

OAK PARK and RIVER FOREST HIGH SCHOOL
201 N. Scoville Ave., Oak Park, Illinois 60302

BOARD OF EDUCATION
INSTRUCTION COMMITTEE OF THE WHOLE MEETING
Thursday, November 11, 2010
7:30 a.m.
Board Room

A G E N D A

- | | | |
|------|--|----------------|
| I. | Call to Order | Terry Finnegan |
| II. | Approval of Minutes | Phil Prale |
| III. | District Improvement Plan Review | Steven Isoye |
| | School Improvement Plan Review | Nate Rouse |
| IV. | Review of Course Proposals | Amy Hill |
| V. | Additional Instructional Matters for Committee | Terry Finnegan |
| | Information/Deliberation | |

Copies to: Instruction Committee Members
Administrators
Community Relations and Communications Coordinator

**Oak Park and River Forest High School
201 N. Scoville
Oak Park, IL 60302
An Instruction Committee of the Whole Board
October 14, 2010**

An Instruction Committee meeting was held on Thursday, October 14, 2010, in the Board Room. Co-chair Dr. Lee opened the meeting at 7:38 a.m. Committee members present were Terry Finnegan, Dr. Ralph H. Lee, Dr. Dietra D. Millard, Amy Leafe McCormack, and Sharon Patchak Layman. Also present were Steven T. Isoye, Superintendent; Amy Hill, Director of Assessment and Research; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Nathaniel L. Rouse, Principal; and Gail Kalmerton, Executive Assistant/Clerk of Board.

Visitors: Kay Foran, Communications and Community Relations Coordinator (arrived at 9:13 a.m.); James Paul Hunter, Faculty Senate Executive Committee Chair; Dale Craft, PE Division Chair; and Dr. Allan Alson of School Exec Connect (arrived at 9:21 a.m.).

Approval of September 16, 2010 Instruction Committee Minutes

It was the consensus of the Instruction Committee members to accept the September 16, 2010 meeting minutes, as presented.

Update on School Improvement Plan (SIP)

Mr. Rouse provided the Committee with a copy of last year's 56-page School Improvement Plan (SIP). The state has moved to a new model for the SIP; it is now an online reporting system called Rising Star. Rising Star is a navigational tool that guides everybody in the organization in the same direction. It provides a structure for improving performance and it is built using indicators of effective practice. It helps schools build and sustain momentum. The 38 indicators of effective practice organized into three areas at the District level are 1) District Context and Support, 2) District Change Process and 3) District-School Expectations. The 79 indicators of effective practice of the school and classroom are organized into the categories of 1) Continuous Improvement, 2) Learning Environment, 3) Educator Quality, and 4) Teaching and Learning.

The Rising Start Program is a response to the need for accountability. This new system asks schools to look at a continuous improvement model that can be changed periodically, with formal visits every two years. The District's first six responses to the plan's questions were sent to the District's RESPRO coach to make sure the responses were acceptable and it is waiting for a response. There is an October deadline for the series of descriptors which will be given to the Board of Education at a later date and the final plan will need approval by December 13, 2010. District 200 considers this to be a continuous document.

The state is also trying to be competitive for the Race to the Top funds. The state will be able to support schools with RESPRO funds if the funds wanted are for activities itemized in the SIP.

Schools are waiting for the State's monitoring device. Dr. Lee asked if the Board of Education would receive a report that included 1) what the District said it would do, 2) what the District did do, and 3) what were the results. Mr. Isoye suggested providing a dashboard-type of report in the spring. OPRFHS does use its past SIPs to evaluate programs put in place. An example of that was Agile Mind. This program was included in the SIP and the Board of Education received periodic updates on its effectiveness. It was dropped because it was not found to be effective.

Clarity was sought about the importance of SIP relative to the closing of the achievement gap, as RtI has been touted as being a way to assist in that and a key element of SIP. Mr. Rouse stated that the Board of Education has received several reports on the District's RtI efforts.

Mr. Rouse previewed the online form with the Board of Education and highlighted what and where the information was to be inputted. When one goes to the dashboard portion, one will be able to see what progress has been made.

Mr. Rouse stated that the SIP Team will be composed of parents, faculty, and staff and it is scheduled to meet two times per month for 90 minutes. The discussion will be about the data, what is to be included in the SIP, and what changes must take place based on the AYP scores and the data. A Statement of Assurance Document must be signed by Dr. Millard, Mr. Isoye, and Mr. Rouse as a testimony as to what they will be held accountable. The Board of Education will receive periodic updates. Mr. Isoye apologized in advance for the Board of Education possibly feeling uncomfortable with the state deadlines for submission. Ms. Patchak-Layman stated that this work was still real and valuable, even if rushed, and she felt that parents should be involved in the creation of the SIP. Mr. Isoye stated that while the plan would not go out to all parents within the assigned timeline, it would be presented to Citizens' Council in November.

Mr. Rouse stated that the District is currently aligning its curriculum to standards and the Board of Education and community will be receiving periodic reports on this. Monday mornings are used by staff to strengthen the curriculum to the Common Core Standards. Dr. Lee asked when the Board of Education could evaluate what has been done and whether it worked. While no information about professional development has been inputted on the template, Mr. Isoye stated that internally the administration has to move forward with its own team. While the Board of Education will be able to see the indicator definitions and the research involved, it should not use these to set its goals as SIP will address only reading and math based on the PSAE. Because the expectations of the Board of Education include other areas, Mr. Isoye cautioned not to consider this a strategic plan. Mr. Prale added that the SIP has been used to bring data together; previously the District did not have the data infrastructure to do this and reiterated that the Board of Education had received reports on the programs and the changes that had been made, e.g., the Agile Mind Program, etc.

