allows.

### **Recommendations**

Instructors must stay abreast of College Board developments in Macroeconomics, as virtually every other AP social studies course has been, or is in the process of, being redesigned.

## **Course:** AP Psychology

### **Findings**

Advanced Placement Psychology remains our department's most popular course. The course has enrolled between 150 and 182 students and generated six or seven sections each of the past five years. Students coming from AP US History, Honors US History, and occasionally regular US History, have found success in this course.

During this most recent five year cycle, the AP Psychology teachers have made curricular changes to enhance their students' preparation for college psychology courses. For example, they have placed greater emphasis on scholarly research and APA citations. Students complete analytical research assignments, requiring the use of the APA PsycNET database, a search engine students will likely use in college psychology courses. To adequately prepare students for the written Free Response Question (FRQ) portion of the AP exam, teachers have incorporated more practice FRQs into instruction. Students complete and correct an FRQ during each unit, often using released College Board prompts and rubrics. This enhances student familiarity with the various types of questions asked on the FRQ section of the AP exam.

During this latest cycle, we have adopted a new edition of the textbook (Myers Psychology for AP 2nd edition electronic). Students have benefited from the text's format, which reduces units into shorter, more manageable modules with reading comprehension and practice test questions at the end of each module, and practice FRQs at the end of each unit. Myers for AP 2nd edition contains updated information on classifying psychological disorders using the newly revised *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition* (DSM-5). Teachers prepare unit packets for students for each unit of study. Unit packets include a unit schedule to keep students organized.

### **Recommendations**

One of our AP Psychology teachers retire in June, 2019. We recommend transition planning to prepare for this retirement, and have another teacher in the department ready to begin teaching AP Psychology. The new teacher will attend the Psychology Advanced Placement Summer Institute workshop at Northwestern University and complete summer curriculum work.



## **Course:** AP US History

### **Findings**

Advanced Placement US History is a year-long course offered to juniors. The course has seen its enrollment grow within the past five years and this year has five sections. The increase in enrollment has led to the addition of a third instructor since the last curriculum report.

The most notable change since the past curriculum review is the College Board curriculum redesign. The new curriculum emphasizes the following historical thinking skills:

- analyzing historical sources and evidence (content/sourcing and interpretation)
- making historical connections (comparison and contextualization)
- chronological reasoning (causation and continuity and change)
- creating and supporting an argument (argumentation and using evidence to support an argument)

The new AP test includes stimulus-based multiple choice questions, changes with the rubrics for long essay questions and document-based questions, as well as the addition of short answer questions.

In light of these changes, Glenbrook North's AP US History teachers have revised their course to include the types of assessments listed above, and have implemented a greater emphasis on the skills above during each class day. Additionally, we continually work with students on their writing, not only to prepare them for the AP test, but to prepare for academic writing in their collegiate future. Regarding day to day practice, we have thoughtfully reflected on the homework associated with the class. Students no longer outline text chapters as in the past. They complete key terms and annotate the College Board's Key Concept outline within units. We have moved from a web-based and course tailored textbook in light of the College Board changes.

### **Recommendations**

As we have been using the same text for the past five years, we should explore the next edition of our current text, as well as other options.

## **Course:** AP World History

### **Findings**

Advanced Placement World History is a year-long course, and since 2015-2016 it has been open to sophomore through senior students and has generally enrolled one to two section(s) each year. Due to growth in enrollment, we added a second instructor to the curriculum team.

Teachers have reorganized the AP World History course in order to address changes in the exam format and College Board's evolving curricular expectations. The course uses two primary textbooks (*Ways of the World* and *AP World History: Essential Coursebook*), as well as supplemental texts such as *This Fleeting World* and excerpts from contemporary historical research. Besides the fundamentals of reading and analyzing sources and writing argumentative essays, students digitally collaborate using various Google applications. Students have multiple co-teaching opportunities throughout the year that actively engage them not only as learners, but also as teachers or "experts" on specific topics. During the past three years, teachers have also curated stimulus materials that prepare students for the AP exam by prompting them to analyze sources. We continue to monitor changes in the AP test itself and insure that the course prepares students to succeed. Both teachers have been readers for the AP exam, which enhances our understanding of the College Board's expectations.

### **Recommendations**

Over the past three years, the AP World History Exam format has drastically changed. Now, the College Board has announced a massive change in the exam's scope. Starting in 2020, the exam will no longer cover historical content from prior to 1200 CE, erasing 3,000 years of content coverage but, presumably, with the expectation of greater depth of coverage for the most recent 800 years of history. Attendance at College Board conferences, looking for the most appropriate texts, and continued redesign of GBN's course will remain essential.

## **Course:** Debate Program

The Debate Program courses were reviewed five years ago as part of the Social Studies Department's Educational Planning Process. Michael Greenstein has led the Debate Program. Until this year, Michael taught four of the six courses and Jamie Ellinger-Macon taught the other two courses. This year Jared Zuckerman is teaching four debate courses and Michael is teaching two courses.

## **Course or Initiative:** Debate 163

### **Findings**

Debate 163, the introductory course, is a year-long elective class offered at the regular level to freshmen and sophomores. For the last five years, enrollment has remained at two sections of 22-28 students in each section with an occasional overloading of sections due to student demand. Enrolling in the class automatically places students on the Debate Team and provides them with opportunities to participate in extracurricular Debate practices or competitions, though participation on the team is not a course requirement.

During the last five years, the curriculum has remained consistent. This course has been student centered and requires much student collaboration. First semester is dedicated entirely to Policy Debate and divided into several units of study, each building upon the previous one, and gradually exposing students to the various elements of basic Policy Debate. While the structure of the units remains the same each year (e.g. basic debate, burdens of proof, flowing, spreading, disadvantages, and counterplans), the substance by which students approach the units correlates with the current year-long national high school policy debate topic. This approach not only allows students to build fundamental debate skills such as critical thinking, analyzing arguments, and debating both sides of a topic, but also prepares them to compete in tournaments on the national topic if they choose to. The last unit of first semester introduces students to a broader range of policy issues that they could debate on the current resolution or future resolutions. Such issues include global warming, proliferation of weapons of mass destruction, United States hegemony, and basic international relations theory.

For the last four years, third quarter has been split into three units. Students have been introduced to Lincoln-Douglas, Public Forum, and Congressional Debate. Since students already have knowledge of the structure of Policy Debate, students initially learn the new types of debate by comparing and contrasting their structures to the structure of Policy Debate. As part of the Lincoln-Douglas, Public Forum, and Congressional Debate units, each student engages in three in-class debates: one in the Lincoln-Douglas format, one in the Public Forum format, and one in the Congressional format. During these debates, when students are not debating they are responsible for acting as a judge for the debates of other students and must use what they know about those types of debates to decide a winner. Allowing students to judge debates further strengthens student debate skills by helping them understand what adult judges might

use as their criteria to evaluate students at tournaments. Starting this year, students will primarily focus on learning Congressional Debate for most of the third quarter, since that is the only other form of debate Glenbrook North competes in besides Policy.

During fourth quarter, students complete a quarter-long research project on the following year's national high school policy resolution that culminates in an actual debate. Up to this point in the course, the teacher has completed the research for the students. This practice has allowed students to focus solely on developing all other fundamental debate skills instead of spreading students too thin in their learning. Since the capacity to engage in high quality research is such an important element of successful debate, the entire quarter is dedicated to guiding students through the process learning to conduct high quality research. At the outset of the project, students form groups of four and within that group, two of the students will be affirmative and eventually debate the other two students, who will be negative. With teacher guidance and student collaboration, throughout the quarter groups gradually develop enough research to have a full debate. The final exam for second semester is for students to have an actual debate on the following year's topic using only student research and student-generated arguments. As a part of this project, students are also introduced to paperless debate. Paperless debate enables students to organize their evidence and arguments and to produce produce debate arguments more efficiently.

### **Recommendations**

Moving forward, Debate 163 will continue to focus on learning Congressional Debate for most of the third quarter, since Lincoln-Douglas Debate (see below) is sunsetting. Going forward, Congress Debate will be the alternative format to Policy.

## **Course:** Debate 183 – Seminar – P (Policy)

### **Findings**

Debate 183 is a year long elective class offered at the honors level to students in their second, third, or fourth year of debate who wish to compete in Policy Debate. Students enrolled in this class are encouraged to compete on the Debate Team. Teachers created this course within the last decade to create a curriculum that focuses on the type of debate students intended to compete in. For the last many years the number of students interested in debate has remained high, which has consistently resulted in two robust sections of this course. The Social Studies Department has worked with the Student Services Department to create one section of the course for sophomores and one section of the course for juniors and seniors to ensure differentiated instruction suited to the specific needs of each grade level.

A small portion of the curriculum for this course mirrors the curriculum of the first semester of Debate 163 in that some class time is dedicated to helping sophomore students sharpen the same fundamental debate skills they learned in Debate 163 by teaching them more advanced debate techniques. However, in this course, there is a much greater emphasis on student research and student oral communication skills as opposed to a sole focus on an introduction of how to debate. During class students also conduct research, have mini-debates focused on particular skills they want to improve or arguments they want to practice, or have full-length debates. After every tournament (which is about every week), the teacher and students create lists of new research assignments the class needs to accomplish to be prepared for future tournaments. While creating this list, the class engages in discussion and debate about the best ways to attack the arguments of opponents or counter arguments opponents make against GBN students. Aside from tournament preparation, the entire class will engage in various advanced debate skills work as a group to maximize the team's success. Such activities might include learning to debate against new affirmatives, listening to new arguments classmates have developed and providing feedback, or listening to classmates re-give speeches from a debate they lost to help them improve their strategies, arguments, and/or skills. More experienced students in this course are also expected to mentor the less experienced students both after school and at tournaments.

### **Recommendations**

None.

## **Course:** Debate 173 – Debate Seminar – L (Lincoln-Douglas/Public Forum)

### **Findings**

Debate 173 is a year-long elective class offered at the honors level to students in their second, third, or fourth year of debate who wish to compete in Lincoln-Douglas or Public Forum debate. Students enrolled in this class are encouraged to compete on the Debate Team. Teachers created this course within the last decade to create a curriculum that focuses on the type of debate students intended to compete in. While five years ago there were two robust sections of this course, over the last few years interest in the course has declined. Until this year, there were two sections: one for sophomores and one for juniors and seniors.

Over the last five years, students expressed a strong interest in Congressional Debate, in which we did not compete. Based on student interest, last year, the team piloted competing in Congressional Debate and many more students were interested in this debate format compared to Lincoln-Douglas or Public Forum. As a result, last year we created a new course, Congressional Debate, to eventually replace the Lincoln-Douglas/Public Forum course. Currently there is one section of Congressional Debate that consists of 25 students (almost all sophomores) and one section of junior/senior Lincoln-Douglas/Public Forum debate that consists of 10 students; four juniors and six seniors. All four juniors plan to take Congressional Debate as seniors. Next year, assuming student enrollment and interest remains consistent, there will likely be one Congressional Debate course for sophomores and one for juniors and seniors which would complete the two year phase out of Lincoln-Douglas/Public Forum debate and phase in of Congressional debate.

In Congressional Debate students participate in a mock legislative assembly where students draft bills (proposed laws) and resolutions (position statements), which they and their peers later debate and then take action on by voting for or against the legislation. In this course, debate theory is emphasized and the students are required to read scholarly sources on current events as well as learn parliamentary procedure. The course also stresses advanced argumentation skills and research techniques. Debaters are given instruction in evidence selection, argument organization, logic, and analysis. Students in Debate Seminar are encouraged to attend debate tournaments. More experienced students in this course are also expected to mentor the less experienced students both after-school and at tournaments.

### **Recommendations**

Assuming interest remains the same in Congressional debate and Lincoln-Douglas/Public Forum debate, we should no longer offer a Lincoln-Douglas/Public Forum debate course and replace it with a second Congressional debate course.

## **Course or Initiative:** Team Program courses

### **Findings**

The Team Program courses in Social Studies include History of World Civilizations GT, Civics GT and U.S. History GT. The courses meet daily for 90 minutes and are team taught by an English and Social Studies teacher, with additional support from a special education teacher in the 9<sup>th</sup> grade classes. Team classes integrate the curricula (e.g. students read Romeo and Juliet while studying the Renaissance, students read The Great Gatsby while studying the 1920s). Most units are taught thematically.

Team Program teachers meet with one another regularly during their common planning periods. They also have monthly meetings with program coordinator Eric Etherton as well as support personnel from Student Services (e.g. school social workers and psychologists). In the past, there have sometimes been several meetings each year that include all Team teachers across grade levels and departments for selected professional development. A trend over the past five years has been for these meetings to be less numerous. A key reason for this has been the abandonment of a common planning time for all the teaching teams. The Team teachers no longer have the common 8-9 planning period and the scheduling of Team courses has changed. A freshman Team class might, for example, meet first block of A day but second block of B day. This has been done for good reason. Our Associate Principal for Student Services reports that this has allowed Team students the freedom to take more elective courses. The trade off has been greater difficulty getting the entire Team staff together.

Following a 2013 program review, Team teachers resolved to coordinate and integrate their curricula more closely and to align it more closely with regular level courses. During the past five years, teachers have used daily team planning. Some examples follow. The 9<sup>th</sup> grade team has added a novel this year, Salt to the Sea, which is replacing All Quiet on the Western Front. The 10<sup>th</sup> grade team has worked to further integrate the Civics curriculum with the literature in the course. For example, students complete even more shared writing assignments, including an assignment on values as related to citizenship and those expressed in poems studied in class, and writing that links Constitutional concepts (eg. rule of law, separation of powers) with Lord of the Flies. The 10<sup>th</sup> grade level Civics team now uses many of the same resources as the regular level Civics classes. Both levels now use the same textbook and many similar assessment tools. The Team Civics class integrates a more developed current event component than the regular level class and uses more reinforcement activities spread across a longer period of time to address more complicated materials. In the 11<sup>th</sup> grade year, students have gained valuable experience with DBQs (document based questions) within several units. These in-depth primary source assignments now take place across all curriculum levels. The 11<sup>th</sup> grade team has added *Their Eyes Were Watching God* to take the place of *Death of a Salesman*.

Lastly, since the 2013-14 school year, and continuing throughout this five year cycle, Reading Skill Development (RSD) has been offered to incoming freshmen enrolled in

the Team English 163 GT and Team HWC GT courses. Students eligible for TEAM typically demonstrate skills gaps in relation to their peers in any or all of the following: reading comprehension, reading fluency, vocabulary, writing, study habits, and organization. RSD 163 provides additional skill practice and application to core academics (primarily English/HWC GT) as well as supplemental materials. In addition to teacher-directed instruction, students are also provided time to read and study as they apply comprehension and critical thinking strategies. This optional course was offered to all English 163 Team students and approximately 25 students, or half of the incoming freshman GT students, opted to enroll.

### **Recommendations**

In February of 2013, Richard Villa, an expert in the field of co-teaching models, led a professional development workshop for TEAM teachers to foster even greater collaboration with regard to classroom instruction. He was well received and teachers left with a set of valuable resources to evaluate their roles within the teaching team on any given class day. This workshop bore much fruit which has been described above. The program is now due for a similarly reinvigorating professional development exercise, though it needn't by necessity take the same form.

### **Further recommendations**

- Continued work toward school goals within the program. Writing and Critical Thinking are previous school goals that never go out of style. Student Wellness and finding Meaning in school work are vital for TEAM students.
- Continued incorporation of Google apps for teaching and learning. Google Classroom and similar tools are particularly helpful for Team students to keep work saved and better organized.
- Continued curricular integration at all levels.
- Continued support of Student Services Department members at the Team level meetings to ensure communication with various support systems (counselors, case managers, deans, etc).
- If allowing Team students more access to electives requires that common planning periods across levels disappear, and if we believe that this serves a greater good, then we must find creative solutions for getting teachers together.



## SPECIAL EDUCATION

### Introduction

#### Courses reviewed during past year

Study Strategies

#### Process

Throughout the 2017-2018 school year, the Developmental Learning Services (DLS), Therapeutic and Academic Support Continuum (TASC), and Team Program teacher teams met weekly to review student needs from both individual and programmatic levels and discussed how the Study Strategies curriculum meets the needs of the students in those self-contained programs. In addition, a small subcommittee of the Special Education teachers, who teach in the freshmen Team program, met to review their role as Study Strategies teachers. Finally, the faculty had whole department meetings to discuss the Study Strategies curriculum. The Instructional Supervisor for Special Education coordinated the review of curriculum and summarized the findings in this report.

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

The department continues to review best practices for direct instruction in the areas of reading, writing, and math, as well as how to effectively integrate programmatic instruction related to students' transition goals and social-emotional needs.

