

---

---

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

---

---

**TO:** DR. RIGGLE  
**FROM:** DR. WILLIAMSON  
**SUBJECT:** CURRICULUM REPORTS  
**DATE:** 1/6/2010  
**CC:** BOARD OF EDUCATION

---

At the regular board meeting on Monday, January 11, 2010 we will be bringing forward the curriculum reports from each school. While Associate Principals Cameron Muir (GBS) and Kris Frandson (GBN) will provide an overview of the findings, many 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. They also include a summative evaluation of any new courses after three semesters of implementation, if applicable.

As always, we will be happy to answer additional questions the Board may have Monday night.

Glenbrook South High School  
Educational Planning Process  
Department Curriculum Reports – January 2010

Table of Contents

1. Applied Technology	pages 2-6
2. Art	pages 7-8
3. Business Education	pages 9-12
4. English Language Learners	pages 13-18
5. English	pages 19-36
6. Family and Consumer Science	pages 37-39
7. Health, Physical Education and Driver Education	pages 40-44
8. Mathematics	pages 45-52
9. Music	pages 53-57
10. Science	pages 58-63
11. Social Studies	pages 64-70
12. Special Education	pages 71-73
13. World Languages	pages 74-82

## GBS Applied Technology Department Curriculum Report – November 2009

### I. Introduction

A. Courses reviewed during past year

- Automotives 161
- Architecture 363
- Woods 263
- Photography 361/461

B. Process

Courses were evaluated based on content, student progress, test scores, and the quality of assessment materials. Under the direction of department Instructional Supervisor Steve Kornick, instructors Lee Fiorio (Architecture) Frank Bexes (Automotives) and Amie Elliott (Photography) Dave Hill (Woods) reviewed the data and class performance objectives. Where, and whenever possible state standards were used to benchmark performance.

C. Additional initiatives (outside of review process)

### II. Report Schedule

November 2010	November 2011	November 2012	November 2013	November 2014
Autos 363	Autos263	Autos DLS	Autos 463	Autos 161
Architecture 163/463	Architecture 263	Drafting Engineering 363/463	Product Design 261	Architecture 363
Woods 161	Woods 363/463	CAD 161	Cad 261/361	Woods 263
Photography 261	Photography 161	Photography DLS	Photography 461	Photography 361/461

Approximate percentage of curriculum to be reviewed:

November 2008	November 2009	November 2010	November 2011	November 2012
20%	20%	20%	20%	20%

Additional courses to be reviewed this year:

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

**Course or Initiative: Automotives 161**

**III. Findings**

Of the 144 students enrolled 74 are freshman, 26 sophomores 15 juniors and 29 seniors. The present text “Modern Automotive Technology” is written at the 12 grade level and a lexile score of 1280. This proves too difficult for the mostly freshman, and sophomore students in the past. We have used a text more appropriate for younger high school students, “Auto Fundamentals” however it is an out of date 1996 edition.

There has been a noticeable increase in the number of seniors in the beginning level class. This trend is greatly affecting the enrollment of the advanced level classes. Due to an increase in the graduation requirements of math and science, students are deferring their elective to a later year. The addition of a freshman homeroom in 07-08 has been beneficial in addressing that issue.

All new automotive curriculums today are delivered through individualized computer based programs. The future will require a computer lab for Automotive instruction in keeping with NATEF (National Automotive Teacher Education Foundation) standards.

**IV. Recommendations**

Replace current text with the new edition of Automotive Fundamentals.  
Develop reading strategies to support difficult text passages.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	Purchase classroom set of new edition text books.	None	None

**Course or Initiative: Architecture 363**

**I. Findings**

Architecture 363 is a yearlong class that introduces experienced CAD students to the architectural design process, architectural CAD, architectural rendering, building construction and model making. It is, along with Engineering CAD, the capstone class of the Computer Aided Drafting program at GBS. The course includes higher order sketching and drafting methods and additional exposure to 3D modeling using AutoCAD Architecture software. The recent addition of a Dimension SST 1200 rapid prototyping machine gives students the advanced capability of producing highly detailed architectural models.

Traditionally students taking this class were, for the most part, given a choice between CAD and conventional drafting when doing assignments. However with the addition of advanced CAD and the rapid prototyping capabilities students who choose conventional methods are at a disadvantage due to a longer and more laborious activity.

**II. Recommendations**

None at this time.

**III. Department Action**

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

**Course or Initiative: Woods 263**

**IV. Findings:**

Students in this advanced level Woods class were often having a difficult time creating a cost analysis of their projects. Simple math was difficult when they needed to develop a cut list and calculate percentages of waste. Applying math related concepts to real problems was difficult.

**V. Recommendations**

Utilize summer curriculum work from Construction Skills for Service to develop rubrics along with practice problems to emphasize skill development in shop related mathematics. Align these skills with appropriate college level readiness skills. Work with the TLC staff to develop tutor awareness of math skills needed for this course.

**VI. Department Action**

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

**Course or Initiative: Photography 361/461**

**VII. Findings**

To allow students the ability to advance to higher levels in Photography it has been necessary to combine levels of 2 through 4 into one class. In last year's review, the recognition and addition of 5 more computers has been valuable to all students in the lab. While the problem of various levels is not ideal, the advance in computerized photography has allowed the 3 and 4 level students to advance at their own pace. This does require the establishment of a more comprehensive goal setting process with each student.

Stacking of the different levels has also proven to restrict those students who wish to advance to level 2 second semester, as this class tends to be full.

**VIII. Recommendations**

None at this time.

**IX. 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 2009

### I. Introduction

**A. Courses reviewed during past year:** AP Studio Art

**B. Process**

The Instructional Supervisor and art teachers analyzed data, test results, performance assessments and information related to the art course mentioned above. We reviewed anecdotal information regarding vision, state of the program concerns, enrollment trends, and the changing needs of a diverse population. Natalie Ingaunis and I then met to revise the final report.

**C. Additional initiatives (outside of review process)**  
None.

### II. Report Schedule

November 2010	November 2011	November 2012	November 2013	November 2014
Painting 1	Drawing 1	Jewelry1	Ceramics 1	
Painting 2	Drawing 2	Jewelry 2	Ceramics 2	AP Studio Art
Painting 3and Honors	Drawing 3 and Honors	Jewelry 3and Honors	Ceramics 3 and Honors	
TLS Art	DLS Art	Advanced Jewelry	Advanced Ceramics	

Approximate percentage of curriculum to be reviewed:

November 2009	November 2010	November 2011	November 2012	November 2013
12%	22%	22%	22%	22%

Additional courses to be reviewed this year:

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



**D. Course or Initiative: AP Studio Art**

**I. Findings**

AP studio art is offered as an elective course to students who have met the prerequisites. Those requirements are Drawing I, Drawing II, Painting I, Painting II and Photography I. AP Studio art candidates were required to submit a portfolio containing 8-10 of their best works, demonstrating their skill level in a variety of media and their ability to generate original and creative ideas. The portfolios were reviewed by all faculty of the art department in the spring. This course functions as a preparatory course for students intending to pursue art at the college level. In many cases, colleges have accepted the AP credit, but not in lieu of any required core art classes that all art students are expected to enroll in during their freshman year of college.

2008-2009 was the inaugural year for AP Studio Art at Glenbrook South. Eight senior students enrolled in this course. Seven of the students submitted their portfolios in May 2009. Of this group of students, three were enrolled in the ESL program. Six of the eight students were enrolled in one or more additional AP courses during the year. The resulting scores of their portfolios were positive. Two students, both of the ESL program, scored a 5. Four students received 4's and one student scored a 3. Coincidentally, 5 of these students received scholarships to Art Schools ranging from 10K to 40K. All of these students are currently enrolled in college, all in pursuit of a degree in fine art.

Numerous area schools will allow any continuing art student to enroll in AP Studio art, without restrictions. They have referred to this as open enrollment. Many of these neighboring districts have multiple AP studio classes offered each year. They also allow students to enroll as juniors and again as seniors. The College Board does not restrict students from submitting multiple portfolios. They have found that the repeating students only perform better with much more highly developed areas of breadth and concentration. (By AP guidelines, students as young as sophomores can submit a portfolio).

**II. Recommendations**

This course is currently being taught in conjunction with Drawing II and Independent Art studies. In my attempt to juggle teaching 3 different courses at the same time, I find that students in each class are not receiving the full breadth of instruction or individual attention and feedback as they should. These courses need to be separated for students to fully receive proper instructor attention and a more complete curriculum. Additional time is needed for students to work in the AP Art Studio. Creative solutions to rectify this problem will need to be explored.

**III. Department Action**

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

## GBS Business Education Department Curriculum Report – November 2009

### I. Introduction

- A. Courses reviewed during past year
  - Marketing 161
  - Computer Applications 161
  - Intro to Business-Entrepreneurship 162
  
- B. Process
 

The teachers met with the Instructional Supervisor to review curriculum. State standards were applied to measure content and objectives. Student progress was evaluated through test scores and projects.
  
- C. Additional initiatives (outside of review process)

### II. Report Schedule

November 2010	November 2011	November 2012	November 2013	November 2014
Accounting 261	Business Law 161	Accounting 161	Consumer Ed. LA	Marketing 161
Game Design 261	Web Design 261	Digital Video Editing 261	Computer Graphics 261	Computer Applications 161
ACP 161	Keyboarding LA	Consumer Education 161	Keyboarding 161	Intro to Business 161
		DCE 163	Consumer Education Honors171	

Approximate percentage of curriculum to be reviewed:

November 2010	November 2011	November 2012	November 2013	November 2014
17.5%	17.5%	23.7%	23.7%	17.5%

Additional courses to be reviewed this year:

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

**Course or Initiative: Marketing 161**

**III. Findings**

Marketing has added new supplementary material that has furthered the curriculum aside from a lecture format. Computer software that simulates the marketing and business management skills of running a business has been implemented to give students a practical view of the business world. A final document portfolio of various marketing materials and business documents are created at the end of the course curriculum enabling students to show a comprehension and mastery of course material.

An average grade point of 86.6% between 3 sections of marketing 161 has demonstrated a strong ability in this area. Students are presently directed toward Accounting or Business Law as a next sequence alternative as we do not have an advanced Marketing or Business Management class. When classes were polled 34 students would like to advance however most said they are unable to fit it into their schedule. 20 students said they would take it on line.

**IV. Recommendations**

An honors level of Business Management (prerequisite Marketing 161) needs to be created. Area high schools have created an honors level to challenge students with increased collaborative and critical thinking.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		Yes	No	Yes	Moodle or Google docs.

## Course or Initiative: Computer Applications 161

### I. Findings

At the present time there is one section each semester of this class. Enrollment is down when these skills today are an ever necessary component to a student's academic success. The present class consists of 3 freshman, 4 sophomores, 2 juniors and 5 seniors. Mrs. McManamon reports a constant demand from students who are not enrolled, but seek out information on how to format and create documents.

With an emphasis on Technological Literacy it is hard to believe that only 14 students out of 2700 do not have the necessary skills to succeed.

### II. Recommendations

Develop a required proficiency exam to assess a student's ability to properly prepare papers, reports and other forms of informational documents. This exam would be required for course credit.

### III. Department Action

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

**Course or Initiative: Intro to Business Entrepreneurship 162**

**IV. Findings**

This one semester freshman homeroom class has benefitted from the adoption of a new classroom set of texts from the Illinois Textbook Loan program in 2008. This year guest speakers such as Mr. David Speer, CEO of ITW and business leaders from Junior Achievement have been an important part of the curriculum. Group assignments and competitions provide many opportunities to experience various roles in business development.

The present enrollment consists of 11 freshman, 5 sophomores, 6 juniors and 3 seniors. This wide range of age and ability necessitates more creative lesson plans and differentiated instruction to ensure students stay on task. Reading strategies are difficult to employ with such a diverse group.

**V. Recommendations**

Communicate with guidance staff the intended purpose and desire of a freshman elective class.

**VI. Department Action**

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

## GBS ELL Curriculum Report – November 2009

### I. Introduction

A. Courses reviewed during past year

- ESL 2
- ESL Reading/Writing 2
- ESL 3

B. Process

The ELL Coordinator met with the teachers of the intermediate and advanced level ELL courses to review the curricula and address pertinent issues facing students in those levels. In light of these discussions, as well as a vertical articulation study of all ELL courses by the ELL teachers, initiatives were implemented to continue to enhance these courses to better meet the needs of the ELL students enrolled in these levels.

C. Additional initiatives (outside of review process)

At the annual Bilingual Directors’ meeting held 9/30-10/1/09 in Springfield, ISBE announced that a vote was set for the end of October 2009, which will establish revised exit criteria for ELL students based on their performance on the annual ACCESS Test. Under the new policy, the minimum required score for exit will change from a 4.0 composite score to a combined threshold of a 4.8 composite score and a 4.2 literacy subscore. With this change, local districts will no longer have the ability to establish local exit criteria for their students. Rather, program exit will be mandated upon attainment of these ACCESS scores by LEP (limited English proficient) students. The ELL Team met to develop a plan to address the ramifications of this state mandate.

### II. Report Schedule

November 2010	November 2011	November 2012	November 2013	November 2014
Bilingual Vocational Survey	Transitional English	Needs related to ACCESS & PSAE Testing	Intensive ESL & Intro/School Culture	ESL 2
Power Skills for Success	Transitional English Studies		ESL 1	ESL Rd/Wrt 2
Exploring Potential for Success			ESL Rd/Wrt 1	ESL 3

Approximate percentage of curriculum to be reviewed:

November 2010	November 2011	November 2012	November 2013	November 2009
20%	20%	NA	20%	40%

Additional courses to be reviewed this year:

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

**Course or Initiative:**  
ESL 2

**I. Findings**

A grammar text and workbook, along with a novel and other supplementary readings, have served as the main curricular materials for this class. As a result of ACCESS testing and the implementation of new standards for Illinois based on the former WIDA standards for English language learners, there has been increased emphasis on the development of academic vocabulary and content-related concepts within the ELL classes. With this shift, there is an increased need for reading and writing activities to furnish a more meaningful context for the grammar and vocabulary being studied. After researching a variety of materials, the Edge series was identified as an outstanding resource for content-related readings linked to meaningful writing activities to better engage and challenge our intermediate students. The opportunity for enhanced class discussions related to these materials also facilitates development of greater oral proficiency. The series was available through the Illinois Textbook Loan Program.

**II. Recommendations**

- Pilot the incorporation of the Edge series during 2009-10 after obtaining these materials through the Illinois Textbook Loan Program.
- Incorporate enhanced literacy & speaking activities using Edge materials.

**III. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action -Begin piloting <u>Edge</u> series -Incorporate enhanced reading, writing and speaking activities related to <u>Edge</u> curriculum -Evaluate success of pilot to determine if these materials should be submitted for formal adoption	None	A curriculum project to continue to integrate the <u>Edge</u> materials may be proposed for summer 2010	Pending pilot results, components of the <u>Edge</u> series may be submitted for adoption for 2010-2011 school year.	No change	Funding for summer project, perhaps through Title III grant budget.

**Course or Initiative:**

ESL Reading/Writing 2

**I. Findings**

As mentioned above, the increased emphasis on the development of academic vocabulary and content-related concepts has brought about changes within this class. In addition, since students enrolled in the ELL Program do not take Freshman Communications, there is a need for enhanced activities to reinforce students’ presentation skills and build their confidence in front of a group. With the expanded definition of literacy related to 21<sup>st</sup> Century technologies, efforts were initiated to boost electronic literacy through the implementation of Moodle. These enhancements will help to better prepare ELL students for mainstream classes and help them take more responsibility for their learning.

ACCESS cut score changes also require reflection and action regarding the need to provide additional literacy development for some ELL students. Added flexibility with regard to the ELL sequence of courses will provide valuable opportunities for continued support for those students who will not be able to attain the minimum ACCESS scores.

**II. Recommendations**

- Continue to incorporate more cross-curricular activities related to varied readings in the Edge series and the Hatchet survival unit.
- Incorporate activities which mirror those from Freshman Communications in a sheltered format.
- Introduce the use of Moodle with ELL students at this level
- Explore innovative placements of students in this course to ensure that they received the most effective ongoing support regardless of changes brought about by mandatory ACCESS cut scores.

**III. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action -Pilot <u>Edge</u> series -Incorporate more presentation skills -Implement Moodle -Explore placement of students from both ESL 2 & 3 who would benefit from literacy reinforcement	None	None anticipated	No change	No change	None change



**Course or Initiative:**  
ESL 3

**I. Findings**

Students at this advanced level need to strive for even greater literacy to increase their language skills and also meet the challenge of the requirement for all juniors to take the PSAE. This emphasis on development of literacy fits with the organizational goal to improve students’ reading skills related to College Readiness Standards. The use of active reading strategies – recall, connect, question, infer, analyze, visualize and evaluate – will benefit these advanced students. Expanded explicit teaching of vocabulary-in-context skills helps students to broaden their ability to understand and use new words without constantly referring to dictionaries or translators. Equally important is enhancement of writing skills that focus on crafting well-supported paragraphs and, eventually, multi-paragraph essays.

**II. Recommendations**

- Teach active reading strategies to improve students’ reading comprehension and their ability to interact with materials they read.
- Expand activities for teaching vocabulary in context.
- Refine writing portion of the curriculum to increase effective use of support and details within a paragraph in first semester and the development of well-crafted multi-paragraph essays in second semester.

**III. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action -Teach active reading strategies -Expand teaching of vocabulary in context -Refine writing curriculum	None	None anticipated	No change	No change	No change

**Additional Initiative:**

Impact of changes in state mandates

**I. Findings**

The state-mandated ACCESS Test cut score change from the locally established composite score of 5.0 to attainment of a 4.8 composite AND 4.2 literacy subscore will force some students from the program regardless of their continued need for second language support. Others who cannot attain the mandated scores will have to remain in program. To best serve the needs of our students, we must provide appropriate options for those in both groups. Although students will be recommended for and will enroll in classes in February and March, ACCESS scores will arrive around June 1st. Schedule revisions will be necessary in June following receipt of test scores. LA classes will also be impacted. Another concern is that sender schools currently have varying policies and practices with regard to exiting ELLs prior to their entry to GBS.

**II. Recommendations**

- Propose a new mainstream English class for students who will be forced to exit ELL services prior to completion of transitional course.
- Explore revision of course titles and sequences to ensure a 4-year progression for students who do not attain the mandated exit scores.
- Review all ACCESS Test scores as soon as they become available online and notify students of resulting schedule changes.
- Maintain contact with sender districts to ensure that incoming students are properly placed in mainstream or ELL classes based on annual ACCESS Test results to meet state mandates for exit of students.
- Study impact on students to ensure successful transition following exit.

**III. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action -Submit course proposal -Define new options for sequence of ELL courses - Communicate w/sender districts about importance of sharing ACCESS Test scores in spring, & exiting ELL 8 <sup>th</sup> graders appropriately -Meet w/ELL team, ISs & Admin re:	Composition, Language & Literature (For those who will benefit from a course that addresses unique challenges of non-native speakers of	Pending approval of the new course, a request for a summer project will be submitted.	TBD	.2 FTE	.2 salary for teacher of new class  Funding for possible summer project

ACCESS changes	English)				
----------------	----------	--	--	--	--

## GBS English/ELL/Broadcasting Department Curriculum Report –November 2009

### I. Introduction

- A. Courses reviewed during past year
- Argumentation & Debate 163, Debate Honors 171
  - Creative Writing 161, 261
  - Drama 161 & Drama 261-461
  - Film Studies 161
  - Introduction to Broadcasting 161
  - Journalistic Writing 161/Newspaper/Advanced Journalism Honors-Newspaper
  - Beginning Radio Production 161/Advanced Radio Production 261-461/Radio News, and Sports
  - Beginning Television & Film Production 161/Advanced Television & Film Production 261-561
  - Reading Skills 161
  - Vocabulary Studies 161/Vocabulary Studies Honors 171
  - Yearbook/Advanced Journalism Honors - Yearbook

B. Process

The English/ELL/Broadcasting instructional supervisor met in October 2008 with the teachers of all electives and explained the goals of the process. The following reasons were provided:

- ❖ The Educational Planning Process is driven by a motivation for improved student learning and success in a particular course and/or program.
- ❖ This is a formal opportunity to review a course/program in a snap shot year.
- ❖ The process begins with exploratory, analytical questions that pique the curiosity of the elective teacher(s) regarding student performance, curricular design, the instructional process and/or other contextual issues/concerns.
- ❖ The unique circumstances of elective singletons necessitate some distinctive, creative pathways for the review process.
- ❖ Collaboration with colleagues in and out of GBS brings insights and perceptions that ultimately can improve curricular design, instruction, and other factors that influence student learning.

Due dates for the process were given to allow for supervision and mentoring of ten people. The due dates were as follows:

- ❖ Questions for analysis created – by January 15, 2009
- ❖ Requests qualitative data if needed– by February 1
- ❖ Contact made with GBN colleague and/or colleague from outside the District-by February 15
- ❖ Create method/vehicle/means of collecting quantitative data – by April 10
- ❖ Visit to other school(s)/discussion with colleagues –completed by May 15
- ❖ Other “data-collecting” ideas- on-going
- ❖ Draft of report (see this year’s model) – by June 1, 2009

During the course of the year, the instructional supervisor sent reminder e-mails about due dates and met with teachers to discuss their processes. Each elective teacher/team submitted a document which included their individual process for the course/program, which are available upon request.

C. Additional initiatives (outside of review process)

**II. Report Schedule**

November 2010	November 2011	November 2012	November 2013	November 2014
English Studies 163	English Studies 263	English Studies 363	English Studies 463	English Electives
English 163 Communication 163	English 263	English 363	English 463: Rhetoric English 463: Humanities English 463: World Literature	
Honors English 173	Honors English 273	AP Language and Composition	AP Literature and Composition	

Approximate percentage of curriculum to be reviewed:

November 2010	November 2011	November 2012	November 2013	November 2014
20%	20%	20%	20%	20%

Additional courses to be reviewed this year:

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

**Course or Initiative:** Introduction to Argumentation and Debate & Advanced Argumentation and Debate

**Findings**

The student survey revealed that most students in the GBS program were appreciative of the opportunities that they receive as part of the GBS Debate program. Students easily identified skills that they had developed in debate that translated into other academic endeavors. Students, generally, were happy with the travel opportunities they were given. Students were generally satisfied with the way the two courses in the program were graded.

The findings did show two areas of contemplation for improvement:

- a) Advanced Debate – students said that the continuing increase of the size of the program was having a negative impact on one-on-one instruction/coaching time.
  - b) Introduction to Argumentation and Debate – survey suggested that students would like a more structured curriculum for the introductory level course.
- Discussion with other colleagues indicated that the nature of this course makes this a universal struggle.

**Recommendations**

1– Increasing the amount of coaching time for the students in the program without increasing work hours for current staff. Parent Booster Club was asked to raise some funds for some additional consultant/coaching work. Alumni have been networked more effectively to enhance communication – many of these alumni volunteered time before school started at our pre-season work session which gave the students more one-on-one attention.

2 – Revamping of the Introduction of Argumentation and Debate curriculum – I filed for and was approved for a summer curriculum project in Summer 2009 to revamp the curriculums for the two courses, with an emphasis on the Introduction to Argumentation and Curriculum. This project has infused a lot more structured course materials and alternative ways of presenting the material to enhance student achievement.

3 – Creation of GBS Debate website and Moodle – The debate website that will be used for the public’s viewing will be created under the District 225 domain as dictated by the Board Policy. Students in the courses will also be connected through Moodle. Both of these are works in progress. Although there are various goals about the integration of this technology, one major goal is to increase online communication between coaching staff members and students. Our goal is to facilitate more discussion between students and coaches on argument strategy and research.

**Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	Summer curriculum project approved and completed in 2009	None	Additional coaching/consultants added for extra-curricular coaching – paid for by additional fundraising by GBS Debate parent booster club	Addition of Moodle and gbsdebate.com website – work in progress for the 2009-2010 school year

## Course or Initiative: Creative Writing

### Findings

Three questions were considered: (1) What do students hope to get out of creative writing? (2) How can student expectations be more clearly defined? (3) Should the course be used as a credit make-up class?

The quantitative data gathered shows that in the 2008-2009 (1) upwards of 20% of the students in creative writing were taking it primarily to make up a credit due to a previously failed class. (2) 80% of students took the class in an effort to improve their writing ability. (3) 30-40% were hoping for a class in which they could “write whatever they want.” (4) 60% enrolled in class in the hopes that the class would help their writing skills in other classes as well.

The qualitative data shows that (1) historically, creative writing has an eclectic group of students who enroll, including: age (freshmen through seniors), ability (studies level through AP level), and interest (poetry versus prose, formal writing versus informal, mechanics versus creativity); (2) the reason some students enroll in the class vary: some love writing and want to get better, others are merely taking the course to make up for a lost credit due to a failed class. This disparity can cause problems; (3) while the class itself only has one “section” (no ‘part I’ and ‘part II’), students can take the class two times. This means that in any given class, a teacher might have a student who took the class last year first semester, last year second semester, and the previous year as well. Therefore, the curriculum needs to be different every time it is taught, because students will have already taken the class. This is by far the biggest hurdle the creative writing teacher faces.

### Recommendations

- Creative writing teachers should plan on teaching new units, or at least changing up the units dramatically, every time they teach the class. If not, students will become disinterested, and enrollment will drop.
- The focus of the class should be on students becoming playful with language. Because of the creative and intently writing foci of the course, it is not a viable substitute – as a make-up class – for students who have failed a required class.

### Department Action

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



**Course or Initiative:** Vocabulary Studies/Vocabulary Studies Honors

**Findings**

Vocabulary Studies curriculum has been revised through the years to include more writing, research, and student involvement. Even with these changes, enrollment in Vocabulary Studies has decreased over the past five years. Interviews and surveys with prior and present students indicate that the most prevalent reason students take the course is to prepare for achievement tests. The availability of on-line preparation, the test preparation programs available in and out of the school, the integration of College Readiness Standards into curriculum across disciplines, and the desire of many students to enroll in other academic courses have caused the enrollment to decline. In addition, the course has been used less often as a source for credit recovery when students have failed a semester of English.

**Recommendations**

Consideration should be made to archive the course.

**Department Action**

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

**Course or Initiative:** Reading Skills Development 161/162 (RSD)

**Findings**

After multiple conversations with outside sources and reviewing the available data, it was determined that students in the reading program need to be evaluated and assessed using a different set of standards that are more closely aligned with those initiated by the CART program. In addition, a revision of the curriculum needs to occur to better address the needs of the students and to more effectively assist in the students’ “diagonal movement” out the Studies program and into the standard English curriculum.

**Recommendations**

In accordance with GBS Organizational Goal #1, the RSD curriculum must be amended to support students improving College Readiness Standards in reading. To this end, both the placement of the course within the English Department structure and the design of the course need to be reconsidered.

Although the reading course has, in recent years, been an independent, elective course for freshman and sophomores, it is possible that the course should be more directly tied to enrollment in the Studies class. Further study and analysis should be conducted to determine the best placement for the course.

In terms of structure and design of the course, a new focus will be established that relates directly to the thinking and analysis strategies put forth by CART. Through the use of thematic units that address reading across disciplines and texts, students will engage in a variety of strategies designed to support their reading skills across the curriculum. Assessment on this curriculum will be based on targets established by the reading specialist and the course instructor. In addition, as studies show that reading skills truly improve with consistent and structured independent reading, student-driven independent reading will become a focal point for the course. The explicit instruction of structured strategy targets gives students better tools by which to understand their independent reading. By integrating the use of a Moodle site too, the students will be presented with the opportunity to interact with peers and the texts. Finally, an adoption of alternate texts will need to occur to further the changes in the curriculum.

**Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	Reading Strategy Continuum (Summer 2009)  Reconsidering course alignment (2010)	TBD	None	None

**Course or Initiative:** Journalistic Writing 161, Newspaper, Advanced Honors  
Journalism-Newspaper

**Findings**

Many Journalistic Writing students move into 8<sup>th</sup> period or 9<sup>th</sup>-period Newspaper after the introductory one-semester class. 8<sup>th</sup>-period newspaper students/editors spend too much time editing and revising the work of their peers/subordinates in 9<sup>th</sup>-period newspaper. Two aspects of the newspaper program contribute to this dynamic. The first is the tight timeline. Publishing nine issues of *The Oracle* over nine months of school requires a tightly packed schedule beginning on the first day of school and ending the Friday before senior finals. The students of 8<sup>th</sup> period typically fall behind in other classes during the week of newspaper deadlines and then spend the week after deadlines catching up on their other school work. The week following layout deadlines is meant to be one of communication between editors, writers, and adviser regarding successes and failures of the just-completed issue of the paper as well as strategies for improvement and growth. Because the 8<sup>th</sup>-period editors often spend this week catching up in other classes, they acknowledge that they often do a poor job in their task of helping writers to improve. They say that they handle the tasks of feedback and mentoring too quickly or put little effort into it.

In addition, grading for the 9<sup>th</sup>-period students is not rigorous enough and, as a result, effort from writers is often curbed. The low level of accountability also is an effect of time constraints. Because of the limits on the teacher's time during and after a layout session in combination with the independent hours of work reporters do during the reporting process, there is not enough time for extensive direct feedback and instruction from me to veteran reporters, which makes holding them accountable through stringent grading standards very difficult. Therefore, the cycle feeds upon itself. The writers need more instruction and accountability, which would improve the quality of their work and would improve the journalistic education they are receiving. Without adequate instruction and accountability for writers, the editors have to invest too much time on editing writers' work, which forces them to spend many extra hours working on the layout of the school newspaper. This time investment affects the editors' performance in other classes, which causes them to offer less-than-adequate feedback and instruction to their subordinates.

Glenbrook North produces seven issue of *The Torch*. It became clear to me through my conversation with Mr. Halpern that while there is certainly value in the experience of producing nine issues for my students, the experience of producing seven issues will result in increased student knowledge and critical thinking skills.

## Recommendations

### Revision of the curriculum and reduction of issues of *The Oracle*

The journalism/newspaper students should work to produce seven issues of *The Oracle*. Doing so will have the following benefits:

- Increased reporting time for writers
- Increased time between rough draft and final drafts to allow for more complete coverage of all newspaper stories
- Increased time following newspaper distribution to allow for greater feedback for and mentoring of writers by both editors and teacher
- Increased accountability for writers as a reflection of increased direct instruction
- Increased room for manipulation of *The Oracle* production schedule to avoid overlap of busy layout times with other major school events such as final exams and Variety Show
- Overall improvement of journalistic skills of entire newspaper staff
- Overall increase in quality of *The Oracle*

## Department Action

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

## **Course or Initiative:** Yearbook/Honors Advanced Journalism: Yearbook

### **Findings**

The Educational Planning Process gave the opportunity to explore three questions: (1) How widely involved, both from an academic and an extra-curricular standpoint, are students in yearbook? (2) Does involvement in yearbook improve writing performance over time? (3) What other applicable skills do students improve or gain from involvement in the yearbook course?

The data showed that (1) Most students in yearbook are both academically motivated and involved. 60% took at least five academic classes; 87% were enrolled in AP or honors courses; 53% were enrolled in one honors or AP course; 47% were enrolled in two; 81% spent two or more hours on homework each night; 46% had a G.P.A over 4.0; 45% had a G.P.A. between 3.5 and 4.0. (2) Most students in yearbook participate in extra or co-curricular activities at GBS aside from yearbook. 54% participated in sports at GBS; 59% participated in one sport; 38% participated in two sports; 87% were involved in other clubs and activities at GBS; 78% were involved in two or more other clubs or activities; 59% were involved in community service clubs; 45% were involved in peer assistance activities such as Peer Group, TLC Tutors or Peer Mediators; 40% spent six or more hours per week in these activities. (3) Most students in yearbook also participate in activities outside of school. 86% were involved in activities outside of school; 79% were involved in one or two of these activities (including a job); 54% held part-time jobs; 58% were involved in a religious organization; 48% did volunteer work; 46% spent between one and three hours per week on these commitments. (4) According to self-reported data, most students claim that yearbook has helped to improve their writing ability and confidence. 82% indicated that involvement in yearbook has improved their writing. Students in yearbook claim that yearbook has improved their abilities on a wide range of levels. 73% claimed their time-management capabilities have improved; 70% indicated that their technical knowledge and expertise has improved; 70% reported their organization skills were improved; 64% reported an improvement in their interpersonal skills; 67% claimed their teamwork ability has improved; 62% thought that their design and aesthetic abilities were increased; 43% indicated an improvement in their leadership abilities.

The qualitative data demonstrates that (1) Yearbook draws some of the most academically motivated and involved students in the school. (2) Students in yearbook tend to be involved in service to others on some level. (3) Although an English elective, Yearbook provides academic and developmental benefits to students on multiple levels aside from writing and communication.

### **Recommendations**

- The yearbook adviser should remain attentive to the demands and academic stresses in staff members' lives.
- Yearbook should continue to be advertised as a valuable college preparation activity.

- Yearbook should also be marketed for its benefits to students outside of the English curriculum.
- The current structure and rigor of the yearbook course benefits students. The course should continue to be structured as a journalistic endeavor.

**Department Action**

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

**Course or Initiative:** Film Studies

**Findings**

Through discussions with teachers from schools throughout the state, it was found that the Film Studies course curriculum is commensurate to that of schools around the state that still offer this course. This course curriculum, as others around the state do, gives students a solid understanding of the vocabulary of film as well as the way film is produced. The emphasis on film analysis gives our students some of the visual literacy that is so important in the 21<sup>st</sup> century.

Film Studies has a solid curriculum that includes written and visual analysis.

**Recommendations**

None

**Department Action**

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

**Course or Initiative:** Introduction to Broadcasting

**Findings**

Introduction to Broadcasting, while providing a firm foundation of media theory and the language of broadcasters, needs to provide more hands-on opportunities. According to conversations with other schools’ broadcasting teachers, best practice with introductory classes like Introduction to Broadcasting are most often training opportunities with methods and materials, rather than simply a study of theory, which has been the emphasis of this course at GBS. While Mark Ferguson and I both seem to agree in the importance of training students to be critical of media, we also both agree that Introduction to Broadcasting needs to be more hands on. A more hands-on course would seem to better match with current broadcasting curricula at other area schools with broadcasting programs.

**Recommendations**

The Introduction to Broadcasting curriculum needs to be redesigned to include fewer discussions of the abstract and more hands-on radio and television production. The optimal changes would need planning and change in the way the classes are scheduled. Introduction to Broadcasting would be rewritten to include three major: (a) Media Theory, (b) Radio Broadcasting & Production, and (c) Television Broadcasting and Production. In order to make this new curriculum work best, the two teachers would share each term’s Intro classes. The television would teach one half of the Intro students television for one half of the term, while radio teacher would teach radio to the other half of the students. The second half of the term the two teachers would switch groups. This structure would allow all Intro students to get their hands on the equipment while experiencing both programs and both teachers.

**Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	Consider scheduling of Intro to Broadcasting to accommodate paired scheduling.



**Course or Initiative:** Beginning Television and Film Production

**Findings**

The Beginning Television and Film Production class includes both intensive hands-on training as well as detailed instruction in production processes. Students learn how to write scripts, draw storyboards, operate equipment and manage a full production crew to produce viable television and film programming. When they enter the arena of Advanced Television and Film Production, students have received the training they need to create outstanding productions for the school and for other artistic ventures.

The most important finding is the realization that the curriculum needs some revision, the addition of a separate narrative production unit. Up until now the course focused specifically on television production training, but there exists a need to guide students in the steps of narrative film production.

**Recommendations**

A new unit focusing on narrative production will be added. In addition, a subtle but necessary change in the name of the course, from Beginning Television production to Beginning Television and Film Production, is needed.

**Department Action**

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

**Course or Initiative:** Cable Television Workshop

**Findings**

No other high school television production program in Illinois provides as wide a range of video experiences as does the television program at Glenbrook South. What makes it unique is that students who enroll in the Cable Television Workshop class create virtually all of the programming for our two school cable channels, Comcast Channel 26 and Wide Open West Channel 14. These two community cable channels reach over 11,000 families in the Glenview area. GBS-TV is widely viewed as positive way to outreach into the community. For example, among the various productions cablecast are many public affairs programs hosted by or featuring Glenbrook superintendents, principals, and teachers. Programs about school facilities, district budgeting processes, referendum issues, etc. are frequently produced and cablecast in an effort to enlighten and inform Glenview citizens about the good works taking place at Glenbrook South. This emphasis on positive outreach is a key motivating force behind the success of Glenbrook South Television.

Nearly every year students are recognized on both state and national levels for the excellence of their work. No other school in Illinois offers as many varied, intensive, and relevant video production experiences.

**Recommendations**

The current name of the course is Cable Television Workshop – a confusing and somewhat misleading name. The proposed title is Advanced Television and Film Production, which better describes the content and skills of the curriculum.

**Department Action**

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

**Course or Initiative:** Beginning Radio 161

**Findings**

Discussions with teachers at other schools around the area and state indicate that GBS’s Beginning Radio curriculum requires much more involvement and hands-on work than other programs. This student-centered curriculum reflects the belief that students learn best with a strong foundation and through their active participation in the work. The Beginning Radio curriculum prepares students well for more advanced radio production courses.

**Recommendations**

No major revisions are needed for Beginning Radio.

**Department Action**

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

**Course or Initiative:** Radio Production 261-561 (Advanced Radio)

**Findings**

Advanced radio classes at other schools are similar to the GBS curriculum; there is both a management component and a production component. Overall, both current and past students responded positively to the current GBS Advanced Radio curriculum and had positive comments concerning the radio. The suggestions presented by recent graduates, and supported by graduates currently in the broadcasting field, is to introduce more actual journalism into the class. Both the current students and graduates suggested that the production responsibilities should be about delivering more relevant content. The suggestion from graduates in the field was the assignment of “beats” that require students to cover a particular club or activity at Glenbrook South (e.g., oracle and yearbook coverage).

**Recommendations**

The curriculum will be revised to include more emphasis on journalistic beats.

**Department Action**

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

**Course or Initiative:** Radio News and Sportcasting (News & Sports)

**Findings**

The majority of both current students and graduates suggested that the News & Sports curriculum is both helpful and relevant and that the class is enjoyable. Again, as with Advanced Radio, the suggestion from current students and graduates was to include more relevant journalism. Again, the suggestion was the assignment of “beats” that require students to produce regular reports on Glenbrook South sports teams and current events.

**Recommendations**

The curriculum will be revised to include more beats for Glenbrook South sports teams and current events.

**Department Action**

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

## GBS FACS Department Curriculum Report – November 2009

### I. Introduction

- A. Courses reviewed during past year  
Clothing 361/461  
Creative Sewing
- B. Process  
Student surveys, student evaluations, along with student interviews were used to gather data. Enrollment trends were used to identify the use of stacking classes.
- C. Additional initiatives (outside of review process)

### II. Report Schedule

November 2010	November 2011	November 2012	November 2013	November 2014
Child Dev 361	Child Dev 261	Child Dev 161	Psych for Living	Fashion & Textiles
Foods 161	Food 261	Foods 361	Foods DLS	Creative Sewing
Clothing 161	Clothing 261	Fashion 161	Child Dev 461	
			Foods LA	

Approximate percentage of curriculum to be reviewed:

November 2008	November 2009	November 2010	November 2011	November 2012
18.75%	18.75%	25%	25%	12.5%

Additional courses to be reviewed this year:

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

**Course or Initiative: Clothing 361/461**

**III. Findings:** Enrollment numbers declined from 161 to 261 and to 361 and 461. Enrollment during 2008-2009 in Clothing 361/461 was a total of eight students. Because of the small number, these courses are combined with other levels resulting in a class of mixed skill and interest levels.

The student skills would be assessed at regular intervals throughout the semester to adjust to changes.

A written student survey was given at the beginning of the course. The results of the survey show that 3 of the 8 are interested in fashion as a career. The survey also reflected that students were unaware of other classes in business, art and computer graphics that they would benefit from based on information from schools with Fashion programs. Students were only able to name one school with a fashion program.

Math continues to be a subject of much anxiety for many of these students.

**IV. Recommendations:**

Develop a program of study in accordance with the Illinois Community College Board.

**Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	Math in CTE summer Curriculum project.	None	None	

**Course or Initiative: Creative Sewing 161**

**III. Findings:**

The Creative Sewing course attracted 5 students 1<sup>st</sup> semester and 7 students 2<sup>nd</sup> semester for the 2008-2009 year. The class was combined with advanced fashion class.

Data collected from a written survey and informal interview, suggests the following:

- 50% of the students are unaware of career choices other than “fashion designer” in this field
- 30% of the students can name a college/university that has a fashion related degree program; however they can name just one school.
- 70% of the students want to focus on personal fashion, fashion designing & accessories rather than constructing items for the home
- 15% have little or no sewing skills 20% have superior sewing skills

Because of the range in skill levels of students and the variety of interests within this class time, there is a problem carving out specific time to train beginning students. In effect, **I have found that this beginning group needs to be treated autonomously for the first 3 weeks with teacher directed activities.** After that training period, students function in a more self-reliant manner.

Students investigate the art of sketching, the world of a fashion designer, and creative expressions in textiles all new topics for this course. Over the past 4 years, we have moved away from focusing on quilt construction however, at least 3 students per year will select this as a major focus of the course. Others are exposed to these techniques and are encouraged to incorporate these skills in pillows and bags. With the aid of text, video and teacher demonstrations, students learn more technical sewing machine skills, pattern construction & textile manipulation. The addition of a few significant videos and reading materials has supplemented these activities.

**V. Recommendations**

Rewrite the course curriculum to align with student needs for a course focused on a creative process of fashion design.

Continue to display student work at school events and in the showcase.

**VI. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	none	Rewrite the curriculum in summer 2010	None	none	Flat pattern templates



## GBS Health, PE and Driver Education Department Curriculum Report

### I. Introduction

#### A. Courses Reviewed

- Freshman Curriculum
- DLS Curriculum
- TLS Curriculum
- Physical Management

#### B. Process

The courses listed under point A 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, teaching models and effective classroom practices, state standards, and conditions conducive to changing and improving the curriculum. Mr. Steve Gale and Dr. Nancy Giebel met with the course review committees numerous times to coordinate information for this report. The committees consisted of current professional staff—teachers currently teaching their respective courses and/or stakeholders in the course.

#### C. Additional initiatives

The physical education department is exploring the option of offering a water aerobics course for students in the physical education curriculum. Students are being surveyed to determine interest in such a course if it were to be offered in the fall of 2010.

### II. Next Year's Work

November 2010	November 2011	November 2012	November 2013	November 2014
Sophomores	Lifetime	Weights	Freshman	Lifetime
Dance	Swim Fitness	Adventure Ed	DLS	Swim Fitness
Driver Education	Health Education		TLS	Health Education
	Team Health			Team Health
	PE Leaders			PE Leaders
	Aerobics			Aerobics
	Adaptive PE			Adaptive PE

Approximate percentage of curriculum to be reviewed:

November 2010	November 2011	November 2012	November 2013	November 2014
13%	33%	8%	13%	33%

Additional courses to be reviewed this year:

Physical Management three semester evaluation
---

### III. Findings

#### Freshman Curriculum

- The scope and sequence of activities was appropriate for the freshman students enrolled in the Freshman Physical Education course.
- It was suggested that teachers need to inform students during their freshman year about curriculum offerings and sequencing, so they are aware of curriculum choices available to them during their sophomore, junior and senior years.
- Students need to be made aware during their freshman year of the beneficial fitness and physical education opportunities introduced in upper-classmen courses such as Adventure Education, Aerobics and Dance and the carry-over value into a healthy lifestyle.
- Opportunities for in-service days were discussed, particularly in relation to boys' gymnastics and wrestling courses in the curriculum.

### IV. Recommendations

#### Freshman Curriculum

- The freshman curriculum committee recommended that all freshman classes be required to attend, at the beginning of their freshman year, an informational session regarding guidelines, rules and regulations established for the fitness center.
- The committee recommended students be given proper instruction on the use of the fitness facility, its availability, and the proper use of equipment.
- The committee recommended the staff become acquainted with findings of the pool curriculum study conducted in 2009 by Keith MacDonald.
- The committee recommended that certification of PE Leaders in the area of CPR/AED and Life Guarding be put into place.
- The committee recommended a prescribed unit of games should be included into the freshman curriculum and would include specific activities that will improve cardiovascular endurance and monitoring of heart rate.

### V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	Swimming curriculum completed summer 2009	None	None	None

### III. Findings

#### TLS

- The scope and sequence of activities was appropriate for students enrolled in the TLS course.
- Flexibility in addressing the individual needs of the TLS students was critical to the success of this course.
- Inclusion of the basketball skills development unit for the TLS spring basketball games was extremely beneficial and should be continued within the course outline to support the inter-district competitions.

### IV. Recommendations

#### TLS

- The committee recommended a need for a consistent facility assignment to aid the TLS students' in achieving overall consistency in expectations with the class.
- The committee recommended retaining student leaders as class assistance since they were a valuable asset in enhancing positive experiences for the TLS students.

### V. Department Action

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

### III. Findings

#### DLS

- The scope and sequencing of activities within the DLS curriculum was appropriate for students enrolled within the course.
- Flexibility in addressing the individual needs of the DLS students was critical to the success of this course.
- Assistance provided by the student leaders in the class has been extremely valuable to both teachers and students.
- DLS students participating in the course curriculum have gained an enhanced understanding of the importance of the physical education and physical fitness experience.

### IV. Recommendations

#### DLS

- The committee recommended the DLS and Adaptive PE sections continue to be scheduled at the same time each semester to facilitate class scheduling.

### V. Department Action

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

## Additional Course Review

### Physical Management

In reviewing a new course completing its third semester, the Physical Management committee sought to use the Educational Planning Process to analyze the three semester of Physical Management. The following is a summary of the results:

#### III. Findings

- Physical management has been offered to students for three semesters and enrollment patterns have remained constant.
- Culminating the current year's activities of the entire Physical Education professional staff has been the planning and evolvement of a "Triathlon." Departmental support assured a safe and well organized opportunity for physical management students.
- The success of the departmental curriculum offerings is apparent, since counselors report a waiting list of students who wish to enroll in courses now that classes were filled to capacity.
- Curriculum review has been undertaken continuously as new physical plant facilities opened and new equipment was purchase for student's use.
- Weather and space availability affected the sequence of activities within the course.

#### IV. Recommendations

- A recommendation for the 2010-2011 school year includes a modification in the student selection process. The inclusion of fitness standards into the student selection process will be implemented for course enrollment.

