
**OFFICE OF THE ASSISTANT SUPERINTENDENT
FOR EDUCATIONAL SERVICES**

TO: DR. RIGGLE
FROM: DR. WILLIAMSON
SUBJECT: CURRICULUM REPORTS
DATE: JANUARY 20, 2016
CC: BOARD OF EDUCATION

At the regular board meeting on Monday, January 25, 2016 we will be bringing forward the curriculum reports from each school. While Associate Principals Cameron Muir (GBS) and Ryan Bretag (GBN) will provide an overview of the findings, Instructional Supervisors will also be in attendance to address Board questions. Instructional Supervisors of like departments have worked together, whenever feasible, to align their review cycles and to share common issues and observations.

The Board will remember that these reports are a function of our ongoing educational planning process through which departments systematically review their entire curricula during a five-year period.

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. Of most interest will be a brief description of the findings, subsequent recommendations, and departmental action plan to address student needs. Also included is an evaluation of any new courses after three semesters of implementation, if applicable.

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

MEMO

To: Dr. Rosanne Williamson
From: Cameron Muir
cc: Lauren Fagel
Re: Curriculum Reports
Date: January 20, 2016

Many teams continued to focus their attention on better aligning the curriculum to the College Readiness Standards (CRS), 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). Many also designed and used assessments to understand whether those standards were met by students. 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. These teams have indicated that they will continue this pursuit and will refine these assessments in the future, making adjustments that inform their instructional decisions.

All teams this year furthered 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 Applied Technology Department Curriculum Report – November 2015

I. Introduction

- A. Courses to be reviewed
- CAD 161, 261, 361
 - Drafting/Architecture 363/463
 - PLTW IED (New Program Update)
 - PLTW POE (New 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 applied technology 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, the career-ready practices of the Common Career Technical Core and the relevant standards such as Common Core Math and English, Next Generation Science Standards, and Standards for Technological Literacy. In addition, as Glenbrook South has been using the research-based curricular review and development model Understanding by Design, each course’s review process is focused on working through Stage 2 (Assessment) of this backward design model.

Stage 2 involves evaluating assessment to ensure that it aligned to the Stage 1 targets and is an authentic assessment for transfer. This has and will continue to create new experiences for students to demonstrate skill and understanding. For example, in our Investment Strategies course student teams pitch their proposed investment plan to clients given the information provided about their goals.

C. Additional initiatives (outside of review process)

None

II. Report Schedule

November 2016	November 2017	November 2018	November 2019	November 2020
Photos 161	Woods 161	Woods DLS	Autos 161	CAD 161
Photos 261	Woods 261	Woods TLS	Autos 261	CAD 261
Photos 361	Woods 361	Photos DLS	Autos Voc 363/463	CAD 361
Photos 461	Woods 461	Photos TLS		Drafting/Architec ture 363/463
		PLTW 173	PLTW 373	
		PLTW 273	PLTW 473	

Approximate percentage of curriculum to be reviewed:

November 2016	November 2017	November 2018	November 2019	November 2020
17%	17%	26%	23%	17%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 rd semester:
Project Lead The Way Introduction to Engineering Design and Principles of Engineering

Course or Initiative:

CAD 161

III. Findings

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

Despite the introduction of the Project Lead the Way pre-engineering program of study, the CAD sequence has maintained and increased enrollment. The CAD courses are important entry points for students who may not be able or confident in the yearlong engineering course.

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

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

Stage 1 Understanding by Design: Overarching Essential Questions:

- How can an engineer or technical professional effectively communicate ideas and solutions in a global community?
- How do we communicate or explain a design solution?
- Why is precision essential to engineering and architecture?
- What applications of CAD are available to the everyday consumer?

Enduring Understandings:

- A critical skill for technical professionals is the ability to convey an idea visually
- AutoCAD is used to draw ideas and communicate with the world in the same format
- Precision is essential to engineering and architecture fields

IV. Recommendations

Teachers will continue to develop curriculum that is in line with industry standards and practice, aligned to Stage 1 skills and content, and to maximize the 1-to-1 environment and block schedule by utilizing digital tools, strategies for discussion and reflection.

IV. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	None

Course or Initiative:

CAD 261

III. Findings

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

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

Updates include:

- Implementation of new software: Sketch-Up, AutoCAD, Revit, Inventor
- Implementation of new hardware and tools including the use of a 3D printer in CAD 261 projects
- The Makerspace in close proximity to these classrooms has provided greater access to tools such as the laser cutter and 3D printer, and as these are becoming more and more available (via libraries, tech shops, and low-cost consumer models), the class is focused on skill sets to meet industry standards and consumer applications.

Stage 1 Understanding by Design: Overarching Essential Questions:

- Why are certain CAD programs better suited for particular professions?
- How do architects use CAD to model building information?
- How do engineers use CAD to model information and develop solutions?

Enduring Understandings:

- A critical skill for technical professionals is the ability to convey an idea visually
- CAD programs are used more prevalently in particular professions
- Accurate detailed drawings are essential to effective design and engineering

IV. Recommendations

Teachers will continue to develop curriculum that is in line with industry standards and practice, aligned to Stage 1 skills and content, and to maximize the 1-to-1 environment and block schedule by utilizing digital tools, strategies for discussion and reflection.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	None

Course or Initiative:
CAD 361

III. Findings

Through the curriculum review process, student surveys and reflections and analysis of student performance and interest, the teacher identified several key findings with regard to curriculum. This third semester course in the CAD sequence is typically stacked in with a CAD 261 class and serves those students who want to extend their learning but who may not be able to fit in a yearlong course, or not be committed to an architecture or engineering pathway.

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

Updates include:

- Implementation of new software: Sketch-Up, AutoCAD, Revit, Inventor
- Implementation of new hardware and tools including the Laser cutter
- The Makerspace in close proximity to these classrooms has provided greater access to tools such as the laser cutter and 3D printer as well as other tools and equipment for fabrication, allowing students to develop physical models or prototypes

Stage 1 UbD Curriculum Review Findings: Essential Questions

- How does industry use CAD to solve a real-world problem?
- Why would you import CAD work from one program into another?
- How can you work most efficiently with CAD?
- How can certification lead to internship or employment opportunities?

Enduring Understandings

- A proficient drafter has skill in both accuracy and speed
- A proficient drafter can use one CAD program to complement another
- Seeking feedback from industry professionals can significantly enhance learning

IV. Recommendations

Teachers will continue to develop curriculum that is in line with industry standards and practice, aligned to Stage 1 skills and content, and to maximize the 1-to-1 environment and block schedule by utilizing digital tools, strategies for discussion and reflection.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	None

Course or Initiative:
Drafting/Architecture 363

III. Findings

Through the curriculum review process, student surveys and exam analysis, the teacher identified key findings with regard to curriculum. Despite the introduction of the Project Lead the Way pre-engineering program of study, the architecture sequence has maintained and increased enrollment.

The Architecture sequence has been updated to mirror current practices in industry based on observations and feedback from architectural firms. Updates include:

- Implementation of new software: Sketch-Up (for conceptual drawings), Revit (for technical documents), and Photoshop (for final renderings)
- New classroom environment: the class is taught in a technology driven environment, with access to a full shop for model making to mirror the studio experience in an architectural collegiate program or architectural firm

Stage 1 Overarching Essential Questions:

- What makes great architecture?
- How can spaces be manipulated to influence a lifestyle?
- How does one organize their ideas for a project?
- What are the steps needed to go from concept to creation?
- How does the knowledge of scaling contribute to literacy within industry?
- How does a floor plan define a space?
- In the computer age, why is free-hand sketching still a vital and essential skill?
- How can a CAD model of a house be used to communicate ideas?
- Why should we consider sustainable design?
- How can the modeling process be improved?

Enduring Understandings

- Architects are responsible for designing the experience within a space.
- Architects take multiple factors into consideration when planning.
- Every detail matters; each element should be designed with a specific purpose in mind.
- Free-hand sketching and proficiency in Computer Aided Design is an essential skill in today's architectural industry.
- Model making improves the communication of ideas and concepts.
- A portfolio is the most important representation of an architect's work.
- Design elements and principles should be considered when formulating a design.

IV. Recommendations

Teachers will continue to develop curriculum that is in line with industry standards and practice, aligned to Stage 1 skills and content, and to maximize the 1-to-1 environment and block schedule by utilizing digital tools, strategies for discussion and reflection.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	None

Course or Initiative:
Drafting/Architecture 463

III. Findings

Students in Architecture 463 are passionate about architecture and typically planning on majoring in architecture in college. They are often stacked in with the 363 and the instructor runs parallel curriculum, with the 463 students taking on more complex challenges in their projects. Students choose the focus of their projects and delve deeper into software to build or enhance skills.

The Architecture sequence has been updated to mirror current practices in industry based on observations and feedback from architectural firms. Updates include:

- Implementation of new software: Sketch-Up (for conceptual drawings), Revit (for technical documents), and Photoshop (for final renderings)
- New classroom environment: the class is taught in a technology driven environment, with access to a full shop for model making to mirror the studio experience in an architectural collegiate program or architectural firm

Stage 1 UbD: Overarching Essential Questions:

- How can spaces be manipulated to influence a lifestyle?
- How does one organize their ideas for a project in an attractive manner?
- What are the benefits of using multiple programs to complete a design project?
- What styles are you drawn to? For what reasons?
- What factors can complicate sustainable design?
- How can we create a sustainable design?
- How can various building materials be represented in our models?

Enduring Understandings:

- Architects are responsible for designing the experience within a space.
- Architects take multiple factors into consideration when planning.
- Every detail matters; each element should be designed with a specific purpose in mind.
- When designing conceptually, using the right a combination of programs will do a better and faster job than doing all the work in one program.
- Model making improves the communication of ideas and concepts.
- A portfolio is the most important representation of an architect's work.
- Design elements should be considered when formulating a design.

IV. Recommendations

Teachers will continue to develop curriculum that is in line with industry standards and practice, aligned to Stage 1 skills and content, and to maximize the 1-to-1 environment and block schedule by utilizing digital tools, strategies for discussion and reflection.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	None

Course or Initiative:

PLTW Introduction to Engineering Design 173 (New program update)

III. Findings

PLTW Introduction to Engineering Design 173 was introduced in the 2013-14 school year as part of an overall pre-engineering program of study, and replaced the previous Engineering Design sequence of courses. We recently received National Certification for our program after completing an extensive review process, including a site visit. In our course proposal in 2012 we identified the following criteria for evaluation of the program.

Superior pass rates on PLTW national exams (End-of-course Assessment)

Based on two years of assessment data we can report that we have greatly exceeded national PLTW scores as well as our local NSERVE consortium in many instances. Scores fall on a 9-point scale in the following categories: Basic 1-3; Proficient 4-7; and Advanced 8-9. NOTE instructors do not have access to the end of course assessment and PLTW provides no unit exams.

- 77.4% of our students were Proficient and 28.4% were Advanced, with less than 1% classified as Basic. This is compared to PLTW expectations of 18% of scores in the Advanced category and 47% in the Proficient
- Average student end of course assessment for all students is a 7 (highest proficient score) which puts us in the top three schools in NSERVE for average score.
- We saw a 102% increase in scores in the Advanced range from year one to year two, including 21 of the highest score of 9 compared to 3 scores of 9 in the first year.

Positive student surveys

Students have reported finding the work challenging but rewarding, particularly when they are able to apply their skills in design challenges. We have seen high numbers of retention, with students continuing in the program.

- 78% of students in IED continued on to the second course in the sequence, taking Principles of Engineering.
- 97.7% of students continued to a third course this year, taking Civil Engineering Architecture, Digital Electronics, or Engineering Design & Development depending on their interest and year in school.

Increased number of students majoring in engineering

It is too early to truly assess our progress in students declaring engineering as we are only in the third year of implementation, but we have enrollment of over 300 students currently and expect to see very positive gains in coming years.

Increase in enrollment including increase in female representation

With two full-time teachers and an additional part-time teacher currently, we have greatly exceeded enrollment numbers prior to PLTW.

- Enrollment in the previous engineering sequence averaged 26 total students for the three years prior to PLTW's implementation. We currently have more than 300 students pursuing engineering in PLTW courses.
- Females in PLTW represented 22.8% of total enrollment in 2014-15 and 24.6% in 2015-16, a bit higher than the approximately 18-20% of females majoring in engineering. We will continue to work toward increasing this percentage.
- We have an active chapter of the Society of Women Engineers with over 30 active members, as well as a chapter of the Society of Hispanic Professional Engineers.

IV. Recommendations

Teachers will continue to develop instructional strategies to deliver the PLTW curriculum that is in line with industry standards and practice, aligned to Stage 1 skills and content, and to maximize the 1-to-1 environment and block schedule by utilizing digital tools, strategies for discussion and reflection.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	None

Course or Initiative:

PLTW Principles of Engineering 273 (New program update)

III. Findings

PLTW Introduction to Engineering Design 173 was introduced in the 2013-14 school year as part of an overall pre-engineering program of study, and replaced the previous Engineering Design sequence of courses. We recently received National Certification for our program after completing an extensive review process, including a site visit. In our course proposal in 2012 we identified the following criteria for evaluation of the program.

Superior pass rates on PLTW national exams (End-of-course Assessment)

The Principles of Engineering course is one of the most difficult courses particularly as it is composed primarily of sophomore students and involves physics. Based on two years of assessment data we can report that we have been below national PLTW scores but have been competitive with our local NSERVE consortium in many instances. Scores fall on a 9-point scale in the following categories: Basic 1-3; Proficient 4-7; and Advanced 8-9. NOTE instructors do not have access to the end of course assessment and PLTW provides no unit exams. Some unique challenges were present in the first two years including significant software delays and a personnel change, which impacted the program.

- 67.8% of our students were Proficient and 6.8% were Advanced, with 25.2% classified as Basic. This is compared to PLTW expectations of 18% of scores in the Advanced category and 47% in the Proficient, and we are focused on increasing the number of students in the Advanced category and greatly reducing our scores in the Basic category.
- Average student end of course assessment for all students is a 7 (highest proficient score) which puts us in the top three schools in NSERVE for average score.
- Scores in the Basic range are higher than we'd like but at the low end of the range compared with NSERVE schools, which range from 15-46%. In addition, our percentages in the Basic category are 10% below PLTW national score expectations.

Positive student surveys

Students have reported finding the work challenging but rewarding, particularly when they are able to apply their skills in design challenges. We have seen high numbers of retention, with students continuing in the program.

- 78% of students in IED continued on to the second course in the sequence, taking Principles of Engineering.
- 97.7% of students continued to a third course this year, taking Civil Engineering Architecture, Digital Electronics, or Engineering Design & Development depending on their interest and year in school.

Increased number of students majoring in engineering

It is too early to truly assess our progress in students declaring engineering as we are only in the third year of implementation, but we have enrollment of over 300 students currently and expect to see very positive gains in coming years.

Increase in enrollment including increase in female representation

With two full-time teachers and an additional part-time teacher currently, we have greatly exceeded enrollment numbers prior to PLTW.

- Enrollment in the previous engineering sequence averaged 26 total students for the three years prior to PLTW's implementation. We currently have more than 300 students pursuing engineering in PLTW courses.

- Females in PLTW represented 22.8% of total enrollment in 2014-15 and 24.6% in 2015-16, a bit higher than the approximately 18-20% of females majoring in engineering. We will continue to work toward increasing this percentage.
- We have an active chapter of the Society of Women Engineers with over 30 active members, as well as a chapter of the Society of Hispanic Professional Engineers.

IV. Recommendations

Teachers will continue to develop instructional strategies to deliver the PLTW curriculum that is in line with industry standards and practice, aligned to Stage 1 skills and content, and to maximize the 1-to-1 environment and block schedule by utilizing digital tools, strategies for discussion and reflection.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	None

GBS Art Department Curriculum Report – November 2015

I. Introduction

Courses reviewed during past year:

Painting I and Painting II

A. Process

The Instructional Supervisor and art teachers analyzed data, test results, assessments and information related to the disciplines mentioned above. The department has also completed Understanding by Design work in the area of creating big ideas, enduring understandings, and essential questions for all the classes in Fine Arts. We reviewed anecdotal information regarding vision, state of the program concerns, enrollment trends, and the changing needs of a diverse population. We also listened to the concerns of the recent and current AP Studio Art students. Stephanie Fuja and Natalie Ingaunis prepared the report and Martin Sirvatka revised the final copy.

B. Additional initiatives (outside of review process)

None.

II. Report Schedule

November 2016	November 2017	November 2018	November 2019	November 2020
Drawing 1	Jewelry1	Ceramics 1	AP Studio Art	Painting 1
Drawing 2, 3 and Honors	Jewelry 2, 3 and Honors	Ceramics 2 and Advanced	Advanced Jewelry	Painting 2, 3
Drawing 1			DLS Art	

Approximate percentage of curriculum to be reviewed:

November 2016	November 2017	November 2018	November 2019	November 2015
21%	16%	21%	21%	21%

Additional courses to be reviewed this year:

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

Course or Initiative: **Painting I**

III. Findings

Painting 1 is a course introducing basic painting skills and techniques while working in a variety of mediums including, but not limited to, watercolor and acrylic paint. Students are introduced to and research basic art history as well as contemporary artists of today. In the fall of 2008, a new instructor revised the painting curriculum while expanding its scope and influence within the student body. Class enrollment, student interest, along with student knowledge and skill has steadily increased over the past few years. Each semester students have expressed enthusiasm in taking the Painting 1 course and created recurring needs for enrollment for waiting lists. There is now a renewed respect for the art of painting, as well as an increased student interest in discovering a place where they can express themselves through paint. Currently, students who enroll in painting or drawing are stacked within the same class. With the increased interest in painting as well as drawing there are multiple mediums (wet and dry) present within the class.

Various talented students have emerged through the new painting program, and at least two awards have been awarded annually to painting students in various art competitions. In the Spring of 2009, then sophomore student Inhwan Choi won the first place national award in the category of Painting in the Great Frame Up “Self-Expression” Show. In the spring of 2010, then sophomore student Sara Meinecke won first place best in show in same competition. These are among the most prestigious awards.

In addition to these findings, over 75% of the painting 1 students over the past five years have advanced to the Painting 2 classes as well as other various art courses. Students who have successfully completing the painting sequence often continue their art education by enrolling in Drawing and Ceramics. Within the last five years, evidences prove the spirit of collaboration among the different disciplines within the art department.

IV. Recommendations

As the painting program continues to expand, we are now investigating how we may accommodate students who excel in working with wet and dry mediums. At this point drawing and painting students share the same space, it will be important to explore the possibilities of separating students in painting and drawing.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Actions	AP Studio Art 3-D	3-D AP Art curriculum creation	None	If enrollment increases with interest	Chromebooks, reference books.

Course or Initiative: **Painting II**

VI. Findings

The Painting II curriculum encouraged students to further their painting education by not only improving their skills, but also by developing their ability to develop concepts, ideas, and themes within the creation of their art work. At this level students are deeply engaged in self-realization as they begin to find their identity as artists and identify their own style.

Student enrollment has nearly tripled within the past eight years, and now classes are full accompanied by waiting lists. As with the Painting 1 students, talented students continue to emerge, compete, and win awards.

Additionally, most of the advanced painting 2 students continue to develop their portfolio by applying to and being accepted into AP Studio Art where they strive to receive high scores in their AP Portfolio submission in May. Over the last four years more than 50% of the students have received fives as the score for their AP portfolios. The development and growth of the painting program has been a major contributing factor for the increase in AP Studio Art scores. Currently, students who enroll in painting or drawing are stacked within the same class. With the increased interest in painting as well as drawing there are multiple mediums (wet and dry) present within the class.

VII. Recommendations

As with Painting I, the painting program continues to expand, we are now investigating how we may accommodate students who excel in working with wet and dry mediums in the same classroom. Continue to explore updating equipment through our refresh cycle that best responds to the advancing skill level of our students.

VIII. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Actions	None	None at this time	None	None	None

GBS Business Education Department Curriculum Report – November 2015

I. Introduction

A. Courses reviewed during past year

- Business Law
- Intro to Business Strategies 161
- Intro to Business & Entrepreneurship 162

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. In addition, 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 was completed last year identifying course outcomes.

Stage 2 involves evaluating assessment to ensure that it aligned to the Stage 1 targets and is an authentic assessment for transfer. This has and will continue to create new experiences for students to demonstrate skill and understanding. For example, in our Investment Strategies course student teams pitch their proposed investment plan to clients given the information provided about their financial goals.

C. Additional initiatives (outside of review process)

Through the curriculum review process at Glenbrook North and South, we have identified a need for curricular change given the industry focus on the lean startup method. Lean startup is a methodology for faster, more targeted product and business development. In addition, we have seen increasing student interest in entrepreneurship from our current business students and those participating in DECA and BPA.