Dr. Millard concluded the discussion by saying that the SIP had taken on a new importance, something desired by both the state and the District and Mr. Isoye had included as a major piece of his goals.

Summer School 2010 Report

Mr. Craft reviewed the highlights in his Summer School Report.

- 1207 students participated in 651 academic and enrichment opportunities
- The curriculum included:
 - 13 sections of Health Education
 - 6 sections of Art Foundations
 - 5 sections of Consumer Education
 - 4 sections of Applied Keyboarding
 - 9 Sections of English
 - 6 Sections of History
 - 16 Sections of Math
 - 4 Science field study opportunities in Africa, Costa, Rica, Tennessee, and Florida
 - Drivers' Education, and enrichment courses in pottery, computer animation, and musical theatre were also offered

In addition, the District extended the academic year into the summer for some students through a program designed to earn credits towards graduation. The program contained a study skills class and a regular or enrichment course. This program was offered to cohorts of students transitioning from the eighth grade to ninth grade, students transitioning from freshman to sophomores, and students transitioning from sophomores to juniors. A variety of options were provided to students with financial needs, including \$90 grants from the District and the Oak Park Youth Township Service's Work/Study Volunteer Program.

Mr. Craft reported that while budgets are always a consideration, this year's summer school experienced a surplus of approximately \$23,000, which will be put back into the General Fund. He noted that tuition has not risen in three years.

Mr. Craft thanked the administration, teachers and support staff who sustained a positive atmosphere for teaching and learning, especially to Linda Hayes, the summer school secretary. He also stated that a dean of discipline position was added and that was helpful.

Mr. Craft suggested that improvements to summer school might include 1) extending it to be a year round school for some students, 2) offering more classes, etc., and 3) rethinking the 9 to 10 and 10 to 11 transition programs, etc., asking if it is the best program and starting point for these students. Mr. Prale noted that participation decreases for the upperclassmen in these programs because some students matriculate in one direction or another or they will not commit. Some students in the 8 to 9 Program have not completed the sender district's eight-grade curriculum.

Dr. Lee asked: 1) are the reading scores of freshman known prior to entering the high school, 2) can the school identify that information, 3) would a Board of Education policy be necessary to affect reading scores in the ninth grade, and 4) if so, what kind of planning would be required. Mr. Prale stated 1) for many students the District determines reading scores when they come to summer school, but to have reading scores for all incoming ninth grade students, those students would have to be tested while still in their sender districts, 2) to accomplish that either District 200 or sender district staff would need to be paid for the time it would take to test those students, 3) the high school does not have an easy way to test these students before the summer; and 4) while a Board of Education policy is not needed, funding would be. Mr. Isoye noted that motivation is also a factor; some students may not want to come to the school during the summer. He added that accelerated reading programs do exist and that both feeder schools use MAP testing as a formative assessment: District 200 may explore that option.

When asked whether two-week enrichment seminars had been offered previously, Mr. Prale responded affirmatively, e.g., a History of Chicago which was taught for three weeks, two-week career courses were offered, etc. However, in the end, a different experience was preferred. Ms. Patchak-Layman suggested offering courses that were more interest-based. Ms. Hill stated that Triton College plans to expand its summer camps, bringing more opportunities for the students. A question was raised about the future purpose of summer school. Should it remain as is or should it try to accomplish something more specific? Another question to consider is whether summer school should be market driven, as it is now, or something else. This may be a topic for future discussion. Mr. Finnegan, while acknowledging the voluntary aspect of summer school, noted that it was important for the District to be explicit about what is needed to go to a four-year university and for the families to be open to that expectation.

It was noted that of the 1,200 students enrolled, 50 were non-district students and 31 had enrolled in Driver Ed.

Preview of Course Proposals

Ms. Hill provided the Board of Education with the course proposals for a preliminary review. More proposals may come forward and some of these may be deleted as they are vetted by different groups. These courses will be brought forward again at the November Instruction Committee meeting and again at the regular November Board of Education meeting for approval. Discussion ensued.

Ms. Patchak-Layman questioned the reasoning for the proposed writing course as the *Academic Catalog* now says that intensive writing is covered in “x” courses. Why is this course being proposed when the Board of Education has said it wants all students to write better? Is intensive writing being covered in another class? Why is this just not part of regular English class? If that is not possible, then the *Academic Catalog* should be reviewed for what is being defined.

Relative to Project Lead the Way, Ms. Patchak-Layman asked how much of the funding was coming from grants. From an initial discussion in the spring, she understood that

the science labs were being reconfigured and more space was being used. She felt the Board of Education was looking at this proposal in isolation from perhaps other desired programs by different departments and that once the Board of Education approved these courses, a path was set.

Dr. Lee was more concerned about what the school is rather than the specific courses in the classroom. Mr. Finnegan asked if there were occasions when some people did not agree with people signing off on these courses.

Another question arose about what money was needed beyond what was budgeted for the digital keyboard courses, i.e. what other resources are necessary to support this class.

Ms. Patchak-Layman asked what steps the District had taken to include as many Special Education students in regular education courses as possible, rather than providing a separate track course for Special Education students, referring to the proposed course of African-American Studies. Were adding Special Education aides and/or team teaching considered? She wanted a firmer understanding of Special Education in terms of being able to match the work of those courses to the regular school curriculum. It was explained that schools are required to provide the Least Restrictive Environment (LRE) and separate classes are provided because some students cannot be accommodated in the regular program. Mr. Isoye suggested that Ms. Halliman, Director of Special Education, be present at the November Instruction Committee meeting, if possible.

Another concern was the focus of the Business Education course about music and whether the intent was to expand the course from a focus of sports entertainment or was it to focus on sports and music entertainment. Mr. Allen wanted to know the specific outline of this course of study.