#### V. Department Action

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

## GBS Mathematics Department Curriculum Report – November 2009

### I. Introduction

- A. Courses reviewed during past year
- Prealgebra LA 163
  - Decision Making with Data 563
  - Calculus 663
  - AP Calculus AB 683
  - AP Calculus BC 683
  - AP Statistics 683
  - AP Computer Science 483
- B. Process
- The review process for all of the above courses followed the District #225 Board of Education model. Curriculum Review Committees convened to study enrollment patterns, achievement scores, course grade distributions, the background of the students who take the courses, success in previous and subsequent courses, and anecdotal information which come from observations, discussions, and surveys. Curriculum and texts were reviewed with respect to the NCTM Standards and the organization of the course within the Departmental sequence. The committees were comprised of teachers currently teaching the respective courses or who have a stake in the direction of the course.
- C. Additional initiatives (outside of review process): None

### II. Report Schedule

November 2010	November 2011	November 2012	November 2013	November 2014
Algebra 163 (LA)	Computer Science Honors 371	Precalculus with Statistics 463	Geometry Team 263	Pre-Algebra 163-LA
Advanced Algebra 363	Algebra Team 163	Precalculus with Discrete Math 563	Geometry Studies 263 (LA)	Decision Making with Data 561
Advanced Algebra Honors 373	Algebra Studies 163 (LA)	Precalculus Honors 573	Geometry 263	Calculus 663
	Algebra II with Trig Studies 363	Advanced Topics Honors 873 (Sem1)	Geometry Honors 273	AP Calculus AB 683
	Algebra III with Trig Studies 463			AP Calculus BC 683
	Advanced Topics Honors 873 (Sem2)			AP Statistics 683
				AP Computer Science 483

Approximate percentage of curriculum to be reviewed:

November 2010	November 2011	November 2012	November 2013	November 2014
13	25	17	17	25

**Course or Initiative: Prealgebra LA 163**

**III. Findings**

- Enrollment for Prealgebra is erratic and hard to predict. Over the past six years, from least to most recent, the enrollments have been 22, 28, 24, 20, 15, and 5. There are typically many adds during the year with transfer students so that 5 is expected to increase. Clearly the number of students needing this class has decreased as more students are able to begin in higher courses such as Algebra Studies.
- There is a need for this course. Without it, there would be students without an appropriate math placement as they are not special education and are unprepared to be successful in an Algebra class.
- The pace of the course varies from year to year depending on the ability level of students. Care has been taken to properly prepare students for success in Algebra Studies regardless.

**IV. Recommendations**

- Create guided reading activities to encourage students to read independently and fully utilize the text. Introduce problems involving reading throughout the year.
- Provide practice as needed for more review of basic skills.
- Switch the order of some topics for the end of the year (e.g., move linear functions and graphing before real numbers and inequalities).

**V. Department Action**

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

**Course or Initiative: Decision Making With Data 563**

**III. Findings**

- Enrollments: 07-08: 20 students (*This was the first and last time the course was offered as a one-semester course*), 08-09: The course did not run due to lack of enrollment, 09-10: 37 students (two yearlong sections).
- The redesign of a one semester course to a yearlong course was met with approval by students who were looking for a full year of math their senior year. This positive response is borne out in the enrollment figures for 2009-10 which is the first year that Decision Making with Data was offered as a yearlong course.
- National mathematics think tanks and developers like the Charles A. Dana Center, based in Austin, Texas, are moving in the same direction now as Glenbrook South. They are piloting a senior course for students who have taken Advanced Algebra and are not candidates for a traditional Precalculus curriculum. This course, titled Advanced Mathematical Decision Making, is gaining attention across the country. The course emphasizes statistics and financial applications, and it prepares students to use algebra, geometry, trigonometry, and discrete mathematics to model a range of situations and solve problems.
- We have found that the students who enroll in the course are better served by this course as opposed to a traditional offering of Precalculus.

**IV. Recommendations**

- Continue recruiting appropriate students to take this very interesting, practical course for students not pursuing technical fields in college.
- Revise curriculum as necessary after the completion of the first year of teaching the course as a yearlong offering.
- Continue to integrate technology into the course to improve instruction. For example, various advanced options of Microsoft Excel are used throughout the course.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Project completed summer '09.	N/A		



**Course or Initiative: Calculus 663**

**III. Findings**

- Enrollment for the past several years follows. 2004-05: 27 students, 05-06: 48, 06-07: 46, 07-08: 23, 08-09: 21, 09-10: 13. By design, more and more students who would have been recommended for this course are being encouraged to step up to AP Calculus AB instead.
- Students enjoy having the option to study Calculus but not have the pressure of an AP test. By not being tied to the AP calendar, the course can move at a pace appropriate for the student. The AP course has to finish new material well before the end of the year due to the AP test being in early May.
- Being just a single section for several years now, a few students have difficulty fitting this course into their schedule.
- In conversations with counselors it is clear that this course serves some students well. For instance, a student with several other AP courses and a challenging schedule may appreciate having a non-AP option in math if mathematics is a lower priority for them in future studies.

**IV. Recommendations**

- Maintain this course for the small group of students who elect to not take the AP Calculus or who are not ready for the pace and rigor of an AP Calculus course but wish to study the subject in preparation for college.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	None.	New textbook adopted for 09-10.		

**Course or Initiative: AP Calculus AB 683**

**III. Findings**

- It has been a departmental goal to encourage more students to take this course as opposed to the non-AP Calculus 663. More juniors from the regular level Precalculus, as appropriate, are being recommended to take AP Calculus than in the past. 88% of these students have been earning 3's or higher over the past two years. They generally do well in the course (just a few tenths lower for mean grade points and mean AP exam score).
- The teachers continue to improve the quality and quantity of AP practice problems integrated into the course throughout the year.
- The Computer Algebra System (CAS) on the TI-89 has been used by all teachers to improve instruction. These calculators have been purchased by students or borrowed from the school. They are allowed on the AP exam.
- Enrollment over the past four years has been climbing. Enrollments: 2005-06: 93, 06-07: 108, 07-08: 100, 08-09: 123, 09-10: 133. These increases have not come at the expense of Calculus BC, as those enrollments have climbed significantly over the past several years, as well.
- Nationally, about 43% of AB students earn a 4 or 5 on the exam. For GBS, AP scores for the past several years follow (% scoring 4 or 5): 2005-06: 77.4%, 06-07: 74%, 07-08: 80%, 08-09: 78%.
- Students in this course are scoring as well on the AP despite more of the top students from Precalculus Honors taking Calculus BC (who would typically get 5's in AB) and more regular level students from Precalculus / Discrete 563 taking Calculus AB (who would have taken the non-AP Calculus 663).

**IV. Recommendations**

- Maintain high standards as the teachers on the team change. Three of the four teachers on the course team in 09-10 have one or zero years of experience teaching this class. (turnover due to growth in enrollment, Sharon Sheehan moving to TLC leadership role). The team a couple years consisted of only two teachers. Despite this turnover, the results for 08-09 were strong.
- Continue making this course available to a wider group of students and work to promote their success.
- Foster better preparation for the AP exam by providing structure for students to keep their practices organized throughout the year.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	None.	New textbook approved for 09-10.	N/A	N/A

**Course or Initiative: AP Calculus BC 683**

**III. Findings**

- We have been recommending more students for this course than in the past when only the top fraction of students from Precalculus Honors were recommended. Enrollments: 2004-05: only 9 students, 05-06: 23, 06-07: 45, 07-08: 35, 08-09: 47, 09-10: 33.
- Despite expanding the enrollment in this upper-level Calculus course more than two-fold from just a few years ago, AP exam scores have only dipped slightly. Whereas in the past only the very top performers took BC Calculus and others were put into AB, now more and more students are being recommended for the more rigorous BC course. AP scores for the past several years follow (% scoring 4 or 5): 2006-07: 88.6%, 07-08: 79.4%, 08-09: 91.5% (amazing level of success & even better given that 47 students took the exam). Nationally, about 60% of BC students earn a 4 or 5 on the exam.

**IV. Recommendations**

- Continue making this course available to a wider group of students than in the past and work to promote their success.
- Continue to work in vertical teams with Advanced Algebra Honors and Precalculus Honors course teams to best insure student success in AP Calculus BC and student retention in the Honors program.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	None.	New textbook approved for 09-10.	N/A	N/A

## Course or Initiative: AP Statistics 683

### III. Findings

- Students perform well on the AP exam. The percentage of students earning scores of 4 or 5 on the exam are: 06-07: 75.9%, 07-08: 87.5%, 08-09: 68.3%. The national average of 4's/5's on this very challenging test is only 35%.
- Enrollment has dipped as listed. 2005-06: 55 students, 06-07: 67 students, 07-08: 66 students, 08-09: 44 students, 09-10: 46 students
- As a percentage of senior class, GBS is approximately 7.8%. Other area schools' mean is 10.7%. Some schools do not offer Advanced Topics, Decision Making with Data, and have a one-year Precalculus for the regular level student. GBS had made some choices that are right for students, we feel, but at the expense of AP Statistics enrollment.
- Almost all students in AP Statistics are seniors and took Honors level mathematics for the years leading into their senior year.

### IV. Recommendations

- No revisions of this course are needed.
- The department will look at ways to recruit more students, where appropriate, to take this course instead of Advanced Topics or AP Calculus. For many students not entering a technical field, Statistics is a far more practical a choice for their future.
- If the department can help keep more of our freshmen who begin in Advanced Algebra Honors in the Honors track through Calculus rather than dropping down, there will be a larger pool of students able to take AP Statistics as seniors after completing AP Calculus as juniors. Over the past three years about 21% of the students who begin in Honors math move to Regular level math either after Advanced Algebra Honors or Precalculus Honors. (The vast majority of these drops occur in the freshmen year.) With our two-year Precalculus sequence in the regular level, which has statistics and other important mathematics integrated throughout, these students typically take AP Calculus as seniors and do not ever take AP Statistics at GBS. We will continue to work for a smoother transition from middle school and offer supports for students that struggle with their Honors-level math.
- There may be juniors in Precalculus (regular or Honors) that should be considered to be recommended for AP Statistics or at least be told by their teacher about this option.

### V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	None.	None.	N/A	N/A

**Course or Initiative: AP Computer Science 483**

**VI. Findings**

- Students perform well on the AP exam. The percentage of students earning scores of 4 or 5 on the exam are: 05-06: 100%, 06-07: 100%, 07-08: 80%, 08-09: 60%. The national average of 4's/5's on this test is 58%.
- Enrollment has been a challenge for this course. Some years the course has been as low as 8 students while other years it has been as high as 14. Enrollment for 2009-10 is only six students and the Computer Science Honors course will be combined with this course. The teacher will have to teach to two courses during the same period. We will continue efforts to attract students to the program. The low enrollment is a problem being experienced by nearly all area schools and is not unique to Glenbrook South.
- Female enrollment is very low. On average only one female takes the course per year.
- Because of low enrollment nationwide, College Board decided to discontinue AP Computer Science AB with the last exam given in 2009. Beginning in 09-10 only the APCS A exam will be offered. However, for the first time in six years, computer science majors at the university level were up (*Computing Research Association, 2008*)

**VII. Recommendations**

- Continue and enhance current recruiting (letters home to select students, presentations to select courses before registration).
- Inform guidance counselors, teachers, and students about the many benefits the course offers (e.g., often required for engineers and mathematicians at the university level if the student did not place out of it through passing the AP exam, often a selling point in the job search after graduation, is used in various careers).
- Communicate to counselors and students that AP Computer Science is now covering less material, as directed by College Board, thereby, making it more accessible to a larger population.

**VIII. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	None.	new text for 2010-11 to better reflect changes in course mandated by College Board	N/A	Summer workshop

## GBS Music Department Curriculum Report – November 2009

### Introduction

**A. Courses reviewed during past year**

*Electronic Music, Music Theory I, AP Music Theory II and III, and Guitar*

**B. Process**

The Instructional Supervisor and the music teachers, Stevi Marks, Kristin Wagner, Carl Meyer, and Mark Toliusus met together and then separately in their individual disciplines to review test results, survey data, performance assessments, and enrollment trend data. We also discussed anecdotal information concerning the quality of curricula and opportunities for our students who do not necessarily belong to a performing ensemble.

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

### II. Report Schedule

November 2010	November 2011	November 2012	November 2013	November 2014
Girl's Glee Club FHR	Premier Chorus		Master Singers	Electronic Music
Titan Chorus FHR	Symphonic Band	Bel Canto Chorale	Jazz Band	Music Theory I
Freshman Strings		Symphony Orchestra	Jazz Ensemble	AP Music Theory 2,3
Freshman Band	Concert Band	Symphonic Band	Instrumental Exploration	Guitar

Approximate percentage of curriculum to be reviewed:

November 2010	November 2011	November 2012	November 2013	November 2014
22%	17%	22%	17%	22%

Additional courses to be reviewed this year:

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

Course or Initiative: **Electronic Music**

**I. Findings**

Since we have a new instructor teaching Electronic Music, the instructional supervisor deemed it necessary to revisit the curriculum and take inventory of exactly what is being offered to our students. This class is offered as an elective course to all students. It is designed to create an inclusive and open environment for students of any background or level of experience to explore and enjoy electronic music. Since no prerequisite is required, many students have little prior musical training. This allows the course to function not only as an introduction to the subject, but also as a gateway to other offerings provided through the music department at GBS. In the past school year, three Electronic Music students joined the Jazz Lab Band, and two went on to begin the sequence of AP Music Theory courses.

Students in Electronic Music study the concepts of basic music theory, keyboard fundamentals, music notation, midi sequencing, digital audio recording, and sampling. Upon completion of the course, students will understand how to read and notate basic rhythm and pitch, perform simple melodies on the keyboard, and will have demonstrated the skills obtained through the production of comprehensive midterm and final projects using the software and hardware technology resources available to them at GBS.

**II. Recommendations**

Because music technology is constantly evolving, it is imperative that we remain current with the software and hardware resources in the Electronic Music/Music Theory lab. It is our recommendation that, when applicable, software upgrades be performed on an annual basis, with computer hardware upgrades every three to four years. An electronic music textbook would be an invaluable resource to help students gain a clearer understanding of the history and development of the subject.

Class size should continue to be limited to the number of computers available in the room, and enrollment should continue to be open to all students without prerequisites. It is our hope that as the curriculum of this course evolves, an increasing number of students will become motivated to grow and explore other areas of the music department, ultimately becoming lifelong participants and/or consumers of music.

**III. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	Investigate any new text books to use in future.			

Course or Initiative: **Music Theory I**

**I. Findings**

Music Theory serves not only students who are enrolled in our performing ensembles, such as orchestra, band and choir, but also the students who are the fringe, garage-band aficionados who do not find a home in the larger groups. Enrollment has increased over the past five years, and we are continually looking for ways to include more students in the music program. Because our facility allows for 15 computers in the theory lab, we have limited enrollment to no more than 15 students. We have created a waiting list with the past two years and find ourselves denying as many as 20 students entrance to the class every year because of lack of space, computer stations, and one-on-one possibilities in such a large class.

As such, instruction is focused on the music core fundamentals of notation, rhythm, structure, and rudiments of theory, ear training, terminology, and the recognition of various musical styles and forms.

**II. Recommendations**

After much discussion, assessment reviews, and charting student opportunities in the upper levels, it is our recommendation that we offer Music Theory I as a semester course. This will allow more students access to the curriculum. Students who complete the course work during the fall or spring semesters will be eligible to continue their studies at level II the following year.

**III. Department Action**

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



## Course or Initiative: AP Music Theory II and III

### I. Findings

Students of advanced levels of Music Theory meet together to accomplish a variety of curricular goals—the overarching goal is to score a 4 or 5 on the Advanced Placement exam offered every May. But of equal importance, students solidify their knowledge of the fundamentals of theory introduced in Music Theory I, explore new concepts, and apply the content to more difficult levels of composition and arranging. Ninety percent of the students enrolled in the courses complete the advanced placement exam either in level II or III, (the following year). Enrollment has been consistent for the past four years with an average of 12 students at the second level and 10 students at the third level. Two students in the past 4 years have even progressed as far as Theory IV. (The gentlemen started as freshman with the Theory I.) And as an interesting fact, one of those students tested out of all undergraduate level classes when he enrolled at the University of Miami. By the time students have completed level III, they have explored the intricacies of Neapolitan and Augmented Sixth Chords, and applied the composition techniques to arranging and orchestration. Students wrap up their studies by an investigation and survey of Jazz Theory, curriculum most music majors in college study as seniors and grad students.

### II. Recommendations

Our recommendations essentially include maintenance of the structure. Ideally, since two curricula are being taught in the same class period, it would be beneficial for the students if they no longer needed to share a teacher. But the teacher has continued to refine his methods so that the students are rarely off task. The students in level III even have the opportunity to tutor students in level II. Explaining material to younger students reinforces and cements the concepts in the minds of the young teachers, while affording the less experienced students a chance to “hear it explained” in a different way.

### III. Department Action

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

## Course or Initiative: **Guitar**

### **I. Findings**

This is a beginning guitar class. No prior musical knowledge or playing experience is required. Basic guitar playing technique, including tuning, note reading, and chord playing is included. Grades are based on knowledge of guitar plus playing ability in chords and traditional note reading. The nature of this class allows for a broader cross-section of the student population to have an opportunity to participate in a music class. Additionally, it provides the music department another outlet to provide instruction in music literacy to more students. Most often, the students enrolled in the guitar class are students who are not enrolled in other curricular music offerings. As such, instruction is focused on the music core fundamentals of notation, rhythm, structure and theory, ear training, terminology, and the recognition of various musical styles and forms. The primary instructional delivery method for the class is one-on-one, with each student progressing according to the point at which they enter the class. The teacher has full knowledge of the student's starting point, strengths, and areas needing improvement—and assigns work/assessments in the class book according to that knowledge. While all students are expected to progress forward at individual rates, there are consistent assessment expectations for the entire class. This allows for much peer cooperation in learning and additionally creates opportunities for ensemble creation. If the student wishes to continue guitar study beyond the semester length of the class, he/she may choose to repeat the course and advance further, or may also take advantage of private guitar instruction at school/outside of school.

### **II. Recommendations**

While the primary student goal of this class is to be able to play the guitar, there is also an equal and inseparable goal: to educate the students in music fundamentals to create/improve music literacy. With this in mind, a very elementary theory workbook (much more basic than what is used in Theory Class) might be a valuable resource in instruction. Theory and music fundamentals are taught already, however having a book with prescribed exercises which the students may take with them upon exiting the course would be beneficial. Additionally, in “reading” the class, the students have a strong desire to “jam” and learn from each other. Providing an assigned small group project which would have some structured parameters, yet ultimately be student driven, would be an excellent additional performance assessment for the class. Because of the individual “lab” environment of the course, enrollment does need to be limited; however, using projects as mentioned above could generate further interest in the course, ultimately increasing student enrollment over time.

### **IV. Department Action**

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

## GBS Science Department Curriculum Report – November 2009

### I. Introduction

A. Courses reviewed during the past year:

*AP Biology 283*

*AP Chemistry 283*

*AP Physics 283*

*AP Environmental Science 283*

*Astronomy 161*

B. Process

The review process for the courses listed above followed the curriculum review model put forth by the Board of Education. A Curriculum Review Committee, consisting of a group of teachers responsible for the course curriculum, was convened for each course. Each committee brainstormed a list of relevant questions, collected and analyzed data relating to these questions, and made recommendations based on data.

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

### II. Report Schedule

November 2010	November 2011	November 2012	November 2013	November 2014
Chemistry Studies 163	Biology Team 163	Physics Studies 163	Horticulture 161	AP Biology 283
Chemistry 163	Biology Studies 163	Physics 163	Advanced Horticulture 262	AP Chemistry 283
Chemistry Honors 173	Science-Technology-Society (STS) Biology 163	Physics Honors 173	Horticulture LA 161	AP Physics 283
Engineering Physics Honors 273	Biology Honors 173	Chem/Phys Honors 173	Medical Technology 161	AP Environmental Science 283
Brain Studies 161	Biology LA 163	Chem/Phys Honors 273	Astronomy 161	Forensics 161
		Physical Science Team 263		
		Physical Science LA 163		

Approximate percentage of curriculum to be reviewed:

November 2008	November 2009	November 2010	November 2011	November 2012
19%	19%	24%	19%	19%

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 <sup>rd</sup> semester:
Forensics 161

### III. Findings

In reviewing a new course completing its third semester, the Forensics team sought to use the Educational Planning Process to determine if the targeted enrollment in this course was achieved. Previous science level placement was analyzed for three semesters of Forensics students. The following is a summary of the results:

<i>Previous Level of Students Enrolled In Forensics</i>	<i>Percent of Students</i>
<b>Studies</b> (stayed at the studies level throughout)	26%
<b>Studies – Regular</b> (switched levels at some point)	13%
<b>Regular</b> (stayed at the regular level throughout)	41%
<b>Regular – Honors</b> (switched levels at some point)	5%
<b>Honors</b> (stayed at the honors level throughout)	15%

This data indicates that Forensics students are coming from all levels of science but primarily from the regular and studies levels (which was the target audience when the course was proposed.) It has been encouraging, however, that honors level students have been able to work side-by-side studies level students. Anecdotal evidence suggests that as both student groups have contributed equally in this hands-on lab course, it has become difficult to see the previously recognized level differences once they are enrolled.

It was also valuable to collect data regarding the success of all students in this course. Semester grades were analyzed for students from the levels listed above to determine if all students are being successful in this course. The following is a summary of the results:

<i>Level</i>	<i>Percent of Students</i>				
	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>F</i>
<b>Studies</b> (stayed at the studies level throughout)	3%	21%	3%	0%	0%
<b>Studies – Regular</b> (switched levels at some point)	5%	5%	3%	0%	0%
<b>Regular</b> (stayed at the regular level throughout)	18%	21%	3%	0%	0%
<b>Regular – Honors</b> (switched levels at some point)	5%	0%	0%	0%	0%
<b>Honors</b> (stayed at the honors level throughout)	8%	5%	3%	0%	0%

This data indicates that students from every level can be and are being successful. The data does not show any indication of studies level students struggling more than honors level students. This reinforces the team’s perception. This course has successfully achieved one of the primary objectives it set out to accomplish—namely, to provide a lab-based, hands-on course in a way that students from all levels can have the opportunity to be successful.

### IV. Recommendations

No action is necessary as this course is achieving the target audience and providing a unique course in which students from all levels can be equally successful.

### V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	No	No	No additional staffing	No

### III. Findings

The AP Biology team investigated the question, “What are the best instructional strategies for teaching biochemical pathways (photosynthesis, cellular respiration, DNA replication, protein synthesis, etc.) at the secondary level?” As metabolic pathways are a staple of biochemistry in AP Biology, the team conducted a research of literature and found that the understanding of metabolic pathway includes:

<i>The chemical sense in each specific transformation (including bonding, inputs, intermediates, and outputs)</i>	<i>The energetic sense in the thermodynamics of each step and overall process</i>	<i>the biological sense in terms of economy of effort and relationship to other functions on a cellular/organismal level</i>
---	---	--

This means that students need to know the intermediates, need to have a sound idea as to where significant energy changes are located, need to know the fundamentals of how each enzyme works, and need to know about different levels of control and how these are related to what is going on in different pathways. From the student perspective, this is an overwhelming amount of material with respect to content and integration of many abstract concepts. According to current journal literature, the following bulleted items were found to enhance student learning of biochemical pathways:

- *Short lecture periods should be interspersed with periods of cooperative learning, and interaction with the biochemical pathways.*
- *A shift from an emphasis on logical-mathematical learning styles to a visual-spatial learning approach enhances student understanding and learning*
- *A step-by-step guided discovery approach to the learning of the chemical steps in biochemical pathways starts from concepts the students already know, develops these further in a logical manner using easy to remember memory devices, and significantly reduces student learning demand. This approach may incorporate the use of PowerPoints, web access, and digital whiteboards to enhance student learning and retention.*
- *Identifying students’ conceptual and reasoning difficulties with biochemistry.*

### IV. Recommendations

- Increase conceptual understanding of Glycolysis/Krebs Cycle biochemical pathways through role play outlined in the *American Biology Teacher*.
- Use the Guided Discovery Approach as described in *The International Union of Biochemistry and Molecular Biology* article titled, “A Guided Discovery Approach for Learning Metabolic Pathways: Utilizing PowerPoint , web access, and the digital whiteboard.”
- Use multiple tools in teaching medical biochemistry as described in *Advances in Physiology Education*.
- Incorporate BioBlog into the AP curriculum for more effective communication between peers and instructor with respect to clarification of learning biochemical pathways.