#### Report Schedule

November 2019	November 2020	November 2021	November 2022	November 2023
Implementat ion of IEP goals in English and reading classes	Implementation of IEP Goals through math	Implementation of IEP goals through science classes	Implementation of IEP goals in social studies	Implementation of IEP goals in the areas of Study Strategies
			Review needs of students and study skills courses offered	

Review of Resource, Transition, and electives	Review of English and Reading curriculum	Review math Curriculum	Review science curriculum	Review of Study Strategies curriculum
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Approximate percentage of curriculum to be reviewed:

20%	20%	20%	20%	20%
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## **Course or Initiative: Study Strategies**

### **Findings**

The faculty members involved in the Educational Planning Process reviewed curriculum for the Study Strategies course. The team identified areas of strength, where it seems that students' needs are being met, and other areas where there may be benefit from changes to curriculum. The primary finding of the review process is that students enrolled in Study Strategies vary greatly from one another with respect to their instructional needs. For this reason, the faculty decided to identify the common needs of all students in Study Strategies and then to define the curricular activities that all teachers of Study Strategies utilize. The following is the course description and the common activities identified by the Department as part of Study Strategies curriculum. In addition, the department agreed that the term "Study Strategies" does not capture the range of activities and thus recommends that the name be changed to "Academic Resource."

Study Strategies is a course where emphasis is placed on developing skills to meet the individual learning needs of students as well as on facilitating the transfer of these skills to academic areas. In every Study Strategies section, teachers review IEP goals with students and develop individualized plans to work towards the IEP goals. IEP goals range from functional life skills (self-care, hygiene, emotional regulation) to independent learner behaviors (homework completion, organization). As part of this process, students are provided opportunities to work on assignments for academic classes or to seek out building supports. At times, students will receive direct instruction during Study Strategies time for a specific area of identified weakness, like reading, writing, math, executive functioning, or study skills. All Special Education teachers provide direct coaching to students on self-advocacy skills meeting the student at their level of ability in this area. Ultimately, the goal for students in Study Strategies is for them to strive for independence through self-advocacy, or to build the skills they need to be successful at the post high school level with a minimal level of support.

During Study Strategies, some students receive instructional support in a related service area like speech and language, job coaching, transition counseling, or social work services. Related service providers may "push-in" to the class and work with the Study Strategies teacher and student in the classroom or meet with the student in a separate office individually or in a small group. All students in Study Strategies classes engage in a number of transition/post-high school planning activities. Students review their IEP transition plans with their case managers and complete assessments for transition purposes. These assessments will assist with career exploration and the finding the right fit process for a post-high school institution. Study Strategies instructional time is spent teaching students how to communicate effectively with instructors and parents about their academic goals. Often times, case managers or the Study Strategies teacher need to manage communication if students' skills are not adequate in this area until the skills develop.

Time in class is spent reviewing and integrating the additional information provided to case managers about students needs from private providers like educational advocates, tutors, private therapists, parents, etc. All students' IEP goals are monitored with data collection. Teachers engage students in this process by developing systems to track progress that involve the student to the extent possible. In addition, even when the ultimate IEP goal does mention overall academic progress, teachers support this larger, broad goal by monitoring student accomplishments in their classes and identifying additional areas needing support that may not be specific to the student's disability or IEP goals. Checking each student's grades, attendance, and discipline referrals are routine activities completed in the class. In addition, students are taught the appropriate means of requesting the testing and classroom accommodations to which they are entitled utilizing a model that is consistent with what most colleges require students with disabilities to do prior to exams or class. Sometimes, students receive instruction in multiple areas of executive functioning including organization, time management, homework/classwork production, advanced planning, and executing long-term plans. Executive functioning has emerged as an area of high need.

Students also receive feedback on their strengths and areas of need with regard to behavior and emotional regulation and coping. For students where behavior is a significant issue, teaching adaptive skills and monitoring of a Behavior Intervention Plan occurs in Study Strategies.

In some cases, the Study Strategies format is utilized for a student to complete an Independent Study course taught by a Special Education teacher for the purpose of credit recovery. In the unique situation where a Study Strategies section consists of students who are taking the same general education courses, like is the case for students in the freshman Team program, the Study Strategies instructors are able to do whole group reviews for quizzes and tests, reteach class concepts, provide feedback from assessments, and plan other study activities related to Team course content.

The team identified that lack of cohesion in terms of the instructional needs of the students who are placed in Study Strategies sections often results in the inability of teachers to design whole group lessons that meet the needs of many or all. Thus, in most cases, teachers are tasked with the need to have separate individual lessons for each student in the course.

Teachers feel there would be benefit to structuring Study Strategies sections so that the students are grouped similarly is for those who are fully part of the TASC or the DLS programs. For these students, having students with similar instructional needs in each Study Strategies section would allow the teacher to design lessons that appeal to most learners and to address their IEP goal areas as a group. This is already being done to the extent possible, but master schedule limitations require the Special Education Department to be flexible with how students are grouped during Study Strategies so that students are provided with maximum access to other courses they need or elect to take as part of their schedule. The Special Education faculty will continue to explore ways to

group students in the same sections to allow for this type of instructional planning when it is deemed that this would benefit the student and be necessary to meet their IEP needs. That being said, the Department recognizes that it is important to maintain a model where the students in each Study Strategies classroom continue to demonstrate a range of abilities. Particularly in the area of self-advocacy, it is helpful for students who demonstrate fewer skills in this area to have positive peer models in their Study Strategies class who can be highlighted as demonstrating exemplar skills related to various areas including self-advocacy, study skills, or communication with teachers.

**Recommendations**

- Change the title of “Study Strategies” to “Academic Resource” to better capture the range of activities that occurs in this course and align with GBS
- Continue to consider new and innovative ways to engage students in transition (post-high school planning) as part of their Study Strategies experience
- Continue to find ways for all Special Education teachers to be knowledgeable about the general education and self-contained content area curricula in the areas that they do not teach so that they can maximize their ability to support students in the mainstream
- Continue to provide opportunities for professional development in a wide range of areas related to student with disabilities so that Study Strategies instructors demonstrate the basic skills to address any deficits area presented by their students in the Study Strategies sections
- Consider offering small group specialized instruction to students with specific needs through push-in support delivered by trained special education teachers in areas like executive functioning

**Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	Study Strategies curriculum development including push-in services related to executive functioning	N/A	N/A	Summer curriculum funding and time to meet with colleagues

## WORLD LANGUAGES

### Introduction

#### Courses reviewed this year

Chinese 463  
Chinese 473  
French 463  
French 473  
Hebrew 463  
Hebrew 473  
Russian 463  
Russian 473  
Russian 573  
Spanish 463  
Spanish 473

#### Process

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

- Chinese 463/473: Wanyin Chou
- Hebrew 463/473: Josh Morrel
- French 463/473: MJ Petrini-Poli
- Russian 463/473/573: Svetlana Borisova
- Spanish 463: Norma Vakil
- Spanish 473: Annahi Hart

#### 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. These skills 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. The Instructional Supervisor sees this as a major point of focus moving forward in terms of improving over all instruction, the experience for the students in the classroom and the professional cohesion in the department.

Moving into the 2018-2019 academic year, the level five sections for French and Spanish have grown since the past year. In 2017-2018, there was one stacked section for Spanish 563, 573 and 583 (AP). The total number of students in the section was seven. This year, there is one AP Spanish section with 17 students and an additional Spanish 563/573 stacked class with 14 students making the number of Spanish students beyond level four at 31. In 2017-2018, there was one stacked section for French's 573 and 583 (AP). The

total number of students in the section was six. There was also a French 563 class with 13 students making the total number of French students beyond level four at 19 last year. This year, there is one AP French section with 24 students and an additional French 563/573 stacked class with 16 students making the number of French students beyond level four at 40 students. One of the Instructional Supervisors goals is to maintain a high level of retention beyond level four in our language programs and is encouraged thus far after one year.

GBN's Modern Hebrew program has two sections of level 163 this year and also offers two sections of level 263/273 stacked. This is the first time since GBN has offered Modern Hebrew (starting in 2010) that there have been two sections of both level one and level two.

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

### Report Schedule

November 2018	November 2019	November 2020	November 2021	November 2022
Chinese 463	Chinese 563	Chinese 163	Chinese 263	Chinese 363
Chinese 473	Chinese 573	-----	Chinese 273	Chinese 373
French 463	French 563	French 163	French 263	French 363
French 473	French 573	-----	French 273	French 373
-----	French 583 AP Lang. & Culture	-----	-----	-----
Hebrew 463	Hebrew 563	Hebrew 163	Hebrew 263	Hebrew 363
Hebrew 473	Hebrew 573	-----	Hebrew 273	Hebrew 373
Russian 463	Russian 563	Russian 163	Russian 263	Russian 363
Russian 473	Russian 573	-----	Russian 273	Russian 373
-----	Spanish 563 G	Spanish 163 G	Spanish 263 G	Spanish 363 G
Spanish 463	Spanish 563	Spanish 163	Spanish 263	Spanish 363
Spanish 473	Spanish 573	-----	Spanish 273	Spanish 373
-----	Spanish 583 AP Lang & Culture	-----	-----	-----

\*Currently not offered at GBN.

### Approximate percentage of curriculum to be reviewed

November 2018	November 2019	November 2020	November 2021	November 2022
21%	25%	12%	21%	21%



## **Course or Initiative:** Chinese 463/473

### **Findings**

We have offered one section of the fourth year regular and honors Mandarin Chinese for many years. The number of students enrolled varied from 15-25 students per class. This year we have a fourth year regular and honors combined section of 20 students. All except 1 juniors of the Chinese 363 students from 2017-2018 continued studying Chinese this year. Two 273 heritage students (2017-18) were placed into 473 (2018-19) and one freshman from Maple Middle School were placed into this class. The course addresses interpersonal, interpretive, and presentational skills via reading, writing, listening, speaking and culture in both regular and honors levels.

The curriculum of Chinese 463/473 presents some changes this year. In the past years the curriculum emphasized equally in speaking, writing, reading, listening, and culture. Starting last year, the curriculum focused more on the the communication skills - interpersonal, presentational, and interpretive. This change is in accordance with the goals set out by Common Core, 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 fourth year students will move to fifth-year regular or Honors Mandarin Chinese tracks depending on students' final grades and teacher recommendation. For the 2018-2019 school year all level 4 Spanish students will take AAPPL test in March, an exam students may take in order to qualify for the Illinois State Seal of Biliteracy.

### **Recommendations**

This is the third year that this class has not assigned any textbook. Additional authentic reading and listening materials are provided by the teacher to enhance students learning for these 2 levels.

## **Course or Initiative:** French 463 and 473

### **Findings**

In the past three years, we have offered varying sections of French 463 and 473. Last year, two sections of 473 and one of 463 were offered. This year, one section of each is offered. French 463 currently has 15 students, and French 473 has 25 students. These courses address interpersonal, interpretive, and presentational skills via reading, writing, listening, speaking, and culture.

This is the fourth year that the new thematic-based units have been implemented. Levels 463 and 473 have been redone by members of the Level 4 Curriculum Team to guide students in their path towards proficiency, to facilitate communication in the target language, and to better prepare students on the honors track for the AP exam. Both classes focus 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. Interactive notebooks and TALK scores are routines that aid student engagement and personalized learning experience. With the new curriculum came a change from grammar-based language learning to communicative, proficiency-based language learning. That being said, grammar is still integrated in context in order to advance students' accuracy and complex communicative abilities.

Throughout this notable transition, there have been many positive outcomes. For example, students are able to better communicate interpersonally with the implementation of TALK and stress on communication. In addition, students are able to expand their vocabulary through authentic resources and individual vocabulary lists. Students are better able to track their progress in the course by being reminded of the can-do statements, writing personal goals, and writing reflections on these goals throughout the units. The teacher found that students benefit greatly from using the same style of rubric all year because the expectations are clearly stated in comprehensible phrases. Finally, the teacher found that students better organized with the use of the interactive notebook and Google Classroom. The teacher benefits from having the majority of students for a second year in a row because the students are accustomed to class routines, policies, and expectations.

There are challenges that present themselves in levels 463 and 473, as well. The teacher is still exploring best practices in building accuracy and vocabulary. Finding authentic resources at an appropriate level has been difficult and has led to an increase in planning time. Despite the time constraints, the teacher finds the new curriculum extremely beneficial to students and is excited to continue to improve the program.

The fourth-year regular and honors students will move to fifth year regular or AP French Language and Culture. Last year, approximately 75% of 463 students continued to 563 and approximately 61% of 473 students continued to AP. The number of sections given to level has varied between 2 and 3 for the four years that the teacher has been involved

with Glenbrook North High School. All students will complete the Seal of Biliteracy testing in March during class.

### **Recommendations**

French teacher MJ Petrini-Poli believes that at present time, we should focus on differentiating levels 463 and 473 to give our students similar but appropriately separate experiences. Currently, she is not using a textbook and feels that a textbook would not enhance lessons. She worked with French colleague, Amanda Vogg, last year to improve lessons and integrate more culture as well as the Level 4 Curriculum team. In the 2019-2020 school year, she hopes to increase the number of 463 students continuing to 563 by promoting the program, our field trips and study abroad opportunities, and the Seal of Biliteracy this year.

## **Course or Initiative:** Hebrew 463 and 473

### **Findings**

We have offered one section of fourth year regular and honors and enrollment has varied from 13-26 students per class over the past seven years. This year we have a four year regular and honors combined section of 19 students; this class is also stacked with our Hebrew 573 section which has five students. In the regular and honors combined track, there have been levels two, three and four over the last seven years and an honors five (Advanced Topics in Modern Hebrew) level as well over the last five years. All of these sections have varied from 12-29 students in different sections. The level four course addresses interpersonal, interpretive and presentational skills via reading, writing, listening, speaking and culture in both the regular and honors levels.

The curriculum for fourth year regular and honors presents some challenges. Over the past four years, with the focus of instruction adhering towards the goals set out by Common Core, College and Career Readiness standards and the benchmarks set forth by the American Council for Teachers of Foreign Languages (ACTFL), Hebrew 463/473 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 course. As a result we are trying to transition from our former primary resource *Hebrew from Scratch: Part B* to a more interactive and engaging resource. Furthermore, the focus on assessments is now performance-based.

At the same time, however, due to the large knowledge gap between stronger and weaker students in such a diverse classroom, the two Hebrew teachers in the department (the primary Hebrew language teacher and the Instructional Supervisor) spend a great deal of time working together to create a sound and meaningful curriculum that fuses grammar and mechanics with performance tasks and proficiency development while also addressing the differentiation at this level.

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 increased planning time. As stated earlier, the primary Hebrew teacher and Instructional Supervisor work together to combat this and at this time, neither teacher feels a need for a primary text or resource for Hebrew 463 and 473.

The fourth year regular and honors students will move to Advanced Topics in Modern Hebrew: Hebrew 573. For as long as Hebrew 573 has been running at Glenbrook North, it has been stacked with the Hebrew 463 and 473 section due to low enrollment numbers in Hebrew 573. Roughly 75 percent of the students enrolled in Hebrew 463 and 473 that are not seniors go onto fifth year. This year, of the 22 students enrolled in Hebrew 363 and 373 eligible to move onto the level 463 and 473 section, 19 continued.

**Recommendations**

Hebrew teacher for level 463 and 473, Sigal Zamir and Instructional Supervisor Josh Morrel feel that the primary focus for students in Hebrew 463 and 473 should be increasing proficiency in interpretive listening, reading, presentational speaking and presentational writing. There are a collection of authentic resources and supplementary resources gathered towards that end. All Hebrew 463 and 473 students will be taking the STAMP assessment in March of 2019 with the goal of qualifying for the Illinois State Seal of Biliteracy. The aforementioned skills are assessed on the exam.

## **Course or Initiative:** Russian 463, 473 and 573

### **Findings**

During the 2017-2018 school year there was one section of level 473 and 573 combined. The enrollment was 13 students. This year, in 463/473/573 the enrollment is 23 students. This is also the fourth year that the new thematic-based units have been implemented. Levels 463/473 and 573 have been redone by members of the Level 4 Curriculum Team to guide students in their path towards proficiency, to facilitate communication in the target language, and to better prepare students on the honors track for the AP exam. 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 100% of the block. The course covers the following themes: Russia and the Global Problems in the Modern World, Politics and Society/ Current events, Russian Literature, Discoveries and Inventions, Urbanization and Life in Megapolis, Economics and Society.

The new curriculum brought a change from grammar-based language learning to communicative, proficiency-based language learning. Furthermore, the focus on assessments is now that of 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 reason has increased planning time. At this moment, however, the teacher is happy without the use of a textbook as she is able to collaborate regularly with members of the level-four curriculum team in her department.

The four year regular and honors students and five honors students will take a Seal of Biliteracy test in March.

### **Recommendations**

Russian teacher Svetlana Borisova believes that at the present time, we should continue utilizing and developing the current thematic-based curriculum used for Russian 463/473/573. In the 2018-2019 year she would like to continue running levels four regular and honors and five honors without the use of a primary textbook. 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.

**Course or Initiative:** Spanish 463

**Findings**

This year we have 5 sections of Spanish 463. All sections vary in class sizes from 20-28 students. The course is comprised of mostly sophomore students. Most of the students are coming from Level 3 Spanish at GBN. Only 8 students are sophomores coming from level 3 classes.