Credit for the Music Performance and Publications Areas

Beginning with the class of 2015 (freshmen entering in the fall of 2011), sophomores, juniors, and seniors enrolled in music performance courses and/or publications courses would have their grades earned in those courses included in their GPA calculations. For publications courses, a further clarification would be that the courses count for elective credit rather than for English credit.

Further discussion will occur with the Fine & Applied Arts Division Head Roodhouse, people who were part of the original Philosophy of Grading Committee, District 97 and District 90, etc. The intent is for this to be included in the *Academic Catalog* with next year's freshmen and with no grandfathering.

In music performance, the following courses would be folded into the GPA calculations for sophomores, juniors, and seniors:

- Concert Band 1-2
- Concert Orchestra 1-2
- String Orchestra 1-2 (currently called Concert Orchestra II 1-2)
- Symphonic Band 1-2
- Wind Symphony 1-2
- Jazz Ensemble 1-2
- Symphony Orchestra 1-2

- Wind Ensemble 1-2
- Treble Choir 1-2
- OPRF Chorale 1-2
- A Cappella Choir 1-2
- Musical Comedy Workshop

In publications and broadcasting, the following courses would be included in the GPA calculations for sophomores, juniors, and seniors:

- *Tabula* 1-2
- *Trapeze* 1-2
- *Newscene* 1-2

Skyward computes the GPA through course codes. The process should remain the same for selecting students for different levels.

Update on Student Cohort information

In response to the previous month's inquiry relative to the growth analysis of cohort students, Ms. Hill reported that a beginning template had been developed to review this information. At this point, nothing significant has been learned about those students other than taking Advanced Algebra is a success path; not getting to the Advanced Algebra level is not a growth plan. This confirms what is already known. The file will continue to be reviewed and anything new that is learned will be brought to the Board of Education's attention.

Adjournment

The Instruction Committee meeting adjourned at 9:39 a.m. on Thursday, October 14, 2010.

Oak Park - River Forest SD 200

Comprehensive Plan Report

Key Indicators are shown in RED.

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Continuous Improvement

Essential Element - Comprehensive Planning

Indicator IA06 - SMART-The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (1122)

Level of Development:	<i>Limited Development</i>	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

The district has recently hired a new position that will allow someone to manage and work with our databases that store student information. This is in an attempt to begin to have our databases talking with each other. Training will be the next area to explore as we hope to move data closer to the classroom.

Plan Assigned to: Not yet assigned

Indicator IA07 - SMART-The district sets district, school, and student subgroup achievement targets. (1123)

Level of Development: *Full Implementation*

Evidence:

- While our current achievement in reading for ALL students is 69.3% meeting/exceeding for PSAE, this subgroup will make AYP of at least 85.0% in 2011 or Safe Harbor and 92.5% in 2012 or Safe Harbor.
- While our current achievement in reading for BLACK student subgroup is 37.7% meeting/exceeding for PSAE, this subgroup will make AYP of at least 85.0% in 2011 or Safe Harbor and 92.5% in 2012 or Safe Harbor.
- While our current achievement in reading for MULTIRACIAL/ETHNIC student subgroup is 64.4% meeting/exceeding for PSAE, this subgroup will make AYP of at least 85.0% in 2011 or Safe Harbor and 92.5% in 2012 or Safe Harbor.
- While our current achievement in reading for ECONOMICALLY DISADVANTAGED student subgroup is 35.1% meeting/exceeding for PSAE, this subgroup will make AYP of

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at least 85.0% in 2011 or Safe Harbor and 92.5% in 2012 or Safe Harbor.

•While our current achievement in math for ALL students is 65.7% meeting/exceeding for PSAE, this subgroup will make AYP of at least 85.0% in 2011 or Safe Harbor and 92.5% in 2012 or Safe Harbor.

•While our current achievement in math for BLACK student subgroup is 34.1% meeting/exceeding for PSAE, this subgroup will make AYP of at least 85.0% in 2011 or Safe Harbor and 92.5% in 2012 or Safe Harbor.

•While our current achievement in math for MULTIRACIAL/ETHNIC student subgroup is 62.2% meeting/exceeding for PSAE, this subgroup will make AYP of at least 85.0% in 2011 or Safe Harbor and 92.5% in 2012 or Safe Harbor.

Indicator IA08 - SMART-The school board and superintendent present a unified vision for school improvement. (1124)

Level of Development:

Full Implementation

Evidence:

The Board works with the Superintendent in the formulation of district and Superintendent goals. Goals are focused on student achievement. The Board is considering the potential for a long range strategic plan that would further strengthen its work in a unified vision.

Indicator IA09 - SMART-The superintendent and other central office staff are accountable for school improvement and student learning outcomes. (1125)

Level of Development:

Limited Development

Index:

3

(Priority Score x Opportunity Score)

Priority Score:

3

(3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:

1

(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

The Superintendent's goals address the Board's concern about student achievement. The Superintendent and District administrators are accountable for improvement in student performance. Further discussion about steps for improvement and strategic movement within the District need to take place. The Board has embarked on discussions of future focus and planning. This will lead to a higher level of accountability for the Superintendent and District administration.

Plan

Assigned to:

Not yet assigned

Indicator IA10 - SMART-The district regularly reallocates resources to support school, staff, and instructional improvement. (1126)

Level of Development: *Full Implementation*
Evidence: This is a single school district. Work towards student achievement are aligned at both the building and district level.

Indicator IA11 - SMART-The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (1127)

Level of Development: *Limited Development*
Index: 9 (Priority Score x Opportunity Score)
Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)
Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development: We are currently pushing the Building Leadership Team to look at data to inform our practice. This school year, we implemented an annual data retreat with our West 40 affiliates to look at our PSAE data for 2010. We invited our division head leadership to this retreat to model the way in which data could be broken down and made available for teachers to inform our practice. Additionally, we need to continue the professional development training to allow people the opportunity to get comfortable with the use of data to drive instruction. While a typical first step is use of data from annual assessments, districts should move toward use of interim and diagnostic benchmarks to monitor student progress on a continuing basis. We are currently training our faculty on the use of formative assessment that will be developed through course alike teams, with the intent of aligning our curriculum to common core standards. In the future, focus walk throughs need to become part of the culture of our school.