### V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new proposals	No	No	No additional staffing	BioBlog

**Course or Initiative:** AP Chemistry 283

**III. Findings**

The team sought to determine whether or not the labs used in this course are preparing students adequately for the lab-based Free Response Questions on the AP Chemistry Exam. The past five years of AP Chemistry Free Response Questions were analyzed to find out what types of lab-based questions were being asked as well as which lab techniques/concepts have been used to address these questions.

- A lab-based Free Response Question appeared on every AP Chemistry Exam in the past 5 years.
- The lab technique/concept addressed on each of these questions was covered in a lab done in the current AP Chemistry course.
- In most cases, the questions posed on the AP Free Response section are very similar to the questions asked in the Analysis section at the end of class labs.

In a couple of cases, the questions posed on the AP Free Response section were more involved than the questions asked in the Analysis section at the end of labs.

**IV. Recommendations**

The following recommendations have been made by the AP Chemistry team in order to address the findings listed above:

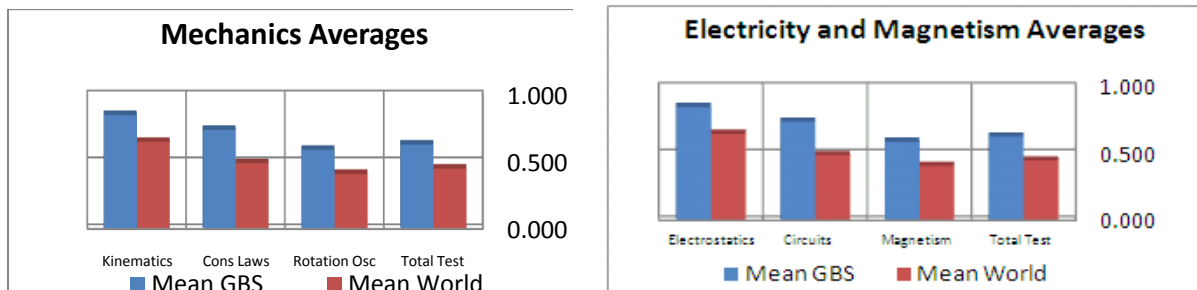
- Continue doing the same labs in AP Chemistry. Each year, analyze the lab-based Free Response Questions to make sure that no labs/skills are being addressed that are not part of the AP Chemistry curriculum.
- Continue to ask Analysis questions at the end of labs similar to the ones asked on the Free Response Questions.
- For the labs whose analysis questions are not as in-depth as the AP Free Response Questions, develop new analysis questions.

**V. Department Action**

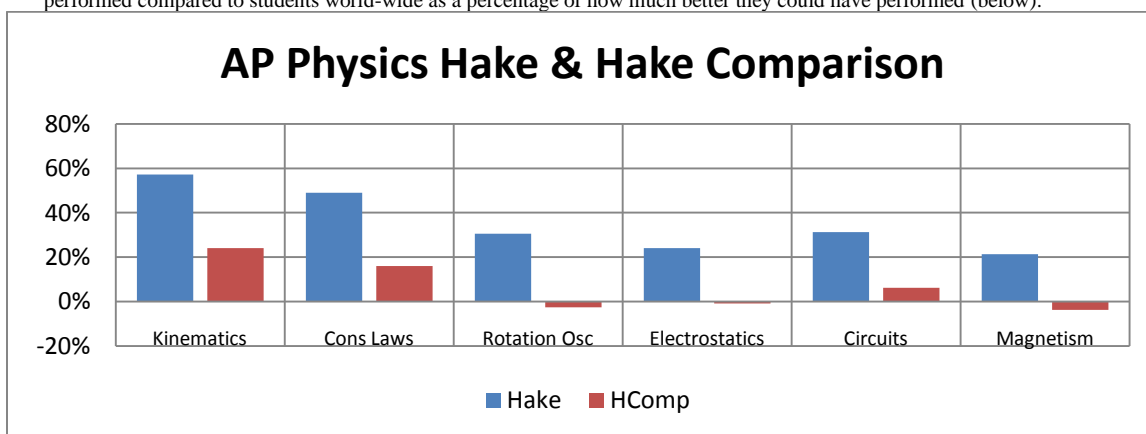
	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	No	No	No additional staffing	No

### III. Findings

Three years of multiple choice AP Physics test data were analyzed. From the first two graphs below, it became clearly evident that GBS students out perform all AP students in every area. The third graph, showing the Hake Gain and Hake Comparison, uses an analysis procedure that illustrates how much better GBS students perform as a percentage of how much better they “could have” done.



GBS Performance compared to World Performance in (1) Mechanics and (2) Electricity & Magnetism (above); GBS performance in three mechanics units and three Electricity & Magnetism units showing how much better GBS students performed compared to students world-wide as a percentage of how much better they could have performed (below).



While Hake scores suggest that the variance between GBS students and all students was very high in the areas of Kinematics, Dynamics, Conservation Laws, and Circuits, there is indeed room for growth in Rotation and Oscillations, Electrostatics, and Magnetism.

### IV. Recommendations

The following recommendations have come as a result of this thorough study:

- The adoption of *Physics for Scientists and Engineers: A Strategic Approach*
- Past AP exam multiple choice questions should be cataloged and adapted for random delivery as part of regularly assigned homework via WebAssign.

Because of the strategic approach of this new text, and through the random yet regular addressing of questions targeted at the above content areas, both of these recommendations should provide students an even stronger support in preparation for the AP Physics examination.

### V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	No	Yes	No additional staffing	Continue WebAssign

### III. Findings

This project set out to determine what available laboratory resources and textbook would best address course ‘deficiencies’ identified through the College Board audit process that was conducted during the 2007-08 school year. This audit process provided an outside review (by the College Board) of our current AP Environmental Science course syllabus. Some of these deficiencies were linked to the text and laboratory manual used in this course. Deficiencies also related to issues and case studies that were significantly out-of-date in the current text, including out-of-date material on habitat destruction and endangered species. Additionally, the current text did not include new developments in global warming data.

Four texts/laboratory manuals were seriously evaluated in light of the deficient areas. The evaluated textbooks/manuals and their authors are listed below.

<u>Environment</u> , 6 <sup>th</sup> ed. Raven, Berg, Hassenzahl	<u>Environmental Science</u> , 6 <sup>th</sup> ed. Botkin, Keller	<u>Environmental Science</u> , 8 <sup>th</sup> ed. Enger, Smith	<u>Living in the Environment</u> , 16 <sup>th</sup> ed. Miller
---	--	--	---

After evaluating the above resources in relation to the College Board audit/recommendation process, it was determined that Living in the Environment, 16<sup>th</sup> edition, is a text—along with its supplemental laboratory materials—that is best suited to support curricular adjustments designed to shore up these deficiencies. It is also believed that this text and its supplemental materials will serve to improve the high quality AP Environmental Science experience that GBS students experience. Four findings stood out as primary reasons for adopting this text.

- Presentation of up-to-date issues and case studies are non-biased, very readable, and interesting to students
- Accompanying labs are very closely related to those recommended by the College Board suggested lab activities
- Instructor support materials are comprehensive and include accompanying lab activities which are provided (with an ability to modify) so that an additional lab book is not needed
- Test bank includes many example AP test (multiple choice and free response) questions

In addition, it was learned that this text is used by many major universities and colleges in their introductory environmental science course.

### IV. Recommendations

The recommendation is to adopt the 16<sup>th</sup> edition of Living in the Environment and to implement many of the associated laboratory exercises provided with this series.

### V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	No new course proposals	No	Yes	No additional staffing	The current lab manual will not be used.



## GBS Social Studies Department Curriculum Report – November 2009

### I. Introduction

#### A. Courses reviewed during past year

*Issues and Answers 161/162*

*Psychology 161/162*

*Sociology - Marriage and Family 161; Sociology - Crime and Deviance 162*

*Sociology - Dating and Family Relationships 161; Sociology – Collective Behavior and Criminal Activity 162*

*Latin American History 161/162*

#### B. Process

The review process for the courses listed above followed the curriculum review model put forth by the Board of Education. A Curriculum Review Committee was convened for each course and consisted of a subset of teachers responsible for the course curriculum. Each committee brainstormed a list of relevant questions, collected and analyzed data relating to these questions, and made recommendations based on data.

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

### II. Report Schedule

November 2010	November 2011	November 2012	November 2013	November 2014
Russian History 161/162	World History Studies 163	US History 163	AP U.S. History 183	Issues and Answers 161/162
Urban Studies Chicago 161/162 Problems and Solutions 162	World History 163	U.S. History Studies History 163	AP Psychology 183	Sociology Marriage and Fam. Crime and Dev. 161/162
World Religions East/West 161/162	World History Honors 173	U.S. History LA	AP European History 183	Sociology Dating and Fam. Behavior & Crime 161/162
Pacific Rim 161/162	World History LA		AP World History 183	Psychology 161/162
Brain Studies 161/162	Conflict and Resolution		AP Macroeconomics	Latin American History 161/162
Political Science 161/162				

Approximate percentage of curriculum to be reviewed:

March 2010	March 2011	March 2012	March 2013	March 2014
20%	20%	25%	15%	20%

Additional courses to be reviewed this year: None

## Course or Initiative: Issues and Answers 161/162

### III. Findings

Data collected detailing enrollment trends indicate that the course has grown from two sections per semester to three sections per semester. Issues and Answers continues to be one of the least tracked classes in social studies. The course consistently draws students from the Academy/Honors tracks to students from Studies level classes. The wide variety of student abilities in this course demands that instructors find creative ways to differentiate instruction. The course offers opportunities for multiple learning styles, but primarily focuses upon discussion, journaling, and formal essays. Assessment and grade data indicates that the majority of students meet with academic success, earning an average grade of B. End of semester anecdotal information indicates that students enjoy the course and feel that it does prepare them well for future coursework in social studies at the college level.

### IV. Recommendations

- The current description does not represent the course well. The title should be changed to Issues and Answers in Philosophy. The course description also needs to be revised and improved.
- Additional reading materials are needed in order to address the diverse reading abilities of students taking the class.
- Adding a field trip to the Art Institute is recommended during the unit on Metaphysics. The interplay between ideas and art needs to be more fully addressed. The Art Institute of Chicago would certainly be a wonderful place for students to engage their minds in how great artists explicate great thoughts.

### V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	Possible change in textbook	No additional staffing	No additional resources

## Course or Initiative: Psychology 161/162

### III. Findings

Enrollment trends have been consistent for the past 3 years, garnishing 2-3 sections per semester. The students enrolled in Psychology have a variety of learning needs and display strengths in non-traditional assessments. The course content and assessments have been tailored to accommodate students' strengths and weaknesses. The text currently used in this course is appropriate for the population and is supplemented with outside resources where needed. The learning activities that are used in this class are engaging and help students to apply a variety of skills and content in many formats. Some improvements are being made to incorporate more current video material and create assessments and activities utilizing new technology. The formats used currently for assessment include multiple choice tests/quizzes, projects, writing assignments, journal writing and application activities. Assessment and grade data indicate that the majority of students meet with academic success. End of semester anecdotal information suggest that students enjoy the course and feel that it does prepare them well for future coursework in psychology courses at the college level. Feedback from students currently in college also suggests that they were well-prepared by their experience at GBS.

### IV. Recommendations

- A new edition of current text should be adopted at the end of our 5-year requirement for text usage. The text we are using is the 1<sup>st</sup> edition and has been working for our population and can be updated to the newer edition in 2 years.
- We need to create and incorporate more short answer and essay questions to enhance objective unit assessments. This will also give students an opportunity to synthesize material and apply relevant information to new and novel situations.
- We would like to create more writing opportunities for students to compare/contrast and summarize information from relevant areas of the text and units of study.
- We also need to update videos to give students examples of newer research and theories.
- Additional work needs to be done to incorporate more ACT College Reading Readiness strategies, critical thinking skills, and application of content to real world situations. This work will be on-going during the course of the school year, and a summer project will not be necessary.

### V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	No	Not at this time	No additional staffing	No additional resources at this time

## Course or Initiative: Sociology – Marriage and Family 161; and Crime and Deviance 162

### III. Findings

Student enrollment in these courses has been very stable. Each semester, there are two to three sections of the course. The class is comprised of mostly seniors with a few juniors. Many students take both first and second semester Sociology or couple it with Psychology. One interesting trend noticed is that more female students enroll in first semester Sociology (Marriage and Family) and more male students in second semester (Crime and Deviance). Assessment and grade data indicate that the majority of students meet with academic success, with an average grade of B. In order to evaluate the Sociology course students completed surveys about their study habits, materials and the specific units of study. A majority of the students rated the textbook as challenging, but not overwhelming. Students reported similar attitudes toward the amount of homework assigned and class assessments. The textbook was adopted 4 years ago so it was promising to hear that it is a good fit within the course. Students made positive comments about the various speakers that have been brought in to discuss relevant matters. Student feedback was quite positive about the second semester field trip. This field trip, to a district court, will remain a vital component of the course. We did, however, remove the first semester field trip as it did not seem to hold much educational value. We are currently working to find a replacement in order to show the students sociology in the real world, but also ensure that it is a worthwhile educational experience. Reflection is an on-going process and the class will continue to improve throughout time, but a summer curricular project is not necessary to allow this to happen. We believe the textbook, assessments, course content, and activities are successful and major revisions are unnecessary at this time.

### IV. Recommendations

- Continue to add more student centered activities to increase both interest and academic success.
- Find a worthwhile field trip experience for the first semester – possibly a high functioning community center that successfully deals with domestic violence issues.
- Take steps to balance the gender ratio in the course. For example, by extending the “Culture” unit and placing less emphasis on the “Marriage” component of first semester will hopefully lead to more males enrolling in the course.

### V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	None	None	None	New ancillary sources to supplement the text

**Course or Initiative: Dating and Family Relationships 161; Collective Behavior and Criminal Activity 162**

**III. Findings**

The enrollment has been fairly consistent. We have had two sections of these Sociology courses for several years in a row. These two courses have been meeting a definite need as we currently do not offer many classes for lower-ability juniors and seniors. The majority of the students are meeting course goals and objectives. The majority of students earn an average grade of C. The field trip in the Dating and Family course to the Cook County Domestic Violence Court has always been well-received by the students. The same is true for the two field trips in the Collective Behavior course: observing the Mock Trial team in action in the Federal Court building and going to the Cook County Criminal Court at 26<sup>th</sup> St. and California in Chicago. The Scientific Method Project in the Dating course has also been a good way for the students to appreciate what is involved in research. The use of the collaborative learning for many of the readings in the course has helped students understand material before they have to read it on their own—very important for students of lower ability. Technology is used both for research purposes and in lecture/discussion. The textbook in both courses has been used for five years. We believe that a more substantive text can be found and utilized. It is, however, difficult to find a text that is substantive, but not beyond student reading abilities. A new teacher will be teaching this course during the 09-10 school year (current teacher retired in 09). This teacher will most likely seek a new, more substantive text. Minor changes in the course will be ongoing this year. A summer project will most likely be needed when a new text is selected.

**IV. Recommendation**

- A suitable text needs to be found to better instruct students in this course.
- ACT Reading Readiness Strategies need to be identified and implemented in this course.
- Improvements that reflect student reading abilities need to be made in unit exams, and major course assessments.
- Interactive technologies need to be investigated and utilized in order to more fully engage students in learning.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	None	Yes, as a new text is selected	Yes	No	No

## Course or Initiative: Latin American History 161/162

### III. Findings

In the past three years the course has grown from two to four sections. Students in this course vary in the following ways: age, ethnic group, English ability levels, socio-economic backgrounds, and academic ability levels. Because the classes are so heterogeneous, there is no way to say that students are properly prepared for the course or not. Instead, one of the foci of the course is to meet the academic ability of individual students, and strive for individual improvement in reading, writing, interpretation of visual media, and understanding of the world throughout the semester. The heterogeneous composition of the class enriches the learning experience of all students as many different viewpoints are expressed on every issue and students are challenged to consider the perspectives of other people and groups throughout the semester. One concern is the students coming from the TEAM program who are taking Latin American History as juniors and seniors. Last year there were three TEAM students who were not successful. It is unclear whether it was the nature of the coursework or poor decision-making on the part of those individual students that resulted in their lack of success. In the same vein, course instructors will continue to provide academic support to the Latino students in the course who tend to struggle with completing assignments. Oftentimes these students simply need personal, one-on-one encouragement to actually complete the assignments and turn them in.

Latin American History uses a variety of assessments to evaluate student learning in the course. Some multiple choice tests are given, but because the course attracts a large number of ELL students and these students typically struggle with multiple choice tests, many other types of assignments are given to help the students demonstrate their learning. The strong emphasis on visual media in the course allows students with language difficulties to showcase their strengths.

One other change that has been made to allow Spanish-dominant students to be successful in the class is the purchase of Spanish-language editions of both Century of the Wind (one of the texts we use) and Enrique's Journey. As both of these books were originally published in Spanish, it's probable that the books are even better in Spanish than in English. Also, reading in a language that they understand better allows these students to contribute to classroom discussion and complete homework. It also honors their native language and culture which makes them more apt to complete assignments. Another change we started last year involves the incorporation of specific reading skills into the instruction in hopes of supporting the students that struggle with the sometimes difficult texts and readings. This course continues to be a challenge to teach, yet instructors accept this challenge with a great deal of passion and joy.

**IV. Recommendations**

- Instructors recommend that students not be concurrently enrolled in sophomore TEAM History and Latin American History as this might be too much nightly reading for these students.
- Instructors need to continue to seek more visual resources.
- Instructors need to continue to seek powerful, role model guest speakers.
- Instructors need to implement identified ACT Reading Readiness Strategies.

**V. Department Action**

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

**GBS Special Education Department  
Curriculum Report – November 2009**

**I. Introduction**

**A. Courses reviewed during past year**

As part of the Educational Planning Process this year, the department spent time reviewing the STEP curriculum and transition services.

**B. Process**

We worked collectively to review data – transcripts, IEP’s, student files/case manager records - regarding current and past students’ enrollment in STEP class and work. A subgroup of the department spent time reviewing the students, the number and types of IEP goals related to STEP and how they were delivered. We also discussed as a group transition plans, SOP’s (Summary of Performance), the use of the Off-Site Transition program, the use of the job coach, transition counselor and the state of current and future community-based job (paid and volunteer) sites. More student specific and individual discussions regarding transition needs and services occurred at weekly team meetings and during IEP meetings. Specific IEP and curriculum work has continued as students’ needs continue to be determined for the upcoming year(s).

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

The department –both building and district-wide - continues to look at ways to better meet the transition needs of our students. To that end, after data collection, discussion and review, changes and improvements regarding general transition services were made.

**II. Report Schedule**

November 2010	November 2011	November 2012	November 2013	November 2014
Review of Related Services	Implementation of IEP goals in English and reading classes	Implementation of IEP goals through science /social studies classes	Implementation of IEP goals through Study Skills classes	Implementation of IEP goals in math and consumer education
			Review needs of students and study skills courses offered	
	Review of English and Reading curriculum	Review of Science/Social Studies curriculum	Review Study Skills curriculum	Review of math and consumer curriculum

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

November 2010	November 2011	November 2012	November 2013	November 2014
Related Services 20%	English / Reading 20%	Science/Social Studies 20%	Study Skills 20%	Math/Consumer 20%

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

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



**Course or Initiative: STEP**

**III. Findings**

- STEP class and STEP work continues to need to be offered by the special education department. Although it is not a graduation requirement, it is a necessary class for many special education students to take. It offers an opportunity to address job skills and awareness as well as exposure to many career paths. Students with unique identified needs should be offered the chance to access a course such as this. Additionally, since transition goals and transition plans are mandated parts of students IEP, this class offers an excellent opportunity to address the students’ needs while meeting the legal mandate.
- Higher functioning special education students, as appropriate, can, and should, continue to access career exploration and planning through traditional general education offerings. These include things such as the guidance department, College and Career Center, standardized testing and the evaluation thereof, exposure and interpretation of Naviance and other career inventories. Case managers will continue to partner with the necessary professionals involved in each of these processes.
- Lower functioning students should partake in appropriate general education offerings but should have the additional opportunities for experiences appropriate to their levels. The special education case manager, in conjunction with the transition and guidance counselors, and related professionals need to continue to directly address the individual transition needs of these students.

**IV. Recommendations**

- Continue to offer the STEP class and the STEP work opportunity.
- Continue to offer STEP work during the summer school program.
- Continue to address state and federal requirements for authoring student transition plans and SOP’s.
- Continue to reference state learning standards when authoring IEP goals and objectives
- Include Independent Living and Consumer education courses as additional courses in the sequence that are available to address student IEP goals and meet student transition needs; consider the dual credit course, College 101 for seniors, as a part of the course sequence.
- When applicable, continue to reference state learning standards when authoring IEP goals and objectives, and when writing transition plans
- When applicable, strive to align course content with that of the general education DCE program and similar career-oriented courses. In addition, continue to collaborate with general education professionals regarding content and materials.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	-Offer STEP class during summer school.			Time for review, revision, collaboration with general education

## Course or Initiative: General Transition Services

### III. Findings

- There was a need to increase the job coach position at each school to full time.
- The role of the Transition Counselor has undergone significant changes and that, too, became full time in both buildings instead of a part time split with each site.
- The decision was made to offer STEP class, not only throughout the school year, but during summer school as well. This appeared to fit the needs and interests of students as both semesters of summer school STEP had several students enrolled.
- To further highlight and expand upon transition services, a community breakfast was held in March with the goal of increasing employer awareness and the cultivation of potential paid and unpaid job opportunities. The breakfast was held at GBS but was a cooperative effort between both schools and Off-Campus. It was a huge success and feedback from the personnel of area businesses was largely positive. So much so, that plans were made to make it more of a regular event. An additional breakfast is scheduled for the fall of 2009.
- District 225, as members of CHOICES, was the host – at GBS – to the 2008 CHOICES College Night for Students with Disabilities. This involved a consortium of area high schools, a number of guest speakers, and numerous representatives from over 50 colleges and programs. The main purpose was to address the post high school needs – vocational and academic - of students requiring some type of disability services.

### IV. Recommendations

- Continue to implement the transition services along with the STEP curriculum. The only recommended curriculum changes would be to include up-to-date topics and review current employment and career trends along with the current state of the economy and a realistic outlook.
- Continue to reference state learning standards when authoring IEP goals and objectives
- When applicable, strive to align course content with that of the general education DCE program and similar career-oriented courses. In addition, continue to collaborate with general education colleagues regarding content and materials.

### V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	-Summer 2009 Modifications to the job description for transition counselor and job coach			Time for review, revision, collaboration with general education

## GBS World Languages Department Curriculum Report – November 2009

### I. Introduction

#### A. Courses reviewed during past year

French 563	Russian 583
AP French Language 583	Spanish 563
AP German Language 583	AP Spanish Language 583
AP Japanese Language & Culture 583	AP Spanish Literature 583

#### B. Process

The review process for the courses listed above followed the curriculum review model put forth by the Board of Education. Curricular Review Committees were convened, in which relevant questions pertaining to the courses were discussed, researched, and analyzed. Each committee, comprised of teachers currently teaching the course, then made recommendations for future action.

#### C. Additional initiatives (outside of review process): A comprehensive yearlong study of world languages in the district was conducted as a result of community requests to add Hebrew as an offering in District 225.