We are proposing a change to the existing Business Entrepreneurship 162 course at Glenbrook South making it a year-long business incubator course for 10th through 11th grade students, with an immersion into business practices. Glenbrook North will also adopt this entrepreneurship course.

II. Report Schedule

November 2016	November 2017	November 2018	November 2019	November 2020
Accounting 163	Consumer Ed 161	Info Processing 161	Marketing 161	Business Law 161
Acctg Honors 173	Consumer Honors	Info Processing LA	Tech Essentials 161	Intro to Bus 161
Acctg 261	Consumer Ed LA	Digital Graphics 261	Game Design 261	Business Inc 161
Web Design 261	Digital Multi 261			

Approximate percentage of curriculum to be reviewed:

November 2016	November 2017	November 2018	November 2019	November 2020
23%	23%	18%	18%	18%

Additional courses to be reviewed this year: None

Course or Initiative:

Business Law 161

III. Findings

Through the curriculum review process, student surveys and reflections and analysis of student performance and interest, the teaching team identified several key findings with regard to curriculum. Students are selecting this course at higher rates than ever before, validating the relevancy of curriculum as they have more room for choice in their schedule. Students are achieving at high levels and consistently provide positive feedback about the authentic learning opportunity to apply their knowledge to real court cases and discuss as a class. We’ve also identified the need for additional upper class business offerings through counselor and student feedback.

The introduction of the Chromebook to the classroom has been an invaluable tool. Students are able to research cases at their desks, discuss their findings with partners, and create presentations which exhibit their discoveries. The Chromebook has also allowed students to readily communicate their ideas. Students will read an article or watch a video clip, analyze the case, formulate decisions based on their analyses of the legal proceedings, and share their opinions in class and on Google Classroom.

The change to a block schedule has allowed more complete coverage of legal topics. We are able to delve deeper into issues, with more students able to participate in discussions about controversial cases given the larger block of time. The block schedule has also given students more time to ask outstanding questions which expand their knowledge of the law.

Stage 1: Overarching Essential Questions

- Are law and justice the same thing?
- Are there aspects in our legal system that can be improved?
- What is the relationship between an attorney and his client?
- How does a Supreme Court decision impact our society?
- What remedies are available to victims of lawbreakers?
- How does the law differ for individuals in and outside of school?
- What impact does the Bill of Rights have on our society?
- How do business practices conflict with and depend on our legal system?
- Are all people treated equally in our justice system?

IV. Recommendations

Additional upper class courses have been proposed in business education, including Investment Strategies, and the Business Incubator course, and teachers will continue to review our business course offerings with regard to current business practice.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	None

Course or Initiative:

Introduction to Business Strategies & Entrepreneurship 161

III. Findings

Through the curriculum review process, student surveys and reflections and analysis of student performance and interest, the teaching team identified several key findings with regard to curriculum. One finding is that innovations in technology have lowered the barriers of entry to entrepreneurship and higher numbers of individuals are actively pursuing ideas. Second, through popular media, such as Shark Tank and The Profit, students are entering the class with increased business awareness - specifically in the areas of entrepreneurship, web-based businesses, and digital marketing. Finally, current business practice involves a leaner more efficient application, and our focus is to introduce this model and provide students authentic, experiential learning opportunities to allow for learning by doing.

Stage 1 Overarching Essential Questions:

- Why do businesses succeed?
- How can you prepare for a successful career in business?
- How do the needs and wants of consumers influence what goods and services businesses produce?
- How do the concepts of supply and demand influence business decisions?
- How does competition motivate business?
- How does profit motivate business?
- Besides, profit, and competition, what other motivations impact businesses?
- How can you best protect your company’s assets?
- How has Social Networking altered the traditional marketing landscape?

IV. Recommendations

We will continue to align this course curriculum as an introductory course for our business students to explore their interests and develop a foundation of knowledge and skills to support future courses. In addition, we will continue to develop our curriculum to maximize the 1-to-1 environment and block schedule by utilizing digital tools, and strategies for discussion and reflection.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	None

Course or Initiative:

Introduction to Business & Entrepreneurship 162

III. Findings

This course was not offered for the last two school years after we introduced our Investment Strategies course, in order to re-evaluate the place and purpose for this entrepreneurship course including the appropriate grade level.

Through the curriculum review process, student surveys and reflections and analysis of student performance, the Business Education team identified several key findings with regard to this course curriculum and the business course offerings.

- Review of current business practices identified a shift to a focus on the lean startup method, for faster, more targeted product and business development
- Adopting these methods could create a curricular opportunity for an immersion into the business processes of a startup around an original business idea
- This curricular change would allow students to explore their passion for business and help them identify their aptitude and interests and support further learning

Stage 1 Overarching Essential Questions:

- What do the most successful entrepreneurs have in common?
- Why should you start a business or choose to be an employee?
- How can entrepreneurs learn more quickly what works and discard what doesn't?
- How do you know when to pivot and when to persevere with a business idea?
- How can a business minimize the time it takes to iterate?
- How can a business build a sustainable business around a particular set of products and services?
- What is good marketing and how is it critical to business success?

IV. Recommendations

We propose replacing this course (Introduction to Business & Entrepreneurship 162) with a yearlong Business Incubator course, including an immersion into business practices in the context and process of a business startup, and providing instruction of business concepts and coaching at strategic points to support learning and progress. We've also noted this in the first document of our report, in the additional initiatives section.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	\$5000 subscription/LMS curriculum	None	None

GBS English Department Curriculum Report – 2015-2016

I. Introduction

a. Courses reviewed during the past year

- TEAM English 163
- English 163 (Studies)
- English 163 – formerly English 161/2 and Communications 161/2
- English 173 (Honors)

b. Process

During the first year of implementation to the block schedule and in anticipation of the Educational Planning Process the following year, all four course-alike freshman teams used the backward design approach and template to review curriculum: course- and unit-level essential questions and enduring understandings were written or revised; new diagnostic, formative, and summative assessments were created or revised as needed; and units were examined and revised, as necessary, to ensure improved teaching and student engagement on the new block schedule. Teams have also integrated the reading, writing, research, speaking and listening Common Core Standards into courses.

II. Report Schedule

November 2016	November 2017	November 2018	November 2019	November 2020
English 263 Team	English Studies 363	English Studies 463	Reading Skills Development	English 163 TEAM
English Studies 263	English 363	English 463: Rhetoric/Humanities/World Literature	English Electives	English Studies 163
English 263	AP English Language 373	AP English Literature and Comp 473		English 163
English Honors 273				English Honors 173

Approximate percentage of curriculum to be reviewed:

November 2014	November 2015	November 2016	November 2017	November 2018
20%	20%	20%	20%	20%

Course or Initiative: English TEAM 163

III. Findings:

Many of the students in our TEAM classes find it challenging to transfer writing skills and experiences, from year to year. As a result, teachers in Sophomore TEAM report a greater portion of time, than what is ideal, is spent repeating instruction on writing rather than extending students writing skills. This has contributed to the gap between TEAM and Studies level students in their writing who converge in Junior English Studies. A reimagined writing program will minimize the impact of being promoted to Studies as juniors. We also believe that we can build confidence by building competence in this particular area. Finally, we acknowledge the need to more closely monitor student progress for the purpose of evaluating our own instructional practices.

IV. Recommendations:

The TEAM teachers have come to an agreement regarding the vertical alignment of writing assignments that includes a) a ninth grade program that emphasizes topic sentences, particular grammar competencies, and complete paragraphs, then, finally, the development of four paragraph essays; and, b) a tenth grade program that explicitly builds on that of the year before including reference to: a four to five paragraph essay (including all of its required components) and emphasizes on the development of evidence, sophisticated punctuation and sentence structure, and ultimately an argumentative stance. The TEAM teachers also recommend meetings at the end of each semester to discuss student writing as a multi-year team in order to develop processes that further support students.

V. Department Action:

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
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<p>Department Action</p>	<p>N/A</p>	<p><u>Completed Summer 2014:</u> TEAM writing maps</p>	<p>N/A</p>	<p>N/A</p>	<p>Time and Professional Development during school year to do the following:</p> <p>--Revision of curriculum map for modifications based on ongoing assessment of new curriculum and instruction;</p> <p>--Further development of the reading/discussion side of the curriculum, including more interdisciplinary opportunities.</p>
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Course or Initiative: English Studies 163

III. Findings:

During the 2013-14 school year, in anticipation of the Educational Planning Process and as preparation for the change to block schedule, the Freshman Studies teachers went through the backward design process and re-assessed their essential questions and enduring understandings for the course. The team increased the complexity of the course- and unit-level essential questions and texts in an effort to increase student engagement and to better align with the Common Core State Standards and College Readiness Standards. After developing new essential questions and enduring understandings, and after examining the existing units of study, the team decided the order of texts needed to be changed in order to ensure student acquisition of the course content and skills.

To increase text complexity in the course, *To Kill a Mockingbird* was added. A unit plan that included a reading calendar, formative and summative assessments, and writing assignments was created during a summer curriculum project in the summer of 2014. The other goals of the summer curriculum project were to better align grammar instruction with CRS and CCSS and the department's grammar scope and sequence.

The extensive revision of the curriculum map, incorporation of a new unit, and reordering of existing units led to the revision of the final exams for both semesters of the course, as they no longer assessed course content or goals. Extensive revision of the semester one final was required, and the second semester final needed to be entirely created due to the addition of *To Kill a Mockingbird* to the course.

The first semester final exam was reconstructed to reflect the changes in course content, to address the deeper complexity of course content required by alignment to the CCSS/CRS, and to assess particular skills explicitly taught during the semester which had previously gone unassessed on the final exam. An entirely new performance assessment section of the exam was added that addressed grammar skills in context, as well as student annotation skills. A first semester writing final that addressed the new text placement and essential questions of the course was created as well. The second semester exam was created that reflected all changes to the curriculum map, in terms of both new course content and increased text complexity.

IV. Recommendations:

The course-alike team needs to revisit the changes made to the course over the past year to reflect on how well the new text, text placement/order, essential questions, and enduring understandings helped students reach the goals of the course. They should continue to revise unit plans, unit assessments and final exams to ensure that they are aligned to the essential questions, enduring understandings, and CCSS/CRS.

Although the course-alike team revised the curriculum map by revising the essential questions and enduring understandings, and by aligning summative assessments for the course to the

changes on the map, they still need to more specifically articulate the alignment of the curriculum to Common Core State Standards. While the new unit plans and assessments align the curriculum to the standards, the team should next match specific units of study to specific standards to ensure that no standards are being overlooked.

V. Department Action:

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	<u>Completed Summer 2015:</u> English Studies 163, The Common Core and UBD	English Studies 163 has added <i>To Kill a Mockingbird</i> . A unit plan for the new texts was developed during the course's 2014 summer curriculum project.	N/A	Time and Professional Development during school year to do the following: Revision of curriculum map for modifications based on ongoing assessment of new curriculum and instruction; revision of map for further alignment to CCSS. Revision, as needed, of newly implemented summative assessments (final exams).

Course or Initiative: English 163

III. Findings:

The English 163 team was charged with the task of blending two semester-long courses (English 161/2 and Communications 161/2) into a year-long course (English 163). The team met regularly to conceptualize how the content and of the two courses should fit together. Using backward design, the course-alike team generated several goals for the course and a strong vision for what students who have taken the course should be able to know, understand and do as a result of their experience. The result was a deeply revised, Common Core Standards-aligned curriculum map with new essential questions and enduring understandings at both the course and unit level. A primary goal of this work was the thoughtful integration of speaking and listening skills with those reading and writing skills typically emphasized in a traditional Literature course.

Due to the extensive revision of the map, two whole new units were added. One of these units is *Romeo and Juliet*, which is being developed as a summer curriculum project, and the other is the service learning/capstone project. The *Romeo and Juliet* project will produce the following: a reading calendar and timeline for the implementation of the unit, summative and formative assessments that address the CCSS, supplemental informational texts, research guidelines and speech materials for the unit, and tentative lesson plans.

The service learning/capstone project will also be further developed via a summer curriculum project. It is a group presentation that requires students to use their research, writing, reading, collaboration, and speaking and listening skills. As their final project for the course, students will identify a social problem in the area of health and conduct research on the nature of the problem as well as the solutions. They will present this information in a persuasive group presentation that argues for the audience to support a charity or organization that is working to combat the problem. This is a significant opportunity to engage students both cognitively and emotionally, as service learning can make a visible difference in the students' lives and the world around them.

Finally, the team also created pre-assessments for writing skills, speaking skills and grammar skills. Post-assessments still need to be developed that provide useful points of comparison between the pre- and post-assessments. Rubrics for the writing and speaking assessments have been created and/or revised as needed.

IV. Recommendations:

The course-alike team has three summer curriculum projects in development. Those will be completed by the end of the summer. The freshman team leader must ensure that all members of the team have access to and understanding of what the new units entail and what they require of teachers and students. The course-alike team should also discuss the success of the new materials and student experiences, revising as needed. Final exams for each semester need to be discussed and developed to align with the new course content. This work should begin in

August of 2015. Professional development for the instruction of speaking and listening skills should be ongoing throughout the year.

V. Department Action:

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	<p><u>Summer 2015:</u></p> <ul style="list-style-type: none"> -Capstone Charity Presentation/Service Learning Project -Meeting CCSS by Adding Complex Texts: Romeo & Juliet -Integrating CCSS Speaking and Listening Standards into the Curriculum 	English 163 added <i>Romeo and Juliet</i> to the course next year.	N/A	<p>Time for revision of curriculum map for modifications based on ongoing assessment of new curriculum and instruction.</p> <p>Time for revision, as needed, of newly implemented formative and summative speaking, reading and writing assessments.</p> <p>Time to create/revise final exams for each semester.</p> <p>Professional development on effective instruction of speaking and listening skills as needed.</p>

Course or Initiative: Honors English 173

III. Findings

In planning for the transition to block schedule and in anticipation of the Educational Planning Process the following year the Freshman Honors 173 team used the backward design approach and template to review curriculum: course- and unit-level essential questions and enduring understandings were written and/or revised; new diagnostic, formative, and summative assessments were created and/or revised; and units were examined and revised, as necessary, to ensure improved teaching and student engagement on the new block schedule.

While earlier versions of the exam were useful assessments of earlier versions of the course, the new team members posed several questions about the form and goals of the final exam. The resulting discussions and actions by the team represent a significant philosophical shift, especially when combined with the new, backward-designed curriculum map. The goals of the new final exams were to 1) allow students to demonstrate a sophisticated understanding of what they've read through performance-based reading and writing tasks; and 2) to allow students to not only identify quotations and plot points from the course texts, but also to demonstrate the ability to interpret, analyze, and apply the quotation to essential questions and enduring understandings.

Thus, the team decided to entirely redesign both semester exams. The products of the team's work for first semester included 3 short reading passages with multiple choice questions that aligned to the reading skills instruction of the course as well as the essential questions and enduring understandings. The first semester writing final is now directly aligned to the essential questions and enduring understandings of each unit as well as those of the overall course. Finally, the team created a standards-aligned rubric that assesses content and form of the writing final.

Similar to the first semester exam, the second semester exam was also completely replaced. The new exam also includes 3 short reading passages with multiple choice questions as well as a new essay prompt and revised common rubric. All elements of the exam are aligned to the new curriculum map and the Common Core State Standards.

IV. Recommendations

The team should revise the new final exams as needed. Teachers have collected data based on the first administration of the exams, and they will use this data to refine the exams for future use. In addition, a first semester pre-assessment will be added that will be a point of comparison with the writing portion and rubric of the final exam.

The course-alike team feels that integration of the Common Core State Standards speaking and listening skills needs attention: the core skills need to be identified, and the course needs to be reworked in terms of how speaking/listening is approached.

The team has also identified that they would like to review and revisit progression of writing skills and instruction throughout the year. Specifically, they would like to address the forms of writing identified by the Common Core State Standards (narrative, explanatory and argumentative).

a. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	Time and Professional Development during school year for the following:

GBS Family & Consumer Science Department Curriculum Report – November 2015

I. Introduction

A. Courses reviewed during past year

- Foods & Nutrition 161
- Foods & Nutrition 261
- Careers in Culinary Arts
- Foods LA

B. Process

The review process for the courses listed above followed the curriculum review model put forth by the Board of Education. The curriculum review committee consisted of the current Family & Consumer Science 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, family & consumer science standards, the career-ready practices of the Common Career Technical Core and the ISBE. In addition, 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 for the 2015-16 school year. Stage 1 was completed last year identifying course outcomes.

Stage 2 involves evaluating assessments to ensure they are aligned to the Stage 1 targets and is an authentic assessment for transfer. This has and will continue to create new experiences for students to demonstrate skill and understanding.

C. Additional initiatives (outside of review process)

None.

II. Report Schedule

November 2016	November 2017	November 2018	November 2019	November 2020
Child Dev 161	Fashion 161	Psych of Living 161	Creative Textiles & Construction 161	Foods 161
Child Dev 261	Fashion 261		Foods DLS Foods TLS	Foods 261
Child Dev 361	Fashion 361		Interior Design 161	Careers in Culinary 361
Child Dev 461	Fashion 461			Foods LA

Approximate percentage of curriculum to be reviewed:

November 2014	November 2015	November 2016	November 2017	November 2018
24%	24%	4%	24%	24%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 rd semester:
none

Course or Initiative:
Foods & Nutrition 161

III. Findings

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

- National obesity rates continue to go up and awareness of nutrition is important for all students
- Students lack awareness of career options related to the food industry
- The transition to the block schedule and 1-to-1 initiative provides opportunities to access and utilize digital content and curricular resources at a greater rate

The FACS team has acted on these findings in the use of technologies such as Google Sites, Google Classroom and Google Calendar which have been created and implemented for the 2015-16 school year. Teachers have also implemented the use of technologies for assessment including Kahoot, Socrative and Quizlet which allow for self-paced learning, review and remediation.

Stage 1 UbD Curriculum Review Findings:

Overarching Essential Questions:

- Why must the highest standard of sanitation, safety and hygiene be practiced in food preparation?
- How does food and entertaining relate to our roles in society?
- How do we effectively work with others to successfully prepare food?
- How do we make healthy food choices and influence others to do the same?
- Why should we plan a balanced meal?
- How do food choices affect wellness and how do they change them over the lifespan?
- Why should consumers be aware of nutrition?
- How does math apply to wellness and the role of being a consumer?
- How do we appropriately use tools and equipment in food preparation?
- When do we apply various preparation methods and cooking techniques and how do they relate to various food groups?
- How can the medium of food express creativity?

IV. Recommendations

Teachers will continue evaluation of assessments and alignment to curriculum map essential questions and enduring understandings as well as content and skills.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	Yes, to complete Stage 2 of the backward design framework.	None	None	None

Course or Initiative:

Foods and Nutrition 261

III. Findings

The curriculum review process findings as described in the Foods and Nutrition 161 EPP report have been addressed in the curricular changes in the 261 course with increased skill development and more complex food labs. There is continued emphasis of healthy choices and options in food preparation to combat obesity, exposure to good industry professionals including chef demonstrations, and utilization of digital resources. Enrollment has increased 39% over the past two years.

The FACS team has acted on these findings in the use of technologies such as Google Sites, Google Classroom and Google Calendar which have been created and implemented for the 2015-16 school year. Teachers have also implemented the use of technologies for assessment including Kahoot, Socrative and Quizlet which allow for self-paced learning, review and remediation.

Stage 1 UbD Curriculum Review Findings:

Overarching Essential Questions:

- Why must the highest standard of sanitation, safety and hygiene be practiced in food preparation?
- How do we effectively work with others to successfully prepare food?
- Why should we plan a balanced meal?
- How do we appropriately use tools and equipment in food preparation?
- When and why do we apply various preparation methods and cooking techniques?
- How can the medium of food express creativity?
- How does the exploration of ethnic & global foods teach us about other cultures?

The use of technologies such as Google Sites, Google Classroom and Google Calendar have been created and implemented for the 2015-16 school year to support student learning in a 1:1 environment and on block schedule. Teachers will continue to develop and enhance these tools given experience and feedback from implementation.

IV. Recommendations

Foods and Nutrition 261 will implement a name change to Advanced Foods 261 with a greater emphasis on skill development and complexity in food preparation.

Teachers will continue evaluation of assessments and alignment to curriculum map essential questions and enduring understandings as well as content and skills.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None		None		

Course or Initiative:

Careers in Culinary Arts 361

III. Findings

With an increased focus on service in the Culinary industry, we have provided our students with service experiences that would prepare them for a job within the field. The Students participate in FCCLA (Family, Career & Community Leaders of America) through various competitions and leadership conferences. Students have also experienced field trips to Kendall College and the National Restaurant Show education day with speakers from the food industry. In the Spring of 2015, we partnered with Whole Foods in Northbrook to develop a luncheon where the students planned, prepared and served a meal to their families and the Glenbrook South faculty and staff.