Plan Assigned to: Not yet assigned

Indicator IA12 - SMART-The district intervenes early when a school is not making adequate progress. (1128)

Level of Development: *Full Implementation*
Evidence: This is a one building high school district. The district and building administration work closely with school improvement efforts.

Indicator IA13 - SMART-The district works with the school to provide early and intensive intervention for students not making progress. (1129)

Level of Development: *Limited Development*

Index: 6 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: The district continues to work with the school to identify appropriate strategies to help the highest needs students. Early and intensive programming has been a focus at the school due to RtI conversations. There is a need to develop a process so that implementation can begin.

Plan Assigned to: Not yet assigned

Indicator IA14 - SMART-The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130)

Level of Development: *Full Implementation*

Evidence: This is a single school district. Personnel considerations are based on the needs of the school. This is in regards to programming and future potential needs.

Indicator IB01 - SMART-The district operates with district-level and school-level improvement teams. (1132)

Level of Development: *Limited Development*

Index: 9 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: We are currently having thought provoking discussions about what the district will look like in the future. We are beginning the cultural shift necessary for empowerment at all levels of the school organization. The SIP team will be instrumental in monitoring the focus of our various programs, initiatives, and sub committees.

Plan Assigned to: Not yet assigned

Indicator IB02 - SMART-The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (1133)

Level of Development: *Limited Development*

Index: 3 (Priority Score x Opportunity Score)
 Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)
 Opportunity Score: 1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests by asking the following critical questions from previous school improvement efforts: Do any elements of the change remain? What aspects worked? Which did not? Why? How did the faculty react to the changes? This will ensure that we are continually measuring the efficacy of programs and initiatives implemented to increase student achievement. Our SIP team will provide the district leadership team with recommended changes in programs and services to increase student achievement.

Plan Assigned to: Not yet assigned

Indicator **IB04 - For each restructuring school, the district ensures that the restructuring options chosen reflect the particular strengths and weaknesses of the restructuring school. (1135)**

Level of Development: *Limited Development*

Index: 4 (Priority Score x Opportunity Score)
 Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)
 Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: The District added new positions in the area of building leadership and information systems management three years ago in a significant restructuring move. More recently, seven administrators have retired or been replaced, representing a turnover of nearly half of the school and district leadership. The opportunities of new administrative leadership, individuals who possess research based, recently developed ideas, and are not tied to existing patterns of achievement, will combine with the challenges of leadership who lack experience in the school and some lack of understanding of the unique aspects of the school and community culture. We should be able to leverage the opportunities and meet the challenges in a restructuring effort.

Plan Assigned to: Not yet assigned

Indicator **IB05 - For each restructuring school, the district ensures that the restructuring plan reflects the resources available to ensure its success. (1136)**

Level of Development:	<i>Full Implementation</i>
Evidence:	Our school and district have prepared ourselves for responsible allocation of resources over the next several years. We have adopted a zero based budgeting system along with considerable cost containment efforts and a financial advisory committee to monitor budgets, resource allocations, program priorities and the effectiveness of initiatives. These systems are already in place and active in the restructuring efforts.

Indicator IB06 - For each restructuring school, the district ensures that the restructuring plan includes both changes in governance and a detailed plan for school improvement. (1137)

Level of Development:	<i>Limited Development</i>	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	In the 2008 restructuring plan, the plan identified a change in governance as a part of the strategy. This was in part due to the large number of retirements and change in administrative personnel that would take place. The district does ensure that this has occurred. In the future, some of the roles and responsibilities may change in regards to the governance within the organization.	

Plan	Assigned to:	Not yet assigned
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Indicator IB07 - The district ensures that school improvement and restructuring plans include research-based, field-proven programs, practices, and models. (1138)

Level of Development:	<i>Limited Development</i>	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	To address disparities in student outcomes in reading and math and other core academic areas, the District has begun to implement professional development in the use of common formative and summative assessments, learning targets, and descriptive feedback. The District provides regular CRISS training each year to faculty and staff to increase the use of literacy strategies across all curricular areas. Reading Plus software has been implemented among Special Education	

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students. Work to identify strategies to improve outcomes in math is ongoing.

Plan Assigned to: Not yet assigned

Indicator IB08 - The district ensures that school improvement and restructuring plans include a clear vision of what the school will look like when restructured or substantially improved. (1139)

Level of Development: *Limited Development*

Index: 6 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: The 2008 plan clearly identified strategies, expected outcomes, resources and a timeline for the future. The district ensures that in the development of the new plan, a clear vision, aligned with the school improvement plan will be developed for the Restructuring Phase 2 report.

Plan Assigned to: Not yet assigned

Indicator IB09 - The district ensures that an empowered change agent (typically the principal) is appointed to head each restructuring school. (1140)

Level of Development: *Full Implementation*

Evidence: Since this is a single school district, efforts for school improvement are developed through a team. Roles are delineated to best position people for change to occur. The district leadership team has empowered various people in their roles to act as a change agent. The work is orchestrated around the mission of the school. The principal is a change agent in the work he does with C and I and school climate. The Director of Research and Assessment looks at the coordinated efforts of professional development. The Assistant Superintendent of C and I looks at the ongoing development of courses and instruction taking place in classrooms. The CFO monitors the budget so as to fund our programming needs and changes to programs. The CIO works with the team to develop strategies to best supply technology as a resource for student learning. Human resources looks at the human capital necessary to support programs. The Superintendent guides the team through the process to ensure that efforts towards restructuring and school improvement are coordinated.