### II. Report Schedule

November 2010	November 2011	November 2012	November 2013	November 2014
American Sign Language 163	American Sign Language 263	French 363	French 463	French 563
French 163	French 263	French 373	French 473	AP French Lang 583
German 163	French 273	German 363/373	German 463/473	AP German Lang 583
Japanese 163	German 263/273	Japanese 363/373	Japanese 463/473	AP Japanese Lang & Culture 583
Russian 163	Japanese 263/273	Russian 363/373	Russian 463/473	Russian 583
Spanish 163	Russian 263/273	Spanish Studies 363	Spanish Studies 463	Spanish 563
Spanish for Heritage Learners 163	Spanish Studies 263	Spanish 363	Spanish 463	AP Spanish Lang 581
	Spanish 263	Spanish 373	Spanish 473	AP Spanish Lit 583
	Spanish 273	Spanish for Heritage Learners 363/373	Spanish for Heritage Learners 463	
	Spanish for Heritage Learners 263/273			

Approximate percentage of curriculum to be reviewed:

November 2010	November 2011	November 2012	November 2013	November 2014
16	23	21	21	19

**Course or Initiative: French 563**

**I. Findings**

The French 563 course is designed for students who have completed the four year sequence of regular level French. The seniors enrolled in this course are college bound, and while they have found limited success in the Advanced Placement French course in previous years, they are dedicated to the development of their French language and cultural skills. The progression of these skills has given students an opportunity to score well on their college placement exams, and many opt to minor in French since they are usually required to take only a few more courses. A current student in the course is planning to major in French at the University of Wisconsin.

The course uses a text from Tufts University, designed for third year university students, which focuses on deeply exploring the cultures of the Francophone world through the study of film. Countries that are intensively studied in this way are: Algeria, Belgium, Cameroon, Canada (Quebec), and France. Students engage in rich discussions about history and current events as they are presented throughout the year. Writing is also developed as students create essays that demonstrate a high level of critical thinking as they analyze major themes of the course. Vocabulary is greatly expanded, and grammar is also systematically reviewed throughout the year.

Students in the French 563 course are seniors, and unfortunately are unable to participate in the travel portion of the GBS French Exchange; however, the teacher has created a special project-based unit that will allow for their participation when the French students are here in spring. Two components of the project include acting as orientation guides for the visitors as well as teaching impressionistic works during a joint field trip to the Art Institute of Chicago. (On alternate years when the exchange is not taking place, a different unit will be used, but it will also include authentic use of the language in an authentic setting.)

**II. Recommendations**

There are no significant revisions required at this time. The only recommendation is to continue the ongoing articulation between all members of the French vertical team.

**III. 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: AP French Language 583

### IV. Findings

The AP French course continues to provide our honors students the appropriate level of rigor and relevance for their fifth year of language and culture study. There are currently 17 students enrolled in the course, and existing enrollment figures in the French sequence suggest the continuation of a healthy Advanced Placement French program. On the AP examination, GBS (non-Academy) students consistently outperform their national counterparts, and all students that took the exam in May of 2009 passed with a score of 3 or above. The successful results are a testament to the hard work of our students, but also reflect the careful articulation and implementation of a dynamic curriculum.

Students interact with authentic media sources, such as podcasts, television and radio news, and blogs on a daily basis, but they are also participants in that they create their own blog posts to synthesize the material they are studying. Vocabulary and grammar development is rarely done in isolation from the rich cultural content that is available in the French-speaking world in real time. Class time is dedicated to rich discussions and interactions between the teacher and students, as well as between students with the teacher as a facilitator. Technology resources are used as a creation tool both in and outside of class, which reinforces the real world applications in any of the 28 countries throughout the world in which French is the national language.

The rigor and relevance of the French curriculum cannot be overstated; as students would likely discontinue their studies if this were not in place. In previous years, upper level language courses struggled to maintain enrollment as students selected other AP courses. While this problem has not completely disappeared, students have returned to upper level language courses due to their relevance to future plans. For example, there are currently 5 GBS seniors (non-Academy students) who have requested letters of recommendation for universities that will specifically address their interest in majoring in International Studies and/or Business and French. While we have no current statistics on students' college majors and minors, students that have taken a fifth year course report that they have minored in the language. Most report having needed only 2-3 more courses in the university to make this happen. We have provided them with the rigor and relevance to make this a reality.

### V. Recommendations

It is recommended that the AP French teacher continue effectively articulating with the honors level French team to ensure successful transitions between levels. The teacher should also continue collaboration with other AP language teachers in the department to share best practices. Professional development should also continue with the pre-AP teachers to ensure an appropriate level of rigor and relevance in the curricula leading to the AP course.

### VI. 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: AP German Language 583

### VII. Findings

Students in the GBS German program continue to demonstrate success by meeting or exceeding standards as outlined by the American Association of Teachers of German (AATG) in the annual National German Exam and also those tested by the College Board in the Advanced Placement German examination each May. There are currently seven students enrolled in the AP German course, which has run in a combined section with levels 3 and 4 for many years. It is more difficult to establish an isolated section of AP German because there are no sender schools in our area that offer German language classes. Therefore, students only have 4 years to achieve the level of proficiency expected, whereas French and Spanish students generally have 5 years or more. With that said, our students of German have still done very well on the College Board assessment: all GBS (non-Academy) students have passed the exam for the past three last years. Current enrollment figures in the German 163 class indicate a positive future for the AP German course as there are 26 students enrolled.

While the students in the AP German program continue to demonstrate success, it is necessary to frequently research ways to make instructional planning more manageable. Due to the combined levels in one section, the German teacher must continually prepare instruction that meets the needs of all three groups of students. Assessment is another challenge, as the teacher must ensure that all are being appropriately challenged and progressing in their language skills. Materials that are thematic are best, since the teacher can develop a rotating curriculum that will be delivered to the combined German 3-AP group every other year. Once that is created, it is still the teacher's challenge to ensure that learning activities and assessments are aligned to the different levels of the group. It has been difficult to develop the rotating curriculum with the currently used materials, and therefore the teacher is collaborating with local and regional German language colleagues to see if there is a better primary text to better meet the diverse needs as outlined in this report.

### VIII. Recommendations

New instructional materials should be reviewed to best meet the needs of the AP German students, while at the same time serving the levels 3 and 4 students. It is also recommended that the AP German teacher continue effectively articulating and collaborating with the other AP language teachers in the department to share best practices.

### IX. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Project will be proposed for summer of 2010	Research other materials	N/A	N/A

**Course or Initiative: AP Japanese Language and Culture 583**

**X. Findings**

The newest Advanced Placement course in the department is AP Japanese Language and Culture, which was offered for the first time during the 2007-2008 school year. GBS students took the College Board examination in May of 2008, which was the first AP exam administered and completed completely via computer. The College Board experienced a variety of issues with the first year of the exam, and worked diligently to make revisions to the exam itself as well as to technical procedures for administration. Our results from the 2008 administration were somewhat disappointing as only half of the students passed the exam, but in light of the cited problems with the exam, this was not surprising. The 2009 results, however, were most impressive, with all but one of the students passing with a score of 3 or above. There are currently seven students enrolled in the AP class, which is combined with level four students.

Students are tested in all language skills (listening, speaking, reading, and writing) via computer, and they are also assessed on cultural knowledge. *(Over the next few years all of the AP exams in world languages will include this cultural component and will formally be titled Language and Culture examinations.)* Writing, for example, includes an informal text chat as well as a formal compare and contrast essay. Students in the AP course get practice in informal writing through their weekly participation in Google discussions with peers in Japan, and also work to develop formal writing skills in the computer labs. Based on the 2009 performance of the GBS students, preliminary data reviewed from the AP Planning Report suggests that students may benefit from spending more time perfecting the skills needed for the formal writing task. This is no small feat as students are held responsible for all three Japanese writing scripts: hiragana and katakana, which are two separate syllabic alphabets with 47 symbols each, and the Japanese version of Chinese kanji characters. At the AP level students are held responsible for learning 500 of these kanji characters. As mentioned in the AP German report, students not studying French or Spanish only have four years to reach the needed level of proficiency rather than five or more. In order to accommodate the high expectations of the program, the Japanese teacher already made several adjustments to the third year program this past summer so that the students would be better prepared for this capstone course.

**XI. Recommendations**

It is recommended that the AP Japanese teacher continue to effectively collaborate with area and national counterparts through the National Association of Teachers of Japanese, as well as the other AP language teachers in the department to share best practices.

**XII. 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: Russian 583

### I. Findings

Enrollment in the Russian 583 course, which results in the Prototype AP examination, has increased substantially over the past four years, although GBS was not able to run an upper level section this year. In 2007 there were five students from GBN that took the exam; in 2008 there were also five, but three were from GBS; twelve students took the exam in 2009, and four were from GBS, and fourteen, of which three are from GBS, are scheduled to take this exam in 2010. The three GBS students currently attend the Russian 583 course at GBN in the afternoon.

In addition to the computerized Prototype AP examination, the students at this level also take the Oral Proficiency Interview (OPI), which is administered by the American Council of Teachers of Foreign Languages. The OPI is a standardized procedure for the global assessment of functional speaking ability between a certified ACTFL tester and an examinee that determines how well a person speaks a language by comparing his or her performance of specific communication tasks. It is administered by telephone in the presence of a proctor, which is typically the instructional supervisor at GBN or GBS. The rating and certificate received from ACTFL is a valuable, internationally recognized measure of language proficiency which students can take with them as they pursue college and employment opportunities.

The results of these assessments have been excellent. In 2007, there were four 4's and one 5. In 2008, there were four 5's and one 4. In 2009, there were six 4's and six 5's. The results of the Oral Proficiency Interviews have been equally impressive, with averages in the "Intermediate High" range.

The college textbook used, *Mir Russkikh*, works well for the course. It includes DVD's and CD's. Additionally, the instructor has created on-line *Quia* exercises for all of the vocabulary for this course. There are also supplemental readings about current events including politics, history, economics, culture, etc. Students also work with a reader entitled "Intermediate Russian Reader," and on-line Russian newspapers. In the computer lab, students learn how to type on the Russian keyboard in order to prepare their papers. Among the papers written are essays for the National Russian Essay Contest, which is sponsored by the American Council of Teachers of Russian. Results have been consistently excellent, with many students earning gold and silver medals.

### II. Recommendations

There are no revisions recommended at this time.

### III. 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: Spanish 563

### IV. Findings

The Spanish 563 course provides our fifth year non-honors students a challenging curriculum in which their skill development continues as they learn more about the cultures of the Spanish-speaking world. There are currently 47 seniors enrolled in the course, which is typical for enrollment over the past 5 years. Despite becoming the stereotypical “second semester, non-honors seniors,” data reveals that very few students drop at the semester, which is an indication of the value they see in the course.

Grammar is systematically reviewed throughout the year, but the cultural focus of the course is what ties all of the language skills (listening, speaking, reading and writing) together. The team has noted that the ability levels of students now entering the Spanish 563 course is higher, which may be attributed to the recent realignment of the Spanish regular level sequence which includes *Realidades* in levels 1-3, and *Enfoques*, a rich college-level text in level 4. Due to the noted improvement of skills, the Spanish 563 teacher recently completed a project to incorporate more authentic readings. A short play from a Chilean playwright (Vodánovic) was added, as were 3 short stories from key authors of Latin America, namely Julio Cortázar (Argentina) Rosario Ferré (Puerto Rico) and Juan Rulfo (Mexico). The addition of more literary pieces will balance the non-fictional cultural readings that take place in the course. As part of the summer project undertaken, the teacher also created a variety of reading activities for the new selections that demonstrate best practices in reading instruction. Activities to engage and prepare students prior to reading, strategies to have students interact with the text, and post-reading activities were created. These are currently being implemented in the course.

Another aspect of the Spanish 563 curriculum that was in need of an update was the selection of media sources, which include feature films, documentaries, and music. This work was also completed as part of the summer curriculum project. The teacher not only researched and chose appropriate titles; she prepared a variety of learning activities to engage students at all stages of viewing and/or listening.

### V. Recommendations

There are no major recommendations at this time, as much work was completed this past summer to update the course. The teacher will make minor adjustments as the new units are implemented.

### VI. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Summer '09	N/A	N/A	N/A

## Course or Initiative: AP Spanish Language 583

### VII. Findings

The GBS AP Spanish Language enrollment continues at an all time high with 75 students currently in the class. This figure represents an increase of over 100%, when in 2005 there were only 35 students taking AP Spanish Language. It is difficult to determine the exact factors that contributed to this increase; however the work of the AP Vertical Team has resulted in a sequence of study in which students are encouraged from the very beginning to continue with their language studies all four years. There have also been more students from the Spanish 463 course that have opted to take AP senior year, with the recommendation of their teacher, instead of Spanish 563. Some of these students have been able to successfully make this transition due to the increased rigor in the regular Spanish sequence over the past few years. Others from the regular level Spanish sequence have not performed as well on the AP examination, but they still benefited from actively participating in a rich and challenging curriculum throughout the school year.

The College Board introduced several major changes to the AP Spanish Language examination for the May 2008 administration, and made further changes to the test given in May 2009. There are no longer any discreet grammar or vocabulary items on the assessment and the speaking and writing tasks require a high level of critical thinking. Students are required to synthesize several informational sources to demonstrate formal speaking by way of a speech, and formal writing skills are demonstrated through the creation of an essay in which sources must be cited. While the changes are more in alignment to the national proficiency standards, they have required a strong instructional shift, not only at the AP level, but in the vertical sequence as well. GBS is fortunate to have additional language lab time available for the AP classes, as students are benefitting from additional practice of formal and informal speaking. The teacher is also working diligently with the AP vertical team in order to select new materials that will foster a more proficiency based environment. Supplemental vocabulary is another area deemed essential for student success, and in addition to the honors courses doing this, the AP teacher also piloted a summer vocabulary assignment, which was very beneficial to students.

### VIII. Recommendations

It is recommended that the AP Spanish teacher continue effectively articulating with the honors level Spanish team to ensure successful transitions between levels. Professional development should also continue with the pre-AP Spanish teachers to ensure an appropriate level of rigor and relevance in the curricula leading to the AP course.

### IX. 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: AP Spanish Literature 583**

**I. Findings**

GBS is fortunate to have offered an Advanced Placement Spanish Literature class for many years, and it has been designed as a capstone course for students in the Spanish for Heritage program as well as a viable AP option for students in our honors level sequence in Spanish. Enrollment generally fluctuates between 12 -15 students. While the number of non-heritage students remains steady, the number of heritage students who are academically prepared to take the course is down this year. It is important to note that even those who are prepared to enroll in the course have a G.P.A. that is at least a full point lower than their counterparts in the class. Several of our heritage students experience significant non-academic problems impacting their coursework and ability to excel in GBS, and for those who manage to get into this AP course, it provides them a college-level course in which they can develop their analytical skills for the future, despite what may be going on outside the walls of the school. This is a course in which students, who would otherwise not participate in an AP class, experience the rigor of an academic setting in which high expectations for all is the norm. The value of this experience cannot be stressed enough.

The College Board has recently announced that there will be a change in the required reading list, reducing the number of works substantially. The Spanish for Heritage team and the AP Vertical team have already discussed and redistributed the readings among their courses so that students will continue to have options their senior year. It is interesting to note that 4 of the non-heritage students in this year’s group are simultaneously enrolled in AP Spanish Literature and AP Spanish Language. We anticipate this might continue as students realize their own level of preparedness since many of the works on the required AP reading list are curricular components in all of the pre-AP Spanish courses.

**II. Recommendations**

It is recommended that the AP Spanish Literature teacher continue effectively articulating with the honors level Spanish team to ensure successful transitions between levels. The teacher should consider collaboration with other AP literature teachers in the area to share best practices. Professional development should also continue with the pre-AP teachers to ensure an appropriate level of rigor and relevance in the curricula leading to the AP course.

**III. Department Action**

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

Glenbrook North High School  
Educational Planning Process  
Department Curriculum Reports – January 2010

Table of Contents

1. Applied Technology	Pages 1-5
2. Business Education	Pages 6-11
3. English	Pages 12-13
4. Family and Consumer Science	Pages 14-18
5. Fine Arts	Pages 19-24
6. Mathematics	Pages 25-30
7. Physical Education	Pages 31-34
8. Science	Pages 35-40
9. Social Studies	Pages 41-50
10. Special Education	Pages 51-53
11. World Languages	Pages 54-63

GBN Applied Technology Department Curriculum Report  
November 2009

**I. Introduction**

**A. Courses reviewed during past year**

Architecture Studio 363  
Automotives 161  
Metals Technology 263  
Welding 261

**B. Process**

The Applied Technology teachers met and discussed several recommendations for the curricular areas of Architecture Studio, Automotives, Metals Technology, and Welding.

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

**II. Report Schedule**

November 2010	November 2011	November 2012	November 2013	November 2014
Arch 163	Arch 263	Autos 361	Cons Skills 161	Arch 363
Arch 463	Autos 261	CAD161	Game Des 161	Autos 161
Metals 161	MetalsTech163	Sci-Tech 163	Small Eng 161	MetalsTech263
Woods 161	Plastics 161	Woods 261	Welding 161	Welding 261

Approximate percentage of curriculum to be reviewed:

November 2010	November 2011	November 2012	November 2013	November 2014
20%	20%	20%	20%	20%

Additional courses to be reviewed this year:

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

**Course or Initiative: Architecture Studio**

**III. Findings**

- During the summer of 2009, new computers and monitors were purchased to support the needed requirements that the software in AutoCAD 10 requires.
- The current topics of the course focus on prepping students for the tasks they will encounter as part of an Architecture Program at the collegiate level.
- The layout of the classroom is in need of some remodeling in order to best deliver the current architecture curriculum. The furniture is also in need of updating. The department will work with the building administration through the development of the budget to address these needs in the near future.
- Due to the increased use of technology in this class, some of the plotters are not working to full capacity. Students are creating designs that in order to be printed the plotters must have all features working properly.

**IV. Recommendations**

- Develop a plan to remodel the classroom to better utilize the space.
- Investigate options to purchase new furniture for the classroom.
- Continue communication with architects and neighboring colleges to be sure our students are achieving the needed skills in this course.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action					Communication with architects and colleges

**Course or Initiative: Automotives**

**III. Findings**

- The current curriculum covers basic shop safety, hand tools and their usage, and shop equipment. Throughout the semester, basic vehicle maintenance is covered. Students are introduced to automotive equipment that can remove and balance tires and radiator equipment that can test engine coolant.
- The current tool inventory needs to be increased so that students can work in smaller groups. This will allow students more practice time to actually work on individual automobiles.
- Teachers in Applied Technology feel that students should be exposed to more career exploration in this area.
- Storage is needed for additional tools.
- Additional trainers such as disk/drum brakes and front end are needed for students to practice on.

**IV. Recommendations**

- Purchase additional tools and increase current inventory so students can become more proficient in a given task.
- Field trips should be taken to enhance curriculum and expose students to careers being offered in this field such as a technician or store owner.
- Purchase storage containers for additional tools.
- Through the use of grant funds, purchase the needed materials to build additional trainers for students use.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		Build additional trainers that can be incorporated into the classroom.  Organize field trips that highlight careers in the Applied Technology field.			Purchase additional storage containers and organize the newly purchased tools into them.

**Course or Initiative: Metals Tech**

**III. Findings**

- The current course curriculum covers CNC machining, robotics, lasers, and other high tech related material that would benefit a student wanting to enter the field of engineering.
- In the summer of 2008 a new large capacity Mill was purchased through grant funds.
- The CNC machines are over 10 years old.
- Mastercam X4 software is out and we are currently using X.
- The class is experiencing students enrolling that have a wide range of ability levels. There are some classes that may have 7-9 special education students enrolled. This is getting to be a concern for the teacher due to the machinery that is being used and the type of assistance the students need in the class.

**IV. Recommendations**

- Through grant funds, Mastercam X4 software will be purchased.
- With the increased features of the software, new computers for the lab will need to be purchased.
- With the addition of the new software, additional CNC machines need to be purchased to take advantage of the new project designs the students will be able to create.
- Monitor student enrollment relative to the number of students with the special needs and possibly get some teaching assistance and professional development from the special education department in order to best meet students' needs.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		Create student help sheets for X4.			26 new computers for the lab.  Update to X4



**Course or Initiative: Welding**

**III. Findings**

- The current course objectives of this class are MIG welding, TIG welding, advanced Arc welding, and gas welding techniques. Throughout the semester, students design and construct different types of welding projects.
- During the summer of 2009, the gas welding stations were upgraded. This included new Arc welders, MIG welders, grinders, and welding grates. All of the welding stations were tuck pointed and newly painted.
- The class is experiencing students enrolling that have a wide range of ability levels. There are some classes that may have 7-9 special education students enrolled. This is getting to be a concern for the teacher due to the machinery that is being used and the type of assistance the students need in the class.

**IV. Recommendations**

- Construct catch trays for the arc welding stations so as not to damage the newly purchased welders.
- The classroom is in need of a new paint job.
- Monitor student enrollment relative to the number of students with the special needs and possibly get some teaching assistance and professional development from the special education department in order to best meet students' needs.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action					Build and attach catch trays



GBN Business Education Department Curriculum Report  
November 2009

**I. Introduction**

**A. Courses reviewed during past year**

Advanced Business Law 261  
Computer Applications 161  
Marketing 161

**B. Process**

The Business Education teachers met and discussed several recommendations for the curricular areas of Advanced Business Law, Computer Applications, and Marketing.

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

**II. Report Schedule**

November 2010	November 2011	November 2012	November 2013	November 2014
Bus Law161	Accounting 161	Con Ed G 161	CareerPlace161	AdvBusLaw261
Manage 161	Con Ed 161	ConEdHnr171	BusMath163	Comp Apps 161
MultiApps261	Intro Bus 161	Keyboard 161		Marketing 161

Approximate percentage of curriculum to be reviewed:

November 2010	November 2011	November 2012	November 2013	November 2014
20%	20%	20%	20%	20%

Additional courses to be reviewed this year:

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

**Course or Initiative: Advanced Business Law**

**III. Findings**

- During the past 10 years, Advanced Business Law has not had the student registration to have sections of this course. However, the students that registered had the desire to take an advanced business course. Many of these students had already taken many courses in the department.
- Advanced Business Law curriculum is described in the student handbook to include supplementary readings, reports and projects in business law topics. Students would participate in a mock trial and practice civil litigation procedures. Other units would include contracts and starting a business from a legal stand point.
- Current enrollment in the Business Law 161 class has grown over the last three years to approximately 50 students per year.
- Trends are showing that with all the requirements students need to meet for graduation and the available AP courses, there is a very small percentage of students able to take an advanced business class with a specific interest in business law.

**IV. Recommendations**

- Since there is interest in an advanced business law class but not enough student registrations for a class to run, we recommend an Advanced Business Topics class to be added for class offerings. An Advanced Business Topics class would enable students to focus on all aspects of business or do an independent study of their career interest such as Marketing, Business Law, Management, Accounting or Entrepreneurship. Students in the Advanced Business Topics class would be able to compete in DECA, the competitive business club. DECA as a class is becoming a trend at neighboring high schools in the area. Interest in DECA has grown as Glenbrook North's DECA with membership to soon to reach 100 members. Dr. Mike Tarjan, Assistant Principal of Student Activities, has been supportive of the idea of a DECA class especially since GBN has competed at the Regional, State and National level each year. An Advanced Business Topics class would allow students to do research in their desired business area and compete in the written project events as well as a community service project. Other competitive clubs at GBN that offer class include Debate and HERO/FCCLA class.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		Investigate the possibility of a new course proposal: Advanced Business Topics			

**Course or Initiative: Computer Applications**

**III. Findings**

- Computer Apps 161 is an elective class where students are exposed to modern computer hardware and software. The main goal of the class is to teach the students techniques and efficiencies with the computer to create appealing, meaningful, and concise documents for their high school classes and beyond.
- Following previous recommendations, new computers were ordered and installed in our new Business Education computer lab during the 2008-2009 school year. The more powerful computers increased the efficiency of students in terms of research and creating more in depth projects.
- In our quest to provide software that mirrors the business world, the Microsoft Office 2007 Suite was installed during the 2008-2009 school year. Using the latest versions of software such as Word, Excel, PowerPoint, and Publisher, have helped prepare the students for technology while they will be attending Glenbrook North and whatever they may pursue in the future.