Last year there were 5 sections of Spanish 463 and this year there are 5.

The level four course addresses interpersonal, interpretive and presentational skills via reading, writing, listening, speaking and culture for the regular level and is differentiated for honors level. The course is focused on developing students proficiency level to sustain intermediate low and being able to reaching although not maintain intermediate mid for some skills.

The curriculum for fourth year regular is in its second cycle of development and growth. The curriculum is structured by 6 units (3 units per semester). The following outlines the AP themes, topics and essential questions.

<b>AP themes</b>	<b>Art</b>	<b>Families and community</b>	<b>Science and technology</b>	<b>Tolerance</b>	<b>Health</b>	<b>Music</b>
Topic	Art art and society	Friendship	Technology	Human Rights	Health, Environment Wellness in Latin America	Music and culture
Essential questions	How does art reflect society?	How do you define friendship and why are they important?	What are the most important Latin American inventions?	What kind of injustices do Latin American indigenous people face?	How can we improve wellness in Latin America?	How does music represent culture?

We have aligned our curriculum with ACTFL proficiency guidelines, organizing the units using the AP themes. We utilize best practices for teaching language according to ACTFL standards. We teach the course using the 6 core practices for world language learning. These are the following:

- (1) Facilitate target language comprehensibility.
- (2) Guide learners through interpretive authentic resources.

- (3) Design oral interpersonal communication tasks.
- (4) Plan with a backwards design model.
- (5) Teach grammar as concept and use in context, with Vistas, Descubre 3 as an online support resource.
- (6) Provide appropriate oral feedback.

As a result of curriculum development, we no longer incorporate a textbook but instead use authentic resources that are made by native speakers for native speakers. We adjust the task not the text and help provide strategies to our students to have the ability to comprehend language. The students create and maintain a notebook that helps them to develop a portfolio that organizes the material and shows proficiency growth. This notebook aids in the development of executive functioning. This year the students have access to an online resource in order to create a balanced curriculum.

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

For the 2018-2019 school year all level 4 Spanish students will take AAPPL test in March, an exam students may take in order to qualify for the Illinois State Seal of Biliteracy.

### **Recommendations**

At this time, the level 4 team should continue to grow and develop the curriculum with an emphasis on proficiency, performance and balance of integrated grammar. The curriculum will need adjustments as the students become accustomed to the new proficiency model and as the level 4 curriculum builds out. The topics and assessments will have to adjust in order to reflect current trends and topics of discussion. For the 2018-2019 school year, we will integrate an online resource VHL for the students to create more balance in the curriculum. The level 4 team feels that it is important to continue the development of the vertical curriculum including the creation of a level 2 and level 3 proficiency program that has consistent growth expectations.



## Course or Initiative: Spanish 473

### Findings

This year we have 4 sections of Spanish 473. All sections vary in class sizes from 20-27 students. The course is comprised of mostly junior students. Most of the students are coming from Level 3 Honors Spanish at GBN. Only 1 student is new to the district.

A small majority of students continue on to the Level 5 or AP Spanish. Last year there were 4 sections of Level 473 and now there are 4. The level four honors course addresses interpersonal, interpretive and presentational skills via reading, writing, listening, speaking and culture. The course is focused on developing students proficiency level to sustain intermediate mid and being able to reach, although not maintain, intermediate high for some skills. The students have access to an online resource, Imagina from Vistas, to support the curriculum.

The curriculum for fourth year Spanish Honors is in its second cycle of development and growth. The curriculum is structured by 6 units (3 units per semester). The following outlines the AP themes, topics and essential questions.

<b>AP theme</b>	<b>Art</b>	<b>Friendship</b>	<b>Technology</b>	<b>Tolerance</b>	<b>Literature</b>	<b>Music</b>
Topic	Art and Society	Friendship and love	Latin American inventions	Human Rights	Latin American authors and short stories.	Music and culture
Essential Questions	How does art represent society?	How do you define friendship? Why are friendships important?	What is the most important Latin American invention in society?	What kind of injustices do we encounter in Latin America?	How does culture influence literature?	How does music represent culture?

We have aligned our curriculum with ACTFL proficiency guidelines, organizing the units using the AP themes. We utilize best practices for teaching language according to ACTFL standards. We teach the course using the 6 core practices for world language learning. These are the following:

- (1) facilitate target language comprehensibility.
- (2) Guide learners through interpretive authentic resources.
- (3) Design oral interpersonal communication tasks.

(4) Plan with a backwards design model.

(5) Teach grammar as concept and use in context with Vista's Imagina as an online support resource.

(6) Provide appropriate oral feedback.

As a result of curriculum development, we use authentic resources that are made by native speakers for native speakers. We adjust the task not the text and help provide strategies to our students to have the ability to comprehend language. The students create and maintain a notebook that helps them to develop a portfolio that organizes the material and shows proficiency growth. This notebook aids in the development of executive functioning. This year the students have access to an online resource, Imagina from Vista Corporation, in order to create a balance in the curriculum.

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

For the 2018-2019 school year all level 4 Spanish students will take the AAPPL test in March, an exam students may take in order to qualify for the Illinois State Seal of Biliteracy.

### **Recommendations**

At this time, the level 4 team should continue to grow and develop the curriculum with an emphasis on proficiency, performance and balance of integrated grammar. The curriculum will need adjustments as the students become accustomed to the new proficiency model and as the level 4 curriculum builds out. The topics and assessments will have to adjust in order to reflect current trends and topics of discussion. For the 2018-2019 school year, we will integrate an online resource for the students to create more balance in the curriculum. The level 4 team feels that it is important to continue the development of the vertical curriculum including the creation of a level 2 and level 3 proficiency program that has consistent growth expectations.



# MEMO

**To:** Dr. Rosanne Williamson  
**From:** Cameron Muir  
**cc:** Dr. Lauren Fagel  
**Re:** Curriculum Reports  
**Date:** January 22, 2019

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

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

## GBS Business Education Department Curriculum Report – Fall 2018

### Introduction

- A. Courses reviewed during past year
- Digital Graphic Design 161
  - AP Computer Science Principles (program update)

B. Process

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

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

C. Additional initiatives (outside of review process)

Information Processing courses are solely offered in summer school and have been removed from our review process. Tech Essentials has been archived and removed from the review cycle as well.

### Report Schedule

November 2019	November 2020	November 2021	November 2022	November 2023
Marketing 161	Business Law 161	Accounting 163	Consumer Education 161	Digital Graphic Design 161
Game Design 261	Intro to Business 161	Accounting 173	Consumer Ed LA	Digital Graphic Design 261
Investment Strategies 161	Business Incubator 163	Advanced Accounting 173	Honors Consumer 173	
	Game Design 361	Web Design 261	Digital Multimedia Apps 261	
		AP Computer Science Prin.		

Approximate percentage of curriculum to be reviewed:

November 2019	November 2020	November 2020	November 2021	November 2022
17%	22%	28%	22%	11%

Additional courses to be reviewed this year:

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

AP Computer Science Principles

**Course or Initiative:**  
Digital Graphic Design 161

### **III. Findings**

Digital Graphic Design 161 is the first technology course in the Business Education offerings, and is currently running nine sections with three teachers. In the five years since the last EPP review, the course has evolved in several key areas.

The transition to the block schedule has made possible the ability to implement more student-centered, project-based learning activities. The increased time, on a per class level, has made possible the ability to examine in much greater depth both how to achieve certain outcomes and why one might choose one approach over another. In many ways, the new bell schedule has shifted the focus of the class more towards creative problem solving with design and further away from a skill based instructional model.

The continued shift towards a more Google centric digital ecosystem has streamlined instructional activities. Leveraging the efficiencies of such technologies has allowed the class to move at a quicker pace and cover more ground without sacrificing depth of inquiry or quality of instruction.

Each of the following technologies have contributed to this streamlined instructional modality:

- Assignment distribution and collection via Google Drive and Google Classroom
- Blended learning instructional delivery made possible by screencast recordings hosted and streamed on YouTube
- Building out a single robust digital learning space that integrates the above

The enrollment in this class has steadily increased from four sections in 2014-15 to eight sections in 2018-19. The enthusiasm for this subject matter has also prompted the addition of a 200 level course in which students simulate working in a design firm by completing authentic “client work” for groups within the school and community.

Instructionally, we have focused on keeping the curriculum current by updating lessons to match software version changes each year (currently Adobe Creative Cloud 2018). In the summer of 2018, a curriculum project was completed to align instructional objectives with essential questions and enduring understandings as well as Advertising Design - SkillsUSA Career Pathways Standards.

### **IV. Recommendations**

Continue to explore opportunities to provide authentic experiences in both industry standard software and practices, and provide opportunities for increased collaboration and practice to mirror industry design studios.

Ensure current practice aligns with industry practice in the critical skill development through partnerships, and support of instructor professional development to add skills and adapt to software updates.

**Course or Initiative:**

AP Computer Science Principles - Program Update

**III. Findings**

AP Computer Science Principles is offered for students in grades 10-12, and covers seven key ideas in computer science: Abstraction, Algorithms, Creativity, Data and Information, Global Impact, the Internet, and Programming. The course aims to develop computational thinking skills and generates excitement about career paths that use computing. The course involves numerous paired programming projects, and allows for the development of both app and program development. The students learn the programming language JavaScript, which will be utilized to complete their AP requirements.

Collaborative work is ongoing between the CTE and Math departments to ensure the most effective curriculum is being taught. Summer curriculum projects were completed in the summer of 2018 which included a week-long Code.org workshop focusing on curriculum, as well as meetings between the two departments to establish more unified and refined unit projects and assessments.

There is currently a national push to make computer science more readily available to students of all backgrounds, and this course allows students to enroll in a CS course with minimum prerequisites. We have already seen a noticeable increase in the number of female students in this course. Last year there were a total of 8 female students while this year there is a total of 17 female students.

This course also strikes a balance among our current CS offerings in that it goes beyond just programming and addresses many other key components of the field, including the global impact of computing, understanding how the Internet works, and explaining the importance of cybersecurity in an increasingly computer focused world.

On the Project Lead the Way End of Course Assessment, 88% of students scored between 7-9. Students earning qualifying grades (7-9 range) may earn engineering-related college credit, preferred admissions status, and/or scholarships with college partners across the country. Regarding the AP Exam, 95% of students scored between 3-5, while the national average in this range was 73%.

**IV. Recommendations**

- Continue to evolve the curriculum to reach all students, despite their knowledge of computer science
- Continue collaboration between departments while focusing on best practices in the field and maintaining up-to-date content and curriculum
- Continue to evaluate relevant technology course offerings including potential semester courses that allow for career exploration and transferable skill development

## GBS Family & Consumer Science Department Curriculum Report – Fall 2018

### I. Introduction

#### A. Courses reviewed during past year

- Psychology of Living 161

#### B. Process

The review process for the courses listed above followed the curriculum review model put forth by the Board of Education. The curriculum review was completed by the current Family & Consumer Science education teacher of the course as she is the only teacher for Psychology of Living. The review addressed findings and recommendations for the course which was reviewed in terms of course objectives and alignment to industry practices, Family & Consumer Science standards, the ISBE and a focus on career-ready practices.

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

With the transition to a block schedule and adoption of a 1-to-1 environment, the current review process had also included significant curriculum work in adapting and enhancing course curriculum with best practices in instructional strategies and the use of technology and digital resources.

#### C. Additional initiatives (outside of review process)

### II. Report Schedule

November 2019	November 2020	November 2021	November 2022	November 2022
Instructional Foods & Nutrition 161	Foods & Nutrition 161	Child Dev 161	Fashion 161	Psychology of Living 161
Interior Design 161	Advanced Foods & Nutrition 261	Child Dev 261	Fashion 261	
Interior Design 261 (program update)	Culinary Arts 361	Child Dev 361	Fashion 361	
	Foods & Nutrition LA 161	Child Dev 461	Fashion 461	

Approximate percentage of curriculum to be reviewed:

November 2018	November 2019	November 2020	November 2021	November 2022
19%	25%	25%	25%	6%



**Course or Initiative:**

Psychology of Living

**III. Findings**

Psychology of Living is a semester course offered to Juniors and Seniors. Enhancements in the curriculum have been made during the curriculum review period to align or include topics that relate to our organizational goals such as student wellness, identity and mindfulness. We've incorporated units such as self-management and communication, and continued to build upon the dating and teen issues units.

Relevance and authenticity of the course is provided by engaging activities such as centers, four corners, role playing, fishbowl activities and guest speaker presentations. Through this class, students find that use of aromatherapy, breathing, meditation, yoga practices help reduce stress and add to their coping strategies and self-care in navigating the pressures of high school.

Findings from surveys during both semesters of the 2017/18 school year, revealed that students felt that all the topics discussed in class were relevant. These topics include but are not limited to values, marriage, divorce, domestic violence, bullying, LGBTQ, suicide, depression, abortion, HIV/STI, eating disorders, addiction, and death and dying.

Creative assessments such as a self-care box and incorporating a hand-written journal that provides a personalized aspect of the course that students utilize in order to "disconnect" from a technology-based society. In addition, we've become mindful about purposeful homework and making sure the work that the students are completing in the course is personal and goal-orientated. One student quoted in the survey, "I love this class so much. I felt so comfortable, it almost felt like a family. It was the only class I looked forward to and I've recommended it to all of my friends."

**IV. Recommendations**

Continue to maintain awareness of the characteristic and nature of problems, trends, issues, and developments of students through societal trends and student feedback.

Continue professional development for instructors on trending topics such as student wellness and mindfulness.

## GBS Technology Education Department Curriculum Report – Fall 2018

### I. Introduction

#### A. Courses reviewed during past year

- PLTW Introduction to Engineering Design
- PLTW Principles of Engineering

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

With the transition to a block schedule and adoption of a 1-to-1 environment, the current review process also included significant curriculum work in adapting and enhancing course curriculum with best practices in instructional strategies and the use of technology and digital resources.

#### C. Additional initiatives (outside of review process)

### II. Report Schedule

November 2019	November 2020	November 2021	November 2022	November 2023
Automotive 161	CAD 161	Architecture 363	Woodworking 161	PLTW IED
Advanced Auto 263	PLTW CEA 373	Architecture 463	Woodworking 261	PLTW POE
Vocational Auto 363		PLTW DE 573	Woodworking 363	
Vocational Auto 463		PLTW EDD 473	Woodworking 463	

Approximate percentage of curriculum to be reviewed:

November 2019	November 2020	November 2021	November 2022	November 2023
16%	21%	21%	21%	21%

Additional courses to be reviewed this year:

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

**Course or Initiative:**

PLTW Introduction to Engineering

**III. Findings**

Introduction to Engineering Design is the first course in the high school pre-engineering program. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology, as well as career awareness. In addition, curriculum focuses on critical life skills including problem solving, critical thinking and communication.

Curricular revisions and additions are ongoing and most recently included projects utilizing the new CNC and vinyl equipment added to the Makerspace which has increased opportunities for students to design and create.

We've begun to restructure the order of our IED curriculum to provide students with a more cohesive and meaningful learning experience, including a new introductory project that starts with students writing their own design brief for a 3D printed part that solves a relatively simple problem in their own lives. They will learn and utilize Autodesk Inventor and a dial caliper to design the part to fit their needs, and learn how to properly document their design by creating fully dimensioned multiviews. This one project now includes curriculum from what was taught as 4 separate units. With this new structure, students will be functioning at a higher level earlier on in the school year which will put them in a better position going into second semester.

Additional curricular enhancements include:

- All assessments, including the midterm exam, have been updated and are aligned to the learning targets of the course.
- The creation of a brand new GBS Engineering website has made an impact for our curriculum and students through:
  - Improved access for students to resources for our program and the Makerspace tools and equipment.
  - Increased access to the curriculum and opportunities for parents, community members, and all stakeholders
- Safety and Operation Quizzes were created for all the machines and tools found in the Makerspace

An updated and expanded End of Course Assessment developed with Industry and higher education input to include a measure of student mastery in skills most critical for college and career success, including problem solving, critical thinking, collaboration, communication and ethical reasoning and mindset, will require enhancements in curriculum to ensure development of these skills as well as formative assessments to measure student progress.

**IV. Recommendations**

- Continue to align course curriculum and projects to industry standards
- Continue to utilize course surveys to elicit student feedback and input
- Continue to engage underrepresented populations
- Continue to articulate with our feeder schools
- Participate in the design panel for the new End of Course Assessment and prepare for curricular changes based on the new assessment structure

## **Course or Initiative:**

PLTW Principles of Engineering

### **III. Findings**

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

- Restructured the order of the curriculum to better fit the needs of our students. Moved programming and robotics forward in the curriculum because survey results have shown that this is what students enjoy the most about the course. Traditionally they wouldn't start this part of the curriculum until 2nd semester. All assessments have been updated and are aligned to the learning targets of the course.
- Robots Racers was a multi-week project that was developed during the 2016-17 and 2017-18 school years. This project focused on autonomous vehicle coding and working in a group setting with student collaboration on design and each student able to do their own programming of the racer.