Indicator IB10 - In restructuring schools, the district ensures that the change agent (typically the principal) is skilled in motivating staff and the community, communicating clear

Level of Development:

Full Implementation

Evidence:

The District employs a Principal and other District instructional leaders who frequently communicate with staff and community members the school's persistent focus on improving learning outcomes for all students. The leadership team conducts frequent data analyses, reports the results of these analyses to the Board of Education, building instructional leaders, and in the case of school-wide data, to all instructional staff and to the wider community. The team makes programmatic decisions based upon the review of data—maintaining programs that have a positive impact on student learning and eliminating programs that have not proven effective. Collaborative teacher teams are organized in course-alike groups with the clear expectation that they will focus on increased clarity in learning outcomes through the use of learning targets and increased student learning through the use of formative assessment and tiered interventions. The team has motivated staff to implement these teaching and learning strategies by leveraging the enthusiasm and success of early adopters and RtI coaches.

To sustain these efforts, the leadership team must commit to maintaining a professional development structure that embeds collaboration time within the school day and to providing teacher teams with outside expertise as needed to improve their skills. The team must also continue to conduct data analyses and to make decisions based upon the results of their analyses.

Indicator IB11 - The district ensures that school improvement and restructuring plans include "quick wins," early successes in improvement. (1142)

Level of Development:

Limited Development

Index:

9

(Priority Score x Opportunity Score)

Priority Score:

3

(3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:

3

(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

This year with the addition of five new division heads the school leadership has opted for a renewed professional development program. Relying on developing teacher leadership, effective and strategic use of outside consultants, and an emphasis on classroom based changes, we have seen a renewed interest and satisfaction with professional development programming, increased interest in action research in classrooms, and greater prospects for improving achievement for all students.

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Plan Assigned to: Not yet assigned

Indicator **IB12 - The district is prepared for setbacks, resistance, and obstacles on the path to substantial improvement. (1143)**

Level of Development: *Limited Development*

Index: 2 (Priority Score x Opportunity Score)

Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: The District has encountered and anticipates further setbacks, resistance, and obstacles to change and is prepared to address them and to persist with school improvement efforts.

Plan Assigned to: Not yet assigned

Indicator **IC01 - SMART-The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board. (1144)**

Level of Development: *Limited Development*

Index: 9 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Since this is a single school district, there is ongoing communications. However, it is clear that our communication to the board needs further development as to ensure that the board fully understands where efforts are placed. For example, review of programs should clearly indicate how they relate to the SIP and the effectiveness we see in regards to student achievement.

Plan Assigned to: Not yet assigned

Indicator **IC02 - SMART-The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (1145)**

Level of Development: *Full Implementation*

Evidence: Since we are a single school district, communication between district administrators takes place on an ongoing basis with the building administrators.

Indicator IC05 - SMART-The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school. (1148)

Level of Development: *No development or Implementation*

Will include in plan

Index: 6 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Explicit, focused efforts should be made to ensure alignment of the written, taught, and tested curricula across all divisions. This process of curriculum alignment and mapping should be comprehensive and integrated across grades. It permits district resources to be used in a more focused way. We are moving towards the use of interim and diagnostic mini-assessments to monitor student progress on a continuing basis. We are currently training our faculty on the use of formative assessment that will be developed through course alike teams, with the intent of aligning our curriculum to common core standards. In the future, focus walk throughs need become part of the culture of our school.

Plan Assigned to: Not yet assigned

Indicator IC06 - SMART-The district provides the technology, training, and support to facilitate the school's data management needs. (1149)

Level of Development: *Limited Development*

Index: 3 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: We have recently hired a new position to assist with the work we need in data management. This requires our work to get data systems to speak with each other. Once we can get our data warehoused in some fashion for crosslinking, training and support will need to take place. Unknown costs make occur as we work through this process.

Plan Assigned to: Not yet assigned

Indicator IC07 - SMART-Professional development is built into the school schedule by the district,

1 Draft 1st read

but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs. (1150)

Level of Development:

Full Implementation

Evidence:

The school in conjunction with the district work together to determine the best practices for professional development. Professional development revolves around the efforts of the school for improvement.

Indicator ID01 - SMART-A team structure is officially incorporated into the school improvement plan and school governance policy. (1152)

Level of Development:

Full Implementation

Evidence:

Our School Improvement Planning Committee has been strategically structured this year to put the necessary key stakeholders in the room to facilitate the cultural shift needed to drive instruction. We are hopeful that the process manager, through the direction of the District Leadership Team, can serve the role as the empowered leader, a change agent, who can maintain a focus on the big picture; motivate members of the school community, plan, communicate, and persist in keeping the change process on track. The SIP Team has now been constructed and consists of parents, teachers, support staff, administration, and students.

Indicator ID10 - SMART-The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1154)

Level of Development:

Limited Development

Index:

2

(Priority Score x Opportunity Score)

Priority Score:

2

(3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:

1

(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

First priority goes to the ability to have our data warehoused in a fashion to access data. We are able to drill down into the classroom at some point, but do not have great flexibility. This is truly a high priority; however, the sequence of events must be considered. This priority level checked will change as other priority levels become complete.

Plan

Assigned to:

Not yet assigned

November 09, 2010

Oak Park and River Forest High School District 200

201 North Scoville Avenue • Oak Park, IL 60302-2296

TO: Instruction Committee of the Board of Education
FROM: Amy Hill, Director of Assessment and Research
DATE: November 11, 2010
RE: Course Proposals for 2011-2012 School Year

The set of course proposals brought to the Instruction Committee at its October 14 meeting has been reviewed by the DLT and Instructional Council. A revised set of proposals is presented here for your review and comment.