**IV. Recommendations**

- Through our research, the teachers have determined that students be exposed to more modern ways to produce and communicate via computer. Therefore in the future, teachers will be adding course objectives that will give our students the needed tools to create web sites, understand the steps in setting up a blog, and how to create video that can be integrated into a class project. The advanced course in this sequence is Multi-Media Applications, which explores these concepts and additional technological skills in greater depth.
- Relevancy is an important concept in this course. Therefore, desktop publishing will also see more of an emphasis. Teachers will have students create brochures, business cards, and résumés that they will be able to integrate into class assignments and to prepare them for the future.
- A renewed emphasis on using other schools as a resource will also be emphasized. Meeting with other area schools to compare our curriculum can only enhance the experiences in our classes.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		Meeting with other schools to view their projects and implementing them into our curriculum.			

**Course or Initiative: Marketing**

**III. Findings**

- During the 2009-10 school year, there are currently three sections of Marketing, which are at or near full capacity.
- Many former students have cited the GBN Marketing course as the catalyst to make the decision to major in Marketing in college.
- The teachers have found that having access to the the computer lab serves the class well. Many of the class assignments require designing and writing so having access to software such as Photoshop, Microsoft Office and Windows Movie Maker are essential.
- The projects in Marketing class include designing advertising campaigns, writing press releases, and analyzing surveys which provide students with experience in time management, writing, and creativity for a company.
- Some examples:
  - “Mark-a-ching”, a class challenge where the students compete against each other for points. This helps get them ready for DECA type competitions (ad campaign).
  - “The Shirt”, a campaign where students design and sell t-shirts where the proceeds go to a local charity
- The GBN Marketing class integrates assignments that are relevant to real life. The students complete assignments using current materials from existing companies and the Internet. A traditional textbook is not used.

**IV. Recommendations**

- More teacher collaboration is recommended. Currently there are many great projects, ideas, and assignments but more coordination between the classes would benefit everyone.
- In the past, field trips have been taken to local sports events. A field trip to an advertising agency was recommended as a nice way to view this type of exciting career.
- The idea of an advanced class has been suggested for many Business Education classes. Instead of spreading ourselves too thin by creating Advanced Marketing, Advanced Business Law, Advanced Management, perhaps it would serve us all better to have one Advanced Business class which would utilize skills learned in all of these classes.
- Purchase online subscriptions of Brandweek, Mediaweek or AdAge.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		Develop an Advanced Business course that would encompass Business Law, Marketing, and Management.			A meeting with the Marketing teachers to coordinate projects



**GBN English Department Curriculum Report  
November 2009**

I. Introduction

A. Courses reviewed during past year (March, 2008-November, 2009)

- English Tutorial
- Yearbook
- Torch I & II

B. Process

During instructional team meetings, and through summer curriculum projects, the teachers of these elective courses identified the need to review and revise the following elements of the curriculum:

- Create a title change for the English Tutorial course that reflects the writing support offered to students
- Propose a summer curriculum project so that the Tutorial class meets the needs of the RtI model
- The teachers/sponsors of Torch and Yearbook merged into a shared living space
- Torch and Yearbook sponsors met with an architect to plan for changes to the publications area
- A summer curriculum project was completed to implement new assessment practices and assessment criteria for Yearbook
- A summer workshop was held for Torch students to prepare for the 2009-2010 school year
- New PC laptops were deployed for the Torch and Yearbook programs

II. Findings

- A. The Tutorial course title doesn't sufficiently identify the course objectives
- B. A writing tutorial course offered would help provide the support needed to sophomores as well as freshmen
- C. Changes to the Tutorial curriculum would help meet the needs of RtI
- D. The move to a shared space for the publication programs, Torch and Yearbook, has created the need to redesign the learning environment
- E. There is a need to train students and teachers on how to use the new technologies that supports Torch and Yearbook

III. Recommendations

- A. Revise the course title from English Tutorial to Foundations of Writing
- B. Offer the writing course to sophomores as well as freshman
- C. Offer the writing course as a semester rather than a year-long course and work to identify students who would benefit from this class as a Tier 2 writing support intervention
- D. Redesign the publications area to better meet the needs of students during class time and publication nights

- E. Provide professional development time to students and teachers to become comfortable with the new technology
- F. Additional initiatives (outside of review process)
  1. Reviewing assessment data from the common grading rubric for the Junior Research Paper
  2. Monitoring the progress of the new Academic Resource Center: the facility, its systems of support, and the RtI requirements
  3. Reviewing the AP offerings at the senior level
  4. Using Moodle to support student learning and student communication

IV. Next Year's work

Year 1	Year 2	Year 3	Year 4	Year 5
11 <sup>th</sup> Grade English	12 <sup>th</sup> Grade English	English Electives	9 <sup>th</sup> Grade English	10 <sup>th</sup> Grade English
2006-2007	2007-2008	2008-2009	2009-2010	2010-2011

Approximate percentage of curriculum to be reviewed:

Year 1	Year 2	Year 3	Year 4	Year 5
20%	20%	20%	20%	20%

V. Department Action

Department Action	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Title change for the English Tutorial course	None	Curriculum development for the writing course formally Tutorial	As identified in the summer curriculum work	No additional staffing needed.	
Propose changes to the publications area Reviewing the technology used for publications		Designing a new living space for the publications area			

Additional courses to be reviewed this year:

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

GBN Family & Consumer Sciences Department Curriculum Report  
November 2009

**I. Introduction**

**A. Courses reviewed during past year**

Family & Consumer Sciences Careers 163  
Fit for Life 161  
Independent Living 161

**B. Process**

The Family and Consumer Sciences teachers met and discussed several recommendations for the curricular areas of Family and Consumer Sciences Careers, Fit for Life, and Independent Living.

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

**II. Report Schedule**

November 2010	November 2011	November 2012	November 2013	November 2014
Clothing 161	Clothing 261	Fashion 161	Psych Liv 161	FCS Career 163
Ed Found 261	Culinary 261	Culinary 361	Sr Foods 161	Fit Life 161
Culinary 161		HumanGrw 161	Teach Int 461	Ind Living 161

Approximate percentage of curriculum to be reviewed:

November 2010	November 2011	November 2012	November 2013	November 2014
20%	20%	20%	20%	20%

Additional courses to be reviewed this year:

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

## **Course or Initiative: FCS Careers**

### **III. Findings**

- Curricular materials: Mrs. Mitchem continues to update the FCS Careers student workbook. The alignment of the student workbook with the purchase of a new reference textbook required some modifications to teaching materials. Reduction in cost to students was realized with the purchase of a classroom set, **Succeeding in the World of Work** text. Teaching (technological) support materials were also purchased. Grant monies covered the purchase. Presently, students use the set of classroom textbooks, deferring (at minimum) a \$40 cost for the students.
- Auxiliary educational materials (DVD's etc.) are in need of update. With the ever changing demands on today's workforce this is an essential resource in this class.
- With the increased amount of academic credits students are obtaining, enrollment for this course hovers around the minimum class count required for sectioning. Recruitment efforts are constantly in motion in this course. This course is a CAPSTONE course derived from all areas taught within the FACS umbrella. FCS Careers continues to provide an avenue for students to embrace the world of work, navigate pathways in career exploration, prior to students having to make a heftier educational investment in the future.
- Leadership Development: Involvement of students in the FCCLA organization is crucial to the development of individual leadership, communication, and career growth. This course is strongly aligned with the experiences offered through FCCLA. Participation in professional conferences and competitions has become an integral part of the course. GBN student participation embraces local, state, and national competitive levels.

### **IV. Recommendations**

- Continue with the update to the FCS Careers student workbook to be in alignment with course objectives and teaching materials.
- Review auxiliary teaching materials and make recommendations to purchase materials to create an updated library.
- During both 1<sup>st</sup> and 2<sup>nd</sup> semester, the FACS department will perform recruitment strategies that will maximize the enrollment for next year.
- Encourage current students to make peer recruitment recommendations that will foster enrollment.
- Foster FCCLA membership drives to engage and expand the FCS Careers recruitment base.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action		Complete the update to the FCS Careers student workbook			Purchase of updated AV materials

**Course or Initiative: Fit For Life**

**III. Findings**

- For the 2009-2010 school year, Fit For Life has student enrollment to run 4 sections of this class.
- Because this class is an elective physical education class, students have the opportunity to take this class twice. Students would do this to continue the path of excellent exercise techniques and quality eating to better their lifestyle.
- The teachers of the course feel that it is hard to fit each segment (PE and foods labs) into the 45 minute time slot. Students are often held later than normal in the PE side to change, which cuts into their lunch block, because they are only getting about 20 minutes of time actually working out.
- Students enjoy the lab portion of this course, but cost gets in the way of doing the number of labs that would be preferred.

**IV. Recommendations**

- Continue departmental recruitment presentations and peer-to-peer recommendations to increase class enrollment.
- Look into working on a course proposal for Fit for Life 2 that would allow students to develop advanced exercise techniques and create more in depth eating strategies for their lifestyle.
- Instructional Supervisors could try to coordinate teacher schedules so that class can switch to have full blocks of each segment about once a month. Meaning there would be a full PE day and full nutrition day; that way teachers can cover a lot of information in one class and/or complete a more extensive workout and lab.
- Charge a nominal fee to students to cover the labs and extra costs of the food used in the class.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	Propose a Fit For Life 2 course.	Develop Curriculum for Fit For Life 2			

**Course or Initiative: Independent Living**

**III. Findings**

- During the 2008-09 school year, the course that was titled Single Living was changed to Independent Living.
- At that time, course objectives were revised to better meet the needs of the students at Glenbrook North.
- As of this date, student enrollment has not increased to the point of being able to run a section of this course.

**IV. Recommendations**

- Due to the fact that students have a number of course options in Family and Consumer Sciences, it may be time to remove this course from the curriculum guide. This will allow staff recruitment efforts to focus on some of the other areas of interest in the department.

**V. Department Action**

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

GBN Fine Arts Department Curriculum Report  
November 2009

**1. Introduction - Courses reviewed this past year**

- a. In Theatre, the curricula for TLS Drama and Advanced Improvisation were revised.
- b. In Music, the Choral Music Curriculum was revised for all levels of choir.
- c. In Introduction to Broadcasting Curriculum was revised.

**2. Process**

- a. TLS Drama and Advanced Improvisation are classes that have been offered at GBN in the past, but that haven't been taught in recent years. In addition to her own research, Ms. Julie Ann Robinson collaborated with retired GBN Theatre teachers, Mr. Charles Dribin and Mr. Pat Murphy in addition to GBN's TLS teacher, Ms. Kimberly Fisher to create a TLS Drama curriculum that addresses the special needs and abilities of our TLS student population. Additionally, Ms. Robinson revised the curriculum of Advanced Improvisation to reflect its change from a year-long course to a single semester course. This need for this class reflects the increased interest and participation in Theatre at GBN.
- b. Andrew Wallace and Chad Davidson collaborated on the new Choral Music Curriculum, which places increased emphasis on the integration of music theory and aural skills in the learning and performance of Choral Music.
- c. Todd Rubin and Peg Holecek revised the activities and the sequence of instruction in the Introduction to Broadcasting class to reflect the increased emphasis on the creative aspects of Radio, Sports, and Television Broadcasting.

**3. Additional Initiatives**

We are currently in the process of creating a "Vision" for the Broadcasting area. This will result in clearly articulated objectives/goals for all levels of broadcasting instruction. GBN Broadcasting teachers have met with our colleagues at GBS to compare/contrast our curricular objectives and philosophies for the broadcasting areas at each school. Through these conversations and additional professional development opportunities, we intend to put forth an action plan for our broadcasting area to include our goals and objectives, our target student audience, and the hardware and software needed to best meet these needs.



## Report Schedule

Note: The order of curricula to review has been revised to reflect the change in course offerings at GBN. Additional changes to the order of review have been made so that we may now review courses by content area rather than by level of instruction.

<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Drawing/Design 161, 261, 361	Ceramics 161, 261, 361, 461	Photo 161, 261, 361, 461	Graphic Design 161, 261, 361, 461	Advanced Improvisation
Symphonic Band	Guitar	AP Theory	Art Studio 161	TLS Drama
Varsity Band	Freshman Strings	Intro to Theory	Electronic Music	Choir – all levels
Wind Ensemble	Symphonic Orchestra	Drama 161, 261		
Performance Skills	AP Art 973 Honors Art 983	Advanced Acting/Directing		
Introduction to Broadcasting				
Sportscasting 161, 261, 361, 461				
Television Broadcasting 161, 261, 361, 461				
Radio Broadcasting 161, 261, 361, 461				

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

<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
40%	20%	20%	10%	10%

## **Choral Music Review**

### **Findings:**

Participation in choral music at GBN will expose students to a variety of activities, skills, and experiences. Our study and performance of quality choral music is our primary activity. To achieve that end, students will gain a basic knowledge of music theory, ear training, and music literacy. These skills and activities are presented in a logical sequence, building on previous knowledge and experience, and help our students acquire the skills necessary to be an active participant in music at the collegiate level and beyond.

As in the past, GBN students will become familiar with the basic elements of singing, beginning with the fundamentals in the beginning level courses, to more sophisticated vocal techniques in our advanced level classes. A broad array of music theory concepts are taught and applied to choral literature. Students are also taught basic music notation and aural skills in order to successfully hear and notate simple melodies in one and two parts. All of these skills are applied to the performance of choral music as appropriate to the age and experience of the singers.

Over the course of one year in choir, students can expect to gain a basic understanding of vocal technique, music theory, and music literacy. Over the course of several years, students can expect to become proficient at sight-reading in major and minor keys, notate melodies in one or more parts, and acquire a firm understanding of complex concepts of music theory.

### **Recommendations:**

Although minor adjustments to our new curriculum will continue to be made over the next few years, we have already seen the benefits to the strategies that have been used in the first half of this school year. Our students' increased understanding of music theory and improved aural skills have resulted not only in public performances of a high quality, but also in a more effective and efficient teaching process. The increased emphasis on ear training has resulted in improved intonation, critical listening, and sight-reading.

Although the skills and objectives have been specifically chosen and designed with choral music in mind, it is my intention to incorporate these skills, as appropriate, in band and orchestra as well. It is my hope that all GBN students that participate in a performing ensemble at GBN would be expected to reach minimum musical competencies regardless of content area.

### **Resources:**

The activities and assessments are teacher-generated and do not require school or district financial support. Many of our activities do require access and support for Sibelius and/of Finale (music notation software), classroom video projectors, and audio/recording equipment. Our current classrooms have all of these things and we do not anticipate additional equipment for next year.

## **Theatre Review**

### **TLS Drama**

#### **Findings:**

GBN is home to several populations of special needs students. Our TLS program is an active and important part of our school community. Each year, the elective areas offer instruction in one or more disciplines. This year, GBN is offering a TLS Drama experience, taught by Julie Ann Robinson. Research was conducted to identify the various physical and cognitive challenges that these students deal with, and activities that are appropriate to their level of ability were designed. These activities vary in complexity from recognizing facial expressions to acting out various activities (Charades) to basic improvisational skills. Each lesson is designed to have an oral component, a physical activity, and a pantomime (physical w/o vocal). Although various levels of accommodation are necessary, all students are able to participate in some meaningful way.

#### **Recommendation:**

This high energy class has been a source of inspiration for the students and instructor alike. Although the TLS classes tend not to be repeated year after year, Ms. Robinson has expressed a genuine interest in serving this special population. I have personally observed the students' enthusiasm and energy in this class and feel that the TLS students would benefit from continued participation in Theatre.

#### **Resources:**

Continued collaboration from the TLS classroom teachers is essential to the success of this course. Additional professional development opportunities may be needed in the area of special education.

## **Advanced Improvisation**

### **Findings:**

As our enrolment in Theatre continues to grow, additional experiences for students wishing to continue their classroom education become necessary. Prior to the addition of Advanced Improvisation, the only option available to students in Theatre once they completed Drama 161 and 261 was Advanced Acting and Directing. Drama 161 and 261 did not adequately prepare students for the rigors of Advanced Acting and Directing. It was evident that a “bridge” class was needed. Advanced Improvisation is a class that has been on the books but not offered at GBN for some time. This semester-long class helps students refine their improvisational skills and writing abilities to enable them to create “sketch” comedy (long form improvisation) scenes. Students will participate in activities that will increase their ability to think quickly on their feet, work as a part of an ensemble, and use their bodies and voices to create characters. Improvisational techniques will be used to create original material that is appropriate for public performance.

### **Recommendations:**

This course is a logical extension of the skills demonstrated in the Drama 161 and 261 classes. Students have the opportunity to improve their improvisational skills and will also improve their writing skills through the creation and development of sketch comedy writing. By continuing to progress through another level in the sequence of Theatre course offerings, students will be more prepared for the rigor of Advanced Acting and Directing.

### **Resources:**

Student field trips to see professional improvisational groups (Second City, Comedy Sportz, etc.) may be beneficial to the students. Support for this type of trip is needed.

## **Introduction to Broadcasting Review**

### **Findings:**

We have begun the process of evaluating our entire Broadcasting curriculum. This review will include the creation of a “Vision” for our broadcasting curriculum. We have begun to consider what technical skills students will acquire, what level of media literacy we will incorporate into our courses, where our materials will be seen and heard (cable, internet, radio, etc.), and what journalistic elements will be taught. Much of what has been taught in the past will continue to be a part of our Introduction to Broadcasting class, but the sequence of instruction has been changed to build on students’ prior knowledge and skill and updates to assignments were needed to keep them relevant to emerging technologies. We have met with our colleagues at GBS and district administrators to identify core beliefs and philosophies for these courses. Additionally, GBN teachers and administrators have attended several professional development opportunities to become more informed about current trends in broadcast education as well as emerging technologies.

### **Recommendations:**

Further research and conversations are needed to fully develop the vision for our Broadcasting program. Although we have looked at the introductory level this past year, it is evident that a broader examination of all levels of broadcasting is needed. Basic skills and minimum competencies for all students must be determined. Consensus must be reached at each school about which platform (Mac vs. PC) will best address the needs of our students and staff. A 3 year replacement cycle for classroom computers may be desirable to keep current with emerging technologies. We should continue to seek out ways to foster the creative opportunities (as opposed to strictly technical) that are available to broadcast students. We have identified mobility and availability as two areas of concern for our students.

### **Resources:**

A significant investment in the infrastructure of our broadcast area by the district may be required to reflect the changing needs of our area. Including our classroom computers on a replacement cycle will allow us more mobility and availability of editing software. Should a change in platform occur (from PC to Mac), professional development may be needed for GBN instructors.

GBN Mathematics Department Curriculum Report  
November 2009

I. Introduction

A. Courses reviewed during past year

- ❑ AP Calculus AB 183
- ❑ AP Calculus BC 183
- ❑ AP Statistics 183
- ❑ AP Computer Science 583
- ❑ Linear Algebra

B. Process

The review process for all of the above courses followed the District #225 Board of Education Model. The Instructional Supervisor convened four Curriculum Review Committees beginning in the fall of the 2008-2009 school year for each of the courses. The teachers working on these committees either teach the current course or a course of the previous/subsequent course. The committees reviewed grades, test scores, current curriculum with respect to NCTM Math Standards, student achievement, course organization, curricular materials, technology integration, and success in previous and subsequent courses.

C. Additional initiatives (outside of review process)

A new Algebra 163 program is being piloted this year. The textbooks were loaned to GBN by the publisher at no charge to the students for this year. The Algebra 163 teachers will meet with the Instructional Supervisor during the year to determine if this is the book/program that will be adopted for the next cycle.

II. Report Schedule

November 2009	November 2010	November 2011	November 2012	November 2013
AP Calculus AB	Algebra 163	Algebra GTA 163	Precalculus 173	Geometry GA
AP Calculus BC	Advanced Alg. 263	Algebra G 163	Precalculus/Trig 163	Geometry G
AP Statistics	Adv. Algebra Trig 273	Advanced Alg. G 263	College Alg./Trig G 163	Geometry 163
AP Computer Science	Discrete Mathematics 163	Advanced Alg. GA 263	College Alg./Trig GA 163	Geometry 173
Linear Algebra	Computer Science 261	Multivariable Calculus		
		CS Honors 371		

Approximate percentage of curriculum to be reviewed:

November 2009	November 2010	November 2011	November 2012	November 2013
20	20	25	17	17

Additional courses to be reviewed this year:

New course(s) to be reviewed after 3 <sup>rd</sup> semester:
<i>Discrete Mathematics</i> will be reviewed this year for the next report.

### III. Findings

- The only addition of new content to the AB Calculus course in the last five year is Slope Fields.
- Each teacher of AB Calculus has attended a one-day College Board AP workshop; teachers new to the course have attended a one-week College Board summer institute.
- All students use the TI-83/84 graphing calculator for the course as it is allowed on the AP exam. GBN adopted the new TI-Nspire beginning with the freshmen class. Eventually, AP Calculus students will be using this technology which is also used on the AP exam.
- Teachers use the Autograph 3.2 and Calculus in Motion software to enhance learning and visualizations of Calculus content. Many topics such as rotation of solids are easier for students to understand with this software.
- More juniors from Precalculus 163 are taking AP Calculus than in previous years.
- The publisher of the textbook changed last year. The text is being printed in two volumes with the AB course just using Volume 1 (except for 3 sections in Volume 2; the publisher has given us permission to reprint those sections and provided us with the pdf. Files).
- Nationally, about 42-43% of AB students earn a score of 4 or 5 on the exam. For GBN, that percentage has been 81% in May of 2006, 70% in May of 2007, 75% in May of 2008, and 75.5% in May of 2009.
- Enrollment over the past four years has increased as follows: 2006-2007 87 students, 2007-2008 96 students, 2008-009 106 students, and 2009-2010 112 students.
- AB Calculus teachers developed a *Library of Functions* packet for all Precalculus 163 students to use/learn in the year prior to taking AB Calculus.

### IV. Recommendations

- Continue professional development of AB Calculus teachers as needed.
- There has been turnover in staff due to two retirements (Ron Justmann and Ken Klamm); new teachers to the course have taken the institute and are being mentored by the AB Calculus team leader.
- The Precalculus 163 team is working with the AB Calculus team to begin writing/developing AP-style problems for students to work through in the Precalculus 163 course. Students will develop a strong sense of how to write a strong free response solution to multiple-topic problems. This aligns with the Pre-AP College Board model.

### V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	New edition approved for 2009-2010 (publisher change; AB Calculus students only purchase one volume)	N/A	N/A

Course or Initiative: A.P. Calculus BC 183

III. Findings

- The BC Calculus teachers will be integrating the NSpire CAS handheld technology during this year. We have purchased one class set of the CAS that will be used when appropriate.
- Teachers use the Autograph 3.2 and Calculus in Motion software to enhance learning and visualizations of Calculus content. Many topics such as rotation of solids are easier for students to understand with this software.
- Nationally, about 60% of BC students earn a score of 4 or 5 on the exam. For GBN, that percentage has been 94% in May of 2006, 94% in May of 2007, 97% in May of 2008, and 94% in May of 2009. The lowest score in the past four years has been a 4.
- Enrollment over the past four years is as follows: 2006-2007 50 students, 2007-2008 37 students, 2008-009 33 students, and 2009-2010 47 students. The enrollment has fluctuated a bit each year. There are some students who were recommended for BC Calculus but opted to AB Calculus since they were already taking multiple AP classes. New Trier HS is experiencing this as well.
- The juniors in this course usually continue in Advanced Topics and/or AP Statistics as seniors.
- The two BC Calculus teachers will be attending a one-day College Board Calculus workshop in October, 2009.

VI. Recommendations

- Continue professional development of BC Calculus teachers as needed.
- Encourage more students that are recommended for BC Calculus to try the course.