The VEX Robotics competitions will provide opportunities for students to be challenged in problem solving and application of knowledge and skills as it aligns with multiple areas of the POE curriculum including Mechanisms like simple machines, gears, chains/sprockets and belts / pulleys. It will also cover machine control systems and autonomous programming using RobotC.

- Over the past 2 years we have greatly increased our participation in these events. In 2016-17 the POE classes and our Engineering Club had several teams participate in 2 different VEX competitions and we had 2 teams participate in the Mobile Robotics competition that is sponsored by SkillsUSA. Last year we had a record amount of teams participate in 3 competitions and we sent 3 teams to the SkillsUSA State Conference. One team finished in 1st place and went on to compete at Nationals.
- For the 2018-19 school students will be competing in 3 more VEX competitions. In addition we are hosting our very own VEX Robotics Competition which will be the first in GBS history, on January 5th, 2019.
- We will also attend the SkillsUSA State Conference to compete in VEX Robotics Competitions and have made curricular changes to incorporate additional skills and currently have 9 teams preparing robots for this year's competition.

The creation of a brand new GBS Engineering website has had several curricular impacts:

- Improved access for students to resources for our program and the Makerspace tools and equipment.
- Increased access to the curriculum and opportunities for parents, community members, and all stakeholders.
- Safety and Operation Quizzes were created for all the machines and tools found in the Makerspace.

As with Introduction to Engineering, the updated and expanded End of Course Assessment will require enhancements in curriculum to ensure development of these skills as well as formative assessments to measure student progress.

### **IV. Recommendations**

- Continue to align course curriculum and projects to industry standards.
- Continue to utilize course surveys to elicit student feedback and input
- Continue to reach out to underrepresented populations.
- Continue to articulate with our feeder schools.

## GBS English Department Curriculum Report – October 2018

### I. Introduction

#### A. Courses reviewed during the last year

1. English 453: Studies
2. English 463: Humanities, World Literature, and Rhetoric
3. English 483: AP Literature

#### B. Process

In the fall of 2016 teachers from all levels of senior courses met to consider some key questions before the official beginning of the EPP process. Specifically, we asked ourselves backward design questions around common goals for all seniors: “what do we all hope to emphasize, regardless of class or level?” While this conversation touched on a number of skill areas, such as reading, writing, researching, we continuously returned to three valued core principles:

- to insure that our students had ample opportunity to exercise or rediscover their curiosity;
- to provoke students to consider how they do more than exist in an environment, but actually contribute to that environment;
- we wanted students to deepen their understanding of what it means to live with integrity, to unlearn certainty, to foster attention in a world filled with distractions.

In short, we decided that while students continued to strengthen their reading and writing skills, they should also have experiences in their senior year that invite them to investigate how they have grown, where they are heading, and what they need to continue to be learners throughout their lives. Regardless of course or level.

We refined the above ideas into three guiding principles that we agreed should be the foundation of every senior level course: Curiosity, Attention, and Integrity. With these principles solidified, we turned our focus to how thoroughly our current courses and course structures emphasized these principles.

As we surveyed our curricula, looking for gaps in the way we addressed the principles and areas where we could leverage them more, a different question arose: was the current structure of senior year still desirable? This question was particularly relevant for the standard level, where students had a choice between three full year options: World Literature, Humanities, and Rhetoric.

## II. Report Schedule

November 2018	November 2019	November 2020	November 2021	November 2022
English Studies 463	Reading Skills Development	English 163 TEAM	English 263 Team	English Studies 363
English 463: Rhetoric/Humanities/World Literature	English Electives	English Studies 163	English Studies 263	English 363
AP English Literature and Comp 473		English 163	English 263	AP English Language 373
		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: Senior Studies 453**

### **III. Findings**

As part of the EPP, senior teachers participated in an ongoing discussion regarding the Studies level and its connection to our three guiding principles. The question: can the this course continue to support students' fundamental skills, while also emphasizing the principles. For part of the conversation, teachers from the junior Studies level also joined.

The discussion highlighted some of the benefits that a Studies level provides: it is a critical step for students who are transitioning out of other programs, like ELL and Special Ed. Teachers pointed out that Studies is beneficial for students who are not coming from those programs as well. The level provides a space for students who are enrolled in difficult courses in other departments. In these cases, students have told teachers that amidst the challenges in other areas, they like feeling confident about their progress in at least one of their core courses. For some, this means more emphasis on fundamental skill building, while for others it means a curricular experience that is more of a mirror into their own experiences.

Teachers also expressed concern that some students feel isolated by their Studies experience, especially if they have been in Studies multiple years. They can struggle to see themselves as part of the broader GBS community as they spend year after year with many of the same faces. This teacher observation coincides with students who have been interviewed directly about placement. They describe "Studies" as a part of their GBS identity. Teachers are concerned that this limiting causes students to feel alienated from the robust learning community GBS offers.

Finally, teachers are concerned about the lack of positive student models that they might encounter in a Studies level classroom. This can affect everything from a lack of organizational skills, to the ability to sustain a deep, rich conversation of the essential questions, to the seriousness with which students approach the work.

#### **IV. Recommendations**

- Give students heightened control over the course selection process. Teachers will still recommend courses, but students will be asked to choose their senior experience rather than simply follow the teacher's recommendation.
- Emphasize the most practical aspects of the curriculum in order to forge a more explicit identity for the course connected to our three principles. While the course still needs to provide a space for students transitioning to a mainstream classroom and who may need more work on foundational skills, teachers recognize that it can go further in pushing students to explore their identities and to consider contemporary issues and questions that they will encounter post-high school.
- Students who still choose to remain in Studies will participate in a full senior year project, The Senior Summit, with students from all other levels. This engagement will help students connect to the larger GBS community. Specifically, in the Senior Summit students will create a project, driven by their own curiosity, that expresses who they are and what they've learned at school and/or beyond. The project will develop over stages.



## **Course: English 463 (World Literature, Rhetoric, and Humanities)**

### **III. Findings**

For years, seniors have had a choice between three standard level classes: World Literature, Rhetoric, and Humanities. Structurally, during a previous EPP process, the Department kept these choices, but added “English 463” to each title, in order to reference an alignment of expectations across the three choices. At the time, teachers were working towards ensuring that all the courses provided students with a rigorous curriculum. While teachers worked on aligning the expectations, this naming decision was seen as a way to bring greater uniformity between classes with somewhat different foci.

The latest EPP can be seen as a continuation of that earlier work. While the courses have maintained their distinctive approaches, teachers have sought to connect the courses through the principles of curiosity, attention, and integrity. Given the fact that the senior year’s course titles has remained relatively static over the past two decades, teachers discussed options for remaking senior year. This discussion occupied the better part of four meetings and included an array of options, from a complete overhaul of the year, including the idea of a greater variety of semester-long courses to smaller tweaks to the existing courses.

While teachers decided to maintain the status quo regarding year-long courses, this does not mean that the debate was unproductive. In fact, this discussion led to two important realizations: first, it helped establish the need for a focus to our aforementioned three principles. While the conversations establishing these principles happened prior to the discussion about the structure of the year, we found ourselves returning to the necessity of these principles and the importance of agency. After all, for these principles to take hold, students must have a degree of agency over their learning. If we want them to exercise curiosity, for example, they must have the time and space to discover and pursue what they are curious about. So as teachers talked about how to keep students engaged second semester, agency within the courses’ curricula (as opposed to simply the choice of a different course) was a key answer.

#### **IV. Recommendations**

The idea of agency, along with the three principles, supported the development of the most significant recommendation of the senior team: the creation of the Senior Summit project.

- First, through prompts administered by their individual teachers, students will reflect on what they have learned over their four years of high school.
- Second, after accumulating ideas, they will craft a maxim that captures something vital about who they are, what they value, what they think.
- Third, they will continue to revise and share the maxim until they have articulated it as sharply as possible.
- Fourth, they will bring the maxim to life through a project of their own designing. This project can be visual, written, performance, service-based--the possibilities are up to the students.
- Integral to this project is the fact that students will collaborate across classes and levels. This is meant to be a project that builds community, nurtures relationships, and encourages students to work with people they might not otherwise know or talk to. To this end, multiple times during the year, classes will meet according to their block.

Finally, teachers of the individual Senior classes will continue to research opportunities to diversify their literature and provide opportunities for personal expression.

## Course: English 473: AP Literature

### III. Findings

Teachers of our AP English Literature course are committed to enhancing alignment with the expectations from the College Board. The College Board requirements for this course are primarily skill-oriented in support of the analysis of literature; thus, any revision of the course will focus on the revision of essential questions in connection with the texts and skills taught. Over the past year, teachers of the AP course found that:

- The primary essential question regarding the role of literature in our lives was still the most powerful motivating factor for the course; the three principles fit within that context.
- Teachers were confident in the current balance between a wide-ranging, student-oriented discussion of literature and preparation for the challenge of the AP test.
- Teachers would look for more opportunities to exercise agency and lead parts of the course, including a unit on short fiction that is entirely led by the students.

Teachers found that a focus on World Literature was still entirely appropriate and relevant, though they did choose to widen their consideration of voices represented in their core texts.

### IV. Recommendations:

- The addition of Kate Chopin's *The Awakening*, replacing Virginia Woolf's *To the Lighthouse*. The complexity of the Woolf text inhibited the engagement necessary for effective use on the AP test.
- We also dropped our short story anthology in order to have the flexibility of using any short story available on the internet.
- At present, we are considering a change to bring more ethnic diversity to the course. We do read short stories and poetry from diverse writers, but we'd like to move toward a core text with a non-white perspective.
- Teachers also agreed to participate in the Senior Summit, as detailed above.

# GBS Art Department Curriculum Report – November 2018

## I. Introduction

### Courses reviewed during past year:

*Ceramics 1, Ceramics 2, 3 (and advanced levels)*

#### A. Process

The curriculum review process for the courses listed above followed the review model set forth by the Board of Education. The Instructional Supervisor Mark Maranto met with Ceramics instructor Kurt Webb to analyze new and revised assignments & rubrics, Type III assessment results, and the Illinois Art Learning Standards. Mr. Maranto and Mr. Webb reviewed anecdotal information regarding vision, state of the program concerns, and enrollment trends. As Glenbrook South has been using the research-based curricular review and development model Understanding by Design, each course's current review process is focused on working through Stage 2 (Assessment) of this backward design model. Stage 1 work involved identifying course outcomes. Mr. Kurt Webb prepared this report, and Mark Maranto made necessary revisions.

#### B. Additional initiatives (outside of review process)

None.

## II. Report Schedule

November 2019	November 2020	November 2021	November 2022	November 2023
DLS Art	Painting 1	Drawing 1	Art Metals 1	Ceramics 1
AP Studio Art	Painting 2, 3	Drawing 2, 3 and Honors	Art Metals 2, 3 and Honors	Ceramics 2 and Advanced
Advanced Art Metals		Drawing 1		

### Approximate percentage of curriculum to be reviewed:

November 2019	November 2020	November 2021	November 2022	November 2023
21%	21%	21%	16%	21%

### Additional courses to be reviewed this year:

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

### **III. Findings**

Ceramics 161 is an introductory level course designed to encourage a beginning level student to learn basic skills, gain an understanding of ceramics as an art form, and learn to express one's interests three dimensionally. The emphasis of the course is instructing students to develop hand-building techniques using clay manipulation such as pinching, coiling, and slab building. Students also develop skills related to basic glazing and other simple surface decorative processes.

It is the finding of the teacher that students are minimally exposed to working with clay in their elementary or junior high education; therefore, instruction in Ceramics 161 begins at the most basic level. Initially students are surprisingly challenged by the difficulty in making objects with clay and can experience frustration and failure. With student perseverance, and teacher's encouragement students ultimately are able to show evidence of learning through dramatic growth in their artwork.

### **IV. Recommendations**

It is an ongoing challenge yet worthy to have students believe art can be an invaluable part of one's life. Since 2008 with the great recession, pursuing art or the humanities as a college major or career has become less favorable and even universities such as Stanford are feeling the change in student and public sentiment. Even the best art students at GBS rarely pursue art after graduating. As curriculum is revised, it is the recommendation that art teachers proactively address possible art-related career paths with interested students. The implementation of a guest artist program in the 2019-2020 school year will be one step toward making these real-world connections.

### **III. Findings**

Ceramics 2 (Ceramics 261) is an intermediate to advanced level course designed to allow a post introductory level student to continue in the development of fundamental skills, gain an understanding of ceramics as an art form, learn ways to plan effective art work, and to express one's more personal interests three dimensionally to a viewing audience. The emphasis of the course is instructing students to develop hand-building techniques; however, students also explore making cylindrical and other varied forms on the potter's wheel during the semester. Historical and contemporary ceramic art and artists are introduced to students through PowerPoint presentations, GBS IMC visits, films, and the viewing of actual ceramic objects brought from the teacher's personal art collection.

With all of the challenges of keeping ceramics viable and growing at GBS, it is worth noting that two Ceramics II students in the last two years have received bronze and gold medals at the prestigious Illinois High School Art Exhibition. This is the equivalent to first and third place in state for our ceramic's students.

### **IV. Recommendations**

It is recommended that students begin to learn more fundamental and practical ways to plan for meaningful and effective artwork that is more connected to them personally through their interests and passions. This can be done through more reflective processes such as gathering ideas, exploring options of ways to best communicate intentions through art and by developing high level necessary skills to successfully be able to complete their desired artistic mission or visual outcome.

Course or Initiative: **Ceramics 3 (Advanced and Honors)**

**III. Findings**

Ceramics 3 (361 and Honors) is an advanced level course designed to allow a post Ceramics 2 level student to continue in the development of higher-level skills, to gain an understanding of ceramics as an international and historically significant art form, and to learn to express one's interests three dimensionally to a viewing audience. The course emphasis is on students developing a higher level of planning combined with mastery of the ceramics medium. Historical and contemporary ceramic art and artists are introduced to students through discussions, PowerPoint presentations, GBS IMC visits, museum or exhibition visits, films, and the viewing of actual ceramic objects brought from the teacher's personal art collection.

**IV. Recommendations**

As with Ceramics II, it is recommended that students begin to learn more fundamental and practical ways to plan for meaningful and effective artwork that is more connected to them personally through their interests and passions. In more depth, students will be shown how other artists go through the creative process through student individual research which will include traditional approaches of internet searches, book reading and through writing letters to living artists and asking them direct questions that may be helpful for student artistic direction.

## GBS Music Department Curriculum Report – November 2018

### I. Introduction

#### A. Courses reviewed during past year

*Master Singers, Jazz Ensemble, Jazz Lab Band, Band Instrumental Exploration*

#### B. Process

The curriculum review process for the courses listed above followed the review model set forth by the Board of Education. The Instructional Supervisor, Mark Maranto, and music teachers, Robby Shellard, Andrew Toniolo, Aaron Wojcik, Brian Boron met together and then separately in their individual disciplines to review results of assessments, quality of performances and performance assessments, enrollment trend data, and best practices for writing EPP reports. As Glenbrook South has been using the research-based curricular review and development model Understanding by Design, each course's current review process is focused on working through Stage 2 (Assessment) of this backward design model. Stage 1 work involved identifying course outcomes.

#### C. Additional initiatives (outside of review process)

*None at this time.*

### II. Report Schedule

November 2019	November 2020	November 2021	November 2022	November 2023
Electronic Music	Freshman Band			Master Singers
Music Theory I	Freshman Strings	Premier Chorus	Bel Canto Chorale	Jazz Ensemble
AP Music Theory 2,3	Girl's Glee Club FHR	Symphonic Band	Symphony Orchestra	Jazz Lab Band
Guitar	Titan Chorus FHR	Concert Band	Symphonic Winds	Band Instrumental Exploration

Approximate percentage of curriculum to be reviewed:

November 2019	November 2020	November 2021	November 2022	November 2023
2%	22%	17%	22%	17%

Additional courses to be reviewed this year:

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



Course or Initiative: **Master Singers**

### **III. Findings**

Master Singers is the auditioned curricular SATB (Soprano, Alto, Tenor, and Bass) choir at Glenbrook South. The choir is composed predominantly of juniors and seniors who have sung in our other curricular choirs. All membership in Master Singers is determined by a placement audition (vocal, aural, oral, and written assessments) designed to measure vocal ability and independence as well as musicianship and knowledge of music rudiments. Transfer students to GBS are offered the same audition and can be placed in Master Singers based on their level of proficiency on the same assessments.

Instructors have found that almost all instruction takes place within the rehearsal process. The expectation is that all students will continue to develop their musical and vocal ability through the study of advanced choral literature in a professional setting where rehearsals are fast paced and engaging at the intellectual and aesthetic level. Students are expected to use the language of music, enter into regular question/answer moments, mark their music, reflect on progress, self-assess, and improve their ability to remain independent in a large group ensemble.

Students grow in their ability to assess their own sound, pitch, and musicality with the ultimate goal of becoming musicians who can identify problems, problem solve, detect and correct errors. It is the goal of the instructors to provide students with the tools and experience they need to not only become life-long learners and consumers of music, but also become leaders in organizations using the discipline and social skills acquired in the collaborative atmosphere of the fine arts.