Culinary Arts has been consistently demanded by students with enrollment nearly tripling in the last three years. In addition, participation has increased within the Family, Career, & Community Leaders of America club specifically in the area of Culinary Arts.

Stage 1 UbD Curriculum Review Findings:

Overarching Essential Questions:

- Why must the highest standard of sanitation, safety and hygiene be practiced in the foodservice industry?
- How do we effectively work with others to successfully prepare food?
- Why should we plan a balanced meal?
- How does math apply to the foodservice industry?
- How do we appropriately use commercial tools and equipment in food preparation?
- When and why do we apply various preparation methods and cooking techniques?
- How do recipes affect food presentation and service?
- How does the target market affect menu choices?
- How can the medium of food express creativity?
- How can efficient knife skills enhance the meal planning process?

The use of technologies such as Google Sites, Google Classroom and Google Calendar have been created and implemented for the 2015-16 school year to support student learning in a 1:1 environment and on block schedule. Teachers will continue to develop and enhance these tools given experience and feedback from implementation.

IV. Recommendations

Because the curriculum is service based, it is essential for this class to be taught during the lunch blocks. Teachers will continue evaluation of assessments and alignment to curriculum map essential questions and enduring understandings as well as content and skills.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	Yes – Align with FCCLA and Stage 2 of UbD.	None		

Course or Initiative:

Foods & Nutrition LA 161

III. Findings

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

- National obesity rates continue to go up and awareness of nutrition is important for all students
- Students lack awareness of career options related to the food industry
- The transition to the block schedule and 1-to-1 initiative provides opportunities to access and utilize digital content and curricular resources at a greater rate

Stage 1 UbD Curriculum Review Findings:

Overarching Essential Questions:

- Why must the highest standard of sanitation, safety and hygiene be practiced in food preparation?
- How does food and entertaining relate to our roles in society?
- How do we effectively work with others to successfully prepare food?
- How do we make healthy food choices and influence others to do the same?
- Why should we plan a balanced meal?
- How do food choices affect wellness and how do they change them over the lifespan?
- Why should consumers be aware of nutrition?
- How does math apply to wellness and the role of being a consumer?
- How do we appropriately use tools and equipment in food preparation?
- When do we apply various preparation methods and cooking techniques and how do they relate to various food groups?
- How can the medium of food express creativity?

IV. Recommendations

Through conversations with ELL case managers and Instructional Supervisor, the teachers have confirmed the relevance and significance of aligning the Foods LA as closely as possible to the Foods 161 curriculum in order to have a common experience and build relevant life skills. With some additional support and reinforcement in terms of vocabulary and processes, the LA students will complete the same curriculum and foods labs, given accommodations to support learning.

Teachers will continue evaluation of assessments and alignment to curriculum map essential questions and enduring understandings as well as content and skills.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None		

**GBS Mathematics Department
2014-15 Curriculum Report | November, 2015**

I. Introduction

A. Courses reviewed during past year

- Algebra 1
- Algebra 2
- Algebra 2 Honors

B. Process

The review process for all of the above courses followed the District #225 Board of Education model. The Instructional Supervisor, Phil Gartner, convened four Curriculum Review Committees, one for each of the courses, beginning in the fall of the 2014-15 school year. 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 deliberated on topics such as backward design, formative and summative assessments, vertical alignment with previous/subsequent courses, curricular organization, instructional materials, and integration of technology, to name a few. All course teams defined the enduring understandings of the course, the skills to be taught, and revised the curriculum maps.

C. Additional initiatives (outside of review process)

None.

II. Report Schedule

November 2016	November 2017	November 2018	November 2019	November 2020
Computer Science Honors 371	Precalculus with Statistics 463	Geometry Team 263	Decision Making with Data 561	Algebra 163 (LA)
Algebra Team 163	Precalculus with Discrete Math 563	Geometry Studies (LA) 263	Calculus 663	Algebra 2 363
Algebra Studies 163 (LA)	Precalculus Honors 573	Geometry 263	AP Calculus AB 683	Algebra 2 Honors 373
Algebra 2 Studies (LA) & Team 363	Advanced Topics Honors 873 (Sem1)	Geometry Honors 273	AP Calculus BC 683	
Advanced Topics Honors 873 (Sem2)	Precalculus		AP Statistics 683	
			AP Computer Science 483	

Approximate percentage of curriculum to be reviewed:

22%	22%	17%	26%	13%
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Course: Algebra 1

III. Findings

- The middle school curriculum and background of the students is changing due to Common Core and 2015-16 is the first year where a significant portion of students will have experienced the Common Core 8 curriculum in 8th grade prior to entering this course as freshmen.
- We have already been making changes in anticipation of this and will be able to make further changes given the background of the entering students.
- The “new” Algebra will be a more advanced and rigorous course, even better preparing students for college and career.
- The following were written as part of the UbD process: course understandings, course and unit essential questions, content, skills, assessments, and timeline.

Overarching Essential Questions:

- How can I generalize patterns, describe relationships, and analyze functions?
- How do I use the tools of symbolic algebra to judge the reasonableness of mathematical representations?
- How is the idea of change analyzed?
- What is the best method or technique for working toward a solution?
- How do I communicate mathematical ideas clearly?

Enduring Understandings:

- Patterns, relations, and functions are mathematical ways to describe connectedness and dependence.
- Mathematical situations and structures can be represented and analyzed using symbols to advance understanding.
- Change can be modeled in a variety of mathematical ways.
- Mathematical ideas must be communicated clearly in written, visual, or oral form.
- Connections exist within mathematical concepts and can broaden understanding of the world

IV. Recommendations

- Condense the first four chapters into two units in order to reflect the prior experience with these topics in middle school.
- Add more content on Quadratics, Sequences, graphing certain special functions such as square root and piece-wise, and Statistics (correlation & causation, dot plots, histograms, box plots, interpret differences in shape, center, and spread in data, joint/marginal/conditional relative frequencies).

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		Worked over summer 2015			

Course: Algebra 2

III. Findings

- Some of the topics that have traditionally been covered in Algebra 2 will be taught in the “new” Algebra 1.
- As the curriculum evolves and the students who have experienced a Common Core curriculum get to Algebra 2, probability and statistics will be added per the prescribed curricular guidelines in CCSS-M.
- The following were written as part of the UbD process: course understandings, course and unit essential questions, content, skills, assessments, and timeline.

Overarching Essential Questions:

- How can we use functions to model situations in our lives?
- What different representations can we use to model situations?
- Why is it important to have different tools to check our work?
- How do we choose which functions model a given situation?
- How can technology enhance our ability to understand the mathematics, and situations in our lives?

Enduring Understandings:

- Functions can be used to model real world situations.
- Technology can be used to help model the mathematics in ways that enhance our understanding.
- There are many different ways to arrive at a solution to a problem.
- There can be multiple representations of a solution.

IV. Recommendations

- Teachers will continue to revise the organization and scope of the course in light of changes to Algebra 1 in order to help students achieve success.
- Precalculus will need to change their curriculum given the changes in Algebra 2. Vertical alignment will be critical as revisions are made.
- Further adjustments will be needed before the 2017-18 school year to prepare for the group of students who experienced the revised Algebra 1 in 2015-16.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	The sequence with Precalc/ Stats and Precalc/ Discrete will change and will merge into a single year Precalc for the regular-level.	Have met last 2 summers	Will pursue for 2016-17 school year		

Course: Algebra 2 Honors

III. Findings

- Due to CCSS, the course curriculum has been modified. We have had to add more topics to the course in conjunction with more rigorous types of questions to enhance our students thinking and abilities. These types of questions should help our students be more successful on the PARCC exams. We have had to decrease the Algebra 1 review in order to cover the new concepts, similar to GBN's Algebra 2 Honors curriculum.
- We partner closely with the sender schools to best insure students are ready for this course and have the needed background in Algebra 1. We also work with them on determining which students can appropriately be placed in a double-accelerated pathway wherein they take Algebra 1 in 7th grade and Geometry in 8th grade, thereby entering this course at GBS as a freshman.
- The following were written as part of the UbD process: course understandings, course and unit essential questions, content, skills, assessments, and timeline.

Overarching Essential Questions:

- How do I use the tools of symbolic algebra to judge the reasonableness of mathematical representations?
- How can I generalize patterns, describe relationships, and analyze functions?

Enduring Understandings:

- Mathematical language can be used to express ideas symbolically, numerically, and graphically.
- Understanding numbers, their representations, properties, and relationships assist in higher level thinking.
- Reflection on the process and reasonableness of the solution moves students from the symbolic to the practical.

IV. Recommendations

- Continue making curricular changes and finding resources for this course. Change order of some topics, adding formative assessments, and further integrating technology.
- A new CCSS online edition of the book was adopted for 2015-16. The book aligns better with CCSS and begins the year with Quadratics. Teachers will need to supplement materials on Domain/Range, absolute value functions and their translations, and solving absolute value equations until the middle schools start teaching these topics in their Algebra Honors.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		May need future project to create a unit of topics missing for some students. An update of the summer packet is also appropriate to help students prepare for this course.			

GBS Music Department Curriculum Report – November 2015

I. Introduction

A. Courses reviewed during past year

*Freshman Band, Freshman Strings,
Freshman Choir (Titan Chorus and Girls Glee Club)*

B. Process

The Instructional Supervisor, Martin Sirvatka, and the music teachers, Andrew Toniolo, Kristin Meyer, Aaron Kaplan, Greg Wojcik and Aaron Wojcik met together and then separately in their individual disciplines to review revised portfolios, test results, quality of performances, and enrollment trend data. The department has also completed Understanding by Design work in the area of creating common and performance assessments as documented in the curricular maps. We also discussed anecdotal information concerning student scheduling conflicts.

C. Additional initiatives (outside of review process)

None at this time.

II. Report Schedule

November 2016	November 2017	November 2018	November 2019	November 2020
		Master Singers	Music Production and Technology	
Premier Chorus	Bel Canto Chorale	Jazz Ensemble	Music Theory 1	Freshman Band
Symphonic Band	Symphony Orchestra	Jazz Lab Band	AP Music Theory 2, 3	Freshman Strings
Concert Band	Symphonic Winds	Music Exploratory	Guitar	Freshman Choirs: Girl's Glee Club Titan Chorus

Approximate percentage of curriculum to be reviewed:

November 2016	November 2017	November 2018	November 2019	November 2020
17%	22%	17%	22%	22%

Additional courses to be reviewed this year:

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

Course or Initiative: **Freshman Band**

III. Findings

Freshman Band is a developmental course designed to introduce freshmen students with prior band instrument experience to the music program at GBS. Instruction is conducted in a concert band rehearsal environment. In this setting, instructors assess the fundamental skills that students have developed at the junior high level, while identifying areas which are in need of improvement. Students are encouraged to arrange for private lessons on their respective instruments, and are also advised to participate in other music department offerings such as jazz ensemble, choir, orchestra, and music theory. Participation in the solo and ensemble portion of the Northshore Concert Band Music Festival at Northwestern University is an invaluable experience offered to all Freshman Band students. In addition to daily concert band instruction, students enrolled in Freshman Band participate as members of the Glenbrook South Marching Titans.

Freshman Band curricular emphasis is placed on tone production, rhythmic integrity, ensemble performance, technique development, sight-reading and self-discipline. Students are introduced to a wide variety of concert band compositions ranging in style and difficulty at a grade level of 2.5 and above. Directors focus their instruction on music terminology and student understanding of basic performance principles and elements. Knowledge and skill attainment is assessed through a summative written assessment administered at the beginning and end of each academic year. Instrumental proficiency is assessed throughout the year via individual playing tests, as well as electronically through the use of SmartMusic interactive music software. Students prepare repertoire and perform for the public at concerts in the fall, winter, and spring.

We have recently initiated a department-wide focus on improving music fundamental literacy. Freshman Band is in a particularly favorable position with this initiative, being that they will benefit from the complete four-year sequence. With rhythm as the current focus, a comprehensive rhythm literacy program should be integrated into the Freshman Band curriculum.

IV. Recommendations

Our goal is to implement SmartMusic as the Band textbook. This will allow our students to practice at home. Ideally, this could be offered through the GBS Bookstore. Smart Music interactive music software is an application designed as a practice and assessment tool for students. Assignments are based on excerpts of concert band compositions and technical exercises. Using a computer and microphone, students may complete assignments in a school practice room, or at

home with a student subscription. Submitted electronically, assignments are used to track, collect audio recordings, grade, and detail each student's progress. At this time, SmartMusic is not compatible with the Chrome Book. The app will be available in 2016. Currently, New Trier District 203, District 30, and District 214 use Smart Music as a required part of their music curriculum.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Actions	None	None at this time	None		

Course or Initiative: **Freshman Strings**

III. Findings

This course is intended as a preparatory ensemble and transition from middle school orchestra to the high school symphony orchestra. Typically, the incoming freshmen enter this course presenting a wide range of skill set competencies and musical backgrounds. A growing percentage of incoming freshman students have three years or less of string education. As the incoming level of fundamental musical achievement in this student group tends to be inconsistent, and often the median level is significantly weak enough to merit a total review of many basic concepts, much time is spent adjusting curriculum to address areas of specific deficiencies each year.

A main curricular goal of the class is to assess, identify, and strengthen areas of fundamental musical literacy of each individual and the freshman ensemble as a whole, as pertaining to the performance objectives of the overall orchestral program. This is approached through multiple levels of instruction involving remediation, reinforcement, and advancement of skills through both practical and theoretical models. Primarily, these skills of musicianship and fundamentals are taught and assessed within the context of rehearsal and performance of orchestral repertoire. Additionally, specific concepts and skills are isolated through the use of various instructional materials and curricular projects. Musicianship and literacy skills are addressed in tiers which provide the ability to both accommodate and challenge all members of the class. Grades are based upon daily class participation, homework/practice assignments, rehearsal preparation, individual progress, and performance evaluations.

IV. Recommendations

As the ultimate goal of this course is to strengthen and prepare students for participation in the advanced-level symphony orchestra (comprised of sophomores through seniors), much consideration has to be given to various paradigms to support this preparation and progress. A continued and expanded support of private lessons outside of school is critical. Furthermore, the high school instructors must implement instruction of beginning theory and fundamental string pedagogy by utilizing various class method books.

Teachers have decided upon two recommendations which they feel are paramount in the process of maintaining excellence in the program. Firstly, teachers must initiate a renewed and remodeled articulation with the sender schools in the beginning of the school year. The initiative would include an ongoing dialog with the sender school instructors and a working relationship with the junior high students. A new Glenbrook String Festival is planned for November, 2015. The festival will consist of rehearsals and sectionals with the 8th graders, combined

GBS/GBN freshmen and GSO section leaders. All activities will culminate in a shared concert performance in the evening. Students in this arena can concentrate on fundamental skills while learning high school expectations and building social connections with the Glenbrook orchestra members. Building this bridge between the sender schools and GBS will boost high school participation among the incoming freshman while strengthening their skill level and knowledge base.

Secondly, continued collaboration and joint performance of the current freshmen between the GBN and GBS string ensembles will help sustain the rigorous performance expectations and set the tone for the next level of combined collaboration within the GSO. The framework of this course should provide the opportunity for music fundamental advancements and a solid preparatory program to support the rigor of the more advanced symphony.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Actions	None	None at this time	None		

Course or Initiative: **Freshman Choirs (Titan Chorus and Girls Glee Club)**

III. Findings

Titan Chorus is a year-long choral ensemble designed specifically for the male freshman student. **Girls Glee Club** is designed for the freshmen female singers. Based on data gathered from our freshman pre-test, Titan Chorus and Girls Glee Club currently host students with a wide variety of musical backgrounds and experiences.

The implementation of the block schedule has radically modified instruction of the freshman choirs. One of the benefits is the increased amount of instructional time our freshman choral ensembles encounter throughout the week. Instructors are now able to teach and thoroughly explore a curriculum that includes skill and knowledge based activities and assessments. Even in one year, the directors have seen and documented growth in music reading and literacy as well as being able to plan more advanced levels of music literature for the summative performance assessment every quarter. Instructors have recently completed the third revision of the **Choral Music Portfolio**. The working document is a teacher-made textbook that contains worksheets and exercises designed to teach music literacy and vocal performance concepts.

Because each student keeps a portfolio in their choir folders, teachers easily take advantage of the extra time by asking students to complete daily assignments while the instructors are available to monitor student engagement, conduct formative assessments, and provide timely feedback. The actual activity of writing in the workbook provides variety in the sometime long singing rehearsals. Students are also able to rest their voices while focusing their energies on learning more content-based material. Ultimately, the new 90-minute block allows a comprehensive freshman choral curriculum to serve as the foundation of our four-year program. Additionally, the portfolio promotes service-oriented goals and encourages students to contribute to the culture and community here at GBS. Students are urged to think beyond themselves and investigate how music and performance can serve a greater community outside of Glenbrook South.

IV. Recommendations

We, as choral directors, will continue to encourage 8th graders to participate in the choral department as freshmen. We recommend initiating urgent and constant communication with the students and teachers at every sender school. We plan on educating the parents, answering questions, and exposing all students to the very best the music department has to offer. We plan on asking our current students to be vital ambassadors to the future students of GBS.

Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Actions	None	None at this time			

**GBS Health, PE and Driver Education Department Curriculum Report
November 2015**

I. Introduction

A. Courses Reviewed

- Sophomore PE (Girls and Boys)
- Dance
- Driver Ed
- Life-Guarding

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. Mr. Keith MacDonald, Mr. Robin Doyle, Bob Rosinski, Trish Moulakelis, Mike Vodicka, John Skorupa, Paul Zweircan and Mr. Steve Stanicek met with the course review committees several times to coordinate the work for this report. The committees consisted of teachers currently teaching their respective courses and/or stakeholders in the course.

C. Additional initiatives

A recommendation for the 2015-2016 school year includes continuing to implement and analyze our fitness goals and standards for the PE department as well as a set of department goals and standards. We are continuing to work with Glenbrook North to pilot a fitness test which will comply with the State’s new type 3 assessments as well as the State requirement for submitting fitness scores in 2016-17. The physical education, health, and driver ed department has been exploring and developing department wide essential questions, enduring understandings and big ideas across all courses and are now beginning the stage 2 assessment piece of our backward design initiative. The department 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.

II. Report Schedule

<u>November 2016</u>	<u>November 2017</u>	<u>November 2018</u>	<u>November 2019</u>	<u>November 2020</u>
Lifetime	PE Leaders	Weights / Conditioning I & II	Freshman	Sophomores
Health	Total Body Conditioning	Adventure Ed I & II	DLS	Dance
LA and Team Health	Physical Management	Adaptive	TLS	Driver Education

Swim Fitness			Advanced Self-Defense/Fitne ss	Life-Guard Training

Approximate percentage of curriculum to be reviewed:

November 2015	November 2016	November 2017	November 2018	November 2019
22%	22%	17%	17%	22%

Additional courses to be reviewed this year:

NONE

Course Reviewed: Sophomore PE (Girls and Boys)

III. Findings:

- Curricular maps needed to be updated to reflect what was being taught-including self-defense, swim safety, strength training, FITT principles.
- Curriculum maps needed to incorporate an assessment piece.
- Teachers want to incorporate TRX training into classes.
- Teachers want to incorporate and thread Triathlon training into the curriculum.
- Teachers want to incorporate and thread CrossFit into the curriculum.
- Teachers want to use Excel Spreadsheets to record fitness data which provides students with instant feedback on their fitness levels and growth.

IV. Recommendations:

- The team has incorporated a variety of strength training within both the boys and girls curriculum. This includes CrossFit training, triathlon training, and TRX suspension training into our fitness curriculum.
- The team revised and created new essential questions and a new curriculum map was formed to reflect our current teachings (self-defense added PINS, Gaging Intent, physical and verbal barriers) (swim added safety skills as well as a 12 min swim).
- The team has proposed the development of both formative and summative assessments that reflect the sophomore curriculum.
- The team revised current activities offered in order to improve our physical fitness scores and our collection of that data.
- To create a Google classroom site for students to house course curriculum and our syllabus.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		None	None	Staff Development	Curriculum map

Courses Reviewed: Dance

III. Findings:

- There had been no former EPP that has been applied to Dance
- The Dance course provides students with a wide variety of dance styles within the current curriculum.
- All types of fitness activities have been added to keep the curriculum in line with department expectations and goals for fitness. Including fitness testing, cross-fit, FITT, tabata, TRX training.
- Skill and performance assessments are used within each style of dance however the current curriculum map did not include these assessments.
- The scope and sequence of activities are appropriate for the students enrolled in Dance 1. However advance students tended to repeat the course.
- Course needs an updated syllabus.
- The current course does not sufficiently enhance or develop the skilled or advance dancers.