VII. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	New edition approved for 2009-2010	N/A	N/A



### III. Findings

- Over the past three years, we have allowed juniors enrolled in Precalculus to simultaneously enroll in AP Statistics adding to the diversity and strength of the student core in the course.
- The teachers of the course have recently completed a one-day College Board workshop.
- Enrollment in the course has been on the rise over the last few years. 2006-2007 had 54 students, 2007-2008 had 65 students, 2008-2009 had 95 students and this current year has 91 students.
- Students perform above the global average. The College Board reports 34% of the students receive a grade of 4 or 5. In 2007 85% of GBN students scored with a 4 or 5, 2008 72% of students score a 4 or 5 and last year 67.3% of students scored with a 4 or 5. Many more students are taking the course and we have tried to make it more accessible to students that might not have taken an AP course in their senior year. The overall passing rate (3 or higher) is quite good at 89.4% where the global pass rate was 58%.

### VIII. Recommendations

- No revisions of the course are needed at this time. There have been no curriculum changes coming from the College Board.
- The instructional supervisor has been a reader/grader of the AP Statistics exam since 2000 and is has been a table leader since 2006. She will continue to monitor current trends in the course and any adjustments made to the grading procedures.

### IX. Department Action

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

### III. Findings

- Enrollment for this course has dropped over the past five years. The last time we had enough enrollment to run the course was during the 2006-2007 school year. For this school year, only 6 students registered for the course and it could not run due to the low enrollment. This is all despite efforts to recruit students to the pre-requisite course of Honors Computer Science 371.
- Because of low enrollments nationwide, the College Board discontinued the AP Computer Science AB last year and now only offers the Computer Science A exam.
- We also did not have enough enrollment to run Computer Science Honors 371 this year. This is the course that is the pre-requisite for AP Computer Science.
- This trend is consistent with other high schools in our area:
  - New Trier’s enrollment is down in both AP Computer Science and Introduction to Computer Science; this is despite efforts to recruit more students.
  - Deerfield High School offers an Introduction to Computer Programming course but there has not been enough enrollment in the past few years to run the course. They have run a section in summer school.
  - Lake Forest reports only 9 students in AP Computer Science this year and an increased enrollment in Computer Animation through their Business Department.
  - Highland Park HS has not had success in running the course due to low interest and conflicts in student schedules. They also offer various computer applications courses through their Fine Arts department; similar to courses we offer in our Career and Life Skills department.
  - Stevenson High School requires Intro to Computer Programming as a co-requisite for incoming freshmen in Geometry. That requirement is ending this year and they expect their Computer Programming enrollments to decline.
- GBN added a new *Game Design and Theory* class two years ago, through the Career and Life Skills department. Students that might have taken Computer Science in the math department could be taking this course instead. This trend is consistent with other high schools in our area.

### X. Recommendations

- The Computer Science Honors 371 course will be promoted during the Incoming Freshmen Curriculum Night.
- The course will also be promoted in our own math classes during registration.
- We will continue to monitor registration for computer courses.

### XI. Department Action

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

### III. Findings

- All students in this course have completed AP Calculus BC and the first semester of Multivariable Calculus. There are a few that are simultaneously enrolled in AP Statistics.
- Students found the focus on applications more than theory an important element of the curriculum.
- Students were able to use software such as Scilab to manipulate matrices.

### XII. Recommendations

- We are recommending the elimination of a student-purchased primary textbook. Most Introduction to Linear Algebra textbooks emphasize theory over applications which make them inappropriate for this course. Instead the teacher will assemble appropriate activities/lessons from other sources.

### XIII. Department Action

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

Health, Physical Education and Driver Education Department Curriculum Report  
November 2009

I. Introduction

A. Courses reviewed during past year

*Freshman Girls*

*Freshman Boys*

*DLS*

*TLS*

B. Process

The Instructional Supervisor for Physical Education, Health & Driver Education, Bob Pieper, and Department Assistant, Mike English met with a committee of teachers who currently teach the Freshman Girls curriculum: Karyn Weber, Beth Figaro, Renee Brosnan, Jenn Mau, and Jessica Roby.

The Instructional Supervisor for Physical Education, Health & Driver Education, Bob Pieper, and Department Assistant, Mike English met with a committee of teachers who currently teach Freshman Boys curriculum: Matt Purdy, Mark Rebora, Paul Vignocchi, and Ryan Dul.

The Instructional Supervisor for Physical Education, Health & Driver Education, Bob Pieper, met with Mike English and Mark Rebora who currently teaches the DLS curriculum.

The Instructional Supervisor for Physical Education, Health & Driver Education, Bob Pieper, met with Mike English who currently teaches the TLS curriculum.

We discussed the course curriculum and guidelines, course syllabus and study guides as well as the student assessment process.

C. Additional initiatives (outside of review process)

- Health Education Department is continuing to bring in outside speakers to enhance the curriculum.
- Incorporating our new fitness facility into our curriculum.
- Physical Education Department is continuing to integrate technology into the curriculum by using video to demonstrate skills.
- Investigating the need for a freshman strength training class.
- Our Jr. & Sr. Leaders program is incorporating Moodle to the curriculum.

## II. Report Schedule

November 2008	November 2009	November 2010	November 2011	November 2012
Weights & Cond (S) Strength Training I & II (N)	Frosh Curriculum N/S for PE	Sophomore curriculum N/S for PE	Lifetime Sports N/S for PE	Team Sports (N)
Adv Ed N/S	TLS/DLS (N/S)	Dance I & II	Aquatics (N)	Honors PE (N)
Fitness for Life(N)		Driver Ed N/S	Health N/S	Leaders N/S
			Team Health	

Approximate percentage of curriculum to be reviewed:

20	20	20	20	20

Additional courses to be reviewed this year: None

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

Course or Initiative: *Freshman Girls*

### II. Findings

- Freshman girl's curriculum is incorporating the fitness center while teaching the components of physical fitness.
- Freshman girl's curriculum is using fitness tests to measure student's fitness levels. Written tests are used to evaluate the student's retention on the components of physical fitness.
- The staff continues to encourage and promote the students to be active in a variety of physical fitness activities such as participation in our annual triathlon.
- Teachers continue to develop cooperative learning skills with the use of team-building activities which helps to acclimate the freshman girls to Glenbrook North.
- The freshman teachers would like to place more emphasis on outdoor team activities in the spring such as softball, kickball, and team handball.

### III. Recommendations

- The Teachers would like to investigate the opportunity to add a freshman strength training class.
- The Physical Education department should continue the current freshman girl's curriculum.

V. Department Action

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

Course or Initiative: *Freshman Boys*

III. Findings

- Freshman boy's curriculum is incorporating the fitness center while teaching the components of physical fitness.
- Freshman boy's curriculum is using fitness tests to measure student's fitness levels. Written tests are used to evaluate the student's retention on the components of physical fitness.
- The staff continues to encourage and promote the students to be active in a variety of physical fitness activities such as participation in our annual triathlon.
- The freshman teachers would like to place more emphasis on outdoor team activities in the spring such as softball, kickball, and team handball.
- The freshman teachers would like to incorporate fitness software and technology into their curriculum.

IV. Recommendations

- The Teachers would like to investigate the opportunity to add a freshman strength training class
- The Physical Education department should continue the current freshman boy's curriculum.

VI. Department Action

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

Course or Initiative: *DLS*

III. Findings

- DLS program is a fitness based class that tries to utilize all the fitness equipment in the school.
- Classes are adapted to achieve optimal fitness levels for each student.
- Teachers need to monitor all students to determine the need for DLS placement.
- Peer mentors could enhance the learning environment for the DLS students.

IV. Recommendations

- The Physical Education department should continue the current DLS curriculum.

Department Action

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

Course or Initiative: TLS

III. Findings

- Students are introduced to the fitness equipment that can be used when they leave Glenbrook North.
- Activities place an emphasis on body movement and hand/eye coordination.
- Activities are adapted to accommodate all of the students needs in the class.
- Cross-curricular activities re-enforce the learning that takes place every day at Glenbrook North.

IV. Recommendations

- The Physical Education department should continue the current TLS curriculum.

V. Department Action

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

GBN Science Department Curriculum Report  
November 2009

I. Introduction  
A. Courses reviewed during past year

Advanced Placement Program

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

B. Process

The Instructional Supervisor and AP teachers met and identified essential questions to be investigated through the educational planning process. The team identified a need to evaluate the College-Board approved syllabi, to question current placement of students in Advanced Placement courses based on course history, to review test prep practices during class time, to debate the motivational effectiveness of the Advanced Placement Test, and to discuss the current support for Advanced Placement teachers.

For all AP Courses:

- Current curricula (recently submitted and approved by the College Board) was evaluated with regards to the College Board Standards.
- Prerequisite placement standards were reviewed (course history, previous science grades, math placement, and teacher recommendation).
- Advanced Placement scores were tracked for the past two years and student level (regular and honors) was identified. Correlations were investigated to ensure both regular- and honors-level students can be successful on Advanced Placement tests.
- Current teaching methodologies and test preparatory practices were shared through discussion among members of the Advanced Placement Team.
- Advanced Placement teachers debated the effectiveness of a culminating AP test to motivate students.
- The College Board stance on the dependency between the Advanced Course and Test was investigated using the College Board resources.
- Advanced Placement teachers discussed the current support practices that are in place at GBN to ensure optimal success for Advanced Placement students.
- Average/suggested contact time and class size was investigated using the College Board resources.



C. Additional initiatives (outside of review process)

- Unified Science was eliminated from regular and Team freshman course offering and Regular and Team Level Biology was offered in its place. Subsequently, chemistry was offered at the sophomore level and physics will be offered at the junior level in 2010.
- An Honors Biology course will be proposed for juniors who have previously taken physics (freshmen year) and chemistry (sophomore year).
- Forensics, Anatomy & Physiology: Muscles, Bones, and Nerves, and Materials Science were proposed to offer a lab-based science courses for regular- and honors-level students.

II. Report Schedule

November 2009	November 2010	November 2011	November 2012	November 2013
AP Biology	Chemistry 163	Biology 163	Physics 163	Astronomy 163
AP Physics	Honors Chemistry 173	Honors Biology 173	Honors Physics 173	Honors Astronomy 173
AP Chemistry	Intro to Chemistry 163	Human Biology GT – TEAM	Honors Freshman Physics 163	Horticulture
AP Environmental Science	Brain Studies	Earth Science-TEAM*	Intro to Physics 163	Projects
	Honors Freshman Physics 163*			Sci-Tech

\* Indicates 3rd semester review

Approximate percentage of curriculum to be reviewed:

November 2009	November 2010	November 2011	November 2012	November 2013
7%	34%	25%	25%	9%

III. Findings

- Current curricula meets College Board standards and upholds the expected rigor of an Advanced placement class.
- Placement issues were identified with regards to current placement practices:

In AP Physics 283, students are required to have completed or have concurrent enrolled in Calculus. Concurrent math placement creates difficulties for students in the AP Physics course.

In AP Chemistry 283, the prerequisite states that 3 years of a lab science are required and preference is given to upperclassmen who have completed or are currently enrolled in physics. These prerequisite may actually hinder AP Chemistry enrollment due to the physics requirement. It may benefit a student to take AP Chemistry the year following Honors

Chemistry. However, these students are not typically upperclassmen and may be dropped from the course due to FTE restrictions.

- Advanced Placement test scores and student level, regular (R) and honors (H) are indicated below:

#### AP Scores 2007-2008

	Total Number of Students	Score of 5	Score of 4	Score of 3	Score of 2	Score of 1
Environmental Science	36	5	14	6	7	3
	17 R/19H	1 R/4 H	7R/7H	2R/4H	5R/2H	2R/1H
Chemistry	34	11	4	6	6	6
	3R /31H	1R/10H	4H	6H	6H	2R/4H
Biology	12	6	1	3	2	
	4R/8H	1R/5H	1H	3R	2H	
Physics Mechanics	14	3	2	4	3	2
	2ELL/12H	3H	4H	4H	1ELL/2H	1ELL/1H
E & M	14	3	1	1	6	3
	2ELL/12H	3H	1H	1H	1ELL/5H	1ELL/2H

#### AP Scores 2008-2009

	Total Number of Students	Score of 5	Score of 4	Score of 3	Score of 2	Score of 1
Environmental Science	41	3	9	14	11	4
	17 R/24H	3 H	3R/6H	7R/7H	5R/6H	2R/2H
Chemistry	11	7	2	2	0	0
	11H	7H	2H	2H		
Biology	17	8	2	3	2	2
	4R/8H	1R/7H	2H	1H/2R	2R/2H	1R/1ELL
Physics Mechanics	19	8	6	4	1	0
	<i>ALL HONORS</i>					
E & M	19	7	3	1	4	4
	<i>ALL HONORS</i>					

- According to the 2008 and 2009 test data, regular students can be successful on the Advanced Placement tests. However, there tends to be a drop in AP Test scores when a student experiences regular-level prerequisite courses.

- Advanced Placement teachers share the philosophy that a college preparatory class of this nature should focus on in-depth comprehension of the material at hand, and succeeding on the Advanced Placement tests naturally follows.
- Advanced Placement teachers debated the effectiveness of a culminating AP test to motivate students and believe students are motivated for a variety of reasons: desire to gain knowledge, family pressure, and AP score. Teachers also believe that the course in itself is an Advanced Placement course, and the AP Test should not determine the value (honors versus AP) earned upon completion of the course. Finally, teachers believe students should have the opportunity to experience a rigorous science course without the added pressure of taking the AP Test at the end of the year. They would prefer to nurture the value of a quality learning experience rather than quantifying one's knowledge on a national exam.
- College Board does not emphasize a connection between the Advanced placement Course and Test. For example, the College Board allows students to take the test without taking the course.
- Professional Development opportunities are available and are funded as needed. Teachers attend AP workshops, seminars, and conferences both locally and nationally as needed.
- College Board suggests a maximum of 25 students per AP placement class.
- According to a College Board study of 667 AP Biology teachers, 71% have classes with fewer than 20 students
- College Board recommends spending 5-10 hours per week (10-20 hours/2 weeks) on the AP course
- According to a College Board study of 667 AP Biology teachers, 81% spent between 5-10 hours with AP students.
- According to the same College Board study, students whose AP Biology classes met every day, whether for 30–60 or 61–110 minutes, throughout the school year performed better than students whose classes met less frequently.
- Glenbrook North spends 11.25 hours of contact time over a 2 week period with students and meets with students daily.

#### IV. Recommendations

- Continue to amend course curricula and syllabi as needed to keep current with best practices and emerging instructional technology.
- Offer tutorial sessions for AP Physics students to enhance math skills as needed throughout the school year and collaborate with Calculus teachers to align curriculum, if possible. Maintain current math prerequisites.
- Adjust the AP Chemistry 283 prerequisite to require 2 years of lab science and open enrollment to underclassmen.
- Continue to offer AP course to both regular- and honors-level students
- Continue to emphasize an in-depth approach to science education while incorporating test preparatory strategies in the existing curricula.
- Continue to seek, attend and fund professional development opportunities as needed. In addition, extend these opportunities to teachers who may potentially teach the AP courses in the future.
- Increase contact time with students. This is not possible as AP science courses currently meet daily. A decrease in class size would increase teacher-student contact time on an individual basis.

V. Department Action

Department Action	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Biology	Honors Biology 173 (offered to juniors)	New Course Development & Textbook Alignment	New Textbook Adoption		
Offer Forensic Science 163 at GBN (already offered at GBS)	Forensic Science 163 (161 & 162)	Curricula Development & Textbook Alignment	New Textbook Adoption		
Human Anatomy & Physiology	Human Anatomy & Physiology: Muscles, Bones, and Nerves 163	New Course Development & Textbook Alignment	New Textbook Adoption		
Materials Science	Materials Science 163 & 173	New Course Development			

**GBN Social Studies Department Curriculum Report  
November 2009**

**I. Introduction**

- A. Courses reviewed during past year  
*International Relations 161*  
*Psychology 161*  
*Social Studies Simulation 161*  
*Urban Studies 161*  
*World Geography 161*

- B. Process  
The review process for all of the above courses followed the District #225 Board of Education review model. Curriculum review committees were formed for the Psychology, Simulation, and Urban Studies courses comprised of all teachers currently teaching these elective courses. The Geography and International Relations teachers (the only teachers for those courses) 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)  
As a result of a previous review cycle, we selected a new textbook for Honors U.S. History. The new text is structured to incorporate more social history, whereas our previous text emphasized political history almost exclusively. The new text led to a large summer curriculum project to craft “reading focus questions” to aid students in their reading of this college level text. The curriculum revision for the honors class will serve to delineate the course even more clearly from both the regular US History class and the AP US History class.

A review of the AP World History course also led to the adoption of a new textbook and curricular revisions.

Finally, we are proposing a World Religions semester elective course. When our department reviewed the elective program several years ago as part of the curriculum review process, we surveyed students and teachers in order to design curricula tailored to student needs. In the wake of that process, we created and successfully implemented our Comparative Global Issues course. At that time, both students and teachers also expressed an interest in a World Religions course. The interest has grown in the interim years, and in 2008-2009, the Board of Education granted Jerome Hoynes a sabbatical to explore the topic of World Religions. As a result of that growing interest and Mr. Hoynes sabbatical work, we are proposing World Religions 161.

**II. Report Schedule** (*What will be reviewed, 5-year cycle*)

November 2010	November 2011	November 2012	November 2013	November 2014
European History	HWC 163	US History 163	AP Euro	Geography
Sociology	HWC 173	US History 173	AP US	International Relations
Comp. Global Issues	HWC GT	American Studies	AP Government	Psychology
Political Science	Law/Issues GT		AP Psychology	Simulation
Anthropology	US Hist GT		AP World	Urban Studies
			AP Economics	

Approximate percentage of curriculum to be reviewed:

November 2008	November 2009	November 2010	November 2011	November 2012
15	30	25	15	15

Additional courses to be reviewed this year:

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

**Course or Initiative: International Relations**

**III. Findings**

International Relations underwent extensive curricular revision before the 08-09 school year in the wake of a teacher retirement. The revision increased the level of rigor in the course, and also marked a decline in enrollment. The enrollment last year and this year has been consistent, at about 50 students per year. New enrollment trends indicate that more sophomores are taking the class than in years past. It used to be predominantly seniors. The enrolled students are benefiting from enhanced quality of content, instructional materials and assessments.

The revised curriculum includes the incorporation of *Choices* units, which provide students with background information on a topic, followed by possible policy decisions. The *Choices* Program is developed out of Brown University, and is highly regarded in the social studies field. This year, we are piloting a class set of a new course reader entitled *Current Issues 09-10*, published by the Close Up Foundation. This reader contains 20 current world issues that are worthy of class discussion. The text is both readable and informative. The content of the course changes from year to year depending on current world issues; however the introductory unit on the making of foreign policy and diplomacy remains constant. The revised curriculum also incorporates student led simulations, although the topic of the simulations changes depending on current issues. For example, this year the class is participating in a summit on climate change because that is what the UN is actually discussing this Fall. Finally, the revised curriculum includes a greater emphasis on writing as a means of assessment. Students write position papers to prepare for a simulation, policy papers and reflections. Students also take a short essay test. This revised curriculum is more rigorous, yet it provides students with a unique opportunity to learn about current events in a student centered environment.

#### IV. Recommendations

We recommended moving from the previous reader, *Great Decisions*, to the *Current Issues* reader. The reader does come out with a new paperback edition each year in order to stay current; this was the case with *Great Decisions* as well. We recommend gathering student feedback on the course, as well as continued monitoring of the enrollment.

#### V. Department Action

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	N/A	Replace <i>Great Decisions</i> with <i>Current Issues 09-10</i>	N/A	N/A



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

### **III. Findings**

Psychology is a semester elective offered to juniors and seniors. Most years, there are eight sections of the course, and most students are seniors (there are about four juniors per section on average). There are usually five sections of AP Psychology each year, meaning that 300 GBN graduates have taken psychology each year. The course enjoys continued popularity, as students view it as an opportunity for introspection, and appreciate the discussion format of the class. We have three Psychology teachers in the department; they collaborate on instruction and reflect on lessons and student feedback regularly. Additionally, many students who take Psychology also take our department's Sociology course, as well as the Brain Studies course in the Science Department; these students gain a deep understanding of the human condition and mental health with these courses. Students appreciate the connectedness of their high school experience because of such offerings.

The Psychology curriculum focuses on topics such as: psychology as a profession, learning, personality, psychological disorders and therapies. The psychological disorders unit includes a special emphasis on Post-Traumatic Stress Disorder, the Vietnam War, and our current wars and their veterans. We study the psychological effects of war on the individual, including a field trip each semester to the Vietnam Veterans Memorial Art Museum. The students attend a presentation by a Vietnam Veteran and examine the works of art, learning the therapeutic value of expression. Many students are concurrently enrolled in a senior English class in which they read Tim O'Brien's The Things They Carry. This allows for a wonderful interdisciplinary learning opportunity to further student understanding of this complex social and psychological issue.

In reflecting on the course, students often praise the "Mask Project" at the course conclusion. This special unit at the end of the semester focuses on developing a mission statement as well as a mask as culmination of their work throughout the semester. The mask represents their inner and outer self. We also combine students' results from the Meyers and Briggs personality test with a values inventory to empower them to find key areas in which they can make a positive contribution in society, toward a life of meaningful service. This work culminates in a final paper and oral presentation.

### **VI. Recommendations**

We will continue to monitor enrollment and student feedback, and search for resources that will further enhance our curriculum. We have discussed moving to a different textbook at our next textbook adoption opportunity, and look forward to seeing the different options available.

**V. 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: Social Studies Simulation**

### **III. Findings**

Social Studies Simulations is a social studies elective that is made up of a relatively even mix of senior and sophomore students. A few junior students take the class each year concurrently with United States History. The total number of students enrolled in class fluctuates between 100 students and 150 students per year. The teacher of the class also varies based on department needs. Many of the staff members of the social studies department have taught at least one section of the class. Most recently the class has primarily been taught by one instructor with additional staff being used when the number of sections available each semester have not been equal.

The simulation about the Arab-Israeli conflict in the Middle East remains the core of the class. From semester to semester there are changes within the simulation as new events reshape the relationship between the Israelis and Palestinians, and among countries in the region. Two years ago, the University of Michigan, which runs the simulation, allowed for all of the spring semester students from GBN to be placed within the same simulation game; this marked a major organizational shift for the instructors, helping to resolve the problem that arose when our students were in attendance and trying to participate in the simulation, while the students from other schools involved in the simulation were on spring break.

The major classroom resource is the University of Michigan website that hosts the simulation. Over the last five years the university has greatly enhanced the amount of resources that the students and teachers may access using the simulation website. These resources include background material on the different countries and individuals represented in the simulation along with links to numerous news organizations that cover the Middle East. The changes to the simulation website have also increased the ability of the instructors to monitor and evaluate student work within the simulation.

Other resources used include a number of documentaries on the modern history of the Middle East and teacher prepared handouts. While the quality of these resources are generally high, some are beginning to be dated and new materials to address the changing relationships between the different parties of the Middle East would be valuable.

### **IV. Recommendations**

We recommend that new resources be identified that help to enhance students' understanding of the modern Middle East and the current issues that contribute to the conflict in that region. Specifically, we seek to find the best resources on the role of Lebanon and Hezbollah in the conflict, as well as the role of Iran in the region. Additionally, we'd like to find readings on the wars in Lebanon and Gaza as historical events.

**V. Department Action**

	<b>New Course Proposal</b>	<b>Summer Curriculum Projects</b>	<b>Textbook(s)</b>	<b>Staffing</b>	<b>Resources</b>
<b>Department Action</b>	N/A	Resource enhancement	N/A	N/A	Summer curriculum monies

## **Course or Initiative: Urban Studies**

### **III. Findings**

Urban Studies continues to be a popular course for GBN students. This year, we have seven semester sections with approximately 175 total students, an increase of one section over the previous year. The class is generally comprised of 85% sophomores, 15% seniors, varying slightly year to year. The course attracts all different types of students, with a wide range of academic capabilities (from TEAM to AP) with varying academic skills. There is a small segment of students who seem to struggle in the class; we believe that, for these students, reading comprehension seems to be the biggest concern, as the pacing of the curriculum can be difficult for lower level students.