SUMMARY OF PROPOSALS

English Division

- REVISE the course *Women's Voices, Women's Literature* to offer an honors option within the course

Fine and Applied Arts Division

Visual Arts

- REVISE *Fundamentals of Photography 1-2* to update the course description
- REVISE the course description for *Fundamentals of Photography 2* to more accurately reflect the current curriculum
- REVISE the course description for *Advanced Photography* to more accurately reflect the current curriculum and to clarify that the course is offered only in the fall semester
- REVISE *Introduction to Digital Imaging* by expanding the courses that satisfy the prerequisites
- REVISE *Graphic Design* by expanding the courses that satisfy the prerequisites

Theatre/Broadcasting

- REVISE *Acting Foundations* by changing the course title to *Acting 1*
- REVISE *Acting Workshop* by changing the course title to *Acting 2*

Music

- REVISE *Concert Orchestra II* by changing the course title to *String Orchestra*
- ADD *Digital Music/Class Piano I*, a year-long study and practice of piano literature through the use of an electronic keyboard lab/digital music studio.

Business Education: REVISE *Sports and Entertainment Marketing* by changing the course title to *Sports and Music Entertainment Marketing* to more accurately reflect the curriculum

History Division: Proposals to sequence elective courses more strategically for students who are developing essential reading, writing, and social science skills

- REVISE *Social Problems* to offer it in fall semester only
- REVISE *Human Behavior* to offer it in spring semester only
- REVISE *Community Law* to offer it in fall semester only
- REVISE *Government* to offer it in spring semester only

Math Division: ADD *Calculus III A*, a year-long course for students who complete the AP Calculus BC course in their junior year

Oak Park and River Forest High School District 200

201 North Scoville Avenue • Oak Park, IL 60302-2296

REVISED

TO: Instruction Committee of the Board of Education
FROM: Amy Hill, Director of Assessment and Research
DATE: November 11, 2010
RE: Course Proposals for 2011-2012 School Year

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Oak Park and River Forest High School

District 200

201 North Scoville Avenue • Oak Park, IL 60302-2296

Physical Education

- REVISE *Group Exercise* by changing the title to *Fitness Fusion*
- ADD *World Dance*, a one quarter course, to provide an opportunity for students to explore historical and cultural backgrounds in African, Spanish, Latin, Eastern European, and American dance forms.
- DELETE *Dance of the Decades*, which is replaced with *World Dance*
- DELETE *Boys' and Girls' Advanced Swim*, which is no longer taught due to a decrease in the number of swim requirements in the PE curriculum
- DELETE *Pilates/Yoga*, which is replaced by the curriculum of *Fitness Fusion*
- DELETE *Step Aerobics*, which is replaced by the curriculum of *Fitness Fusion*

Science/Technology Division

- REVISE *Anthropology* by adjusting the prerequisites to remove possible obstacles to enrollment
- REVISE *Anatomy and Physiology of the Human Body 1-2* by adjusting the prerequisites to remove possible obstacles to enrollment
- REVISE *Electricity/Electronics* and *Advanced Electricity/Electronics* by combining the courses into a single, full-year course called *Digital Electronics*, which will incorporate the new Project Lead the Way (PLTW) pre-engineering curriculum
- REVISE *Exploring Technology 1* and *Exploring Technology 2* by combining the courses, changing the course title to *Principles of Engineering*, and incorporating the new PLTW curriculum
- REVISE *Introduction to Architecture-CAD* and *Advanced Architecture/Engineering-CAD* by combining the courses into a single, full-year course called *Civil Engineering and Architecture-CAD*, which will incorporate the new PLTW curriculum
- REVISE *Technical Drawing & Design – CAD* from a one semester course to a full year course called *Introduction to Engineering Design* and incorporate PLTW curriculum.
- ADD *Investigative Research in Biomedical Innovation 1-2A*, a year-long honors course for seniors who wish to formulate an original research question and pursue biomedical research

Special Education Division

Social Emotional Continuum: ADD *African American Studies*, a one-semester course devoted to the study of the history, culture, and politics of African Americans

World Languages Division:

- ADD *Chinese 7-8A*, a year-long honors course for fourth-year Chinese students
- REVISE *AP Italian* by changing the course title to *Italian 9-10A* to reflect the fact that College Board no longer offers an AP Italian exam

Summer Field Courses

- REVISE *S-525 Field Biology I* to *S-525 Great Lakes and Northern Prairies* to more accurately reflect the current curriculum
- REVISE *S-526 Field Biology II* to *S-526 Appalachian Mountains* to more accurately reflect the current curriculum
- REVISE *S-529 Field Geology* to *S-529 Pacific Northwest* to more accurately reflect the current curriculum

Oak Park and River Forest High School District 200

201 North Scoville Avenue • Oak Park, IL 60302-2296

- ADD *S-508 Explorations in Laboratory Life Science* to allow students who have failed one or both semesters of Biology and who are academically motivated to earn a semester of lab credit and continue making academic progress in other science courses
- DELETE *S010-01 Walk With The Stars: Careers in Sports and Entertainment* which is no longer taught due to lack of enrollment
- DELETE *S020-01 Building Blocks: Careers in Construction and the Trades* which is no longer taught due to lack of enrollment
- DELETE *S030-01 Walk on Wall Street: Careers in Business and Finance* which is no longer taught due to lack of enrollment
- DELETE *S040-01 All That Jazz: Careers in Music, Art, Theatre, and Dance* which is no longer taught due to lack of enrollment
- DELETE *S050-01 Always on Call: Careers in Medicine and Health* which is no longer taught due to lack of enrollment

Academic Support Programs : DELETE College Admission Preparation because student test score outcomes do not justify maintaining the program.