IV. Recommendations:

- Essential Questions and a new curriculum map were developed reflecting the changes made to the course.
- Illinois state goals were also added to the curriculum map to reflect changes to dance and fitness.
- Revision of current activities offered to improve cardiovascular endurance, flexibility, and strength.
- Update syllabus and curriculum map that incorporates appropriate skill level assessments rubrics.
- A recommendation of a new course proposal for Dance 2.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	Dance II	Summer 2016	None	Staff Development	

Courses Reviewed: Life-Guarding

III. Findings:

- Course needed to be updated to reflect current Red Cross Lifeguard practices
- The scope and sequence of activities within our curricular map was not accurate with the Lifeguard curriculum course
- Curricular maps and assessments needed to be updated to reflect the correct Red Cross progression of skill development for Lifeguarding certification.
- Course needs to implement more specific fitness components as we adjusted our curriculum to the block.

IV. Recommendations:

- The Lifeguard course needs to always stay current with Red Cross updates for lifeguard certification.
- New essential questions and a new curriculum map were formed to reflect current curriculum and instruction.
- Assessments...both formative and summative have been put into the curriculum map.
- Maintain a weekly fitness component that will challenge the students in the water.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	None

Courses Reviewed: Driver Education

III. Findings:

- Driver Education curriculum uses class room instruction and behind the wheel training to prepare the students to drive safely.
- The curriculum tries to prepare the student to drive in every situation by not cancelling behind the wheel training when it is raining or snowing.
- A new book is being researched to help the teachers update their lessons and provide students with additional resources.
- The behind the wheel curriculum corresponds with the class room instruction to provide students with a comprehensive learning environment.
- Go Pro cameras are used to provide the students useful feed-back on their driving.
- The teachers utilize technology by providing parents with a video and written **description** of all of the drives on our website. Parents can use this information to practice with their children.

IV. Recommendations:

- Continue to use the classroom and behind the wheel to prepare our students to drive safely.
- Continue to allow the students to drive in adverse conditions.
- Use finding on current research of new text book to create new lessons and activities.
- Continue to link the classroom instruction with the behind the wheel training.
- Utilize a variety of technology to provide valuable feed-back for the students.
- Continue to provide information to the parents so they can practice with their children.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	None

Additional Course Review:

The department's desire to develop and implement fitness standards as part of the physical education curriculum is currently in place. These fitness standards provide feedback for both students and staff on where our student's fitness levels (cardio vascular, 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 using backward design to update essential questions and our curriculum maps. We will continue to research best teaching methods and curriculum to ensure our students have a positive experience.

GBS Science Department Curriculum Report – November 2015

I. Introduction

A. Courses reviewed during the past year:

Chemistry Studies 163
Chemistry 163
Chemistry Honors 173
Brain Studies 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.

The transition to the block schedule at GBS both encouraged and necessitated significant curricular modifications in each of our science courses. These changes occurred primarily because of three block-related factors: (1) learning over 90 consecutive minutes allows for great exploration and in depth study of particular topics, (2) the absence of daily contact with students requires supporting students outside of the classroom on ‘off days’ even more than in the past, and (3) the breadth of concepts addressed must be diminished as overall contact time has decreased. In addition to these block-specific facets, the transition to an electronic text in all but one of the courses reviewed also brought about both curricular and instructional changes. In addition, at this same time we have adopted the Next Generation Science Standards and have aligned our curriculum to these standards as well. The reader will see these factors guiding the questions investigated through this curricular review work.

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

II. Report Schedule

<i>November 2016</i>	<i>November 2017</i>	<i>November 2018</i>	<i>November 2019</i>	<i>November 2020</i>
Biology Team 163	Physics Studies 163	Horticulture 163	AP Biology 283	Chemistry Studies 163
Biology Studies 163	Physics 163	Advanced Horticulture 263	AP Chemistry 283	Chemistry 163
Biology 163	Physics Honors 173	Horticulture LA 163	AP Physics 283	Chemistry Honors 173
Biology Honors 173	Physical Science Team 263	Medical Technology 161	AP Environmental Science 283	Brain Studies 161
Biology LA 163	Physical Science LA 163	Astronomy 161	Forensics 161	
	STEM Physics Honors 173			

Approximate percentage of curriculum to be reviewed:

November 2016	November 2017	November 2018	November 2019	November 2020
20%	20%	20%	20%	20%

III. Findings

As the Chemistry Studies team planned for their transition to block schedule two years ago, the team decided to use this as an opportunity to adopt the Living by Chemistry curriculum and resources as a guide for their curricular revision work. The team felt such a change was wise as this curriculum closely matched the course's essential questions and enduring understandings developed by the team through their Understanding by Design work. In addition, it closely aligns with the Next Generation Science Standards. This curricular shift also brought with it a change to an online text with the Sapling Learning Management System that contains online homework exercises, simulation, and many additional learning resources for students.

Reflecting upon these curricular changes, the following findings were made:

- **Living by Chemistry closely aligns with course essential questions** – As a significant focus of this curricular methodology is its practical, real life approach to learning chemistry, students explore chemistry topics through real life questions that students ask.
- **The curriculum adds some new inquiry activities** – While our rich history of teaching chemistry has afforded us many activities to draw upon in teaching chemistry topics, the LBC curriculum offers a fresh set of inquiry activities that are closely tied to real life questions. And while not all activities were adopted, with modification, several have been included.
- **The curriculum, as written, does not offer the scaffolded support needed for the Chemistry Studies classroom** – Challenging vocabulary, cumbersome layouts, and a lack of scaffolding complex ideas have made this curriculum challenging for the Chemistry Studies students unless significant modifications are made.
- **Online text and Sapling interactives adds an integrated electronic platform for all course resources** – An online text with many, many rich resources (a homework platform with student hint, for example) has provided a clean way for students to access all course materials in one location at any time. Although there is a learning curve for students with the transition to all electronic resources, there are indeed significant benefits to the 24/7 access of resources, homework help, and simulations.

IV. Recommendations

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

- **Better scaffolded curricular materials** – In order to better support the needs of Chemistry Studies students, the team has and will continue to develop new unit resources that integrate the LBC activities along with the scaffolded support offered by our existing curriculum. Online Sapling homework questions will be re-written to better align with our students' reading ability. A variety of assessment tools will be developed that reflect changes to the curriculum as well.
- **Develop ways to incorporating online text and Sapling homework into class time and not just as homework** – While the team envisioned these digital resources as rich learning opportunities outside of the classroom (and they are), they also realized that students need to learn how to use these resources during face-to-face times within the classroom. The team seeks to build such opportunities into lesson plans where students learning how to read an online science text, how to navigate the online homework system, and how to use the simulations as effective learning tools.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	Two summer curriculum projects were completed this past summer	The Living by Chemistry e-text was	No additional staffing	N/A

		that specifically targeted the two recommendations listed above	adopted during the previous year.		
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VI. Findings

Similar to the Chemistry Studies course, the Chemistry course also adopted the Living by Chemistry curriculum and Sapling learning management system during the previous school year. This team also felt such changes were timely as LBC closely matched the course's essential questions and enduring understanding developed through their Understanding by Design work. In addition, they recognized its close alignment with the Next Generation Science Standards. This curricular shift also brought with it a change to an online text with the Sapling Learning Management System that contains online homework exercises, simulation, and many additional learning resources for students.

In light of these curricular changes, the following findings were made:

- **Living by Chemistry is more readable and accessible than traditional chemistry texts** – As this text is structured around essential questions—as opposed to traditional topics by unit—it is very readable, interesting to students, and is organized in a manner that addresses real student questions. The theme based units, with strong narrative threads, puts the chemistry into context and helps students understand the reasons *why* they are studying chemistry.
- **Integration of online text with practice resources truly helps students** – As students read their text, there are links to practice activities, simulations, and homework that allow the students to see obvious connections between what they are reading and how they practice these skills.
- **Some LBC labs are too guided for students** – With a desire for students to operate at a significant level of inquiry for most of the lab activities, the team feels that many of the LBC labs need to be re-written to provide such an inquiry approach. LBC sometimes breaks concepts into pieces that are too small and have not worked with the regular level student.
- **LBC is closely aligned to NGSS** – There is a close alignment of this curriculum to the disciplinary core ideas, science and engineering practices, and cross cutting concepts as articulated in the physical science standards of the Next Generation Science Standards. This is good news as the team's backward design work is built upon these new standards.

VII. Recommendations

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

- **Rework lessons (and bundled others) to make the teaching and learning more appropriate for the Chemistry student** – The team is re-packaging many of the activities and lessons to address the 'too guided' nature of some lessons.
- **Replace/modify lab activities** – While many of the new labs suggested by this curriculum offer experiences that are both closely aligned to the essential questions and guiding questions of the unit, some labs are indeed 'too guided.' The team is modifying these labs to increase the level of inquiry while keeping the rich ties that these labs offer to the themes and driving questions.
- **Editing summative and formative assessment** – As a new curriculum is implemented, assessments must change to reflect the new essential questions and objectives. Whenever new assessments are constructed, however, there is often a need to review and revise these after they have been field tested with students. The team is currently working to make such adjustments to both their formative and summative assessments. In addition, the team is modifying the Sapling assignments to better correlate to the curricular changes that the team continues to make.

VIII. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	None at this time	The Living by Chemistry e-text was adopted during the previous year.	No additional staffing	N/A

IX. Findings

The Chemistry Honors team also made a significant curricular change during the year that we transitioned to the block schedule. Such a change included a realignment of units to better match the Next Generation Science Standards. In addition, the team transitioned to an electronic text, Atoms First, which offered a very new approach. The findings below relate to the Chemistry Honors team reflecting on these significant curricular changes.

- ***Atoms First provides greater opportunity to focus on NGSS crosscutting concepts*** – “Energy and Matter,” for example, is a crosscutting concept emphasized in NGSS. This curricular approach has energy and matter as a theme that runs throughout the year and in multiple contexts rather than in just one or two isolated units as has been done in traditional curricular approaches.
- ***Text language and reading is more accessible*** – When compared to prior texts, the thematic approach of Atoms First is more readable and flows better for our high school students.
- ***Great online resources*** – The team has developed and is now using many online supporting materials that are used both in class and outside of class. Tutorials, simulations, concept maps, flipped classroom lessons, and a full complement of WebAssign questions for each chapter have been developed which allow students the opportunity to learn via multiple learning styles. An audio version of the text has been used by some students as well.
- ***Significant cost savings for students*** – The new text is very cost-effective. At \$40, this text is a significant savings when compared to the \$200+ cost of similar physical texts.
- ***Need to explore the use of Actively Learn*** – Atoms First does not include at least two topics in the Chemistry Honors curriculum that the team believes are essential and must be taught separately (atomic scientists and thermochemistry) as well as parts of various other topics that they prefer to teach at a higher level than that described in the text (Hess's Law and entropy are two examples). In addition, some of the later topics in the text are "broken up" among several chapters in a way that feels incongruous with the team's preferred way to build ideas and the curriculum map that has been developed. This leads to a sense of discontinuity in the focus of several chapters, which several students reported as confusing. This has required a greater than expected adjustment on the part of the teachers in presenting the material in a way that made logical sense to the students.

X. Recommendations

- ***Revisions and development of additional resources*** – The team must revise curricular materials to include supports for topics not taught in the text. To this end, they have already made use of additional WebAssign resources, using resources like Actively Learn to create new chapters themselves, and the team developed videos for a flipped-classroom approach in several places throughout the year.
- ***Adjust the approach of semester 2 units*** – After having taught this revised curriculum for a year, the team believes that adjustments need to be made to Semester 2 topics (i.e. departing from the text's order of chapters) to improve the "flow" of ideas building one upon another.

XI. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	No proposed projects at this time.	A new electronic text was adopted last year.	No additional staffing	N/A

XII. Findings

Since the transition to block, a significant adjustment has been made to the Brain Studies curriculum. This course, which used to be an integrated science/social studies course, has transitioned to a science-specific course. The major reason for this transition is that, while students alternated between a science and social studies teacher/classroom every other day on the eight period day schedule, continuing this approach on the block would necessitate teachers seeing students about once/week. Believing that such an approach would not support the best learning scenario for high school students, the science department assumed this course.

In light of these curricular changes, the following findings were made:

- **Lab experiences have been heightened and expanded** – Dissections of brains, eyes, and other anatomical features associated with the body’s central nervous system have been rich additions to the curriculum. Students have been afforded the opportunity to perform a true inquiry lab in which they develop a question to be tested, design a procedure to test this question, and then analyze their results in order to come to their own answers to this question. Such questions span the range of behavioral science and brain-related research.
- **Less overlap with AP Psychology is present** – There used to be a fair amount of overlap between the Brain Studies curriculum that was addressed in AP Psychology. As many of the students who elect to take each course are also interested in the other, there has been a significant overlap of students as well. With the transition to exploring brain topics from a strong anatomical and physiological approach in Brain Studies, less overlap is present with existing psychology courses. This is a positive step in that it expands the breadth and depth of learning for students interested in such courses.
- **Need to transition to a new text** – As brain research is constantly being done, having an up-to-date text is important. The current text is now out of print.

XIII. Recommendations

- **Brain Studies must continue to develop a rich laboratory experience** – As Brain Studies has transitioned to a ‘science only’ course, the team continues to explore additional rich laboratory experiences including dissections and the use of microscopes and other equipment. The recommendation is to continue to develop these rich laboratory experiences in this science elective course.
- **Expanding the inquiry research lab component** – Believing that students in this course can and should continue to have an opportunity to design their own brain-related research question that can be explored experimentally, there is a desire to continue to develop this part of the course and improve the resources to which students have access as they work to identify doable yet authentic behavioral science experiments.
- **Evaluating new texts** – As the present text is out of print and there is a need to stay current in brain research, the team will need to transition to a new text at the end of this year. The team will need to evaluate whether an online text is available for the high school level and whether or not it makes sense to transition to such an online text.

XIV. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	No projects are proposed at this time.	A transition to the next edition of the text is planned for next year.	No additional staffing	N/A

GBS Special Education Department Curriculum Report – November 2015

I. Introduction

A. Courses reviewed during past year

Practical Sequence Courses:

- **Practical Math**
- **Practical English**
- **Independent Living**
- **Work Study**

B. Process

The GBS Special Education Department met during department and team meetings, professional learning mornings and with coaches as available to review current student functional needs along with current life skills curriculum and course offerings.

C. Additional initiatives: Review of Essential Math text options and supplemental materials.

II. Report Schedule

November 2016	November 2017	November 2018	November 2019	November 2020
Implementation of IEP goals in the area of Transition (i.e. STEP, Living, Etc.)	Implementation of IEP goals through English and Reading	Implementation of IEP Goals through Science and Social Studies	Implementation of IEP goals through Advisory and Study Skills Classes	Implementation of IEP goals through Math
Review needs of students along with current delivery of services			Review Advisory and Study Skills student needs and related courses offered	
Review courses and curricula related to Transition	Review English and Reading Curricula	Review Science and Social Studies Curricula	Review Advisory and Study Skills Curricula	Review Math Independent Living Work Study Practical Courses

Approximate percentage of curriculum to be reviewed:

20%	20%	20%	20%	20%
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Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 rd semester: N/A
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Course or Initiative: Practical Math, Practical English, Independent Living, Work Study

III. Findings

The faculty members involved in the Educational Planning Process (teachers, transition specialist, transition case manager, speech-language pathologists) reviewed current and past practices in Practical special education courses. Focus was directed to current student need(s) as specified in individual student IEP as well as incorporation of Common Core State Standards - Mathematics.

- Reviewed current course sequence, gaps and strengths; reviewed sample of student IEP goals related to practical class work; designed possible course sequence;
- Discussed expanding Independent Living and Work Study into a two level course or separate courses for students with more advanced skills.
- Possibility of a senior level course that combines Living/Work Study for seniors who are missing those components in their curriculum and need exposure prior to graduation. Naming new course - Senior Transition
- Transition specialist, Speech-Language Pathologist, etc can push-in to proposed Senior Transition course
- Reviewed and decided which common core standards are to be addressed at each level
- Developed prerequisite skill lists to help guide placement in practical level classes
- Develop a four year recommended course plan for students that will need practical classes. Encourage seniors who have not developed necessary independent living skills to take Senior Transitions. Recommend that case managers enroll students in academic graduation requirements and general education electives as underclassmen.
- Reviewed course materials, workbooks and textbooks. Researched new books and materials that may benefit the curriculum.
- Each course team worked to develop Big Ideas/Essential Understandings along with unit essential questions and skills; incorporate and align common core standards
- Update curriculum map for Practical English and Living following Understanding by Design principles
- Various team members participated in both in house, local and national professional development opportunities
- Created collaborations with SLP's to push into classes and co-teach lessons
- Discussed possibility of quarterly meetings with TLS case managers
- Exploring if "Suburban Studies" could be co-taught with a history teacher

IV. Recommendations

1. Ongoing review of each course and the related adopted course materials at each level to determine appropriateness of each. Determine possibility of purchasing new textbooks for courses.
2. Research and Review materials and curricular options for all courses.
3. Review both formative and summative assessments to monitor student growth
4. Continue to investigate blended learning aspect (i.e, continue review of related and supplemental materials and technology)
5. Further development of new course proposals over the course of next school year

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	<p>Senior Transition Class for the 17-18 school year</p> <p>Practical “Suburban Studies” for the 17-18 school year</p>	<p>Senior Transition Class</p> <p>Suburban Studies -Kelly Lowery with content area teacher</p> <p>Creation of a Microbusiness curriculum for Work Study</p> <p>Independent Living with SLP</p> <p>Practical English</p> <p>Social Skill Units that match units of English, Work Study, Living</p>	Potentially adopt new texts for courses		Host a consortium conference with neighboring districts about sharing resources for teaching life skills courses

GBS World Languages Department Curriculum Report – November 2015

I. Introduction

A. Courses reviewed during the past year:

- American Sign Language 163
- French 163
- German 163
- Japanese 163
- Mandarin Chinese 163
- Spanish 163
- Spanish for Heritage Learners 163

B. Process

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

In order to fully develop novice 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 since the previous formal curricular review cycle, which took place well over five years ago.

II. Report Schedule

November 2016	November 2017	November 2018	November 2019	November 2020
American Sign Language 263	American Sign Language 363			American Sign Language 163
French 263	French 363	French 463	French 563/573	French 163
French 273	French 373	French 474	AP French Language & Culture 583	
German 263/273	German 363/373	German 463/473	AP German Language & Culture 583	German 163

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

Approximate percentage of curriculum to be reviewed:

November 2016	November 2017	November 2018	November 2019	November 2020
25%	23%	18%	18%	16%

Course or initiative: American Sign Language 163

III. Findings

The 20014-15 school year marked a high point in GBS’s American Sign Language 163 course, leading to the creation of 4 sections at this introductory level. This year there are 3 sections, which is a number more likely to remain for upcoming years. The strength of the ASL program can be attributed to the way in which it meets the diverse needs of students, many of whom might not find success with a spoken and/or written language. The statistics identifying some of our academically-challenged group of students remain typical from year to year: during the 2015-16 school year, 20% of the students have IEPs, 17% have a 504 plan and 17% are in either Guided Study or TEAM.

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

Students have been able to participate in more self-assessment of their skills due to the Chromebook initiative by video recording themselves (presentational mode of communication) and conversations with peers (interpersonal mode of communication), and then identifying their own strengths and weaknesses to better focus ongoing practice. In addition to the classroom and at-home skill development, students also participate in various events in the local deaf community, and they are able to practice their communication in these authentic settings such as “coffee chats” and theater events.

IV. Recommendations

The primary recommendation is to continue the use of technology to better support attaining learning outcomes for individual students and groups. The other goal is to access technology to incorporate more authentic resources that meet the course objectives in a meaningful way. Authentic refers to a source (video in this case) that is created for a real purpose to be used by non-hearing or hearing-impaired people.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	None

Course or initiative: French 163

III. Findings

The student population in French 163 is typically one of the most diverse of the language sequence: Students range in age from freshman to junior, there are students whose first language is neither English nor French, some students are taking French as a second world language here at GBS - for example this year there are students taking French and German, Spanish and French, and some are taking even more than two languages! This composition does make this course an interesting challenge for the educator who designs its curriculum and implements it.