Choral literature is chosen by the choral directors to represent exemplars of varied cultures, eras, languages, styles and genres. Instructors pay special attention to choosing choral literature based on important texts with emphasis on the cross-curricular and historic nature of choral music. To this end, the instructors invite colleagues from various academic departments at GBS to share their expertise with the students in Master Singers in order to illuminate understanding of the text, historical context, or linguistic concerns.

Since Master Singers is a performance based class, much time is spent finessing concert literature. In accordance with the UbD model, the instructors employ best practices towards individual sound to enhance each chorus member's musical growth. Improved choral sound and excellent performances are the direct result of these activities. At this advanced level, instructors are also concerned with developing the whole student as well as the chorus member. Master Singers is a large class: enrollment has been between 68 – 94 unique students. Not only is it important to the staff that Master Singers remain a high-level musical ensemble, but also an ensemble full of respectful and accepting individuals who can work together positively with fellow students who are different than they are.

#### **IV. Recommendations**

As many members of Master Singers are leader in the choral program, we will continue to encourage these leaders to foster healthy relationships between choirs and grade levels as to promote a positive culture in the Fine Arts Department. To this end, the instructors will continue to work with the students to organize social events to allow opportunity for these connections, based on ever evolving student interest and passions. Overall, it is the belief of the instructors that a healthy environment will increase the quality of education as well as recruitment and retention.

### **III. Findings**

Jazz Ensemble is the advanced level of a two tier instrumental jazz course sequence. The ensemble is modeled after the standard instrumentation of a professional jazz ensemble. The members of this ensemble are selected through an audition process and consist of primarily seniors and juniors. The students selected demonstrate the highest skills in music reading skills, intonation, style, improvisation, and range. The repertoire selected for the ensemble provides students with experiences in the diverse musical styles of Latin, Funk, Swing, Bebop, Rock, and Fusion. Many students involved in the GBS Jazz Program will audition for the Illinois Music Educators' District 7 Jazz Ensembles. The placement of Glenbrook South students for both District 7 and the All-State ensembles has been a consistent occurrence.

The use of school instruments allows students to perform musical works as intended by the composer. The Jazz Ensemble engages in many performance opportunities throughout the school year. The Jazz Nite concert will feature a guest artist. The guest artist provides a clinic/lecture and will work with the band leading to the collaborative performance. These experiences greatly enrich the learning of GBS jazz students.

The classroom environment encourages student discussion and musical interaction. The sharing of musical ideas is evident in improvised solos and in the emulation of style. The instructor continues to work on tone production and articulation as core focuses of learning. Students are often asked to reflect on what they hear in the ensemble. Another area of concentration is on volume control and the use of dynamics as an artistic tool. These efforts continue while supporting a rigorous performance schedule.

#### **IV. Recommendations**

To continue enhancing the educational experience of jazz students, it is recommended that the course seek additional clinicians and guests. Introducing students to professional jazz musicians in each of the instruments represented in the band broadens their knowledge and skill base. The Chicagoland area offers a multitude of professional musicians that could easily visit the band in this capacity. The goal would be to offer a clinical jazz experience to both of our jazz ensembles.

The goal of the Jazz Ensemble is to model after professional ensembles. In this effort, it is recommended to introduce the reading of jazz standards or “heads” into the curriculum. The intent is to build student knowledge of commonly known musical works and advance work in the field of improvisation.

Course or Initiative: **Jazz Lab Band**

**III. Findings**

Jazz Lab Band is a course designed to introduce students to, and develop their skills in, instrumental jazz music. This ensemble is open to students from all grades, and jazz experience ranges from beginning to intermediate. This is the first of two courses in the instrumental jazz program.

During rehearsals, students work toward mastery on musical skills such as rhythm and note reading, tone production, intonation, balance and blend, articulation, dynamics, and improvisation. These rehearsals lead to multiple performance opportunities throughout the year.

Students have opportunities to improvise in a safe and supportive environment. At each rehearsal, every student improvises. During the warmup exercises, each section has a turn to improvise (i.e. all of the saxophones will improvise at one time, all of the trumpets will improvise at one time, etc.) so students do not feel any unwanted pressure by being the only person playing. As students become more comfortable improvising, they have the option to volunteer to be a soloist for a performance.

The Jazz Lab Band course familiarizes students with a wide variety of jazz compositions in multiple styles. The musical selections are at an intermediate difficulty level, presenting an appropriate challenge to each student. As the year goes on and the students progress, the difficulty of the music increases.

Students are encouraged to continue improving their skills by taking private lessons from our lesson teachers who are specialists in specific instrument skills and techniques. Students are also informed about other opportunities in the music department such as choir, orchestra, and music theory.

**IV. Recommendations**

Sight-reading is when a new piece of music is placed in front of a musician who then plays it with as much note, rhythmic, and musical accuracy as possible. It is an important skill that greatly improves musicianship and technical music skills. After musical repertoire is chosen for a particular concert cycle, there is little to no sight-reading occurring on a regular basis. We recommend that sight-reading becomes a regular part of the course. By implementing a sight-reading program, we can improve the students' reading and musical skills.

Course or Initiative: **Music Exploratory**

### **III. Findings**

Music Exploration offers student with limited to no instrumental experience the chance to learn in a beginning band setting. Historically this course has served several areas of the student population. Students with need for ELL support have found great success in Music Expo. The course is a wonderful opportunity to bring more students into the band program that may not have otherwise joined. The class also serves to teach current musicians additional instruments. Students interested in the Music Education, Music Performance, or simply interested in developing additional skills have been a staple in this course.

The current curriculum emphasizes developing tone, intonation, technique, rhythm and pitch in each unit. Students are assessed based primarily on their growth and development of instrument proficiency. Assessments are conducted through rubric based feedback and the use of *Smart Music*, an assessment software. Students work individually and in groups throughout the course. The opportunity to switch to a new instrument is provided at each mid-term. The instructor supplements instrument pedagogy with a strong foundation of music theory concepts. At the end of this course, a student would advance to Symphonic Band, our intermediate instrumental course offering.

Most recently, a version of this course was offered through the Special Education Department as general music exploration. It was co-taught between a band director and a special education teacher. During this one-semester class, students were exposed to different band instruments and had hands-on experiences with percussion instruments. The semester culminated with a concert for parents, friends, and teachers. At this concert, the students performed compositions for recorder that they had written themselves.

#### **IV. Recommendations**

Music Exploration has a great deal to offer the students of Glenbrook South. At this juncture it may be time to reimagine the curricular focus to target student interested in Music Education and Music Performance. The course provides a tremendous opportunity to teach secondary and beginning instruments to all enrolled. Expanding the course to include instructional fundamentals (teaching) and advanced instrument pedagogy would better prepare our students interested in a career path in music. By pairing this course along with a class such as Concert Band, a unique opportunity could be provided to students to participate in multiple ensembles on multiple instruments. In the future there is even the possibility to teach conducting and rehearsal techniques within this course.

## GBS Mathematics Department Curriculum Report - November 2018

### I. Introduction

#### A. Courses reviewed during past year

- Geometry Team
- Geometry Studies (LA)
- Geometry in Construction
- Geometry
- Geometry Honors

#### B. Process

The Instructional Supervisor, Phil Gartner, convened six curricular review committees, one for each of the courses listed above. The teachers working on these committees teach the course. Curriculum was reviewed with respect to the Common Core Standards for Mathematics, the NCTM Standards, College Board prescriptive guidelines, College Readiness 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)

- Review of AP Computer Science Principles after first year (included in CTE Report, but one section is taught by a mathematics teacher)

### II. Report Schedule

November 2019	November 2020	November 2021	November 2022	November 2023
Decision Making with Data	Algebra 163 (LA)	Algebra Team	Precalculus	Geometry Team
AP Calculus AB	Algebra 2	Algebra Studies (LA)	Advanced Precalculus	Geometry Studies (LA)
AP Calculus BC	Algebra 2 Honors	Algebra 2 Studies (LA)	Precalculus Honors	Geom. in Constr.



AP Statistics		Computer Science Hnrs	AP Comp Sci Principles	Geometry
AP Comp Sci A		Advanced Topics (Sem 2)	Advanced Topics (Sem 1)	Geometry Honors

Approximate percentage of curriculum to be reviewed:

23%	14%	20%	20%	23%
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## **Course: Geometry Team**

### **III. Findings**

- This course is co-taught between a math and special education teacher.
- Due to several students in Algebra Team moving up to Studies, the needed number of sections of Geometry Team (the next course in the sequence) in 2018-19 is down from two sections to one.
- Reorganized units of study to better align with standards and improve flow of the course.
- Added content to better prepare students for transition into Algebra 2 Studies (Algebra 2 Team has been discontinued). Team has created time for this by making other improvements and finding efficiencies.
- De-emphasis on formulas while focusing on student conceptual understanding. For example, to find the surface area of a figure, rather than use a formula, students find it by adding the areas of the shapes in the net.
- Moved to all free-response final exams (no multiple choice) in order to better evaluate what students have learned.

#### **Overarching Essential Questions:**

- How does geometry offer a way to visualize and interpret our physical world?
- How do we use given information to determine an appropriate strategy to find a viable solution?
- How does classification of objects allow for understanding of the nature of the object?
- Which tools are appropriate given a certain type of problem?

#### **Enduring Understandings:**

- Geometry is a language with its own vocabulary, grammar, and notation.
- Geometry demonstrates how larger constructs are built from smaller objects.
- Geometry develops transformational thinking and spatial reasoning skills.
- Geometry provides opportunities to discover and apply properties of geometrical objects.
- Geometry develops a sense of proportionality and scale.
- Objects can be measured in a variety of ways, and geometry evaluates the purpose and functionality of these measurements.

#### **IV. Recommendations**

- Continue to use UbD (Understanding by Design) process at the end of each school year to determine adjustments necessary to the overall curricular plan.
- Meet with Algebra 2 Studies teachers to identify (if any) additional shifts in curriculum to support students' transition to the next course.
- Teachers in this co-taught course will continue to make changes to help students achieve success.

## **Course: Geometry Studies (LA)**

### **III. Findings**

- Reorganized units of study to better align with standards and improve flow of the course. For example - added transformations early first semester in order to link understanding of later content to transformations.
- Reduced the emphasis on a few topics, such as triangle inequality theorems and area of similar figures, in order to avoid needing to rush through the last unit of each semester. This has allowed additional time in the similarity unit and the surface area / volume unit.
- Over the past few years, the course has incorporated more right triangle trigonometry into the subsequent units of the second semester - quadrilaterals, area, circles, and surface area and volume - in order to continue developing those skills and prepare students for the trigonometry they will see in Algebra II Studies and on SAT/ACT.
- Introduced coordinate geometry - midpoint and distance - very early in the year & continue to spiral it throughout the year's content, such as with triangles and quadrilaterals.
- In order to better prepare students for transition into Algebra II Studies, team added content including special right triangles and simplifying radicals, and will continue to review solving systems of equations by substitution and elimination and solving quadratic equations by factoring.

#### **Overarching Essential Questions:**

- How does geometry offer a way to visualize and interpret our physical world?
- How do we use given information to determine an appropriate strategy to find a viable solution?
- How does classification of objects allow for understanding of the nature of the object?
- Which tools are appropriate given a certain type of problem?

#### **Enduring Understandings:**

- Geometry is a language with its own vocabulary, grammar, and notation.
- Geometry demonstrates how larger constructs are built from smaller objects.
- Geometry develops transformational thinking and spatial reasoning skills.
- Geometry provides opportunities to discover and apply properties of geometrical objects.
- Geometry develops a sense of proportionality and scale.
- Objects can be measured in a variety of ways, and geometry evaluates the purpose and functionality of these measurements.

#### **IV. Recommendations**

- The Geometry Studies 263 team will continue to evaluate the UbD plan at the end of each school year to determine whether adjustments are necessary to the overall curriculum plan.
- The team will continue to discuss content with Algebra 2 Studies 363 teachers to identify if any additional skills or shift in focus is needed for the 2018-2019 school year to better prepare students for the next course in the sequence.
- Teachers will continue to revise the course in order to help students achieve success.

## **Course: Geometry in Construction**

### **III. Findings**

- The interest in the course exceeds capacity and a waiting list has been maintained each year. Currently, one section meets that combines a Geometry course with a Construction elective. The class meets every day and is co-taught.
- The class's main project is building walls for a Habitat for Humanity house in Lake County. They are built on site and then trucked to our affiliate. Students helped raise the walls they built at the home site (field trip) as a culminating experience. They also met the family that will live in the house.
- Students apply the geometry learned to the real world of carpentry. Students report that the contextualized approach helps them to understand the geometry better and that they feel more interested in the content because there is a concrete purpose and benefit to the learning.
- The course aligns to Geometry and covers the same topics as the traditional Geometry course, but in a different order and with a different approach.
- In addition to partnering with Habitat for Humanity, the school has forged relationships with Evanston Lumber, Home Depot, Illinois Tool Works, GRK Fasteners, and others. Each have contributed by either selling materials at cost or donating. They have also sent representatives to speak with the students about the industry and the value of what they're learning.
- Students are demonstrating growth and success as a result of the program.

#### **Overarching Essential Questions:**

- How does geometry offer a way to visualize and interpret our physical world?
- How do we use given information to determine an appropriate strategy to find a viable solution?
- How does classification of objects allow for understanding of the nature of the object?
- Which tools are appropriate given a certain type of problem?

#### **Enduring Understandings:**

- Geometry is a language with its own vocabulary, grammar, and notation.
- Geometry demonstrates how larger constructs are built from smaller objects.
- Geometry develops transformational thinking and spatial reasoning skills.
- Geometry provides opportunities to discover and apply properties of geometrical objects.
- Geometry develops a sense of proportionality and scale.
- Objects can be measured in a variety of ways, and geometry evaluates the purpose and functionality of these measurements.

#### **IV. Recommendations**

The course will continue to grow and improve as it moves into its third year for 2018-19.

## **Course: Geometry**

### **III. Findings**

- Implemented curricular improvements – completed the Relationships in a Triangle Unit in first semester to gain time in second semester for additional topics within the Circles Unit and Surface Area Unit.
- The team minimized proofs with parallel and perpendicular lines and deemphasized glide reflections to aid in finishing the unit on Relationships in a Triangle in the first semester.
- More challenging problems involving systems and quadratics were added to increase the rigor of the Geometry curriculum and to help students maintain their algebra skills prior to starting the Algebra 2 course.
- The team revised the first and second semester final exams and reviews to address the addition of new topics and the new course alignment.

#### **Overarching Essential Questions:**

- How do we use given information to determine an appropriate strategy to find a viable solution?
- Given a set of information, how are arguments constructed and justified?
- Why is it important to evaluate the validity of an argument?
- Why is it important to classify objects?

#### **Enduring Understandings:**

- Larger constructs are built from smaller objects working together through reasoning and logic.
- Geometry provides a structure to justify a conclusion.
- Geometry offers a way to visualize and interpret our physical environment.

### **IV. Recommendations**

- The Geometry 263 team will continue to use the UbD plan at the end of each school year to determine whether adjustments are necessary to the overall curriculum plan.
- The team will need to meet with Algebra 2 teachers to identify if any additional skills or shift in focus is needed for the 2018-2019 school year to better prepare students for the next course in the sequence.
- Teachers will continue to revise the course in order to help students achieve success.



## **Course: Geometry Honors**

### **III. Findings**

- The style of instruction has changed to become more student-directed and interactive.
- Discovery learning is emphasized.
- Team work is crucial to every lesson.
- The rigor of the course has been increased to better prepare students for a more rigorous Algebra 2 Honors and later courses.
- Algebra concepts like solving quadratics and solving systems are integrated into every chapter test to keep students prepared for their next course.

#### **Overarching Essential Questions:**

- What tools do we need for mathematical communication?
- How are visual and algebraic representations related?
- How are viable arguments constructed?
- What is deductive reasoning and how can it be used to determine the validity from various situations?

#### **Enduring Understandings:**

- Visualization, spatial reasoning, and geometric modeling are strategies to enhance problem solving.
- Through the constructs of geometry, students acquire a variety of valid arguments in problem solving.
- Productive mathematical struggle is a key component in helping students persevere in their learning.

### **IV. Recommendations**

- The Geometry Honors team will continue to evaluate the course using the UbD process at the end of each school year to determine whether adjustments are necessary to the overall curriculum plan.
- Continue to use our current textbook because it has a diverse set of challenging problems to support our various learners.