The amount of work for course is average for social studies courses in the department. For homework, we generally give “ID” (identification) assignments that range between one and two chapters per school week. We give unit tests for approximately every two to three chapters. One of the class requirements is a semester-ending photo essay, and ultimately the students take an objective final exam.

In reviewing the curriculum, we have come to the conclusion that students would benefit from a slight shift away from the historical focus of the curriculum. We’d like to incorporate more sociology into the course, taking a look at contemporary issues facing the city of Chicago. This approach will hopefully enable those students who have struggled with the textbook’s historical focus even more access and connection to the curriculum through a variety of reading sources outside the textbook.

Additionally, given that the majority of the Urban Studies students are sophomores, we believe we can take advantage of the research skills the students have learned in 9<sup>th</sup> grade. The incorporation of the research unit would allow both the addition of sociological content and an expansion of the research skill base.

Finally, though the Field Trips are an integral part of the Urban Studies experience, we feel we could do even more to structure the field trips more meaningfully for staff and students. We have found that when we take all Urban Studies students on a field trip at one time, the group size can itself hamper learning. We are going to try breaking into smaller groups for the field trips.

### **IV. Recommendations**

As discussed above, we suggest moving away from curriculum focusing purely on Chicago history to encompass a sociological analysis of Chicago, including modern-day immigration, changing demographics, poverty, education, politics, and crime.

Additionally, the course needs to take the research skills that the students learned from freshmen year and apply it during their sophomore year. This could include a research component to the course possibly tied to the sociological analysis. To accomplish this, the curriculum should condense early Chicago history (Chapters 1-5) in order to spend more time on more recent history/current issues. We would like to complete summer curriculum work to make these curricular revisions (i.e. condensing chapters 1-5 and

creating a student project incorporating research and urban society). Regarding the field trips, after experimenting this year with different group sizes, we will evaluate potential changes to our field trips.

**V. Department Action**

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

**Course or Initiative: World Geography 161**

**III. Findings**

World Geography is a semester elective that is made up primarily of senior and sophomore students. The class mix tends to be evenly split with minor fluctuations between the two groups. A number of the students enrolled in the class indicate that they are taking the class due to their desire to apply to universities/colleges in the state of Colorado, which requires a geography class on the part of applicants. Other students have indicated that the class appeals to them due to their ability to choose areas of study as part of the final project that culminates the class activities. Over the last five years the number of students taken the class has ranged from 26 students in one section to 85 students in three sections. Currently the class has one section of students in the fall semester.

The major change to the curriculum has been the development of a semester ending project in which the students choose a number of countries to study, then compare and contrast those nations using criteria developed in the class throughout the semester. This has replaced the traditional final exam that was used in the past. The students have responded positively to the opportunity to select countries to study that have often been overlooked during their previous social studies classes.

This year we have moved to the new addition of the next, enabling students to more easily access the most current demographic data. Other resources have been updated with inclusion of the *Planet Earth* series to replace some previous resources that had become dated. Additional films that focus on the issues of urban growth, immigration, and economic growth have also been added in the last year to increase our human geography resources.

**IV. Recommendations**

We have a number of recommendations for the World Geography class. We believe field trips to observe some of the geographic features of the Great Lakes region would offer valuable educational experiences for the students. Other trips that focus on human geography could also take advantage of museums of the Chicagoland area. Greater incorporation of Google Earth as a class tool could also benefit the class. This would require additional training and unit development for/from the instructor of the class. We believe this is an area of where technology training during the school year would be appropriate along with summer training sessions and possible summer curriculum work.

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	Possibly, if Google Earth training during the year is not enough	N/A	N/A	Building tech trainer, possible summer curriculum monies

## **Special Education Department Curriculum Report November 2009**

### **I. Introduction**

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

As part of the Educational Planning Process this year, the department spent time reviewing the sequence of transition courses offered at GBN, which include: Single Living, Transitions for Life, STEP, Self Determination and College 101.

#### **B. Process**

Through department meetings, weekly DLS and BD Team meetings, and selected late arrival mornings, the department reviewed the curriculum offered to special education students who had been identified in need of this type of curriculum. Included in this review was an analysis through the District Memorandum of Understanding (M.O.U.) Committee of the role and responsibilities of the Transition Coordinator and Job Coach. In addition, the department conducted a review of our 18-22 year old program to determine if this individualized program is meeting the needs of our students. Furthermore, the department has conducted a review of the process teachers follow in writing Transition Plans and Summary of Performance Plans (SOP).

As part of the discussions across schools, it was determined that we would develop a Community Outreach Breakfast Committee. This committee was made up of members from GBS, GBN, and Off Campus, as well as one GBN parent. The charge of this group was to identify current connections with business members, and identified a mechanism to bring in additional business members from our communities in the effort to increase job sites for our students with disabilities.

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

As part of the MOU Committee, teacher work load was reviewed. During these weekly meetings first semester, the group identified tasks that teachers and case managers typically engage in, review of current IEP software program used, and size of caseload per case manager.



## II. Report Schedule

November 2010	November 2011	November 2012	November 2013	November 2014
Review of Related Services	Implementation of IEP goals in English and reading classes	Implementation of IEP goals through science /social studies classes	Implementation of IEP goals through Study Skills classes	Implementation of IEP goals in math and consumer education
			Review needs of students and study skills courses offered	
	Review of English and Reading curriculum	Review of Science/Social Studies curriculum	Review Study Skills curriculum	Review of math and consumer curriculum

Approximate percentage of curriculum to be reviewed:

November 2010	November 2011	November 2012	November 2013	November 2014
Related Services 20%	English / Reading 20%	Science/Social Studies 20%	Study Skills 20%	Math/Consumer 20%

Additional courses to be reviewed this year:

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

**Course or Initiative: Sequence of Transition classes, and Transition Services Provided**

### III. Findings

A review of our sequence of transition classes as well as curriculum indicated that students were benefitting from these curricular offerings. The content of each class was reviewed and compared to other transition classes, and it was determined that some of the curricular units overlapped from one class to another. Therefore, we engaged in a process to realign the curriculum in the areas of overlap.

The College 101 class was initially implemented last year, as a second semester class. This class is co-taught between a special education teacher and Oakton professor. The results of this class were very favorable, and it was determined that no changes were needed in this offering. We have again offered this class during the 2009-10 school year, and will be teaching one section of this course each semester.

As the results of the MOU, it was recommended and agreed by the school board, that the .5 Transition Coordinator and .5 Job coach positions both be increased to a 1.0. Based on this increase, a summer curriculum project was completed to identify how these additional supports and services would be provided to students.

We reviewed the feedback received from the first Community Outreach Breakfast held last March at GBS, and decided to conduct a second breakfast at GBN. This Outreach Breakfast was held on November 5<sup>th</sup>, and the turnout from business members was very good. We have again increased potential job sites for our students within our district. Three business members also agreed to join our District Employment Board.

**IV. Recommendations**

- \* Continue to offer the sequence of Transition courses at GBN.
- \* Continue to offer College 101 both semesters
- \* Continue to design an individualized 18 to 22 year old program for students in need of this type of transition support
- \* Transition Coordinator to provide group transition counseling services through Study Strategies classes
- \* Continue District Community Outreach Breakfast Committee
- \* Develop and implement community based District Employment Board (parents, faculty, and community representatives) with the charge of reducing barriers and discrimination towards individuals with disabilities (social, educational and employability)
- \* Eric Etherton, Mardi Scott, transition teacher at GBN, Ron Gatchalian, Transition Coordinator at GBN and Julie Manning, Transition Coordinator at GBS recently presented at an International Conference on Transition Services. The feedback that they received was very positive, and many commented that this was the best session at this conference. It is suggested that this core group consider other opportunities to provide training and in servicing to parents, community members, business members, colleges and other school districts.
- \* Recommend offering STEP class during summer school

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	-Offer STEP class during summer school.			Time for review, revision, collaboration with general education

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	-Summer 2009 Modifications to the job description for transition counselor and job coach			Time for review, revision, collaboration with general education

**GBN World Languages Department Curriculum Report  
November 2009**

**I. Introduction**

A. Courses reviewed this year:

- |                |                         |
|----------------|-------------------------|
| 1. French 563  | 6. Russian Prototype AP |
| 2. French 573  | 7. Spanish 563          |
| 3. French AP   | 8. Spanish 573          |
| 4. Russian 563 | 9. Spanish AP           |
| 5. Russian 573 |                         |

B. Process

Committee leaders were selected to review the fifth year curriculum for the regular and honors level of the courses listed above. The leaders were:

French 563/573: MJ Springer  
French AP: Nicole Abbott  
Russian 563/573: Izabella Tashlitskaya  
Russian Prototype AP: Izabella Tashlitskaya  
Spanish 563/573: Jeff Ware  
Spanish AP: Jeff Ware

C. Additional initiatives (outside of review process)

1. An application for curricular change has been submitted to request the addition of Modern Hebrew to GBN and GBS World Languages course offerings.
2. An application for curricular change has been submitted to request the addition of French Conversation and Culture to GBN World Languages course offerings.
3. We have begun teaching French 273 as our first dual-credit course with Oakton Community College.

## II. Report Schedule

World Languages Department committee members for French, German, Latin, Mandarin Chinese, Russian and Spanish will begin working on a review for all first year courses: FR163, GE163, LA163, MC163, RU163, SP153G, and SP163. The cycle will continue as follows:

November 2009	November 2010	November 2011	November 2012	November 2013
French 563*	French 163	French 263	French 363	French 463
French 573*		French 273	French 373	French 473
French 583 AP				
	German 163*	German 263	German 363	German 463*
		German 273	German 373	German 473*
	Latin 163	Latin 263	Latin 363	Latin 463*
		Latin 273	Latin 373	Latin 473*
Russian 563*	Russian 163*	Russian 263	Russian 363	Russian 463*
Russian 573*		Russian 273	Russian 373	Russian 473*
Russian 583 AP*				
Spanish 563	Spanish 153 G	Spanish 263 G	Spanish 363 G	Spanish 463 G
Spanish 573	Spanish 163	Spanish 263	Spanish 363	Spanish 463
Spanish 583 AP		Spanish 273	Spanish 373	Spanish 473
Spanish 583 LIT*				

\*Depending on enrollment, these courses are not offered every year.

Approximate percentage of curriculum to be reviewed:

November 2008	November 2009	November 2010	November 2011	November 2012
22%	20%	12%	22%	22%

Additional courses to be reviewed this year: None

New course(s) to be reviewed after 3<sup>rd</sup> semester: Chinese 163, which is being taught for the first time at GBN this year, will be reviewed in November 2012.

## **Course or Initiative: French 563/573**

### **III. Findings**

The enrollment in French 573 and 563, which are usually combined due to low numbers, varies from year to year. We have not offered this class since the 2007-2008 school year. The objectives of the course are to further learning in speaking, listening, reading and writing skills using movies, literature, current events, art and music. Teachers were satisfied with the curriculum, but it has been two years, and we are in need of up-to-date materials if and when we run the course again.

### **IV. Recommendations**

Some students have the option of taking an advanced course at GBS when enrollment is too low at GBN to run this course, but many cannot work it into their schedules or do not want the inconvenience and disruption of leaving and returning to GBN. Nonetheless, it is unfortunate that students who have reached an advanced level must now end their studies until they reach college, which can be one to two years away.

Teachers want to provide opportunities to students, and as such, would recommend that we look at an alternative course to serve the needs of more students. If we offered a French Conversation and Culture course as a general elective, with the option of taking either one or two semesters, we might be able to attract a wider variety of students. If the course were conversational and project-based, it might be of more interest to regular-level students who do not wish to take another year of advanced grammar and writing work. Students could work on projects involving movies, short stories, art, music, food, fashion, and current events. They could also work on an on-line French course to improve their writing and reading skills. Each semester there would be a cultural field trip. This experience with French would fill the void students currently experience when there is no regular fifth year of French offered.

### **V. Department Actions**

The department will propose a new course, "French Conversation and Culture." This would be an elective, and could be taken for one or two semesters. The prerequisite would be four years of French at the honors or regular levels. If accepted for next year, a new course summer curriculum project will be requested this year.

## **Course or Initiative: French AP**

### **III. Findings**

The biggest concern we have about French AP is the enrollment, which varies from year to year. Usually we have a low enrollment: 10 to 15 students, this has not been sufficient to run the class. When the class does have sufficient enrollment, students performed well on the AP exam, receiving 3's, 4s, and 5's, which places them at a higher level once they start their studies at the university.

Teachers are satisfied with the curriculum. In 2007, the AP syllabus was submitted to the State Board and was accepted. Unfortunately, due to low enrollment, French AP has not run since that time. Following registration, there are usually only about ten students who have signed up for the course, and a section is not opened.

### **IV. Recommendations**

When the AP class is not offered it is recommended that we create a class in fifth level French for all fifth year students to continue with conversation and cultural learning. The curriculum should have a variety of subjects taught in segments: current events, travel, cooking, cinema, and include a lab component.

### **V. Department Actions**

The department will propose a new course, "French Conversation and Culture." This would be an elective, and could be taken for one or two semesters. The prerequisite would be four years of French at the honors or regular levels. If accepted for next year, a new course summer curriculum project will be requested this year.

## **Course or Initiative: Russian 563/573 and Russian Prototype AP**

### **III. Findings**

Enrollment in the Russian Prototype AP has been increasing – with a total of five students at GBN and GBS taking the course in 2007, five in 2008, twelve in 2009, and fourteen in 2010. Russian 563 and 573 were created to accommodate students working at the AP level who did not elect to take the AP in the spring, or who had to drop down a level. Since all the students enrolled in AP Russian have taken the exam so far, no students have taken 563 or 573. This year there will be fourteen students at GBN and GBS taking the AP. A few of those students are actually in seniors in Russian 473. Mrs. Tashlitskaya will prepare them to take the exam along with those students in AP. This is a significant increase in the number of students taking the AP. This trend may continue as more Russian families move to Northbrook, and students see the advantage of continuing Russian in order to be able to take the Russian AP Exam. The majority of students taking Russian AP began their studies with Russian 163 at GBN or GBN.

In addition to taking the AP, students also take the Oral Proficiency Interview (OPI), administered by the American Council of Teachers of Foreign Languages. The OPI is a standardized procedure for the global assessment of functional speaking ability between a certified ACTFL tester and an examinee that determines how well a person speaks a language by comparing his or her performance of specific communication tasks. It is administered by telephone. The rating and certificate received from ACTFL is a valuable, internationally recognized measure of language proficiency which students can take with them as they pursue college and employment opportunities.

The results of the AP Exams have been excellent. In 2007, there were four 4's and one 5. In 2008, there were four 5's and one 4. In 2009, there were six 4's and six 5's. In 2010, there will be fourteen students taking the AP. The results of the Oral Proficiency Interviews have been equally impressive, with averages in the "Intermediate High" range.

The college textbook used, *Mir Russkikh*, works well for the course. It includes DVD's and CD's. Additionally, Mrs. Tashlitskaya has created on-line Quia exercises for all the vocabulary for this course. There are also supplemental readings about current events including politics, history, economics, culture, etc. Students also work with a reader entitled "Intermediate Russian Reader," and on-line Russian newspapers. In the lab, students learn how to type on the Russian keyboard in order to prepare their papers. Among the papers written are essays for the National Russian Essay Contest, which is sponsored by the American Council of Teachers of Russian. Results have been consistently excellent, with many students earning gold and silver medals. Mrs. Tashlitskaya makes constant adjustments in the curriculum for the level of students, who range from American to heritage students at all levels.

### **IV. Recommendations**

No recommendations at this time.

### **V. Department Action:**

None

## **Course or Initiative: Spanish 563/573**

### **III. Findings**

The enrollment in Spanish 563/573 has remained strong and consistent, with approximately 30 students per year studying at the fifth year level. It is a combined regular and honors level class the focus of which is to increase linguistic proficiency. Therefore, the focus is not on grammar, but on the development of the four language skills. This occurs through thematic content, current events, and culture projects and experiences. In the process vocabulary is expanded, and grammar is reviewed and applied. Students also receive preparation and resources materials for college entrance exams. Students who have taken this class consistently place out of two to four semesters of college Spanish, and as a result, often only need 3 more classes to earn a minor.

New to the curriculum this year is the addition of the *Tell Me More* program. The program provides students with practice in every area of the language. Students are required to complete a certain number of hours outside of class, and will apply what they learn to a variety of activities in class designed to increase proficiency. Students have taken the *Tell Me More* placement test, and will take an achievement test at the end of the year to measure their improvement.

We have also changed textbooks to the *Spanish Civilization* series, which suits the class well, as it educates students in the areas of civilization, culture, literature and art. Students are evaluated through simulations and activities based on the themes in the texts. Additionally, students prepare news articles based on current events according to their interests. They develop vocabulary and questions based on the articles. Topics are then discussed in small groups, Socratic circles, or through debate. Students report that those discussions are very effective in developing their oral ability. They also receive a significant amount of credit for cultural projects and experiences throughout the year. While regular level students are evaluated based on their ability to communicate, honors students are held accountable for the accuracy of their Spanish. Additionally, honors students must present entirely in Spanish, must lead small groups in Spanish, must spend a greater amount of time using *Tell Me More*, and must complete more culture projects at a deeper level.

### **IV. Recommendations**

Since the new textbook and *Tell Me More* were adopted, no further recommendations are needed at this time.

### **V. Department Action**

No action was recommended at this time.



## **Course or Initiative: Spanish 583 (AP)**

### **III. Findings**

The enrollment in AP Spanish Language has remained consistent, with approximately 20 students per year taking the class and the AP Language test. The class is largely comprised of seniors, with several juniors enrolling as well. Within the last two years, we have also had an influx of native speakers. This has been beneficial to our non native speakers, as they are able hear different accents in class, and gain new cultural perspectives from fellow students.

New to the curriculum this year is the addition of the *Tell Me More* program. The program provides students with practice in every area of the language. Students are required to complete a certain number of hours outside of class, and will apply what they learn to a variety of activities in class designed to increase proficiency. The reason this program was added to the class is because the AP test is now entirely proficiency based. Students have taken the *Tell Me More* placement test, and will take an achievement test at the end of the year to measure their improvement.

As previously mentioned, the AP Spanish Language Test is no longer a grammar based exam, but rather a skills test. Consequently, the focus of the class has changed to help students become more proficient and to help them capitalize on their own strengths. The class is still rigorous, and requires students to communicate, comprehend, and think critically at as high of a level as possible in a target language. Thus, we have added elements to the AP curriculum that have been successful in developing communicative ability in the 563/573 class. Specifically, students in AP now also discuss current events in Spanish and engage in cultural projects and experiences.

### **IV. Recommendations**

In 2007 the AP Test changed from being achievement and proficiency oriented, to being completely proficiency based. The book we currently use added activities to reflect the changes in its new edition, but has not changed its overall layout and focus to reflect the changes in the test. Therefore, it may be worth looking for a new textbook that is thematically organized, uses grammar to help students communicate contextually, and focuses on developing proficiency according to the new standards and measures of the College Board.

Also, several students have expressed interest in literature, though not necessarily the AP Literature class. Several of us in the department feel it would be beneficial to offer a 5<sup>th</sup> year honors literature class for seniors who don't want the rigors of AP, and for honors level juniors who want one more class before taking AP Language their senior year. This type of class would also be less likely to jeopardize enrollment in the AP Language class, than would an AP Literature class, which would likely divide enrollment among seniors wanting AP.

### **V. Department Action**

No action was recommended at this time.

## **Special Education Department Curriculum Report November 2009**

### **I. Introduction**

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

As part of the Educational Planning Process this year, the department spent time reviewing the sequence of transition courses offered at GBN, which include: Single Living, Transitions for Life, STEP, Self Determination and College 101.

#### **B. Process**

Through department meetings, weekly DLS and BD Team meetings, and selected late arrival mornings, the department reviewed the curriculum offered to special education students who had been identified in need of this type of curriculum. Included in this review was an analysis through the District Memorandum of Understanding (M.O.U.) Committee of the role and responsibilities of the Transition Coordinator and Job Coach. In addition, the department conducted a review of our 18-22 year old program to determine if this individualized program is meeting the needs of our students. Furthermore, the department has conducted a review of the process teachers follow in writing Transition Plans and Summary of Performance Plans (SOP).

As part of the discussions across schools, it was determined that we would develop a Community Outreach Breakfast Committee. This committee was made up of members from GBS, GBN, and Off Campus, as well as one GBN parent. The charge of this group was to identify current connections with business members, and identified a mechanism to bring in additional business members from our communities in the effort to increase job sites for our students with disabilities.

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

As part of the MOU Committee, teacher work load was reviewed. During these weekly meetings first semester, the group identified tasks that teachers and case managers typically engage in, review of current IEP software program used, and size of caseload per case manager.

**II. Report Schedule**

November 2010	November 2011	November 2012	November 2013	November 2014
Review of Related Services	Implementation of IEP goals in English and reading classes	Implementation of IEP goals through science /social studies classes	Implementation of IEP goals through Study Skills classes	Implementation of IEP goals in math and consumer education
			Review needs of students and study skills courses offered	
	Review of English and Reading curriculum	Review of Science/Social Studies curriculum	Review Study Skills curriculum	Review of math and consumer curriculum

Approximate percentage of curriculum to be reviewed:

November 2010	November 2011	November 2012	November 2013	November 2014
Related Services 20%	English / Reading 20%	Science/Social Studies 20%	Study Skills 20%	Math/Consumer 20%

Additional courses to be reviewed this year:

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

**Course or Initiative: Sequence of Transition classes, and Transition Services Provided**

**III. Findings**

A review of our sequence of transition classes as well as curriculum indicated that students were benefitting from these curricular offerings. The content of each class was reviewed and compared to other transition classes, and it was determined that some of the curricular units overlapped from one class to another. Therefore, we engaged in a process to realign the curriculum in the areas of overlap.

The College 101 class was initially implemented last year, as a second semester class. This class is co-taught between a special education teacher and Oakton professor. The results of this class were very favorable, and it was determined that no changes were needed in this offering. We have again offered this class during the 2009-10 school year, and will be teaching one section of this course each semester.

As the results of the MOU, it was recommended and agreed by the school board, that the .5 Transition Coordinator and .5 Job coach positions both be increased to a 1.0. Based on this increase, a summer curriculum project was completed to identify how these additional supports and services would be provided to students.

We reviewed the feedback received from the first Community Outreach Breakfast held last March at GBS, and decided to conduct a second breakfast at GBN. This Outreach Breakfast was held on November 5<sup>th</sup>, and the turnout from business members was very good. We have again increased potential job sites for our students within our district. Three business members also agreed to join our District Employment Board.

**IV. Recommendations**

- \* Continue to offer the sequence of Transition courses at GBN.
- \* Continue to offer College 101 both semesters
- \* Continue to design an individualized 18 to 22 year old program for students in need of this type of transition support
- \* Transition Coordinator to provide group transition counseling services through Study Strategies classes
- \* Continue District Community Outreach Breakfast Committee
- \* Develop and implement community based District Employment Board (parents, faculty, and community representatives) with the charge of reducing barriers and discrimination towards individuals with disabilities (social, educational and employability)
- \* Eric Etherton, Mardi Scott, transition teacher at GBN, Ron Gatchalian, Transition Coordinator at GBN and Julie Manning, Transition Coordinator at GBS recently presented at an International Conference on Transition Services. The feedback that they received was very positive, and many commented that this was the best session at this conference. It is suggested that this core group consider other opportunities to provide training and in servicing to parents, community members, business members, colleges and other school districts.
- \* Recommend offering STEP class during summer school

**V. Department Action**

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	-Offer STEP class during summer school.			Time for review, revision, collaboration with general education

	New Course Proposals	Summer Curriculum Projects	Textbook(s)	Staffing	Resources
Department Action	N/A	-Summer 2009 Modifications to the job description for transition counselor and job coach			Time for review, revision, collaboration with general education

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