French 163 is a course that consists of eight thematic units--four each semester. The units were identified as ones that would 1) provide the language fundamentals necessary, and 2) offer the introductory basics that will be assumed in French 263. There are a few overlaps with French 263, but French 163 does not have the same breadth. During the design phase of each unit, the teacher started with a vocabulary theme, and then created the major assessments in the 3 modes of communication: interpretive, interpersonal, and presentational. The next step was to identify language functions that would be needed for student success in the drafted assessments. Each unit also features a discrete vocabulary and grammar quiz, but the major assessments are clearly based on students' communicative proficiency in the 3 modes.

As the course was newly designed in 2014-15, it benefitted greatly from the GBS focus on *UbD*. The course has proceeded well, with its communicative focus clearly an advantage as students in this class (well, most of them) are able to write and speak comprehensible sentences, able to understand each other, and able to interpret audio and written texts quite well. The course will continue in its present form for the most part in the 2015-16 school year, but there were a few holes in the content that were identified through implementation and will be explicitly addressed. These holes include the structure for possession, the incorporation of more adjectives beyond the basic ones, more adverbs and more prepositions and conjunctions that will help students connect the elements of their language. In addition, the supersite *Promenades* will be used differently in two areas: the pronunciation exercises will be transferred to in-class exercises, and the sentence-writing practices will be transferred to paper formats.

IV. Recommendations

It is recommended that the French 163 teacher continue articulation with the vertical French sequence to assure that students are able to demonstrate level-appropriate proficiencies. All level 163 teachers should continue with the horizontal articulation process that was started two years ago. A final recommendation is to identify more authentic resources for the interpretive mode of communication.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	None

Course or initiative: German 163

III. Findings

Enrollment in German 163 varies from year to year, however the enrollment for the past 5 years has necessitated 2 sections. The continued success of the German exchange program, as well as the continuity of curriculum and instruction guided by the lead German teacher at GBS year have likely contributed to the stability of 2 level one sections. GBS currently has a 0.80 teacher of German beyond the full-time Academy/GBS instructor.

The German 163 course uses the textbook *Portfolio Deutsch 1* to organize themes and to identify potential language functions for specific units; however the majority of the in-class instructional materials and most assessments are created by the teacher. The textbook serves as reinforcement of the material and to structure the vocabulary lessons in a thematic manner. Listening activities generally come from authentic sources such as German advertisements, songs, and more, but students do use the textbook materials on a regular basis for homework practice and additional support.

Lessons to develop students' reading skills are also created from authentic materials whenever possible, such as lyrics from songs, maps and charts, schedules, advertisements and short letters. Reading, as well as other language skill development occurs in a spiral fashion so that old material is incorporated with the introduction of new material. Writing is another area that is not neglected in this level one course, and students work to meet the novice-mid/novice-high outcomes by the end of the school year. Students who are able to meet the latter are generally recommended for German 273 the following year.

IV. Recommendations

The recommendations for German 163 are the same as the French 163 course: continue articulation with the vertical German sequence to assure that students are able to demonstrate level-appropriate proficiencies. All level 163 teachers should continue with the horizontal articulation process that was started two years ago. A final recommendation is to continue to identify more authentic resources for the interpretive mode of communication.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources

Department Action	None	None	None	None	None
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Course or initiative: Japanese 163

III. Findings

Enrollment in Japanese 163 has fluctuated between one and two sections of the course each year; there was one section during the 2014-15 school year and the current year hosts two sections. Like the practice of most world language teachers and course teams, curricular revisions have been made each year to support a more communicative approach. The text *Genki* replaced the more traditional *Adventures in Japanese* book in the 2014-15 school year, which has supported the movement to a more proficiency-oriented language experience in context.

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

IV. Recommendations

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

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	None

Course or initiative: Mandarin Chinese 163

III. Findings

Enrollment in Mandarin Chinese 163 has typically generated one section, although in the 2014-15 school year two sections were required. Similarly to most other level one language courses, Mandarin Chinese 163 focuses on all three modes of communication: interpretive (reading, listening and viewing), interpersonal and presentational, and also incorporates the other ACTFL national standards beyond communication: culture, comparisons, communities and connections. In addition to the fact that Chinese is a character-based language, a great difference as compared to the other languages is the use of tones. Students in the level one course spend much time developing their listening skills so that they can accurately recognize and then finally produce the tones that are critical to proper pronunciation of and communication in the language. In the first year, students are developing novice-mid skills in speaking, with communication based on working with small memorized chunks. Because of the move to a more proficiency-oriented language sequence, writing and character practice is being adapted to better meet the needs of students.

Chinese Link, adopted for the 2008-09 school year, is still in use but teacher-created instructional materials have been critical for students’ successful skill development and exposure to high-interest and relevant authentic materials. For example, the teacher uses images of signs on buildings and other publicly displayed signs for reading and interpretive communication; authentic menus, children’s cartoons and songs are also used for the same.

IV. Recommendations

There is a high level of interaction between the teachers and colleagues in neighboring school districts, which is of great benefit to strengthen all the Mandarin Chinese programs. It is recommended to continue participation in the level 1 consortium that started this year to address the 3 modes of communication at the novice level. A final recommendation is to continue to identify more authentic resources for the interpretive mode of communication so that students are developing these skills with interesting real-life sources.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	None

Course or initiative: Spanish 163

III. Findings

Enrollment in the Spanish 163 course typically generates 3 sections, although in the current 2015-16 school year only 2 sections were established based on registration numbers in spring and very few changes throughout the summer. An influx of transfer students during the first weeks of the term increased the numbers.

The general makeup of the Spanish 1 student is quite diverse, but one steady characteristic is the level of support needed. During the 2014-15 school year, for example, 64% of the students enrolled in Spanish 163 received additional support services through Special Education, a 504 plan, Guided Study or English as a Second Language. Two 1:1 aides were also present in one of the sections to accommodate a student with Downs Syndrome and another with a behavioral disorder. This year, 46% of the students enrolled in Spanish 163 receive these additional services; 16% of all level 1 students this year have IEP's through Special Education. We were able to provide support with an instructional assistant, and this is something we will recommend to become permanent for this course.

The curricular design of the Spanish 163 mirrors that of the French 163 course; there has been collaboration across languages to support a higher level of support for teachers of singletons. Authentic resources are incorporated into lessons every day, and include readings, listening and/or viewing so that these novice language learners begin to develop the skills to successfully interpret sources created for native Spanish speakers with a real-life purpose. For example, the teacher incorporates a famous cartoon from Argentina (*Mafalda*) and creates learning tasks that are appropriate to the novice level.

IV. Recommendations.

Research the possibility of adding an abridged reading source for second semester of the course. Evaluate the possibility of offering a level 1 Studies course again. Continue working with the horizontal level 163 team as well as collaborating on the alignment project with the Spanish vertical team.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	Research potential abridged short stories for extended reading practice.	None	None

Course or initiative: Spanish for Heritage Learners 163

III. Findings

The Spanish for Heritage Learners 163 course is the beginning level class designed to help students attend to their academic needs; in particular, to help them develop the literacy skills they lack. Results from state and national tests, as well as placement and other local assessments, reveal that this group of students is academically at-risk. While these students are receiving direct instruction in their English and/or reading classes, they greatly benefit from this additional focus on reading, writing, and critical thinking skills. Research demonstrates that the skills learned in a heritage language class will transfer to the students' other academic courses, which increases the likelihood for success in other disciplines. In the current 2015-16 school year, 14 of the 19 students enrolled (74%) have an IEP through Special Education. There is an instructional assistant that aides the teacher in the class this year.

Academic expectations remain high for this group of students, especially at the 163 level. It would be a disservice to lower the bar for students most in need of academic growth. Several sets of standards were used to determine the specific skills and knowledge outlined in the course curriculum, including the Spanish Language Arts Standards, Common Core Standards and the College Readiness Standards, and these are explicitly infused throughout the sequence. Examples of some of the concrete outcomes for students at this basic level include: Composing well-written sentences, writing paragraph level discourse with a topic sentence, and providing supporting details in paragraph level writing.

The essential questions that frame this course and provide students with a meaningful context in which skills, including high-level thinking, can be developed are:

- *What does it mean to be bilingual and bicultural?*
- *How does identity influence how a person interacts and connects with his/her culture, community, and the world?*
- *What does it mean to be literate in Spanish? How does a person communicate effectively through the written and spoken word?*

Technology is seamlessly incorporated into the curriculum so that it enhances student learning and increases the level of engagement. As done in the past, students still use technology resources for researching and presenting, but it is the more interactive technology that has allowed the teachers more ways to provide feedback to students and to have them self-assess. Students leverage tools such as *Google Classroom and Google Community* on a daily basis, and teachers are ensuring that these students are highly equipped and are able to utilize these resources successfully in any class, just like their peers.

IV. Recommendations

During the 2015-2016 school year, the SHL team will meet periodically to reflect on the implementation of changes and modifications. Successes should be discussed as well as revisions that may need to be made. Necessary changes will be done throughout the year, but many overarching revisions will likely be more evident as students complete the entirety of the SHL sequence.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	None

MEMO

TO: Dr. Mike Riggle and Dr. Rosanne Williamson

FROM: Ryan Bretag, Associate Principal

CC: Dr. John Finan, Principal

SUBJECT: Curriculum Reports

DATE: 1/25/16

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, facilities, resources and the impact on student needs, achievement and post-secondary plans. Key themes and highlights from the reports are as follows:

- A number of departments continued to examine current courses in light of new standards: Common Core State Standards (Math), Next Generation Science Standards (Science), American Council on the Teaching of Foreign Languages (World Language), and National Standards for Business Education (Business). A great deal of work has been completed to ensure that our curricular programs align with these new standards.
- Several departments (English, Math, Physical Education, Social Studies, and Special Education) examined the connection of assessment practices and programs to curriculum.
- Several departments reviewed curriculum with an effort to ensure student equity between Glenbrook North and Glenbrook South. This work yielded a realignment of AP English Language (English), the reinstatement of AP Computer Science (Math), and the expansion of Teaching Internship (Family and Consumer Science).
- A common thread across departments was a focus on the infusion of technology into curriculum as identified in the three year technology plan. Key areas of focus are expansion of digital resources, development of blended learning spaces, growth in the use of the Google ecosystem, and further utilization of mobile learning via 1:1 Chromebooks.. These efforts continue to focus on engagement and the four Cs: critical thinking, communication, creativity, and collaboration.
- The Business department collaborated on curriculum alignment between Glenbrook North and Glenbrook South in the area of entrepreneurship. This yielded a new year-long course proposal, Business Incubator, which blends entrepreneurship with an immersion in application of today's business practices.
- The Social Studies department reviewed courses and curriculum in light of the new state of Illinois Civics requirement. This work found that with minor adjustments, our Political Science class could serve to meet this requirement.

Applied Technology Curriculum Report – November 2015

Introduction:

Courses reviewed during past year:

Drafting 161

Architecture 163, 263, 363, 463

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 Applied Technology 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 2016	November 2017	November 2018	November 2019	November 2020
Metals: 161 & 263	Woods: 161, 261 & 361	Welding: 161 & 261	Automotives: 161, 261, 262, 361	Architecture: 163, 263, 363, 463
Metals Tech: 163 & 263	Construction Skills and Services 161	Small Engines: 161	Game Design and Theory: 161 & 261	
		PLTW Intro to Engineering and Design 173	PLTW Principles of Engineering 273	
		Sci Tech 163		

Approximate percentage of curriculum to be reviewed:

November 2015	November 2016	November 2017	November 2018	November 2019
17%	17%	23%	26%	17%

Additional courses to be reviewed this year: N/A

Course or Initiative: Drafting 161

Findings:

Drafting was a semester long course for 9-12 grade students wishing to investigate topics such as sketching, technical drawing, computer aided drafting and 3D modeling. Over the past five years, drafting enrollment had been on the decline and was archived at the end of the 2014-2015 school year.

Recommendations:

- None at this time

Department Action:

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	N/A	N/A	N/A

Course or Initiative: Architecture 163, 263, 363, 463

Findings:

These year-long courses are offered to 9-12 grade students preparing students for post secondary study of architecture. This curriculum is continually updated to include current topics taught at the university level.

In Architecture 163 students study different architects and architectural styles, sketching, residential layouts and design with a major emphasis is technical drawing, and utilize Computer Aided Design (CAD) software to create a residential blueprints. Student projects include hand, computer, and physical modeling. With the implementation of the Project Lead the Way (PLTW) Introduction to Engineering curriculum last fall, we have found similarities in the fundamental topics taught in both classes.

Architecture 263 students build on the concepts taught in the previous class. Students complete a residential design project where they are introduced to residential framing and construction. Students create blueprints, engineer residential framing using 3D modeling software and utilize the 3D printer to create models of their designs. The curriculum covered in PLTW Civil and Architectural Engineering course overlaps with this course.

Architecture 363 is an advanced course for students interested in pursuing a career in architecture. Students are introduced to concepts in commercial design with an emphasis in integrating theory and design, and more advanced modeling topics of lofts, sweeps, and revolutions. Students have more creative freedom in project creation that includes complete design, 3D modeling and printing of a commercial building.

Architecture 463 is a course to prepare students for the transition into a design, architectural, or engineering major. Knowledge gained in previous architecture courses is applied to student driven projects to be used in college portfolios.

Recommendations:

- Replace Architecture 163 with PLTW Introduction to Engineering as the first course in the Architecture sequence
- Replace Architecture 263 with PLTW Civil Engineering and Architecture as the second course in Architecture Sequence
- Topics not covered in PLTW Introduction to Engineering or Civil Engineering and Architecture should be moved to Architecture 363 and 463 course
- Archive Architecture 163 and 263

Department Action:

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	N/A	N/A	N/A

GBN Business Curriculum Report – November 2015

Introduction:

Courses reviewed during past year
 Management & Leadership 161
 Introduction to Business
 Business Law 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): Through the curriculum review process at Glenbrook North and South, we have identified a need based on student interest in entrepreneurship through our current business students and those participating in DECA and BPA. Our review also identified a need for curricular change given the industry focus on the lean startup method. Lean startup is a methodology for faster, more targeted product and business development. In partnership with Glenbrook South, our work has led to the proposal of a year-long course in entrepreneurship: Business Incubator.

Report Schedule:

November 2016	November 2017	November 2018	November 2019	November 2020
Accounting 161	Consumer Ed 161	Career Placement 161	Computer Apps 161	Management & Leadership 161
Adv Business Topics 261	Consumer Ed G 161	Keyboarding 161	Multimedia Apps 261	Business Law 161
	Honors Consumer Ed 171	Sports Management 161	Marketing 161	Introduction to Business 161

Approximate percentage of curriculum to be reviewed:

November 2015	November 2016	November 2017	November 2018	November 2019
14%	21.5%	21.5%	21.5%	21.5%

Additional courses to be reviewed this year: Third semester review of Sports Management 161

Findings:

In this 10-12 grade course, students perform many tasks in the area of management as if they worked for a 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. Many guest speakers have been invited to discuss the real world of sports management, including members of the Cubs, White Sox, Blackhawks, and Big 10 conference.

The department is currently reviewing comparing all of the current curriculum with NBEA (National Business Education Association) learning standards.

Recommendations:

- Continue to align the curriculum with NBEA standards.

Department Action:

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	N/A	N/A	N/A

Course or Initiative: Management & Leadership 161

Findings:

The course name was changed from Management to Management & Leadership to better reflect the comprehensive scope of the curriculum. This course teaches students emotional intelligence, communication skills, management, and project planning. Students read, discuss and reflect on the book *The Seven Habits of Highly Effective Teens* by Sean Covey. The teacher consulted with reading specialist, Amy Goldsmith, to incorporate reading strategies and class assignments into the curriculum. A field trip to the Teams Challenge Course in Northbrook was added to give experiential learning as it relates to team building. Students participate in a mock interview simulation where they interview GBN staff for an administrative position. Students work in small groups to develop a leadership project where they will answer the essential question of “How can I have an impact on my community or society?” In this long-term project, students gain experience going through the management stages of planning, organizing, leading, and controlling, which provides real-world experience.

After comparing the current curriculum with NBEA (National Business Education Association) learning standards, the following topics should be considered for modification or addition to the current curriculum: motivation and management theories, financial management, human resource management, and ethics.

Recommendations:

- Continue to align the curriculum with NBEA standards
- Move the social responsibility project from Business Law to Management & Leadership based on NBEA learning standards

Department Action:

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	N/A	N/A	N/A

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

The course content includes criminal law, tort law, employment law, environmental law, business organizations, and contracts. Debates have been added into the curriculum over the last five years pertaining to current business topics, such as unions and GMO's (genetically modified organism). The debate teacher at GBN was consulted to devise structure, incorporated higher level thinking, engagement, and assessment. As a way to give students real-world experiences, guest speakers and field trips have been integrated into the course. Mock trials have been incorporated into business law classes at other schools, but not yet implemented due to time and content coverage concerns.

A practical curriculum review with NBEA learning standards showed more emphasis on ethics and social responsibility in the management standards versus the business law standards.

Recommendations:

- Research potential mock trials to incorporate into the curriculum
- Continue to align the curriculum with NBEA standards
- Move the social responsibility project from Business Law to Management & Leadership based on NBEA learning standards

Department Action:

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	N/A	N/A	N/A

Course or Initiative: Introduction to Business 161

Findings:

This course provides students a sampling of different business concepts including finance, operations, marketing, international business, and entrepreneurship. Class activities have included business development and pitching ideas to business professionals, stock market game, running a class business, and various other business simulations. Students have expressed interest in learning more about the entrepreneurial process after completing this unit.

In the last year, there has been a change of the lead teacher in this course and modifications in the curriculum are needed to include new technologies, current events, projects, inviting guest speakers, NBEA standards,

Recommendations:

- Update course units utilizing expertise of new staff, new technologies and current events
- Adopt a new course with a focus on entrepreneurship known as Business Incubator

Department Action:

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Summer curriculum project	N/A	N/A	Summer curriculum monies

GBN English Curriculum Report – November 2015

Introduction

- A. Courses reviewed during past year
 - English 163 GT
 - English 163
 - English 173
- B. 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 comprised of the teachers of freshman English, the reading specialist and the Instructional Supervisor for English, examined the current curricula and recommended changes as necessary. Included in this process were the review of course goals, curriculum, state standards, resources, PERA requirements and current teaching pedagogy. Teachers attended conferences, read professional journals, and participated in district and school professional development activities throughout the process. Much of the professional development experiences provided through the school’s literacy initiative and the district goal of “Engagement,” applied to this course review.

The school’s literacy initiatives tied directly to the curricular and instructional goals of the English Department. Supporting the current reading, writing and oral communication goals for the school, teachers in the English Department readily connected these school goals to the freshman English course goals. Reflecting on past practice, teachers prepared for any needed changes or revisions to current instruction and curriculum. This was the case for the school and department’s oral communication goals. The shift to include standards for speech and discussion to the freshman level occurred during the ongoing professional development activities. Over the past year, the teachers of freshman English met with the ARC staff to plan for a speech workshop for all freshmen students.

As part of the process, the teachers considered the use of the 1:1 platform in their instruction. Continuing to examine the use of electronic text and the Google suite of tools is ongoing. Teachers considered the opportunities for recording student speeches and reading non-fiction text electronically. Teachers continued to use the suite of Google tools to enhance student learning as they anticipated the change to Google Classroom.

Report Schedule

November 2016	November 2017	November 2018	November 2019	November 2020
English 263GT	English 363GT English 363	English 463GT	English Electives	English 163GT
English 263	English 373	English 463: Self, Society & Media English 463/473: Humanities English 463/473: Contemporary Social Themes	Public Speaking Introduction to Journalism Foundations of Writing Creative Writing	English 163
Sophomore Honors English 273	American Studies	483:AP Literature and Composition 483:AP Language	Reading Skills Development 162,163GT, 263	Honors Freshman English 173

Approximate percentage of curriculum to be reviewed:

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

Course or Initiative: English 163 GT

Findings

For many years English 163 GT has provided incoming freshmen with an integrated curriculum focused on building foundational reading and writing skills. Generally, the students placed in English 163 GT are students needing support in all areas of communication. The curriculum and instruction for this integrated social studies and English course was designed to make the content approachable while still challenging for students. The students have always experienced a quality curriculum, but the reading selection in the course varied greatly from that of the English 163 course. Teachers were selective when choosing content for the English 163 GT course, and considered student reading levels and interests as priorities. After further examining the content of the current English 163 course, it was determined the students in the TEAM classes would benefit from having some of the same reading experiences as all other freshmen. There was a pilot program created for the 2014-2015 school year and two texts were selected to implement on the Team level. The teachers created lessons that combine reading skill support, and for the first time in recent history, all freshmen students enrolled in English GT, English 163 and English 173 had shared reading experiences.

During the 2014-15 school year the department used the STAR reading assessment program for all freshmen to identify current reading skills and document student growth. Feedback from teachers has supported the continued use of STAR assessments for the 2015-16 school year. These assessments assist with course recommendations, identify students who are in need of ARC support, provide data for IEP meetings and inform teachers of areas where students need additional instructional assistance.