**GBS Health, PE and Driver Education Department  
Curriculum Report - November 2018**

**I. Introduction**

**A. Courses Reviewed**

- Weight Training and Conditioning I & Weight Training and Conditioning II
- Adventure Education I & Adventure Education II
- Adaptive Physical 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 2018-2019 school year includes continuing to implement and analyze our fitness goals and standards for the PE department as well as a set of department goals and standards. The implementation of our heart rate monitors and Polar GoFit will give students the opportunity to self-assess their fitness in real time throughout the fitness session. We are continuing to work with Glenbrook North to fitness test all of our students and record data complying with the State's requirement for submitting fitness scores in 2018-19. The Physical Education, Health and Driver Ed Departments have been exploring and developing department-wide essential questions, enduring understandings and big ideas across all courses and are continuing with the stage 2 assessment piece of our backward design initiative. The departments used many professional mornings to gain an understanding of backward design curriculum and best instructional methods. Curriculum maps are currently being analyzed and revised. The departments and staff are continuing to support 1 on 1 learning by developing Google Classroom sites for their classes.

**Next Year's Work**

<u>November 2019</u>	<u>November 2020</u>	<u>November 2021</u>	<u>November 2022</u>	<u>November 2023</u>
Freshman Physical Education	Sophomore Physical Education	Lifetime Sports	Junior Leaders 16 Senior Leaders 26	Weight Training Conditioning I & II
ARCH Physical Education	Dance I & II	Health Education	Total Body Conditioning	Adventure Education I & II
Advanced Self-Defense & Fitness	Driver Education	LA and Team Health	Physical Management Honors	Adaptive Physical Education
	Life-Guard Training	Swim Fitness		

Approximate percentage of curriculum to be reviewed:

November 2018	November 2019	November 2020	November 2021	November 2022
17%	22%	22%	22%	17%

Additional courses to be reviewed this year:

NONE
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## **Course Reviewed: Weight Training and Conditioning I**

### **III. Findings: Weight Training and Conditioning I**

- Weights is a fitness based curriculum with a strong emphasis on technique and the development of muscular strength.
- The curriculum covers terminology, primary and core lifts, progressions, spotting techniques and weight room protocols.
- The bench press, squats, hang clean and deadlifts are the foundation of the curriculum.
- Agility, speed and power exercises enhance the student's overall fitness levels through HIIT programs throughout the semester.
- Videos and Rubrics assist the students to peer and self-assess each other's technique.
- Pre and post-test assessments measure proper technique of the bench press, squats, hang clean and deadlift.

### **IV. Recommendations**

- Strength training should continue to be a fitness based curriculum with an emphasis on technique, muscular strength, development, introduction to a variety of strength programs.
- Continue to teach weight training vocabulary and principles that will help increase student fitness levels.
- The curriculum should continue to use the four core lifts as the foundation of this course.
- Continue to supplement the curriculum with plyometric work, speed, agility, and and the use of heart rate monitors to monitor students fitness levels.
- We have implemented Teambuildr software to store pre and post-test assessments to measure student knowledge and understanding.

## **Course Reviewed: Weight Training and Conditioning II**

### **III. Findings: Weight Training and Conditioning II**

- We have identified a need to review our goal setting process (in both courses) to better implement student goals. We will help students align their individual SMART goals with their desired results in the course.
- Upon reflection, we identified areas of improvement in considering how our phases of periodization are implemented.
- We discovered an opportunity for staff development in better utilizing technology in the weight room (Teambuildr, Apple TV, Polar GoFit, Video analysis).
- The course is heavily dominated by male students, although female enrollment has slightly increased.
- The assessments used align with the desired results of the course.

### **IV. Recommendations:**

- Encourage more female athletes to take the course. We have added a female instructor to our Weights team.
- The instructional team will review and update the curriculum map to focus more on goal setting, dynamic versus static stretching, and the phases of periodization.
- It is recommended that we better utilize the evaluations and goal setting functions on Teambuildr. It is recommended that we remove the phases of periodization as they are structured and instead to create a program every athlete can partake in regardless of their competitive season. This would then be differentiated by the number of workouts an athlete completes per week: three workouts when the athlete is in season, two workouts during the offseason.
- We have seen legitimate progress with those athletes that successfully use Teambuildr and APRE (based on max and rep fatigue), therefore it is recommended our Weights instructors continue to develop their knowledge-base of the tier program.

## **Courses Reviewed: Adventure Education I**

### **III. Findings: Adventure Education I**

- The curriculum map was reviewed with a focus on the skills/knowledge and assessment sections. The map was incomplete as a result of recent curriculum projects and additions to the course.
- A digital platform was required to create a space for sharing all materials.
- A timeline for certification/recertification needed to be devised and implemented for any instructors teaching the course.
- The scope and sequence of the overall unit progression required review and adjustment.
- A technology component needs to be added to the curriculum to incorporate fitness into the course.

### **IV. Recommendations:**

- The curriculum map was re-aligned with current assessment tools, instructional practices and State Standards.
- The assessments were formalized and standardized with the addition to the updated curriculum and maps.
- The Adventure curriculum was updated through summer curriculum projects. Additionally, the program added new large curricular pieces: fire building, outdoor cooking, and high ropes challenge course. The map has been updated to reflect these changes and updates.
- An experiential specific program is being designed in conjunction with the Polar GoFit HRM program to bolster the Adventure Program.
- Instruction/Certification was arranged for current Adventure teachers and other certified staff interested in the program.
- All Adventure Education materials have now been converted to electronic files and stored on Google Drive. All materials are accessible to the Adventure Education Instructors and the Physical Education Department.

## **Course Reviewed: Adventure Education II**

### **III. Findings: Adventure Education II**

- The curriculum map was reviewed with a focus on the skills/knowledge and assessment sections. The map was incomplete as a result of recent curriculum projects and additions to the course.
- A digital platform was required to create a space for sharing all materials.
- A timeline for certification/recertification needed to be devised and implemented for any instructors teaching the course.
- The scope and sequence of the overall unit progression required review and adjustment.
- A technology component needs to be added to the curriculum to incorporate fitness into the course.

### **IV. Recommendations:**

- The curriculum map was re-aligned with current assessment tools, instructional practices and State Standards.
- The assessments were formalized and standardized with the addition to the updated curriculum and maps.
- The Adventure curriculum was updated through summer curriculum projects. Additionally, the program added new large curricular pieces: fire building, outdoor cooking, and high ropes challenge course. The map has been updated to reflect these changes and updates.
- An experiential specific program is being designed in conjunction with the Polar GoFit HRM program to bolster the Adventure Program.
- Instruction/Certification was arranged for current Adventure teachers and other certified staff interested in the program.
- All Adventure Education materials have now been converted to electronic files and stored on Google Drive. All materials are accessible to the Adventure Education Instructors and the Physical Education Department.

## **Course Reviewed: Adaptive Physical Education**

### **III. Findings**

- We learned through this process that the Adaptive Physical Education curriculum map did not include current assessments and rubrics to better meet the needs of our students.
- We found that the implementation of peer mentors was not included in lesson plans, units or objectives.
- The use of peer mentors and peer mentor assessments and objectives were not included in the overall curriculum.
- We discovered that the “Big Ideas” needed to connect with concepts the students are learning in their daily classroom such as positive communication strategies, sportsmanship, integrity etc.
- We found there was no evidence of the curriculum that contained technology use of Polar GoFit Heart Rate Monitors.
- We discovered that there was no virtual access for peer mentors to important calendar dates/assignments.

### **IV. Recommendations:**

- We updated assessments and rubrics for the class to better suit the abilities of the current population of students.
- We updated the requirements for the peer mentors in the class, created an expectation sheet along with an assigned weekly journal for them to reflect on their experiences and to be used as a form of assessment.
- We collaborated with the teachers in the TLS classroom along with general education teachers to explore opportunities to co-teach when lesson objectives align.
- Professional development time provided during PLM’s to further discuss where to “push in” to general education class settings.
- Created a digital presence for the peer mentors, which includes rubrics, journal questions, calendars and unit explanations/time frame.
- Continually seek out additional resources so that the curriculum consistently aligns with the ever-changing population of students enrolled in the class.
- Edit the fitness curriculum to include the use of Polar GoFit Heart Rate Monitor technology.
- Attend professional development regarding policies and procedures of the Brockport Fitness Test to ensure validity and reliability of the data that is collected.



### **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 where our students fitness levels (cardiovascular, upper body/core strength and flexibility) compare 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 practices and curriculum to ensure our students have a modern, progressive and positive experience.

## GBS Science Department Curriculum Report – November 2018

### I. Introduction

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

*Horticulture 161, 162*

*Advanced Horticulture 263*

*Horticulture LA 163*

*Medical Technology 161*

*Astronomy 161*

#### B. Process

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

Through focused professional development, several years ago our certified staff became familiar with a backward design curricular review process called “Understanding by Design.” Stage 1 of this model involves a determination of what we want students to know, understand, and be able to do as a result of instruction. Stage 2 involves assessment--how will we know that students do indeed know, understand, and are able to do what has been determined? Finally, Stage 3 involves the learning activities themselves. It is here that decisions are made regarding **how** students will learn—activities that are selected and refined to align with work established in stages 1 and 2. And while the reality is that curricular work is much more cyclical than linear in nature, you will see that the work described by each course team in this report addresses one or more of these stages in the backward design curricular review process.

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

### II. Report Schedule

<b>November 2018</b>	<b>November 2019</b>	<b>November 2020</b>	<b>November 2021</b>	<b>November 2022</b>
AP Biology 283	Chemistry Studies 163	Biology Team 163	Physics Studies 163	Horticulture 161, 162
AP Chemistry 283	Chemistry 163	Biology Studies 163	Physics 163	Advanced Horticulture 263
AP Physics 283	Chemistry Honors 173	Biology 163	Physics Honors 173	Horticulture LA
AP Environmental Science 283	Brain Studies 161	Biology Honors 173	Physical Science Team 263	Medical Technology 161
Forensics 161	STEM Chemistry Honors 173	Biology LA 163	Physical Science LA 163	Astronomy 161
		STEM Biology Honors 173	STEM Physics Honors 173	

Approximate percentage of curriculum to be reviewed:

November 2018	November 2019	November 2020	November 2021	November 2022
20%	20%	20%	20%	20%

## **Course or Initiative:** Horticulture 161, 162

After establishing their essential questions, readjusting their units of study, and determining what students should know, understand, and be able to do as a result of their learning, most recently the Horticulture 161 and 162 team has been focusing their attention on Stage 2 of the backward design model. In particular, they have focused their attention on developing authentic assessments that reflect both the active nature of student learning as well as the Science & Engineering Practices outlined in the Next Generation Science Standards. Below are the team's findings and recommendations as they focus their attention on adjusting assessments to be even more meaningful and reflective of the type of learning that students experience in the horticulture classroom.

### **III. Findings**

- One great strength and challenge of Horticulture 161 and 162 is that students enroll in these semester courses with a wide range of backgrounds and skills. While not the majority, there are many students who enroll in horticulture and who need significant accommodations as articulated in a student's 504 or IEP. This has necessitated significant communication with counselors and case managers about how to properly differentiate or modify assessments—particularly for students who need these accommodations.
- Many students struggle to demonstrate mastery of practical skills on multiple choice assessments but thrive on more authentic (practical, hands-on) assessments, which are a better representation of what is actually done in class.
- Students often enroll in this elective course because they enjoy the outdoors, learning through hands-on work to beautify the school grounds, and to develop skills related to floral design, landscape design, and plant care that they will be able to take with them throughout life.

### **IV. Recommendations**

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

- The team is in the process of creating more opportunities for authentic assessment of horticultural practices. One such example that is being developed is that students will create a digital portfolio of their floral design work where students will not only photograph the arrangements made, but they will also self-assess their own work in light of the floral design skills learned in class.
- For written assessments, the team is in the process of reducing the number of multiple choice questions in favor of elevating the number of free response items. This allows students to more authentically describe processes that they have learned or how they would address a particular design problem. They have also begun creating different versions of written assessments to address the specific accommodations often found on their students' 504s or IEPs.
- The team is also seeking to create additional pre-assessment scaffolding for diverse learners. While some students do not need such scaffolding, others benefit from this.

## **Course or Initiative:** Advanced Horticulture 263

Areas that differentiate Advanced Horticulture 263 from the previous course (Horticulture 161, 162) are the more project-based, independent learning opportunities that are afforded these students who enroll in a second year of horticulture. As such, it is entirely appropriate that the course's curricular review focus be on providing career preparation and leadership opportunities in horticulture-related fields. This work fits into both Stage 2 and Stage 3 of the backward design model.

### **III. Findings**

- With the long history of excellence in horticulture at Glenbrook South, we continue to have many students go on to study agriculture/horticulture in college, pursue a career in the field, or have horticulture related hobbies throughout their lives. Former students have graduated and now run floral businesses, landscape businesses, and we have many who have used what they learned to design their own backyard landscape or care for their own gardens.
- One model that has proven effective in the past is to provide Horticulture 263 students some opportunities to serve as leaders or teaching assistants for the Horticulture 161/162 students. As so much of these courses are hands-on in nature, there is great benefit in having second year students share their skills and passions with those enrolled in horticulture for the first time. This is also a welcomed opportunity to support instruction in larger classes that have a diverse set of student needs.
- The Glenbrook South campus itself can serve as the 'classroom' for these students to authentically apply their skills in a way that will benefit the student body, the physical environment, and the greater Glenbrook community.

### **IV. Recommendations**

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

- Advanced Horticulture 263 must continue to provide opportunities for students to pursue their career interests. The very nature of this vision means that this course must continue to have student-selected, project-based components. A further recommendation is to continue to expand the breadth of these opportunities.
- The team wishes to continue to use this course as an opportunity to develop leadership skills and provide leadership opportunities for students to share their abilities with both first year students as well as the greater Glenbrook community.
- A final recommendation is to continue to identify areas of need within the building and community that could benefit from horticulture-based service learning. Current examples of this include planning for and care of the Donation Garden which provides produce for the Northfield Township Food Pantry, the construction of a combined horticulture-engineering project called a Farmbot—a small scale autonomous garden planter and maintainer, and the ability to work alongside professionals in the development and implementation of a restored mini-prairie and outdoor classroom.

## **Course or Initiative:** Horticulture LA 163

The breadth of horticulture offerings at GBS expands to provide our language assisted population the opportunity to develop their language skills through a hands-on horticulture course. The instructor of this course has most recently focused curricular work on Stages 1 and 2 of the backward design process through the development of objectives that are aligned to support the new WIDA standards and to then develop assessments that reflect these authentic, language-based skills.

### **III. Findings**

- The strength of learning the English language through the content areas requires that students are afforded the change to growth in both the science content/skills AND language skills. As such, it is important that course objectives be reviewed in light of these goals.
- Objectives should be written in a growth-based manner, allowing for students to demonstrate progress regardless of their initial language proficiency.
- Objectives should be written so that they are linked to both the Next Generation Science Standards but also to the WIDA standards. (WIDA stands for “World-class Instructional Design and Assessment” and represent a set of standards dedicated to the design and implementation of equitable educational opportunities for English language learners.)
- Assessments should be linked directly to objectives and should be authentic in nature-- including writing, speaking, listening, and reading components to support both the science and English language skills being addressed.

### **IV. Recommendations**

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

- Since WIDA has recently updated their standards, it is important to review these new standards and make necessary adjustments and to align current objectives to these new standards.
- It is important to review the language proficiency levels of current students and adjust objectives to be growth-based in order to support all students, regardless of their initial language proficiency.
- Finally, it is important to modify assessments so that they align to objectives. This will include adjusting writing, listening, and speaking components of current assessments.

And while much of this work is already in progress, additional work still needs to be done.

## **Course or Initiative:** Medical Technology 161

Medical Technology 161 is a semester-long course that provides students with an introduction to careers, technologies, skills, and terminology related to the medical field. In keeping with the assessment focus highlighted in several other courses, the Medical Technology teaching team has most recently addressed their need to modify assessments to make them more authentic and to move items from knowledge level to application, synthesis, and evaluation. Below are findings and recommendations that the team has articulated in their recent work.

### **III. Findings**

- The team has recognized that their formative quizzes have often focused on memorized terminology related to the medical field. And while such terminology is important in a course such as this, there are ways of addressing higher level thinking in the assessment of medical terms.
- The team has found that formative quizzes have been weak in visual diagrams. They also do not reflect the inclusion of organ systems, an area deemed important in order for this course to accurately reflect the fact that this our students earn dual credit for this course from both GBS as well as Oakton.
- Along with modification of quizzes, the team has recognized that unit tests also often address lower level skills and are not as robust in providing more authentic ways of assessing students.

### **IV. Recommendations**

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

- While a portion of objectives developed for this course do relate to the development of a medical technology vocabulary—and while mastery of such terminology is essential in one's familiarity with the medical field, there are ways to assess such terminology that extends beyond memorization to application. The team has recently worked to re-write formative quizzes to reflect questions that address higher level critical thinking skills of application, synthesis, and evaluation. The team wishes to reflect on the use of these assessments over this year and to continue to refine assessments as they work toward this goal.
- The team has made a conscious effort to include visual diagrams with greater frequency on formative checks throughout the course. In addition, they have included organ systems which now more accurately reflects the Oakton course for which our students earn dual credit.
- While many quizzes have been adjusted to reflect these changes, unit tests are in the process of being adjusted to better serve student needs in the same areas as those articulated above.