FUTURE DIRECTIONS

The 2011-2012 course proposals will be placed on the agenda for approval at the regular business meeting of the Board of Education on November 18, 2010.

cc District Leadership Team
 Instructional Council
 Counselors
 Faculty Senate Executive Committee

THE ENGLISH DIVISION

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>English</u>	Textbook Title: <u>N/A</u>
Department (if pertinent): <u></u>	Textbook Cost: <u>N/A</u>
Course Title: <u>WOMAN'S VISIONS; WOMAN'S VOICES</u>	Additional Equipment Costs: <u>N/A</u>
Length of Course: Semester <input checked="" type="checkbox"/> Year <input type="checkbox"/>	Additional Supplies Costs: <u>N/A</u>
Credit Earned: <u>1</u>	3-Year Course Enrollment: <u></u>
Course Student Fee (if any): <u>N/A</u>	Revision to take effect:
Field Trips? No: <input type="checkbox"/> Yes, Number Anticipated: <u>1</u>	Semester <u>Fall</u> <input checked="" type="checkbox"/> Year <u>2011</u>

REVISION

Describe the Course Revision: <u>Please see attached.</u>	

NEED

Reason for Course Revision <u>Please see attached.</u>	

ENDORSEMENTS

Division Curriculum Committee: <u>Jay Lind</u> <u>Avi Lessida</u> <u>James Bell</u>	<u>Laura Young</u> <u>Steve Goldberg</u> <u>Jim Hunter</u>
Division Head: <u>Robert Bell</u>	Date: <u>10/4/10</u>

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

Proposal for REVISION to Existing Course:
Honors Option for *Women's Visions; Women's Voices*

Description of the Course Revision

I would like to add an honors option to the *Women's Visions; Women's Voices* senior elective. Students would have the option to take the course as a college preparatory course or do additional work and study to receive honors credit. This work could include but is not limited to:

- The reading of an additional novel and the completion of an accompanying essay or project:
 - This work could be done concurrently with other work in the course or over the winter or spring break.
 - Students would meet with me several times outside of class (lunch, after school etc.) to discuss and support the novel and assessment.
- The reading of additional literary theory and criticism:
 - This material would be used to supplement and further contextualize the core works of the course.
 - This work is especially useful for a course addressing the canon of women's literature as non-fiction components of the field can be too dense or long for a college preparatory course.
 - The additional material could be synthesized by students into the existing core assignments and writing.
- The attendance to one performance or college lecture that relates to the material of the course (e.g. shadowing a sibling or peer or attending an open lecture or talk on a college campus):
 - Like the additional non-fiction material, these experiences could be synthesized into the courses existing assignments and writing.

The following would be added to the course description:

- Note: *Women's Visions; Women's Voices* can be taken with an HONORS OPTION; in return for supplemental course work (e.g. an extra novel, slightly longer writing assignments, and additional independent study of the theoretical framework of Women's Literature) students taking the honors option would receive honors credit for the course.

Reasons for the Course Revision

The addition of an honors option would provide more individualized instruction based on learning targets and formative assessments, benefitting the class as a whole as well as both college preparatory and honors students respectively:

- Benefits for entire class:
 - The class meeting would be untracked and therein turn move closer to mirror the diversity of the school as a whole and also attempt to address 2010-2011 Board of Education goals on enhanced literacy development and college readiness for college preparatory students, especially students of color.
 - Students could engage in a class that is rich in background, experience, and perspective which in turn leads to advanced learning *because of* that diversity (Lopez).
 - Classroom climate in heterogeneous classes tends to reflect the climate in "upper-tracked classes" (Tye 32).
- Benefits for college preparatory students:

- Perspectives and approaches of honors students would model higher level analysis and engagement for the entire class; students placed in higher ability groupings are less likely to become distracted and will have more opportunities to learn (Johnston and Markle).
- An honors option (rather than an honors or AP course) provides a less intimidating choice for students who have not taken an honors course but have done well in college preparatory classes. Within this rationale is the hope that there would be an enhanced equity of opportunity for students of color who have not taken an honors class or would like to continue honors-level study within a particular field. This also works toward the 2010 Board of Education Goal to “eliminate systemic inhibitors of success” for students of color.
- In the AVID program implemented in San Diego high schools, where lower achieving students are placed in high tracks while being given support, there has been an increase in the college enrollment rates of black and Latino students; the untracked Women’s Literature elective would hope to produce similar effects ([http:// www.avid.org](http://www.avid.org) ; Mehan et al).
- Benefits for honors students:
 - The de-tracked class would provide students who have only taken honors classes a broader range of perspective and ideas; again, the class would more closely mirror the larger diversity of the school.
 - An honors option provides a chance to explore the course material with increased depth and breadth.
 - The additional material would extend a survey course towards a more nuanced understanding of the field of study.
 - Students would experience college level material and activities with the support of a high school teacher and scaffolding.

While there is plenty of research supporting de-tracked classes, as with most pedagogical issues, there is also ample research opposing de-tracked classes. While I fully stand behind the ideology of this proposal, in reality I don't know what the outcomes will be until the option is offered. I intend this to be a pilot class to apply the theory, implement effective structures and then reevaluate the proposal after the first year.

I also acknowledge that this type of double class would require different types of registration processes and regulations (i.e. how long into the semester could students register for the honors option, when would students have to drop the option without penalty etc.); as I am not totally privy to what the registration process normally is, it would be presumptuous for me to suggest a process for this course. I am willing however, to work towards finding methods that would work.

Research and Resources

<http://www.avid.org>

Johnston, J.H., and G.C. Markle. “What research says to the middle level practitioner” (1986)
Published by: Monograph.

Kerble, Marc. “Student’s Perspectives on Tracking” *The Clearing House* Vol. 61, No. 5 (Jan., 1988), pp. 227-230 Published by: Heldref Publications.