Recommendations

- Include two common texts in English 163 GT and provide the reading support needed for a successful shared experience with the English 163 and 173 students.
- Teach students in English 163 GT how to use online tools to support their reading.
- Use STAR data to inform the decisions made for supporting and placing Team students

Department Actions

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	N/A	N/A	N/A

Course or Initiative: English 163 and 173

Findings

Teachers needed to find an assessment instrument that satisfies the requirement of two type 3 assessments for the PERA pilot. During the process, teachers of English 163 and 173 reviewed the current curriculum and determined where and how to implement a new assessment instrument that contained a pre and post-test. The teachers wanted the instrument to meet the requirements for PERA, but more importantly, wanted to use the instrument to help measure student growth. Teachers determined not to tie the assessments to a final exam, nor to a specific core text; instead, the goal was to provide freshmen with an early start on nonfiction reading strategies. In this way, teachers were able to build consistency by developing a common reading and writing assessment.

Teachers in English 163 and 173 determined to further support the oral communication skills for freshmen students. After reviewing many of the common speaking experiences, teachers discovered a variety of activities practiced: Discussion, presentation, speeches and debate. With the variety of activities, common standards and assessments were not available. It was determined that a common experience and assessment would help to prepare students for the communication skills they need for further success.

During the 2014-15 school year, the department used the STAR reading assessment program for all freshmen students to identify current reading skills and document student growth. Feedback from teachers supported the continued use of STAR assessments for the 2015-16 school year. These assessments assist with course recommendations, identify students who are in need of ARC supports, provide data for IEP meetings and inform teachers of areas where students need additional instructional assistance.

Recommendations

- Develop common standards and assessments for the oral communication experiences in English 163 and 173.
- Utilize PERA and STAR testing to inform teachers of student growth.
- Use PERA and STAR assessments to determine reading and writing support for students.
- Use the ARC to present a common workshop for all freshmen students in the area of oral communication.

Department Actions

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	N/A	N/A	N/A

GBN Family & Consumer Science Curriculum Report – November 2015

Introduction:

Courses reviewed during past year

Introduction to Culinary Arts 161, Culinary Arts 261: Baking and Pastry, Culinary Arts 361: Catering & Meal Preparation
Senior Foods 161

Process:

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

Additional initiatives (outside of review process): Through the curriculum review process at we have identified a need based on student interest in offering another course in the early childhood education sequence through our current Family & Consumer Science students and those participating in FCCLA (Family, Career and Community Leaders of America) and FEA (Future Educators of America). We are proposing the adoption of Glenbrook South’s Child Development-Teaching Internship 461 course to fulfill this need.

Report Schedule:

November 2016	November 2017	November 2018	November 2019	November 2020
Introduction to Human Growth 161	Fashion Construction Studio 161	Psych for Living 161	FCS Career 163	Introduction to Culinary Arts 161
Educational Foundations 261	Fashion Construction Studio 261		Fashion & Interior Design 161	Culinary Arts 261: Baking and Pastry
Teaching Internship 361	Fashion Construction Studio 361		Fashion Design Studio 461	Culinary Arts 361: Catering & Meal Preparation
				Senior Foods 161

Approximate percentage of curriculum to be reviewed:

November 2016	November 2017	November 2018	November 2019	November 2020
21%	21%	8%	21%	29%

Additional courses to be reviewed this year: N/A

Course or Initiative: Culinary Arts 161, 261, 361

Findings:

These semester long culinary courses are offered to 9-12 grade students. The current topics focus on nutrition, meal planning, preparation, and serving of food. Student workbooks have been created by the instructors and are periodically revised to reflect relevant trends, techniques, and topics in the culinary industry. The instructors have begun utilizing Google Classroom to streamline the delivery of course materials and give students more control and responsibility in the classroom.

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

The Culinary 261 curriculum covers safety and sanitation, pastry doughs (crusts, fillings, puff pastry, and cream puffs), cake decorating, advanced quick breads (savory and sweet crepes, tarts, flat breads, focaccia, and scones), cookies, and cheesecakes. As a way to enhance the student’s classroom experience, GBN graduates have been invited to speak about their culinary school experiences, field trips to local hotels and to a baking & sweets showcase have been added, and area culinary schools have presented new techniques in the culinary field.

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

Recommendations:

- Continue to update the curriculum to add new technologies, articles, and recipes that reflect current culinary trends
- Utilize Google Classroom in all Culinary courses
- Research other opportunities for field trips to local restaurants and culinary schools

Department Action:

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action					

Course or Initiative: Senior Foods 161

Findings:

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

In the last two years, the curriculum has been revised to prepare students for cooking on their own and in college. With these revisions, students have begun to inquire about a college life preparation class to include not only how to prepare healthy meals but simple household tasks (laundry, clothing repair, and low cost decorating tips) to shopping and cooking on a budget, and discussing current issues college students face such as college safety and dating violence.

Recommendations:

- Update the curriculum, based on student interest, to cover topics to prepare students for college life
- Continue to update recipes in the curriculum that reflect current culinary trends

Department Action:

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Update the curriculum to include topics to prepare for students to live on their own in college	N/A	N/A	Summer curriculum monies

GBN - Fine Arts, November 2015

Introduction

A. Courses reviewed this past year

1. Performance Skills (Julie Ann Robinson and Chad Davidson)
2. Introduction to Broadcasting (Todd Rubin, Peg Holecek, and Chad Davidson)
3. Band, all levels (Mark Running, Rich Chapman, and Chad Davidson)

B. Additional initiatives

1. Increased collaboration and articulation with the junior high sender schools in Orchestra. This year, 8th graders from all junior highs will be performing in the Fall Strings Concert on November 3.
2. We will pilot a program in choir at the freshman level that focuses on mindset and student engagement.

Report Schedule

November 2016	November 2017	November 2018	November 2019	November 2020
Ceramics	Photography	Graphic Design	Advanced Improvisation	Performance Skills
Guitar	Drama	Art Studio	Advanced Acting and Directing	Band
Orchestra	AP Theory	AP/Honors Art	Choir	Introduction to Broadcasting
Television Broadcasting	Intro to Music Theory	Music Production and Technology		Sportscasting
Radio Broadcasting	Drawing and Design			

Approximate percentage of classes to review:

24%	24%	19%	14%	19%
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Course or Initiative: Introduction to Broadcasting

Findings

The curriculum for Intro to Broadcasting was dramatically changed in 2011 to reflect advancements in technology and communication methods of our students. This is our entry-level course in broadcasting that gives students an overall feeling for what our program at advanced levels can offer. The expectations are that students will finish the class with a general understanding of how radio and television operates from both a technical standpoint and what their role is in culture.

The course emphasizes a variety of broadcasting skills. Major units of study include:

- Audio editing/radio performance
- Broadcasting's role in society.
- Video editing
- Television studio operations
- Broadcast Journalism

Much of the course is project based, including our Spartan Soundoff, DJ Assignment, Radio Show, TV Talk Show, Video Editing Project, and Newscast. Each of these assignments has a real world component including understanding commercials, TV ratings, radio's evolution, filmmaking, and a critical analysis of the media. The broadcasting room has been upgraded in recent years to include a third radio recording room, new iMac computers, and new MacBook Pro laptops for student use. The TV studio has remained untouched in the past 5 years.

Recommendations

- Intro to Broadcasting is the backbone of our program and it is important that we continue to develop the course to be valuable and exciting to potential students. We will continue to add and alter current curriculum to reflect the changing role of broadcasting. Our enrollment has been between 6-10 sections over the past 5 years.
- Our feedback tells us that students not only enjoy the class but also often recommend it to others and take additional courses in our area. During the 2014-15 school year, out of 125 introduction to broadcasting students, more than 40 will return in 15-16 school year in one of our advanced courses. We recommend every year we look at how our current projects could be enhanced to engage student interest.
- This course can be technical at times, so it is important that we provide one-on-one training time on audio editing, video editing, basic camera operation and studio training.
- We want our students to understand what a quality broadcast sounds and looks like. We provide feedback and opportunities for students to re-submit work as appropriate so that their artifacts are of sufficient quality for airing.
- We will continue to integrate the 1:1 devices (Chromebooks) into our daily classroom activities. We are using Google Classroom to monitor student learning and enhance their learning experience.

Department Action

	New Course Proposals	Summer Curriculum Projects	Textbooks	Staffing
Action	N/A	Intro to Broadcasting project review	N/A	N/A

Course or Initiative: Radio Broadcasting 161-461

Findings

At one point in time, the Radio 161 course was taught as a, “stand alone,” course in the sequence of Radio classes. For the past five to seven years, due to enrollment and scheduling issues, the courses have been combined in the 90 minute block and all four levels are taught simultaneously. This presents the instructor with some significant curricular challenges. It is not always easy to merge the four levels seamlessly, however, the following outline delineates the course objectives for each level:

Radio 161: This course builds on the skills that are acquired in the Introduction to Broadcasting course. The first nine weeks of Introduction to Broadcasting covers radio content and the assignments are designed to prepare students for on-air broadcasts and in-class assignments. The students have some assignments that are different than those of the 261, 361 and 461 levels. Much of the time is devoted developing audio editing skills, interviewing skills, presentation skills and on-air show development. Radio 161 does not require students to host a weekly radio show. However, students are expected to attend a certain percentage of the shows in order to be trained for on-air responsibilities.

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

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

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

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

The radio broadcasting area has been updated in the past two years to include a third audio editing station where students can use the recording equipment to create their feature projects. In addition, the broadcasting area was just updated with new iMac computers and new MacBook laptops for student use.

Recommendations

- Radio Broadcasting continues to be a relevant course for Glenbrook North students to select as an elective. Over the past five years, new assignments have been designed to assist students with their public speaking and presentation skills as well as their writing skills. The emphasis is on developing students who are able to clearly communicate orally and to do so with confidence and creativity.
- Students take great pride in their WGBK radio shows and make the choice to commit to a weekly show and attend it regularly. We continue to broadcast every Tuesday and Thursday from 3 PM to 9PM and alternating Fridays from 3PM to 9PM. On occasion we extend our broadcast times until 10PM depending on the sports schedule and student availability.
- The 161-461 mixed level format presents some challenges to students and instructor, however, it also allows the advanced students to mentor the newer students. This has proven to be valuable in keeping students in the radio program.
- The WGBK internet stream has proven to be valuable and has increased our listenership beyond our limited reach and frequency. The technology department continues to work with our department to give us a presence on the Glenbrook North homepage.
- I will continue to integrate the 1:1 devices (Chromebooks) into our daily classroom activities. Students are encouraged to create on-air playlists on their devices and on their phones.
- I will continue to work with our radio engineer to ensure that our production facilities are current and prepare students for college radio broadcasting.

Department Action

	New Course Proposals	Summer Curriculum Projects	Textbooks	Staffing
Action	N/A	Radio 161-461 Course Update	N/A	N/A

Course or Initiative: Performance Skills

Findings

The GBN Drama Department currently has five levels in the program curriculum: Performance Skills, Drama 161, Drama 261, Advanced Improvisation, and Advanced Acting and Directing. Performance Skills is the beginning course, open to students in grade 9 only, and no prior experience is necessary. The purpose of the class is to build self-confidence and hone performance skills through a variety of performance experiences. Instruction focuses on developing physical and verbal performance skills, such as eye contact, body control, pantomime, facial expression, vocal projection, quick-thinking, and focus. Students explore these core principles through drama exercises and games, as well as public speaking experiences. Students should leave the semester class with a basic ability in those concepts and a clear idea of how to progress forward if desired. The primary delivery for classroom instruction is large group or small group, as collaboration is key to students' development as performers. While all students are expected to progress at individual rates, there are consistent assessment expectations for the entire class. Although the majority of activities and assessments are exercises, a variety of rehearsed performances are assigned to help students isolate performance skills and demonstrate understanding of key performance concepts. This allows for peer cooperation in learning and provides opportunities for deeper ensemble building.

Enrollment numbers have held steady over the past two years.

Recommendations

- Performance Skills provides beginning students with a solid foundation in performance skills. As the year progresses, the instructor will seek out meaningful performance opportunities as well as field trips to observe professional performers. Additional professional development opportunities (attending conferences/collaborating with teachers from other schools) may be helpful in fine-tuning the instructional methods already in practice.
- Students' active participation in performance activities requires a high level of student engagement at all times. This is in keeping with our school-wide goal of increasing student engagement.

Department Actions:

	New Course Proposals	Summer Curriculum Projects	Textbooks	Staffing
Action	N/A	N/A	N/A	N/A

Course or Initiative: Instrumental Music (Band)

Findings

Our primary activity is the study and performance of high quality band music which is appropriate for each level of each band. Through this study, students will be exposed to a variety of musical styles, a wide range of music theory concepts, and specific playing techniques for their instruments.

Students will become familiar with the elements of playing their instruments beginning with basic tone production and intonation and advancing to more sophisticated techniques in the advanced level classes. A broad array of music theory concepts will be covered while practicing and performing the selected literature. This will include basic concepts such as key signatures and note reading and progressing through phrasing and interpretation. Over the course of one year in band, students can expect to improve their proficiency on playing their instrument, as well as gain a basic understanding of music theory concepts and music literacy. Over the course of several years, students can expect to become highly proficient on their instrument and to understand the concepts of music theory as it relates to ensemble performance.

Through our curriculum review, three areas for improvement have been identified. They are: 1) the reinstatement and study of a foundational technique text[1] 2) increased guided listening to recordings of professional instrumental solo and ensemble performances, and 3) a re-establishment of study of instrumental method books[2] tailored for each ensemble.

Recommendations

- The directors feel that focused study in the foundations of playing are essential to great ensemble performance. Attention and exploration of the Garofalo book in a methodical fashion will provide referential study material for students in the essential performance areas of such issues as tuning and intonation, reading music notation, acoustics, individual instrument intonation tendencies, transposition, conducting, and sight-reading.
- A listening list of essential band literature will be developed and then sequenced into the band curriculum so that students are exposed to the exemplar of concert band and instrumental solo playing. A guided listening worksheet will be developed to further focus student's attention on the essentials of good individual and ensemble playing.
- A sequencing of instruction already exists for the study of the method books mentioned in recommendation #2 above. Infusion of the Garofalo book into that sequencing will complement and complete the essential goals and concepts not present in the method books. Each ensemble will also be introduced to the Curnow book for purposes of further development of tone quality, musicianship, and ensemble blend, balance and timbre. Students progress in this area will be monitored by the band instructors.

Resources

Currently all books mentioned above have been already approved by the Board of Education for use in the district. The school bookstore will need to be notified as to the quantities of books to be obtained for student purchase. A budget line item already exists for the purchase of reference material such as books, CD's, and recordings for classroom use. These recordings, in addition to the recordings we already have in our music library should be sufficient to provide adequate examples for student use and exploration.

Department Actions:

	New Course Proposals	Summer Curriculum Projects	Textbooks	Staffing
Action	N/A	N/A	N/A	N/A

[1] *Rehearsal Handbook for Band and Orchestra Students* by Robert Garofalo; 1982 Meredith Music Publications

[2] *Rhythm Etudes* by James McLeod; 1976 Alfred Publishing Company (Freshman Band); *Accent on Achievement* book 3 by John O'Riley and Mark Williams, 1985 Alfred Publishing Company (Symphonic Band); *Tone Studies for Band* books 1 & 2 by James Curnow, 2007 Hal Leonard Music Publishers

**GBN Health, Physical Education and Driver Education Department
Curriculum Report – November 2015**

Introduction

A. Courses reviewed this past year

Sophomore Girls
Sophomore Boys
Dance I
Dance II
Driver Education

B. Process

The Instructional Supervisor for Physical Education, Health & Driver Education, Bob Pieper, and Department Assistant, Mike English met with Jenn Mau who currently teaches the Sophomore Girls curriculum; Mark Reborá who currently teaches the Sophomore Boys curriculum; Beth Figaro who currently teaches the Dance I and II curriculum; Frank Whalen, John Fournier, Jill Nowak, Kirby Tripple and Kirk Ziemke who currently teach the Driver Education curriculum. We discussed the course curriculums, guidelines, course syllabus, study guides as well as the student assessment process.

C. Additional initiatives

- Working with Glenbrook South to pilot a fitness assessment which will comply longitudinal student data
- PE Department will complete the application process for the Blue Ribbon Award
- Teachers are continuing to support 1 on 1 learning by developing Google Classrooms for their classes.

Report Schedule

November 2016	November 2017	November 2018	November 2019	November 2020
Lifetime	Team Sports	Strength Training I & II	Freshman Girls	Sophomore
Aquatics	Phys Man	High Adventure I & II	Freshman Boys	Dance I & II
Health	Leaders	Fit For Life	TLS/DLS	Driver Education
Team Health				
Soph STC				

Approximate percentage of curriculum to be reviewed:

November 2016	November 2017	November 2018	November 2019	November 2020
27	17	17	17	22

Additional courses to be reviewed this year:

None

Course or Initiative: *Sophomore Girls*

Findings

- This class continues to build on our freshman fitness curriculum by offering the girls the opportunity to use all of our fitness equipment combined with a variety of fitness activities.
- The pool is used to review the five basic strokes and assess the 12 minute swim and 10 minute tread.
- Self-defense is taught using digital presentations which stress awareness in different situations along with practical instruction on the basic moves and techniques of self-defense.
- A wide variety of team and individual sports are offered. Written tests for each unit are given to assess student understanding.
- The syllabus and all study guides have been put on the teacher's Google Community which helps to facilitate 1 on 1 learning.

Recommendations

The Physical Education department recommends:

- The curriculum continues to provide students with a foundation of fitness skills that can be used throughout their lives.
- Continue to use the pool to review the basic swimming strokes and assess the 12 minute swim and 10 minute tread.
- Continue to teach self-defense which will provide an understanding of how to be aware in different situations and give basic self-defense techniques and moves.
- Continue to teach a variety of team and individual sports to help promote lifelong participation.
- To align with the school goals the Google Community could be moved to a Google Classroom.

Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	None

Course or Initiative: *Sophomore Boys*

Findings

- The Sophomore Boys curriculum is movement based which allows the students the opportunity to learn in a practical setting.
- It is a fitness based curriculum that focuses on muscular development and Cardiovascular training.
- Students learn complex lifts using dumbbells and body bars.
- Constant assessments which are based on personal improvement help to motivate the students.
- The teacher uses Excel Spreadsheets to record fitness data which provides students with instant feedback on their fitness levels.

Recommendations

The Physical Education department recommends:

- Continue to include practical learning in the curriculum.
- Continue to have a strong emphasis on cardiovascular fitness, muscular strength and endurance.
- Provide the students with the proper techniques used for advanced lifts so they can perform them safely in class.
- Continue to use assessments based on personal improvement to help motivate the students.
- Continue to use technology to provide instant fitness feed-back to the students.

Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	None

Course or Initiative: *Dance I*

Findings

- The Dance I curriculum provides students the opportunity to experience a wide variety of dance styles in a safe learning environment.
- All types of fitness activities have been added to keep the curriculum in line with department expectations and goals including fitness testing, cross-fit and triathlon.
- The instructor has incorporated mobility and flexibility training into the curriculum.
- Skill and performance assessment is used with each style of dance.
- The instructor continues to stay current with the latest trends and music by attending workshops and teaching at a studio in the summer.
- Dance I continues to be a popular class with the students. Diversity has increased since more boys are signing up for the class.

Recommendations

The physical education department recommends:

- Continue providing the students the opportunity to experience a variety of dance styles.
- Continue to utilize all the fitness activities to improve our student’s overall fitness levels.
- Continue to use assessments to reinforce proper skill and technique in class.
- Continue to provide opportunities for the instructor to attend clinics and workshops.

Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Dept. Action	None	None	None	None	None

Course or Initiative: *Dance II*

Findings

- The Dance II curriculum gives students the opportunity to learn advanced dancing skills and techniques.
- The curriculum covers: ballet, jazz, modern, hip hop and lyrical dance.
- Students have the opportunity to work in small groups when they choreograph their own dances.
- Students work on a variety of fitness components. With an emphasis on strength and flexibility.
- Assessment is skill and performance based with some peer assessment during the choreography unit.

Recommendations

The Physical Education department recommends:

- Continue to offer a class that meets the requirements of our advanced dance students.
- Continue to emphasize fitness using a variety of activities and equipment.
- Continue to use assessments to reinforce proper skill and technique in class.

Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Dept. Action	None	None	None	None	None

Course or Initiative: *Driver Education*

Findings

- Driver Education curriculum uses classroom instruction and behind the wheel training to prepare the students to drive safely.
- The curriculum works to prepare the student to drive in every situation by not cancelling behind the wheel training when it is raining or snowing.
- A new book is being used to help the teachers update their lessons and provide students with additional resources.
- The behind the wheel curriculum corresponds with the classroom instruction to provide students with a comprehensive learning environment.
- GoPro cameras are used to provide the students useful feedback on their driving.
- The teachers utilize technology by providing parents with a video and written description of all of the drives on our website. Parents can use this information to practice with their children.

Recommendations

The Physical Education department recommends:

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

Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Dept. Action	None	None	None	None	None

GBN Mathematics Department Curriculum Report - November 2015

Introduction

A. Courses reviewed during past year

- Algebra 1 163
- Algebra 2 Honors 273
- Algebra 2 263
- Discrete Mathematics 163

B. Process

The review process for the courses listed above followed the District #225 Board of Education model. The Instructional Supervisor convened four Curriculum Review Committees beginning in the fall of the 2014-2015 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.

C. Additional initiatives (outside of review process)

The GBN math department is proposing to reinstate AP Computer Science A beginning with the 2015-2016 school year.

REPORT SCHEDULE

November 2016	November 2017	November 2018	November 2019	November 2020
Algebra G 163	Pre-Calculus 173	Geometry 173	AP Calculus AB	Algebra 1 163
Algebra GTA 163	Pre-Calculus 163	Geometry 163	AP Calculus BC	Algebra 2 Honors 273
Algebra 2 G 263	Pre-Calculus G 163	Geometry G 163	AP Statistics	Algebra 2 263
Algebra 2 GA 263	Pre-Calculus GA 163	Geometry GA	AP Computer Science A	Discrete Mathematics
			Advanced Topics	

Approximate percentage of curriculum to be reviewed:

November 2016	November 2017	November 2018	November 2019	November 2020
19	19	19	24	19

Course: Algebra 1 163

Findings

Leading up to the 2015-2016 school year, many changes to the Algebra 163 curriculum were driven by the implementation of the Common Core state standards (CCSS). One major curriculum enhancement to Algebra 163 was the inclusion of one and two variable statistics. As a part of this implementation, Algebra 163 teachers attended professional development opportunities to learn how to more efficiently and successfully incorporate the teaching of statistics into the curriculum. This professional development was provided in-house, by AP Statistics teachers at Glenbrook North High School. In an effort to scaffold this implementation, the Algebra teachers chose to focus on computational skills with students during first semester and analytical skills second semester. As statistical concepts were added to the Algebra 1 163 curriculum there was a need to shift simplifying rational expressions to Algebra 2 263. In addition to curriculum changes to Algebra 163 as a result of CCSS, teachers worked on identifying strategies to ask deeper and more meaningful questions during instruction. These questions and problem-sets support student conceptual learning and comprehension and help develop the critical thinking skills necessary to be successful in subsequent math classes. The Algebra CME book referenced in the last curriculum report was used as a reference, amongst other resources.

Recommendations

- Maintain an emphasis on reading and writing in the course (math literacy)
- Increase analytical and open-ended questions on formative and summative assessments
- Increase opportunities for cumulative review activities

Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Develop Problem Solving activities to incorporate throughout the course to better address the depth and complexity of Common Core.		N/A	N/A

Course: Algebra 2 Honors 273

Findings

There was confusion on the name of this course (formerly included Trigonometry in the course title) and as we began the transition to Common Core state standards (CCSS), it was determined that we would align our name and course topics with the comparable course at Glenbrook South and the CCSS. This eliminated the word Trigonometry from all course titles at GBN as the topics of trigonometry are taught over multiple years beginning with right triangle trigonometry in Geometry and continuing through Algebra 2 and Pre-Calculus courses.

The teacher team determined that in order to implement all of the CCSS, several topics would need to be eliminated from this course (as they are covered in other courses or eliminated entirely if not in compliance with CCSS) in order to make room for a unit on Sequences and Series and a unit on Probability and Statistics. The teacher team is also compressing some of the current units to align with CCSS.

Recommendations

- The teachers will continue to incorporate a review of prerequisite skills throughout the year as the topics require. In addition, the team has set a goal to challenge students with *new* material starting with the first day of the course.
- The teachers will utilize a packet of prerequisite skills (provided to students at the beginning of the course), so that students in need can seek additional assistance from the teachers outside of class as needed.
- The teachers will add units into the curriculum to address CCSS Sequences and Series and Probability and Statistics. Matrix Algebra and Direct and Inverse Variation will be eliminated from the Algebra 2 curriculum. The Systems/Linear Programming unit will be condensed to accommodate the new topics outlined in CCSS.
- This course recently switched to an online textbook and the team recommends continued use of this resource.

Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		Develop Problem Solving activities to incorporate throughout the course to better address the depth and complexity of Common Core.			

Course: Algebra 2 263

Findings

During the past few years, there have been several changes within the course. Due to the implementation of the Common Core State Standards (CCSS), Algebra 2 263 has had to make some significant changes seeing as though CCSS introduced several new topics into the course. These included Probability, Statistics, and Trigonometry. Each of these topics are significant topics of study. Furthermore, only one topic was found to be excluded from CCSS and the old version of the course, namely, logarithms. Due to the fact that logarithms play a role in other, more significant Algebra 2 topics, (for example, solving exponential equations), it was decided to keep aspects of logarithms in the Algebra 2 curriculum. Other aspects of logarithms have been relocated to Pre-Calculus courses.

The initial attempt at implementation last year (2014-15) was partially successful. While successful in most domains, the team found it difficult to cover all statistics topics in the curriculum due to time constraints. The newly added CCSS trigonometric topics took approximately five weeks to cover. As a team, it was decided to cover these trigonometric concepts appropriately and adequately so students could fully understand the material being covered. That being said, the team fell short in their goal to cover all the statistics CCSS recommended. Moving into year 2, the team is planning to work on pacing to determine if they can more fully meet statistic's standards as outlined in CCSS.

In the past, the team had some concerns with the placement of students in Algebra 2 263. Specifically, there had been an increasing number of sophomores in Algebra 2 263 who had taken Algebra 1 in middle or junior high school, but had insufficient fundamental Algebra skills. Those students that struggled early on with fundamental Algebra skills were recommended for placement in the Math Enrichment Center (MEC). Over the past few years, the team has found that their efforts have been successful. The MEC, as well as increased articulation with our feeder schools, has been instrumental in bridging this divide and addressing initial concerns. In addition, the team has incorporated more Algebra review in all Geometry courses and has done a better job of intervening early to ensure student success.

In the recent past, both Geometry and Algebra 1 have adopted new textbooks. These books were chosen because they had a heavier emphasis on Algebra skills and self-discovery. These new books have helped the transition process of students into Algebra 2 263.

An additional change to the course is the use of the TI-Nspire calculator as well as the Chromebooks. This technology has allowed the team to update curriculum to include exploratory labs and other activities to best enhance learning.

Recommendations

- The team would like to continue the process of implementing the Common Core State Standards into Algebra 2 263. As this implementation evolves, the goal is to monitor student development and growth to determine the best course of action.
- As CCSS gets implemented across courses, the team will need to continue modifying curriculum to match student needs. Certain CCSS topics are currently being implemented in Algebra 1 and Geometry that used to be offered in Algebra 2. As students come into Algebra 2 with these pre-requisite skills met, the Algebra 2 team should have more flexibility in including coverage on statistics.
- The team would like to continue to have opportunities to increase their knowledge of the TI-Nspire calculator, Chromebook, and relevant instructional technology and software. Furthermore, they would like to use technology available to better differentiate for student learning. This can be done through professional development (regional and national conferences, NCTM, ICTM, TI workshops, etc) as well as summer curriculum projects.

Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Develop and/or implement TI-Nspire activities Develop and/or implement activities using Chromebooks Vertical team meeting: (Algebra, Geometry, Algebra 2, and Precalculus) to discuss the flow of topics from one course to another	Updated edition of the book most recently adopted.	N/A	N/A

Course: Discrete Mathematics 163

Findings

In the past 2 years, Discrete Mathematics enrollment has gone from 64 (3 sections) to 46 (2 sections). This course was designed to be unit-based and incorporates topics that span various areas of mathematics. While most students take 4 years of math, and several elect Discrete Mathematics as one of their 4 courses, this course was also designed to be modular and unit-based in approach so that students who need to change mathematics courses after the school year has begun can easily enter the course at the start of any quarter (or as necessary).

The probability and statistics unit that exists as the final unit of the course, needs some revision. Using CCSM as a guideline, this unit can be refined to dig deeper into the probability and statistics and incorporate more relevant and real-world problem sets. These adjustments are being made during the upcoming second semester.

Chapter 3 (Matrices) was eliminated several years ago since students have covered the topic thoroughly in Algebra 2 but two sections from the chapter have been added: Section 3.4 Population growth: The Leslie Model, part 1 and Section 3.5 Population growth: The Leslie Model, part 2. These two sections are used in conjunction with Chapter 7, Matrices Revisited, when students work on Game Theory to figure out optimal player strategies. In the 2017-18 school year, matrices will need to be added back into Discrete Mathematics since CCSM removed matrices from the Algebra 2 curriculum.

Recommendations

- An expanded statistics unit will be developed for this year. Materials for this unit will be supplemented with external materials and current events that are more real-world and interesting for students.

Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Possible work to research new topics and additional statistics topics.	Continue use of current textbook.	N/A	N/A

GBN SCIENCE Curriculum Report – October 2015

Introduction

A. Courses reviewed during past year

- Chemistry Honors 173
- Chemistry 163
- Introduction to Chemistry 173
- Brain Studies 161

B. Process

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

All Levels of Chemistry

1. What adjustments will need to be made to the curriculum to support the adoption of the Next Generation Science Standards?
2. What core content should our students be exposed to as a result of a first year chemistry course at Glenbrook North?
3. What supplementary units of study will best support advanced learning in chemistry and increase student interest in chemistry-related topics.
4. How can the curriculum be aligned among levels to allow for an increase in teacher and student collaboration throughout the year?
5. Are current placement guidelines and prerequisite courses appropriate for placement in all levels of chemistry?

Brain Studies 161

1. Do the interests of the Glenbrook North Students and additional science elective options support enrollment in the Brain Studies course?
2. Are students of various levels (Team, Regular, and Honors) successful in the Brain Studies course?
3. Do students feel that the Brain Studies course is a valuable learning experience?
4. What types of learning experiences within the course stimulate the highest level of student engagement?
5. Is there potential for and interest in a Brain Studies – Physical Education Interdisciplinary connection?

Additional initiatives (outside of review process)

Next Generation Science Standards curriculum realignment in all core science courses: Biology, Physics, Earth Science, and Astronomy & Space Science.

Report Schedule

November 2016	November 2017	November 2018	November 2019	November 2020
Biology 163	Physics 163	Astronomy & Space Science 163	AP Biology 283	Chemistry 163
Honors Biology 173 (9 th & 11 th grades)	Honors Physics 173	Honors Astronomy & Space Science 173	AP Physics 283	Honors Chemistry 173
Biology GT –163	Intro to Physics 163	Plant Science 161 (Spring & Fall)	AP Chemistry 283	Intro to Chemistry 163
		Sci-Tech 163	AP Environmental Science 283	Brain Studies 161
		Anatomy & Physiology: Bones, Muscles, and Nerves 161	Earth Science 163	
		Anatomy & Physiology: Body Systems 162	Earth Science GT-TEAM 163	
			Forensic Science 163	
			Material Science 173	

Approximate percentage of curriculum to be reviewed:

November 2016	November 2017	November 2018	November 2019	November 2020
23	22	11	16	28

Course or Initiative – All Levels of Chemistry

Findings

- After a thorough review of current curricula in Introduction to Chemistry 163, Chemistry 163, and Chemistry Honors 173 as well as the Next Generation Science Standards, it was evident, that the students would benefit from a changed in sequence and identification of objectives for core content in all levels of chemistry.
- Some units of study were deemed important learning for advancement in chemistry, however were not supported by the Next Generation Science Standards.
- Hands-on learning experiences, inquiry-based laboratory exercises, authentic experimental design, prototype testing and analysis and presentation of findings support the Scientific and Engineering Practices outlined in the Next Generation Science Standards.
- Core content was taught is all levels, however, the sequence of topic varied by level and instructor
- Students are successful in the courses in which they are recommended for based on success in previous science and math courses. Algebraic skills are essential for basic chemistry calculations in all levels of chemistry as well as the problem solving practices that students engage in in Algebra courses.

Recommendations

- Collaboratively identify core units of study to support essential topics in chemistry at Glenbrook North as well as the Next Generation Science Standards.
- Collaboratively develop and implement Culminating Learning Outcomes in all levels of Chemistry
- Identify supplemental units of study to support advanced learning in chemistry and allow for teacher and students the flexibility to delve into various branches of chemistry.
- Continue to utilize hands-on learning experiences, inquiry-based laboratory exercises, authentic experimental design, prototype testing and analysis and presentation of findings support the Scientific and Engineering Practices outlined in the Next Generation Science Standards. Collaboratively develop additional authentic investigations.
- Resequence core units of student to increase teacher collaboration among levels and student collaboration outside of class
- Maintain current placement processes for all levels of chemistry

Department Action

	New Course Proposals	Summer Curriculum Projects	Text book	Staffing	Resources
Department Action	N/A	N/A	N/A	N/A	N/A

Course or Initiative – Brain Studies 161

Findings

- Enrollment in Brain Studies has remained constant for over a decade. Typically, there are 7-8 sections offered (3-4 per semester).
- All students continue to demonstrate success in the Brain Studies course 161 course earning a grade of C or above. Due to the nature of the course, students reflect on their learning experiences throughout the semester and make adjustments as needed.
- The instructors have developed a meaningful curriculum that engages students in analysis of current brain research; meaningful self-reflection; active metacognition; mental-physical challenges; and an in-depth practical analysis of their own learning, memory, and thinking strategies.
- The physical education and science departments have indicated an interest in collaborating on the mind-body connection to stimulate physical health and academic success.

Recommendations

- Continue to offer Brain Studies as a single semester course open to 10th, 11th, and 12th grade students with a prerequisite of one science credit.
- Continue to implement learning experiences that encourages and requires self- reflection. In addition, continue to incorporate brain research into the curriculum to further support the importance of scientific processes and research in elective courses.
- Collaborate with the Physical Education department on an as needed basis to incorporate an interdisciplinary approach to units of study in physical education. Support these learning objectives and experiences with current research and self-reflection.
- Survey the students and teachers involved in the interdisciplinary pilot to determine if the connection is meaningful and successful.

Department Action

	New Course Proposals	Summer Curriculum Projects	Text book	Staffing	Resources
Department Action	N/A	Incorporation of Brain Research in PE classes.	N/A	N/A	N/A

GBN Social Studies Department Curriculum Report – November 2015

Introduction

- A. Courses reviewed during past year
Anthropology 161
Comparative Global Issues 171
European History 161
Political Science 161
Sociology 161
World Religions 161
- B. Process
 The review process for all of the above courses followed the District #225 Board of Education review model. A Curriculum Review Committee was formed for all of the reviewed courses, each comprised of all teachers currently teaching the course. These Committees consulted with their Instructional Supervisor as part of the process. The teachers reviewed the course goals, curricula, requirements, resources, and other information specific to each course.
- C. Additional initiatives (outside of review process)

Next Year's Work *(What will be reviewed, 5-year cycle)*

November 2016	November 2017	November 2018	November 2019	November 2020
HWC 163	US History 163	AP Euro	Geography	European History
HWC 173	US History 173	AP US	International Relations	Sociology
HWC GT	American Studies	AP Government	Psychology	Comp. Global Issues
	US History GT	AP Psychology	Simulation	Political Science
	Law/Issues GT	AP World	Urban Studies	Anthropology
		AP Economics		

Approximate percentage of curriculum to be reviewed:

November 2016	November 2017	November 2018	November 2019	November 2020
20	25	15	20	20

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 rd semester: N/A
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Course or Initiative: Anthropology**Findings**

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

The course approximates a college introductory survey course. Topics include an introduction to anthropology, human evolution, early human societies, archaeology, and cultural anthropology. Teachers have taken pains to stay abreast with the latest, groundbreaking research and interpretations in the field. During the archaeology unit, students work on an interactive, collaborative archaeology project. Students are presented with a simulation and are given a limited set of data (25 artifacts shown via internet as images) and a site map. In studying kinship and social organization, students compare their own societies to the patterns present in other societies.

Recommendations

We will continue to monitor enrollment. The course draws a diverse student population, requiring highly differentiated instruction. Enrolled students are genuinely interested in the unique content. Because new discoveries and interpretations frequently emerge, we search constantly for updated materials.

Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	N/A	N/A	N/A

Course or Initiative: Comparative Global Issues

Findings

Comparative Global Issues is the only semester long, honors elective currently offered in the Social Studies curriculum. It is open to sophomores, juniors, and seniors, with a prerequisite of a grade of an A or B in History of Western Civilization 163/173. Students not meeting the criteria can appeal to the department Instructional Supervisor. In recent years, the student population has been dominantly sophomore. Many first semester students also enroll in A.P. Macroeconomics, which is offered second semester. Successful students in CGI possess strong analytical reading skills and are capable of crafting a substantiated and persuasive oral or written argument.

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

There is no established textbook; rather the course makes use of teacher-selected readings from a variety of sources including journals, news articles, and book excerpts. The few students who struggle in CGI are most often those who have struggled with reading comprehension in History of World Civilizations. These students may benefit from ARC (Academic Resource Center) support. We have piloted two books with great success, based on student feedback. They are Mathabane's Kaffir Boy, and Partnoy's The Little School. As mentioned earlier, segments from feature films and documentaries are often employed as a supplement to course material. Students are also required to conduct internet-based research toward completion of projects and writing assignments.

Recommendations

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

Department Action

	New Course Proposal	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	Continue exploring text options	N/A	N/A

Course or Initiative: European History

Findings

European History is a single semester, regular level elective open to all sophomores, juniors, and seniors, but is predominantly elected by sophomores and seniors, as most juniors are enrolled in U.S. History. We have consistently had one section of the class each semester; however over the last two years, we have seen the enrollment double to four sections, two per semester.

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

Recommendations

The course is currently using readings compiled from several sources. Various texts and online resources have improved the content for this course in recent years, yet there is a continuing need to find new sources about the European Union and the crises currently facing the European community. There are also possibilities for field trips in the area, including the Holocaust Museum in Skokie, Cantigny, the Art Institute, or even a visit to a European consulate in Chicago, and these need to be investigated further. The implementation of the Civics class may or may not affect the enrollment in this course, so it must be included in any discussions in that arena.

Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	Explore newer resources on current issues facing Europe today	N/A for 2016-2017 (May be affected by Civics class in future)	N/A

Course or Initiative: Political Science

Findings

Political Science is a regular level, single semester elective offered to sophomores, juniors and seniors in the fall term. Over the past five years, sectioning has fluctuated between two and three classes per year. Each year, there is generally an even split between sophomores and seniors with only a handful of juniors in the class. While it is a regular level elective, the class frequently attracts students who are interested in politics, many of whom are typically in “honors” level classes. The class also has a growing number of students who are coming out of the Team program and taking a regular level social studies elective for the first time. The trend may be explained by the fact that the primary instructor (Mr. Berg) is known to these students through his involvement in the Team program. The diversity of ages and prior educational experiences presents some challenges. Curricular changes have been made through recent years to allow more opportunities for student research and projects (e.g. special interest group presentations) to allow for more individualized learning opportunities.

The course deals with the philosophic basis of the American political system: how our national, state and local governments are structured and interact; how our government functions; political behavior; and the application of our laws through the study of specific court cases. It meshes traditional civics with current events and political discussion. The historical context for all these topics is always present in discussion. The current text was adopted in 2010. Students also frequently use outside information gathered from various news sources and political websites. Students engage in policy debates, simulate congressional hearings and work to identify their own political leanings.

Recommendations

Teachers should remain current with developing political events and incorporate present day issues into the curriculum. Additionally, student feedback should be gathered at the end of the semester to help identify areas for improvement. This course’s name may be changed and its curriculum altered slightly via “new course proposal” to satisfy Illinois’ new Civics requirement. Examining new textbook choices would be part of the process, should that unfold.

Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department The current Action	N/A	N/A	N/A	N/A	N/A

Course or Initiative: Sociology

Findings

Sociology is a single semester, regular level elective class available to sophomores, juniors and seniors. Enrollment has been steady, with four or five sections each year. The class provides an opportunity for students to complete service work as part of the curriculum, and we are happy to report that this continues to draw students to the course.