## **Course or Initiative:** Astronomy 161

Stage 3 of the model turns the focus to the classroom learning activities that will get students to the place where they can indeed demonstrate understanding and mastery of these learning targets. While the Next Generation Science Standards truly supports learning science through a set of eight practices that model how scientists and engineers do science, the inquiry process is not new when developing meaningful activities that allow students to construct their own understand. Yet, reflecting on how students engage in their learning has been a re-energized focus in the Astronomy 161 course. In addition, as the current instructor of this course will be retiring at the conclusion of the 2019-2020 school year, it will be important to identify the new instructor(s) who will assume the teaching of this course so we can navigate a smooth transition to a course with very unique content and skills.

### **III. Findings**

- Longer-term learning—as measured by end-of-unit and end-of-course assessments—is significantly enhanced when students discover concepts for themselves as opposed to being told these same concepts. While there are many studies that support this finding, it has indeed been realized in reflections of assessments that measure long-term understanding. As such, students learn best with well-designed, activity-based experiences that allow students to uncover concepts for themselves and construct their own understanding.
- As important as the previous comment is, students sometimes communicate their preference to being told about a concept rather than going through the ‘messy work’ of discovering it for themselves. The challenge, then, is to create activities that provide the correct amount of scaffolding so that students are able and eager to work through to the desired end.
- While there is no substitute for being able to observe the behavior of the universe itself through early morning and night sky observations (as well as through daily solar observations), the recent development and enhancements of many online simulations—including Starry Night, Phet simulations, and many University of Nebraska simulations—allow students to observe behaviors of the universe in a way that does allow them to collect data, make predictions, test theories, and discover for themselves the behaviors of celestial objects using the Chromebook that is in their own hands.

### **IV. Recommendations**

In light of the above findings, the following recommendation is made:

- While several activities have been used in the past to help students understand the nature of our universe, some activities still require updating now that new online tools have become available. Also, some of these activities have been more engaging for students than others. The evaluation and rebuilding of these activities will be a wonderful collaborative exercise for both the current instructor and his successor. This work will begin in Spring 2019 and continue into next school year. We do believe it is important that new activities continue to put the student in the driver seat of uncovering the patterns that exist in the universe.



## GBS Social Studies Department Curriculum Report—November 2018

### I. Introduction

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

- AP US History 183
- AP Psychology 183
- AP European History 183
- AP World History 183
- AP Economics 183
- AP Government 183

#### B. Process

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

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

### II. Report Schedule

<i>November 2019</i>	<i>November 2020</i>	<i>November 2021</i>	<i>November 2022</i>	<i>November 2023</i>
Philosophy: Issues & Answers 161/162	Urban Studies I: Chicago 161	World History Studies 163	US History Studies 163	AP US History 183
Sociology: Human Relationships 161	Urban Studies II: Problems & Solutions 162	World History 163	US History 163	AP Psychology 183
Sociology: Crime and Deviance 162	World Religions East 161/162	World History Honors 163	US History LA 163	AP European History 183
Psychology 161/162	World Religions West 161/162	World History LA 163	US History TEAM 263	AP World History 183
International Relations 161/162	The Pacific Rim 161/162	Global Geography LA	World History TEAM 163	AP Economics 183
American Experience*	Latin American History 161/162			AP Government 183
	Civics 161/162			

*\*American Experience will be reviewed as part of its initial year of implementation in 2018-2019.*

Approximate percentage of curriculum to be reviewed:

<i>November 2019</i>	<i>November 2020</i>	<i>November 2021</i>	<i>November 2022</i>	<i>November 2023</i>
10%	20%	25%	25%	20%

## **Course: AP US History 183**

### **III. Findings**

The AP US History course has evolved in a few key respects since the last curriculum review. There has been an increase in the number of students enrolling in AP US History, which steadily maintained four sections and is now up to six for the 2018-19 school year. The AP exam has also changed dramatically; it is much more driven by skills and the demonstration of historical thinking, with less emphasis on content retention. The text has also changed as older editions have gone out of publication, and publishers are adapting to revised AP curriculum requirements.

With these changes, the AP US History teachers are consistently placing greater emphasis on historical thinking skills, and this has resulted in a shift from multiple choice assessments to more in-class writing. While the content coverage expectations remain high, the teachers are integrating more skill building activities that focus on the analysis of primary source material and the synthesis of high quality secondary texts which are reflective of some of the best and most important trends in recent scholarship.

As enrollment increases, students are coming from a greater diversity of prior coursework experience. The teachers have worked to support all students in adjusting to the rigorous demands of AP US History, and students have generally made the transition successfully. Many of these students are experiencing multiple AP courses for the first time. While the workload of the course remains substantial, students exiting the course consistently report that learning to manage the demands of the class has prepared them to be more independent and capable students. While the pace of the course is dictated by the scheduled exam in May, the teachers have strived to make the course a rich learning experience that is beyond test preparation.

### **IV. Recommendations**

- The department will continue to find ways to provide all sophomore students and guidance counselors with the information they need to make thoughtful choices about their junior year history experience. This includes both encouraging students who may be considering taking their first AP course through AP US History, as well as advising students who are juggling multiple AP courses. We will continue to explore ways of effectively communicating with students about the AP US History course so that they have clear, informed expectations.

## **Course: AP Psychology 183**

### **III. Findings**

The AP Psychology curriculum map has been updated as of June 2015 in accordance with the UBD format, which includes essential questions for the course as well as for each unit. The student learning objectives reflect these expectations and the curriculum is aligned to the standards set forth by the College Board and the APA-TOPSS (American Psychological Association, Teachers of Psychology in Secondary Schools). The APA-TOPSS standards were newly revised in 2011 and will be updated again by 2020. When the new update is available, objectives will be realigned as necessary. Additional modifications will be necessary as the new map is an organic document, both influencing teaching and learning and reciprocally being influenced by the realities of the classroom.

Enrollment for this course has been consistent for the past few years, proving to be one of the more popular AP electives in Social Studies, with approximately 200-230 students enrolled each year. For many of the students who take this course, this is their first experience in an honors or AP level course, and they are typically successful. AP Psychology therefore provides a tremendous opportunity for many of our students to be challenged with increased college-level rigor in reading, writing, and critical thinking, particularly if they have not taken other honors or AP classes before.

The AP Psychology team of teachers has also been highly proactive in finding and utilizing online resources and technology tools to enrich the student learning experience and provide opportunities for greater interaction, formative assessment and feedback, and hands-on demonstrations. They continue to investigate ways of utilizing technology to improve student learning.

### **IV. Recommendations**

- The AP Psychology team plans to continue building a robust test item bank using Mastery Manager (online assessment tool) in order to collect more precise student learning data and provide more targeted feedback to students.
- The members of the AP Psychology team are well connected to larger professional organizations in the field of psychology education. They will continue to gather the latest research and strategies for best practice and incorporate them in their curriculum.

## **Course: AP European History 183**

### **III. Findings**

The AP European History curriculum map was updated during the 2015-16 school year in order to reflect the major course changes implemented by the College Board. This included revision of the essential questions, enduring understandings, course content, skills, and standards to meet the new requirements. With the redesign came a new focus on analysis of primary and secondary sources, as well as explicitly delineated historical thinking and writing skills: causation, comparison, continuity, and change. In order to better assess student writing in each of the different formats, the team designed new writing rubrics for grading and student reflection. Since this major redesign, the College Board has made additional changes to the writing requirements, and the team has adjusted the curriculum and rubrics to match.

Course enrollment trends have remained for the most part consistent, with about 100- 125 students (mostly sophomores) taking the course. The majority of students tend to have completed Honors World History, but we have seen growing interest in AP European History from students who were successful in World History 163. Regardless of prior course experience, given that it is the first AP Social Studies course option for students, great attention is paid to laying a foundation of historical argumentation and effective note-taking skills. The writing requirements of the College Board have brought clarity of focus for writing instruction not only for AP European History, but also for the freshman World History courses. While the course is highly demanding, we believe it is not prohibitively so for students who have not had Honors World History, and therefore more vertical articulation between freshman and sophomore years should continue in order to allow students to navigate that transition successfully.

### **IV. Recommendations**

- Ongoing articulation between the teachers of AP European history and freshman World History (both Honors and Regular) would be greatly beneficial for students. In particular, writing that focuses explicitly on causal and comparative analysis, and analysis of primary and secondary sources are skills that provide a smooth transition to any AP history course. Sharing writing rubrics and using common language will be the focus of this collaboration.

## **Course: AP World History 183**

### **III. Findings**

The AP World History course has been subjected to a number of forces that have impacted its development. The College Board made some revisions to the exam to be implemented in 2017-2018. Then, in the spring of 2018, the College Board announced a curricular change for AP World History to take effect in the fall of 2019. The proposed change was to begin the course with the year 1450 CE. Due to an unprecedented outcry from history teachers over the elimination of content primarily from the non-Western world, the College Board recently announced that the course would begin instead at 1200 CE. All these factors have placed the AP World History course and its curriculum in a state of flux in recent years.

Students who enrolled in the course are interested in a true history experience with a focus on global events. Therefore, the course strives to provide students with globalist and historical thinking skills, rigorous reading, writing, and classroom discussions that prepare students for college, and an appreciation for the historical roots of many of today's global problems.

### **IV. Recommendations**

- The AP World History curriculum will need to undergo a fairly radical curricular revision to align with the new College Board content guidelines to be implemented in the 2019-20 school year. The curriculum map will therefore need to be updated to focus more on post-1200 CE events. Depending on the particulars of the curricular revisions, this may also entail the search for a new appropriate textbook.

## Course: AP Economics 183

### III. Findings

The yearlong AP Economics course follows the curriculum requirements set by the College Board for both Macroeconomics and Microeconomics. Enrollment has remained steady with typically four sections, with a brief jump in enrollment to five sections in 2017-18. Recommendation for placement in AP Economics is unique among our Social Studies electives, as prior coursework in *math* is also an informative data point. (We have found that student success in AP Economics is correlated with completion of Pre-Calculus.) As one of our departmental goals is communicating effectively with students regarding expectations for our different courses, the AP Economics team is continually looking for ways to inform students of the different nature of the course from other Social Studies courses they may have taken. Our students who take AP Economics are successful with over 85% earning a score of 3 or higher on the both the Macro and Micro exams.

Another observation of the student enrollment in AP Economics has been the persistent gender imbalance. Only about 20-25% of the students taking AP Economics are female. While this reflects a similar trend in collegiate economics majors, nonetheless we are investigating reasons for this gender imbalance and determining if we need to be more purposeful in encouraging female students to enroll in the course.

The course material and pace present challenges for the teachers in balancing teacher-led instruction, student practice, and meaningful and relevant connections to current events. The current textbook (Krugman's *Economics for AP*) generally meets student learning needs, and the teachers supplement with a variety of current periodical readings on economic issues. A move to the more recent second edition of the text is being postponed until the College Board provides details of upcoming curricular changes.

### IV. Recommendations

- The College Board has announced that there will be a revision to the Microeconomics curriculum, the specifics of which are still unknown. The course will likely need to be modified as a result, with possibly a change in textbook.
- Our department will continue to work on effective communication with students, teachers of juniors, and guidance counselors regarding student enrollment in AP Economics. This will include an examination of the gender imbalance, which may result in further changes or additions to our advising and recruitment practices.

## **Course: AP Government 181**

### **III. Findings**

AP Government recently underwent a significant redesign by the College Board, with 2018-19 as the first year of implementation. The teachers in the AP Government team have been attending workshops and conferences both to prepare for the new College Board curricular revisions, as well as to incorporate the requirements that satisfy the civics graduation requirement. Balancing these demands has been the primary challenge for teachers of the of AP Government.

While enrollment trends have remained fairly consistent (with a typical uptick in enrollment that coincides with presidential election years), we anticipate a significant increase in the number of sections in the future as students seek to fulfill their Civics graduation requirement. The students enrolled in AP Government represent diverse academic backgrounds, including a significant number of students who have not had any other AP experience. Our goal is to continue ensuring the accessibility of AP Government, especially if it affords an opportunity for students to take their first or only AP course while at GBS. The structural constraints of the semester-long course create an added challenge, as students who complete the course first semester have a several months gap before the exam in May, and students who take the course second semester have significantly less time to cover the same material.

When students are surveyed at the end of the course they typically report that they would like more opportunities to work on simulations and projects. While this is challenging to incorporate in the current semester-long schedule, the team has been investigating ways to satisfy this, such as Congressional simulation software that would allow students in different classes to simultaneously work on a draft legislation project. This would also serve one of the key goals of the course, which is to provide experiences that engage students in hands-on and real world civic action.

#### **IV. Recommendations**

- We have been discussing the possibility of making AP Government a year-long course from its current semester iteration. This would provide a better means to address the added demands of the College Board's redesign and the expectations for more simulations and service learning/ civic action projects to satisfy the state graduation requirement. A key priority is maintaining and expanding the accessibility of AP Government for students who may be stretching themselves with their first AP experience, and providing them with a yearlong experience would be greatly advantageous to their success.
- The new College Board guidelines place greater emphasis on writing, including a research paper. The AP Government teachers will benefit from collaborating with other teams to align writing standards and expectations, as part of a larger departmental initiative for aligning skill development in our scope and sequence.



## GBS Special Education Department Curriculum Report – November 2018

### I. Introduction

A. Courses reviewed during past year  
Resource, Study Skills, Transition, Electives

B. Process

The GBS Special Education Department teachers met during department and team meetings to review best practices in transition and offering support during Resource/Study Skills. The instructional elective team courses met on a regular basis to review curriculum and student performance.

In terms of transition practices, multiple new assessments were made accessible to case managers including a new searchable tool for transition assessments. This was reflected on the transition webpage. Trainings for Summary of Performance and Transition plans were also updated to reflect new findings for best practice.

C. Additional initiatives: Continued work on new History curriculum

### II. Report Schedule

November 2019	November 2020	November 2021	November 2022	November 2023
Implementation of IEP goals in English and reading classes	Implementation of IEP Goals through math	Implementation of IEP goals through science classes	Implementation of IEP goals in social studies	Implementation of IEP goals in the areas of Resource, Transition, and electives
			Review needs of students and study skills courses offered	
Review of Resource, Transition, and electives	Review of English and Reading curriculum	Review math Curriculum	Review science curriculum	Review of Resource, Transition, and electives

Approximate percentage of curriculum to be reviewed:

20%	20%	20%	20%	20%
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## **Course or Initiative: Resource/Study Skills through a Transition lens**

### **III. Findings**

The faculty members involved in the Educational Planning Process (Special education teachers, transition specialist, General education teachers, IAs) reviewed current and past practices in Resource, Study Skills and Instructional Electives over the course of the school year. The Resource/Study Skills class offers time for students to work on progress monitoring of IEP goals, organizational skills, planning, time-management, self-advocacy, homework, projects and future planning.

The transition assessments and resources made available to students and case managers by the transition specialist were updated through the course of this process. The transition website was updated as were training materials. Continued discussion will take place with the sender districts regarding transition planning for incoming students.

Self Determined Learning Model of Instruction (SDLMI) was introduced over the course of the past two school years in an effort to provide student directed goal setting. Case managers used this process to set short term goals and facilitate ongoing discussions about progress.

Instructional elective course offerings were determined by student interest surveys developed and administered by case managers (both D225 and NSSSED/TLS). These interest surveys were created with the transition plan in mind, honoring the students' plans for either continuing education, vocational interests and/or training. Once interest areas were known, the instructional supervisors from Special Education and the elective area departments met with the principal and associate principals to determine course offerings.

### **IV. Recommendations**

1. Consider use of SDLMI in all Resource/Study Skills classes
2. Continue student led / self directed IEP meeting practices
3. Investigate additional elective area courses to meet student interest and/or transition plans

# GBS World Languages Department Curriculum Report – September 2018

## I. Introduction

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

- American Sign Language 363/~~463~~
- French 463, 473
- German 463 /473
- Japanese 463/473
- Mandarin Chinese 463/473
- Spanish 463 Studies, 463, 473
- Spanish for Heritage Learners 363/~~463~~

### B. Process

Curricular teams for all fourth 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 ACTFL's communication standards: interpersonal, interpretive and presentational.

In order to fully develop novice high (Asian languages) to intermediate high students' skills, course teams were also charged with reviewing the quantity and quality of authentic resources used for reading, listening and viewing. While textbooks and other materials created for student use are valuable building blocks, students must be taught to interpret sources they would find in real life situations in the target countries. Therefore, curricular teams reviewed their progress in the implementation of authentic resources for instruction as well as for assessment, since the previous formal curriculum review cycle, which took place well over five years ago.

## II. Report Schedule

<b>November 2019</b>	<b>November 2020</b>	<b>November 2021</b>	<b>November 2022</b>	<b>November 2023</b>
	American Sign Language 163	American Sign Language 263/273	American Sign Language 363	American Sign Language 463

French 563/573		French 263	French 363	French 463
AP French Language & Culture 583		French 273	French 373	French 473
AP German Language & Culture 583	German 163	German 263/273	German 363/373	German 463/473
AP Japanese Language & Culture 583	Japanese 163	Japanese 263/273	Japanese 363/373	Japanese 463/473
AP Mandarin Chinese Language & Culture 583	Mandarin Chinese 163	Mandarin Chinese 263/273	Mandarin Chinese 363/373	Mandarin Chinese 463/473
		Spanish 263 Studies	Spanish 363 Studies	Spanish 463 Studies
Spanish 563/573	Spanish 163	Spanish 263	Spanish 363	Spanish 463
AP Spanish Language & Culture 583		Spanish 273	Spanish 373	Spanish 473
AP Spanish Literature 583	Spanish for Heritage Learners 163	Spanish for Heritage Learners 263	Spanish for Heritage Learners 363/463	
		Spanish for Heritage Learners 273		

Approximate percentage of curriculum to be reviewed:

<b>November 2018</b>	<b>November 2019</b>	<b>November 2020</b>	<b>November 2021</b>	<b>November 2022</b>
18%	14%	25%	23%	20%

## **Course or initiative: American Sign Language 363/463**

### **III. Findings**

We have run 2 sections of ASL 363/463 since the 2016-2017 academic year. During the summer of 2016, a curriculum project was completed to redesign the course due to the addition of level 4. This curricular plan included thematic units based on Deaf culture, incorporating various films, readings and authentic interactions with the Deaf community as they relate to the themes. Grammar and vocabulary were integrated to acquire language skills (using the *Signing Naturally*, level 2 series) and continue the development of proficiency. After polling the students at the beginning of second semester, they expressed interest and wanted to study another themed unit, instead of continuing with the *Signing Naturally* grammar and vocabulary curriculum. Some modifications were made to semester two based on this feedback.

In preparation of the 2017-18 school year another curriculum was created and then implemented so that students would continue their skill development using different themes and content. All components of the planned Deaf culture units were not covered, which is common in the first run of a new curriculum, however what we did cover, education and technology, proved to be valuable as the students became more immersed in the Deaf community through attending three additional Deaf events for level 463 students and two additional events for level 363 students. In addition to differences in grading scales, course requirements vary to differentiate between the level 3 and 4 students. For example, students in 363 write their reaction papers upon completion of a Deaf community event, while the 463 students are required to record and sign their summary and reactions for submission to the teacher.

Additional student feedback, teacher reflection and the progression of student language development were considered and used to determine that the ASL 363/463 course is meeting the needs of GBS students. They now have the invaluable option of continuing their language learning all 4 years, which is equitable to other language offerings at GBS.

### **IV. Recommendations**

The ASL team would like to identify and add additional resources and/or activities to expand on the students' understanding of each of the cultural units taught. In addition to this, the team will continue to explore technology options for students to engage in more self and peer assessment of signing skills, as well as to have access to more materials to support student independent review of in-class activities and content.

## **Course or initiative: French 463**

### **III. Findings**

French 463 serves as an essential course of development and exploration in the French program. Most students are juniors who have progressed sequentially in the French program which requires meeting standards such as speaking and listening French during class, reading longer texts in French, and producing more elaborate spoken and written work. French 463 includes the reading of two novels as part of its curriculum. The goal of this course is to foster the growth of students' language skills and to advance them to the capstone course French 563 or 573 with appropriate level of proficiency as seniors.

During the 2012-2013 school year, this course was completely redesigned as a thematic, *UbD*, proficiency-based curriculum consisting of eight units, four each semester. There is no textbook; all materials are authentic and assembled/ integrated into the course by the team of teachers. During the 2013-2014 school year, improvements were made to the authentic resources, and the assessments were improved to better reflect the communicative and proficiency goals of the course. During the 2014-2015 school year, we turned our attention to augmenting the reading instruction in this course. This involved the creation of Integrative Performance Assessments with a strong interpretive component, and we also added a second novel to the course: *Oscar et la dame rose*, by Eric Emmanuel-Schmitt. The addition of this novel to *Le petit prince* by Antoine de St. Exupéry has been a great success. In 2016-2017, we made plans for some updates that we deemed necessary to streamline content threads between this course and the one that precedes it, French 363. We planned extensively and in 2017-2018, we implemented the changes to the course. This included new units, reorganization of existing units, redistribution of grammar and skills, and the replacement of conventional multiple-choice final exams with Integrative Performance Assessments.

### **IV. Recommendations**

The updates currently under implementation are comprehensive. At the end of this school year and throughout the next, we will reevaluate the changes and make adjustments where needed. At this writing, the changes to the course are engaging and effective for our students.

## **Course or initiative: French 473**

### **III. Findings**

Prior to 2016-2017, the French 4 Honors course--Pre-AP--used French history and literature and related current events as its baseline of content at the intermediate-high level (ACTFL). While essential questions related to Advanced Placement themes were integrated in the course, thematic exploration remained limited as it was tied to chronology. An approach more in line with the essential questions of the AP course was needed to ensure an easier transition into AP and to maximize exposure to the themes implicated in those questions.

Therefore, beginning with the 2016-2017 school year, the course was rebuilt to parallel the framework followed in the AP French Language and Culture course. The year was divided into thematic units of study and assessments were developed to prepare for students' transition in to the AP course. All content sources are authentic and are pulled from French-speaking (not just French) press and literature. One element of the previous curriculum--the reading of an unabridged French novel *Les Jeux Sont Faits* by Jean-Paul Sartre--remains. This ensures that students continue to progress in their study of a longer literary text, and also provides them with exposure to multiple genres in both fiction and non-fiction.

### **IV. Recommendations**

Given that major changes have already been made and are being implemented, there are no significant recommendations at this point. That said, the teacher makes adjustments to the curriculum when deemed appropriate and also solicits feedback from students for an ongoing review.

## **Course or initiative: German 463/473**

### **III. Findings**

German 463/473 is primarily a senior class, but it is combined in scheduling with the German three regular level and is a course for students not preparing to take the AP exam. As such, there is a rotating curriculum for the 363/463/473 classes, as those students will be combined in class for 2 years. Each year's curriculum has been newly written, with the curriculum outlined in this EPP technically for the 463/473 course.

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 a cultural theme in mind, centered around a film. After choosing the movie, literature, music and vocabulary were selected to deepen the study of the central themes. The assessments include opportunities to show the students' 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 they will be taking at Glenbrook South.

This course was designed in accordance with the *UbD* focus and has been used for one cycle. This curriculum, after some serious revamping, will be used again for the 2018-2019 school year. Using the *UbD* model has proven beneficial to the students in their communicative and interpretive abilities. By the end of the course, the aim is to have students able to communicate at the Intermediate Mid/High level through writing and speaking as well as interpret authentic text and audio resources in the target language. After doing this curriculum in one cycle, there was room for expansion of the topic through literature and music. We will be adding that to the curriculum in the summer of 2018, identifying sources that align with the themes studied as well as student interest.

### **IV. Recommendations**

The German 463/473 team will continue to tweak the curriculum in consideration of students connecting to the topics chosen. A final recommendation is to augment the curriculum as stands to incorporate short stories, short non-fiction, short films, poetry and music connected to the theme per quarter. We also want to adjust the concrete checks of proficiency throughout the semesters.



## **Course or initiative: Japanese 473**

### **III. Findings**

The Japanese 473 course meets with level 5 students, including those enrolled in AP Japanese Language and Culture. In the school year of 2014-2015, the *Yookoso* text series was dropped in order to use *Genki II*. These materials are used in levels 3 through AP along with teacher created materials and units. This decision was coordinated with an identified need to increase the number of Kanji characters students need to learn to be successful in the higher levels of the language.

Because the *Genki* materials have been used for 4 years, it was important to examine how this resource has been serving our level 4 Japanese students. Through this curricular review process, the teacher notes that students have been successful with the online activities, such as the *Genki Self-study Room* which includes vocabulary building exercises at an individual pace. These resources are available to students in class, but more importantly they can practice and access outside of class. Based on this success as well as the flexibility the *Genki* text provides to align to other curriculum components, the teacher plans to continue its use in the future.

In addition to the *Genki* materials, the teacher makes use of other online resources for effective visual cues, and she incorporates authentic materials through Youtube video clips and other sites. In order to support the need for more Kanji character practice, The *Kanji Book I* is used for the level 4 students and it has been effective in preparing them for the rigor of AP. In the year of 2017-2018, level 4 students studied several thematic curriculum units: 1) Self & Family; 2) Daily School Life; 3) Technology and Robotics; 4) Japanese Pop Culture; 5) Travel/Transportation; and 6) Seasonal events.

### **IV. Recommendations**

The teacher will continue to research additional technological components and a variety of in class activities, which will support student learning to a greater degree. The teacher will continue to collaborate with other area high school Japanese teachers, in addition to the mentors provided through her participation in the J-LEAP program. In this program, she serves as a mentor for a new teacher from Japan, and they participate in joint professional development trainings.

## **Course or initiative: Mandarin Chinese 463/473**

### **III. Findings**

There have been numerous changes to the Mandarin Chinese 4 course since the previous curriculum review cycle. At that time the curriculum was based on a textbook and students struggled with putting the language components together to improve proficiency in the 3 modes of communication: Interpretive, Interpersonal and Presentational. The current curriculum is based on authentic resources and student choices in vocabulary and some language functions are incorporated into the course. Performance is assessed in the three modes, and frequent low-stake interpersonal assessments to improve speaking have been integrated. There is an increased focus on writing through typing, which is directly linked to character recognition.

Another change in the curriculum is a reduced number of characters, focusing instead on carefully selected high-frequency vocabulary. Frequent character and radical writing through the use of resources such as [archchinese.com](http://archchinese.com) is included, as well as recognition activities and drills to develop students' skills in determining word meaning and identifying character relationships. A strategically selected vocabulary list and the inclusion of more robust radical studies have improved character recognition in reading contexts. However, it is an area that still needs additional supports for students. This is one of the primary challenges of learning Chinese.

Contextual and cultural background knowledge has been included in the curriculum before introducing a new unit, or a new listening/reading piece. It is the reality that students always encounter new words while reading and listening to a new piece, therefore, knowing the contextual and cultural background helps students determine the meaning of the new words correctly and provides them with stronger interpretive skills.

### **IV. Recommendations**

The Mandarin Chinese 463/473 course will continue to provide students a curriculum that enables growth in their language skills. The introduction of carefully selected high frequency characters will not only free students from pure mechanical character learning but will also help them grasp the characters at an expanded level through word constructing and frequent use of the words in speaking and writing. The primary recommendation of this report is to monitor students' skills and to continue making adjustment when appropriate.

## **Course or initiative: Spanish Studies 463**

### **III. Findings**

The changes in the Spanish Studies 463 course are attributed to a shift from a grammar based curriculum to a proficiency based curriculum. The changes are intended to foster growth in proficiency through the use of authentic materials, culturally relevant topics and assessments that include the three modes of communication. These modifications mirror the regular level Spanish 463 course in order to have consistency of topics between the regular and studies levels.

There has been a greater emphasis on maintaining the target language for the entire class period by the classroom teacher. The expectation in Spanish Studies 463 is that students also maintain this standard by speaking and writing memorized phrases and expressions to communicate their ideas and express their needs, wants, and opinions. The curriculum is based on teacher created units that align with the AP themes and center around a handful of essential questions, which guide the development of materials, activities, and discussions. Listening and reading materials are authentic and include both fiction and nonfiction. Students practice the skills needed to comprehend and communicate the target language in a way that is natural and organic. Integrated Performance Assessment (IPA) style activities that foster communication centered on culturally relevant topics that can be updated and modified to fit the needs of the students as well as keep the content current.

Another addition to the course framework is a number of executive functioning aids to help students be organized, utilize the resources provided throughout the year, and reflect upon their participation as well as meeting daily goals and objectives of the curriculum. Various documents have been created to help students be successful in these areas, such as a daily participation sheet that provides a space for students to write down the lesson objective and reflect at the end of class using a concrete example of an activity completed that demonstrates their success or lack of. Within the same folder students write a daily warm-up, keep a partner map, and have other ancillary resources that pertain to the current unit.

### **IV. Recommendations**

Continued articulation within the Spanish Studies Vertical Team as well as the regular level Spanish Vertical Team is recommended to ensure that expectations of student proficiency at each level are clearly understood, and that all units align properly. Instruction of basic sentence structure and grammar continues to be added to the current units, and Learning Map development would be a great benefit.

## **Course or initiative: Spanish 463**

### **III. Findings**

Enrollment in Spanish 463 has remained consistent at 9 sections. The recent changes to the Spanish 263 and 363 curricula have contributed to the success of students at this level, as well as the continued introduction of authentic materials and assessments in the entire vertical sequence.

Instructional materials used in the Spanish 463 course have been created by the teaching team. All units are aligned to the AP themes and center around essential questions that guide the development of materials and discussion. Listening and reading materials are authentic and include both fiction and nonfiction. There is now a greater emphasis on the interpersonal and interpretive modes in each unit in conjunction with the presentational mode, which has been present for several more years. The majority of units conclude with an Integrated Performance Assessment, designed to measure students' ability in the three modes of communication. These measure what students can "do" with the language, based on authentic texts and real life scenarios. These assessments are in conjunction with a department-wide effort to move more towards proficiency-oriented standards.

Another addition to the 463 course is the introduction of Learning Maps for some units. Learning Maps are visual representations of the structure of a unit, to be filled out piece by piece as the unit progresses. The maps provide further organization for students, primarily due to increased level of accountability for the authentic materials used in class. Learning Maps are to be retained over the course of the year and aid in preparation for summative unit assessments.

### **IV. Recommendations**

It is recommended to continue articulation within the Spanish Vertical Team to assure that expectations of student proficiency at each level are clearly understood, and that all units align properly. It is also recommended to add grammar focuses, such as ser/estar and numbers, to a select few chapters, and to continue Learning Map development for other units. The team will resequence the units next year, and a final recommendation is to continue to implement the IPA style for formative and summative assessments.

## **Course or initiative: Spanish 473**

### **III. Findings**

Since the last formal curricular review was done in 2013 the course has seen many changes. The course is now designed around the 6 AP World Language and Cultures themes with the use of an online text to support teacher-created materials. The teachers maintain a collaborative environment in which themes, literature, and assessments remain consistent, but as expected with the adoption of the block schedule there has been movement and/or changes in some units of study. Some of these moves have resulted in a grammar focus that no longer aligns with communicative goals and does not allow for a natural opportunity to use the structures in a real-life situation. This is something the team intends on reorganizing.

As the scoring guidelines for AP Languages and Cultures have changed, we have tried to reflect those changes in our curriculum. We have given assessments using AP Languages and Cultures rubrics to ensure our students are on track to attain the high level of proficiency required for success in AP Spanish Language next year. Many students in Spanish 473 are also taking an AAPPL assessment this spring to earn the seal of biliteracy in Spanish, which we hope to use for valuable data about our students' abilities in reading, writing, speaking and listening proficiency. We would like to redesign some of our assessments to ensure that we are best reflecting the three modes of communication and the high standards students will face in AP Spanish Language.

### **IV. Recommendations**

We have determined that a summer curriculum project would be very beneficial to determine the best way to organize the thematic units for our course, and how to best align the grammar structures with those units for communicative success. Additionally, we would like to update and revise our assessments to align with the ACTFL Standards and with the AP World Languages and Cultures standards.

## **Course or initiative: Spanish for Heritage Learners 363/463**

### **III. Findings**

The SHL 463 course is the third level course for the majority of the students in the Spanish for Heritage Learners Program. Over the last four years, using *UbD*, the SHL vertical program has been reconstructed and redesigned. The newly designed curriculum reflects a more rigorous and challenging curriculum that incorporates activities and strategies that help students with the development of their literacy skills while also preparing them for AP Spanish coursework. Over the course of two summer projects, the SHL team worked together and mapped out different thematic units and stories at all levels. Thus, all the SHL regular level classes have been completely restructured with new essential questions, reading lists, materials and writing goals within the last four years. The new themes from this program restructure are:

- Unit 1: Family Ties and its Perspective in Literature
- Unit 2: Power Struggles and Power Shifts in Latin America
- Unit 3: Morals at Question
- Unit 4: Suspense through Literature

A clearly articulated goal of preparing all students for AP coursework was created; thus, AP style assessments and activities have also been incorporated into the curriculum within the last four years. Novels and short stories from the AP Spanish Literature reading list have been included in the themes to better prepare students. Each unit that has been created has a corresponding learning map, as well as summative assessments based on the three modes of communication. The role of grammar has been de-emphasized over the last four years and is no longer explicitly taught. Instead, the 463 level focuses on writing literacy in the formation of paragraphs, thesis writing, transitions and topic sentences as well as the inclusion of more academic vocabulary. As part of the curriculum work, a writing and speaking rubric for the team has also been created to help guide learning at all levels. This rubric is reflected on yearly and changes are made to better guide and assess students' learning.

### **IV. Recommendations**

It is recommended that the SHL team continue to evaluate and make adjustments to the curriculum to best meet the needs of its students. It is also recommended that the vertical SHL team continue to work closely with the AP vertical team to ensure best practices of AP strategies within the classroom to better prepare students for AP coursework.