Sociology is rigorous and engaging. Teachers continue to refine the course so that it remains so. The current curriculum includes exploration of culture, socialization, collective behavior, education, the family and religion, social inequality, deviance, crime and criminal justice. Recently incorporated instructional materials include book excerpts, contemporary articles, documentary excerpts and lessons from *Deliberating in a Democracy*. The curriculum continues to place an emphasis on writing as a means of assessment through short essay tests, paragraph responses and brief analytical papers in which students are required to provide evidence to support a claim.

A community service project still serves as the final exam for the course. Students are required to complete 30 hours of community service throughout the semester. The revisions put into effect after the 2009 curriculum review (increased communication between the teachers and the community service organization, and more effective paperwork and accountability tracking) have greatly improved our already strong community service experience for the students.

Recommendations

Because this class remains a popular elective, teachers should continue to teach the class in a similar fashion. To enhance curricula and meet student interests, teachers should remain current with instructional material and current events. We have maintained the current textbook for over five years at this point, and will explore updated editions.

Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	possible edition update	N/A	N/A

Course or Initiative: World Religions 161

Findings

World Religions is a single semester, regular level elective available to sophomores, juniors and seniors. The World Religions course has consistently enrolled five to six sections of students per year since the course was first introduced at GBN in 2010-2011. The solid enrollment has enabled the department to assign two additional teachers to the course. The resulting collaboration amongst these staff has and will continue to generate ongoing curricular development and revision for semesters to come. The majority of the students enrolled are seniors, though there are a few sophomores. Students indicate that their main motivation for enrollment is exposure to world religions in preparation for their entry into the diverse adult world. In fact, many students have contacted Mr. Hoynes, the course's GBN founder, after entering college to communicate that their exposure to religious traditions and cultures different than their own has facilitated their relationships with college classmates. In reflecting on the course, students are quick to remember the two field trips to local houses of worship as well. Although classroom instruction has its obvious impact, field experiences are essential components to true student understanding, and the students' experiences in local houses of worship both deepens their knowledge and leads them to thought provoking questions for the World Religions classroom and beyond.

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

Teachers have found great benefit in a local public schools consortium of teachers of World Religions. These teachers have met each of the last five years to share curricular ideas and teaching strategies. This opportunity to build connections and to collaborate has been invaluable to our teachers. The teachers have also learned that local schools are using a variety of other textbooks for their courses, and though they are satisfied with our current text, they are interested in exploring other options for the future. Additionally, the World Religions teachers have been fortunate to attend several relevant conferences and summer institutes. Finally, the teachers are thrilled to be building on the success of Glenbrook South's strong World Religions program, and have learned a lot from their foundation.

Recommendations

- Continue to foster relationships with local houses of worship to ensure continued positive field trip experiences.
- Continue to revise "theme team" initiative within the curriculum
- Continue to collaborate with local teachers to share teaching strategies and lessons.
- Explore texts used in other high school world religions courses; consider a change timed with the next textbook adoption opportunity (Spring 2016).

Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	Explore World Religions texts	N/A	N/A

GBN Special Education – November 2015

Introduction

A. Courses reviewed during this past year:

As part of the Educational Planning Process (EPP) last school year, the department spent time reviewing English and reading curriculum.

- Reading Strategies
- Development Learning Services (DLS) Program
 - Beginning English
 - Advanced English
 - Intermediate English
- Therapeutic and Academic Self-Contained (TASC) Program
 - English

B. Process

Throughout the 2014-2015 school year, the Developmental Learning Services (DLS) and Therapeutic and Academic Support Continuum (TASC) teacher teams met weekly to review student needs from both individual and programmatic levels and discussed how the English curriculum meets the needs of the students in those self-contained programs. The Special Education teachers who teach self-contained English and the reading specialists, one of which includes a Team program 9th grade English and History of World Civilization Team teacher, reviewed data relating to students' needs in the area of reading, to develop intervention plans to support students, and identify potential gaps in instructional service delivery related to reading and English curriculum. Finally, the faculty had several whole department meetings to discuss the school-wide goal of literacy across the curriculum. The Instructional Supervisor for Special Education coordinated the review of curriculum and summarized the findings in this report.

C. Additional initiatives (outside of review process)

The department has continued to review how to implement the Math 180 program as part of our Math 180 pilot year in Special Education self-contained math classes. In addition, how to best serve the needs of Special Education students in the area of electives is under review.

Report Schedule

November 2016	November 2017	November 2018	November 2019	November 2020
Implementation of IEP goals in English and reading classes	Implementation of IEP Goals through Science and Social Studies	Implementation of IEP goals through Study Skills classes	Implementation of IEP goals in math and consumer education	Implementation of IEP goals in the area of Transition
		Review needs of students and study skills courses offered		
Review of English and Reading curriculum	Review Science and Social Studies Curricula	Review Study Skills curriculum	Review of math and consumer curriculum	Review of Transition Services

Approximate percentage of curriculum to be reviewed:

November 2016	November 2017	November 2018	November 2019	November 2020
20	20	20	20	20

Additional courses to be reviewed this year:

N/A

Course or Initiative: Reading

Findings

As a result of the EPP, the reading committee engaged in conversations relating to the needs of students with Individualized Education Plans (IEPs) at the Glenbrook North in the areas of reading and writing.

Response-to-Intervention (RtI) requires the school to develop plans to work towards continued improvement in the area of research-based service delivery for both reading and writing instruction, as well as the collection of progress monitoring data to demonstrate student growth. The team identified areas of strength, where it seems that students' needs are being met, and other areas where students may benefit from increased support. The team found that services may be delivered more effectively with increased collaboration between special education and general education programs. The need to develop a comprehensive, building-wide model aimed at improving the reading skills of all struggling readers, including those with and without IEPs, was identified. A number of relevant items, including a need to consider how to support students with IEPs who have reading deficits but participate in mainstream courses either in the Team program or in regular courses was discussed.

For the purposes of this report, findings are organized by program beginning with those students identified with most student reading and writing deficits to those with less severe, but still significant, deficits.

Reading Strategies

Reading Strategies is a course for students identified with severe reading deficits requiring intensive instruction to increase reading abilities and to decrease the instructional gap between them and same aged peers. All students enrolled in the Reading Strategies course are dually enrolled in self-contained English courses within the DLS program. All students in Reading Strategies receive targeted interventions to address the five big areas of reading: reading fluency, phonics, phonemic awareness, reading comprehension, and vocabulary. The reading program that is put in place is based on student performance on a number of assessments and progress monitoring data. The assessments administered are the Strategic Reading Inventory through the Read 180 program, Aimsweb Curriculum-Based Measures of Oral Reading Fluency, and, at times, Qualitative Reading Inventories when additional data is needed. In most cases, two structured, research-based programs are implemented with integrity for students: Read 180 and Read Naturally. Linda Mood-Bell strategies may also be incorporated depending on student need. In addition, as part of the program, all students are expected to engage in daily oral reading at home for at least 20 minutes. In this program, teachers did not identify any significant gaps in the area of instructional delivery that need to be addressed. Teachers will continue to monitor their ability to support and modify the curriculum for students who, due to social-emotional reasons, are less willing to accept help for reading issues. At this time, teachers are able to modify and accommodate students to aid in their willingness access help, but this will continue to pose a challenge for serving high school students with severe reading deficits.

DLS Advanced, Intermediate, and Beginning English

TASC Self-Contained English

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

Regular Education Supports available to students with IEPs

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

Within the Team program, as is the case in self-contained English, research-based content area strategies like pre-teaching vocabulary, previewing text, graphic organizers, guided notes, and Active Reading are implemented. In some Team classes, students are trained to use the SQRRR strategy and they are required to access the Academic Resource Center (ARC) for support. In other general education English classes, the general education Reading Specialist and ARC staff provide whole class instruction in Active Reading and writing strategies. Ninth grade students in the Team program are able to access a differentiated section of Reading Skill Development. This course provides direct support for reading skills, with a focus on reading comprehension, to support the Team program curriculum. Student in regular level general education English may also access a Reading Skill Development course if they are recommended for it based on their demonstration of reading skills on the STAR assessment.

For students who need more intensive support beyond that which is offered to all students, they may access additional support during Study Strategies class. Often this takes the shape of participating in a reading program, like Read Naturally, during this course, or working with a staff member reading aloud and/or by practicing with repeated readings. In a few cases, special education reading specialists work individually on an intensive basis with students. Support can come in the form of 1:1 instruction or small group, but support is always tailored to student need.

Assessments

The English and reading teachers reviewed what school-wide data in the area of reading is available to teachers to assist with instructional planning. Approximately two years, the school began using the STAR assessment in general education classes. The STAR assessment was administered to all special education self-contained English students during the 2014-2015 school year in addition to students in general education. This decision was made in order to allow Special Education teams an opportunity to compare student ability and progress to same age peers in general education courses.

Recommendations

- For students in self-contained TASC English courses, whose basic reading skills are typically at or above grade level, continue to collect data to define student basic skills in the areas of reading and writing and design whole-class and, if necessary, individualized interventions, to support student needs and implement them with integrity in cases where reading or writing skills are an area of concern.
- For students identified with severe reading deficits participating in Reading Strategies, consider how to utilize instructional time during DLS English classes to provide direct instruction in reading skills in addition to comprehension strategies as a supplement to the 90 minutes of reading instruction every other day.
- Continue to meet as a reading team on a quarterly basis to review the effectiveness of reading programs offered through the special education department and also in Team classes or through the ARC. As part of this process, review the STAR data to assist in program development as well as individual student instructional planning.
- Continue to consider the need for a writing skill development class on an annual basis to allow for more instructional time to support students in this area; currently writing skill instruction occurs in English self-contained courses primarily.
- Continue to provide teachers with release time to meet as a DLS, TASC, and reading team to review English and reading curriculum on an ongoing basis.
- Continue to allocate special education staffing to support 1:1 or small group intensive reading instruction for at-risk readers in cases where student data indicates that the students are significantly discrepant from peers
- Continue to provide ongoing training to teachers and students about how to use instructional technology to support students' literacy skills through English classes and Study Strategies
- With regard to STAR data, provide access to the database with students scores and training for how to run reports

to school psychologists and all English teachers to ensure that data is being used for instructional/intervention planning

Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	N/A	No changes	N/A

GBN World Languages Department Curriculum Report – October 2015

Introduction

A. Courses reviewed this year:

1. Chinese 163
2. French 163 *Not offered at GBN
3. German 163 *Not offered at GBN
4. Hebrew 163
5. Latin 163 *Not offered at GBN
6. Russian 163
7. Spanish 163G
8. Spanish 163

B. Process

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

C. Additional initiatives (outside of review process)

The department is discussing how to incorporate performance-based assessments into each level of curriculum to promote speaking proficiency and cultural competence.

Report Schedule

November 2015	November 2016	November 2017	November 2018	November 2019
Chinese 163	Chinese 263	Chinese 363	Chinese 463	Chinese 563
-----	Chinese 273	Chinese 373	Chinese 473	Chinese 573
French 163 *	French 263	French 363	French 463	French 563
-----	French 273	French 373	French 473	French 573
-----	-----	-----	-----	French 583 AP Lang. & Culture
German 163 *	German 263	German 363	German 463	German 563
-----	German 273	German 373	German 473	German 573
Hebrew 163	Hebrew 263	Hebrew 363	Hebrew 463	Hebrew 563
-----	Hebrew 273	Hebrew 373	Hebrew 473	Hebrew 573
Latin 163 *	Latin 263	Latin 363	Latin 463	Latin 563
-----	Latin 273	Latin 373	Latin 473	Latin 573
Russian 163	Russian 263	Russian 363	Russian 463	Russian 563
-----	Russian 273	Russian 373	Russian 473	Russian 573

-----	-----	-----	-----	-----
Spanish 163 G	Spanish 263 G	Spanish 363 G	Spanish 463 G	Spanish 563 G
Spanish 163	Spanish 263	Spanish 363	Spanish 463	Spanish 563
-----	Spanish 273	Spanish 373	Spanish 473	Spanish 573
-----	-----	-----	-----	Spanish 583 AP Lang & Culture

*Currently not offered at GBN.

Approximate percentage of curriculum to be reviewed:

November 2015	November 2016	November 2017	November 2018	November 2019
13%	24%	24%	24%	16%

Additional courses to be review this year: None

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

Course or Initiative: Chinese 163

Findings

We have offered 1 section of first-year regular Mandarin Chinese for the past three years. Enr. The course addresses interpersonal, interpretive, and presentational skills via reading, writing, listening, speaking and culture in this level.

The curriculum of Chinese 163 presents some changes this year. In the past years the curriculum equally emphasized speaking, writing, reading, listening, and culture. Starting this year, the curriculum focuses more on oral communication skills - interpersonal, presentational, and interpretive. This change is in accordance with the World Languages department goals of teaching students oral proficiency skills.

Most first year students will move to second year honors or regular Mandarin Chinese depending on students' final grades and teacher recommendation. In previous years, most Chinese 163 students continued their study.

This is the first year that this class used electronic version of the textbook, Chinese Link Level 1 Part 1.

Recommendations

The Chinese teacher, Dr. Chou, recommends more training with the online textbook. She also recommends researching options for more student-centered curriculum and creating more of her own curriculum with the support of a department level team.

Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook (s)	Staffing	Resources
Department Action	NA	NA	Chinese Link; Level 1 Part 1, but recommends researching more user-friendly books or creating own materials in conjunction with a department level team.	NA	NA

Course or Initiative: Hebrew 163

Findings

We currently offer one section of first-year Hebrew. The level one course addresses interpersonal, interpretive and presentational skills via reading, writing, listening, speaking and culture.

The curriculum for first year regular presents some challenges: over the past three years, with the focus of instruction adhering towards the goals and the Can-Do statements set forth by ACTFL/NCSSFL, Hebrew 163 has transitioned from a grammar based course to a fusion of language function, culturally relevant and immersion topics. As a result, we are trying to transition from our former primary resource *Hebrew from Scratch: Part A* to a more interactive and engaging resource. This year, Mr. Morrel has relied more on content that he has created to help the students achieve the goals set forth for Hebrew 163. However, there are options available and ready to be used in order to enrich the students' learning experience in Hebrew 163 such as the *Ulpan Or: Hebrew for Beginners*.

The first year regular students will move to second year regular or second year honors. Roughly 90 percent of the students go onto second and third year. The first year regular level class has run every year since the 2009-2010 school year.

The first year regular class uses a reading and writing work packet, a small number of specific selections from the book *Hebrew from Scratch: Part A*, and authentic materials developed by the teacher and other Hebrew language educators in the Chicagoland area.

Recommendations

Mr. Morrel believes that at the present time, we should keep the current, teacher-created materials used for Hebrew 163. Pending board approval, he would like to incorporate other materials and resources such as *Ulpan Or: Hebrew for Beginners* within the next two years.

Department Action

	New Course Proposals	Summer Curriculum Projects	Textbooks(s)	Staffing	Resources
Department Action	NA	NA	Begin search for a first year regular book that includes authentic materials and topics that are proficiency driven that align with ACTFL "Can-do" statements. In addition, Mr. Morrel would hope to add complementary resources that include culturally relevant topics from Israel and the Hebrew speaking world.	NA	Mr. Morrel would like to propose purchasing the online text book: <i>Ulpan Or: Hebrew for Beginners</i> . Mr. Morrel will continue to make use of other resources such as ICTFL, ACTFL and the iCenter: Israeli Education Center in Northbrook, IL.

Course or Initiative: Russian 163

Findings

We have offered one section of first-year regular. About 87.5% of the group heritage speakers of Russian. Based on the numbers from the past three years, the average the number of students who are heritage Russian speakers in a Russian 163 course is roughly 85 %. The level one course addresses interpersonal, interpretive and presentational skills via reading, writing, listening, speaking and culture.

The curriculum for first year regular Russian 163 remains as a communicative course with a fusion of grammar, vocabulary and culturally relevant and immersion topics. The first year regular class uses a course textbook *Golosa, book one*, together with the *Golosa* workbook, a reading book “*First Reader in Russian*” and content including authentic materials developed by the teacher

The first year regular students will move to second year regular or second year honors. For the past three years, roughly 90% of students go on to the second and third year.

Recommendations

Ms. Borisova believes that at the present time, we should keep the current materials used for Russian 163. In the future, she would like to gradually step away from the regular textbook by creating an online source that would combine materials from "Golosa", her own authentic materials and other authentic resources.

Department Action

	New Course Proposals	Summer Curriculum Projects	Textbooks(s)	Staffing	Resources
Department Action	NA	NA	Explore creating a combined curriculum with Golosa and authentic, teacher-created materials.	NA	Department Level 1 planning team, training from the ACTR and ICTFL

Course or Initiative: Spanish 163 G

Findings

The course content for Spanish 163G addresses the 3 modes of communication: interpersonal, interpretive, and presentational skills via reading, writing, listening, speaking and culture. The course is built around the following themes. Identity, school sports and hobbies, food, family, the home, clothing and daily routine and the environment.

During the 2015-16 school year, we offered 2 sections of Spanish 1G.

How many students remain in the Spanish program after 1G?

- Most students in 1G begin taking Spanish as a Sophomore or Junior.
- Most students who enter Spanish 1G as Freshmen go on to finish all four years of Spanish.

What is the profile of a student in 1G?

- Students who begin Spanish 1G their freshman year usually are recommended for G based on Cumulative Math and Reading scores
- Students with IEPs usually begin Spanish 1G as Sophomores or Juniors
- The ability level in this course has a wide range.

Recommendations

Textbook / Resources

While many of the materials for the class are developed without a textbook, the students should have a supplemental workbook that includes various ancillary activities (readings, paired activities, audio, etc...) Ideally, having access to an open-source online textbook or a Teacher edition of a different text to help produce materials would be helpful and could be used as a resource not a guide of the curriculum. We must explore more options regarding this matter to see what options would best suit our curriculum's needs.

V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbooks(s)	Staffing	Resources
Department Action	N/A	N/A	Begin search for open source online textbook and workbook. Continue to create our own textbook	Continue with teaching assistant. Review potential for Special Education teacher in classes with over 50% IEPs	Workbook Establish clear criteria for 1G so students are properly placed

Course or Initiative: Spanish 163

Findings

The course is an introduction to the Spanish language at the novice level. The focus is on the three modes of communication: interpersonal, interpretive, and presentational. The goal is to introduce the material and allow the students opportunity to grow in their proficiency.

During the 2014-2015 school year there was only one section of level 163. This current year the Spanish 163 class has been split into two sections. The students are seated in small groups that encourage collaborative group work and target language speaking activities.

The course covers the following themes; Identity, School, Hobbies/Pastimes, Food, House, Family, Clothing, and Environment. The students are using an interactive notebook to help them organize the course content. This serves as a resource as well as a growth portfolio. The students learn vocabulary in organized chunks. They are encouraged to write and speak with the new words. They develop interpretive skills through the use of authentic reading and listening sources. TALK scores are used to provide formative feedback in interpersonal speaking activities. With all of these new teaching methods in place, we are curious to see the results in growth in proficiency at the end of the year as well as how many students continue taking language courses.

Recommendations

As the Spanish 163 program develops, the recommendation is to continue to utilize the interactive notebook to promote rigor in the classroom and to encourage the students to think more deeply about the course content. The teachers will use authentic resources for readings and listening activities.

The teachers of the Spanish 163 will investigate different textbooks and decide on a series that will be a useful resource. The teachers will use a textbook series to anchor the course and for level appropriate listening sources. The students do not need to purchase a textbook. Our recommendation is that the student purchase a workbook to use to practice vocabulary and grammar. In level 1, it is important to learn the basics and this workbook would provide practice for the students. The class size has proven to be an important factor in the success of the class and the recommendation is that the class remain 20 students or less.

V. Department Action

	New Course proposals	Summer Curriculum Projects	Textbooks	Staffing	Resources
Department Action	N/A	N/A	Students only need a workbook for practice. Research an appropriate textbook to serve as an anchor for teacher-created curriculum	N/A	Research more authentic resources. Continue to develop interactive notebook.

Section A - Introduction

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

Modifying the curriculum shall be defined as:

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

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

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

Section B - Procedures

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

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

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

APPENDIX A

CURRICULUM PLANNING STRATEGY
ANNUAL TIMELINE *

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

By March 15

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

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

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

APPENDIX B

APPLICATION FOR CURRICULAR CHANGE

School:

Department:

Date:

Name of proposed curricular change:

1. **Brief description** of the curricular change
2. **Curriculum Planning Committee Membership**
 - a) List the members of the committee.
 - b) Give the rationale for the membership of this committee.
 - c) If outside experts or consultants are requested, give rationale for their inclusion, proposed revisions, and the curriculum vitae and fees.
3. **Need** for the curricular change:
 - a) Present and analyze data on student learning that point to a need for change.

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

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

APPENDIX B (Continued)

APPLICATION FOR CURRICULAR CHANGE

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

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