Lopez, Omar S. "Classroom Diversification: A Strategic View of Educational Productivity:" Review of Educational Research Vol. 77, No. 1 (Mar., 2007), pp. 28-80 Published by: American Educational Research Association.

Mehan, Hugh, Irene Villanueva, Lea Hubbard, and Angela Lintz. "Constructing School Success: The Consequences of Untracking Low-Achieving Students" Published by: Cambridge University Press.

Oakes, J. "Keeping track: How schools structure inequality" (1985). Published by: Yale University Press.

Oakes, J., Gamoran, A. & Page, R. "Curriculum differentiation: Opportunities, outcomes, and meanings." *Handbook of research on curriculum* Ed. P. Jackson (1992):pp. 570-608. Published by: New York: Macmillan

Oakes, Jeannie, Karen Hunter Quartz, Steve Ryan, and Martin Liptop. "Becoming Good American Schools: The Struggle for Civil Virtue in School Reform" (2000) Published by: Jossey-Bass.

Slavin, R. "Achievement of effects of ability grouping in secondary schools: A best-evidence synthesis." Published by: Wisconsin Center for Educational Research, Madison, WI.

Tye, B. T. "Heterogeneous groupings in high school" The Education Digest.

Wheelock, A. "Crossing the tracks: how "untracking" can save America's schools." Published by: New York: New Press.

**THE FINE & APPLIED ARTS
DIVISION**

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>Fine & Applied Arts</u> Department (if pertinent): <u>Fine Arts</u> Course Title: <u>Fundamentals of Photography 2</u> Length of Course: Semester <u>1</u> Year _____ Credit Earned: <u>1</u> Course Student Fee (if any): _____ Field Trips? No: _____ Yes, Number Anticipated: <u>2</u>	Textbook Title: <u>N/A</u> Textbook Cost: <u>N/A</u> Additional Equipment Costs: <u>Camera</u> Additional Supplies Costs: <u>Film & Paper</u> 3-Year Course Enrollment: <u>55 x 3 = 165</u> Revision to take effect: Semester <u>Spring 2011</u> Year _____
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REVISION

Describe the Course Revision:

This is a continuation course of the Summer Fundamentals of Photography 1 or Fall Fundamentals of Photography 1 offerings. Emphasis is placed on the advancement of techniques learned in Photo 1. New techniques include special effects imagery, studio lighting, panoramic imagery, and Adobe programs as a photographic tool, in addition to discussions about creating a visual style or telling a visual story through research, discussion and exposure to contemporary photographic works. Students must provide their own 35mm fully manual SLR camera, film and paper.

Prerequisite: Fundamentals of Photography 1 (summer or fall term) or instructor/division approval

NEED

Reason for Course Revision

Additional clarification of the course and correction of typos from the previous year.

ENDORSEMENTS

Division Curriculum Committee:

[Signature]
[Signature]
[Signature]

[Signature]
Garden Campbell

Division Head:

Sarah Roodhouse

Date:

10/4/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

(Please Type All Information)

DATA

Division: <u>Fine & Applied Arts</u> Department (if pertinent): <u>Fine Arts</u> Course Title: <u>Advanced Photography</u> Length of Course: Semester <u>FALL Only</u> Year _____ Credit Earned: <u>1</u> Course Student Fee (if any): _____ Field Trips? No: _____ Yes, Number Anticipated: <u>2</u>	Textbook Title: <u>N/A</u> Textbook Cost: <u>N/A</u> Additional Equipment Costs: <u>Camera</u> Additional Supplies Costs: <u>Film & Paper</u> 3-Year Course Enrollment: <u>20 x 3 = 60</u> Revision to take effect: Semester <u>Spring 2011</u> Year _____
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REVISION

Describe the Course Revision:

This course is a continuation and advancement of skills and techniques learned in Fundamentals of Photography 1 & 2, as well as a general introduction to developing communication skills through the artistry of photography. Photographic tools (traditional film and digital), cameras, advanced darkroom techniques and Adobe programs are used to bring out the expressive qualities of an image. Emphasis is placed on preparing a college ready portfolio through communication and creative expression (visually and verbally), research and exposure to contemporary photography, and the creation of a collection of imagery based on their own personal aesthetic. Advanced photographic processes will be explored: toning, advanced studio lighting techniques, digital imagery, and alternate film types. Students must provide their own fully manual 35mm SLR camera, 35mm film and paper.

Prerequisites: Fundamentals of Photography 1 & 2 or divisional consent

NEED

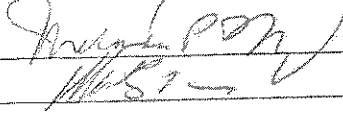
Reason for Course Revision

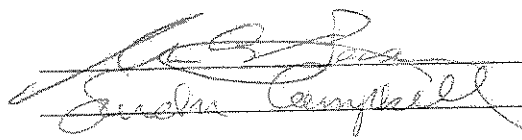
Additional clarification of the course and the correction of typos from the previous year.

The class emphasis has changed to include digital imagery and portfolio building for college admittance, in addition to traditional analog film photography techniques. The course is only offered in the fall (semester 1 only), not as 1 credit, 1 semester.

ENDORSEMENTS

Division Curriculum Committee:





Division Head: 

Date: 10/4/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>Fine and Applied Arts</u> Department (if pertinent): <u>Visual Arts</u> Course Title: <u>Introduction to Digital Imaging</u> Length of Course: Semester <u>X</u> Year _____ Credit Earned: <u>1</u> Course Student Fee (if any): <u>art kit (\$24.00)</u> Field Trips? No: <u>X</u> Yes, Number Anticipated: <u>0</u>	Textbook Title: <u>N/A</u> Textbook Cost: <u>N/A</u> Additional Equipment Costs: <u>N/A</u> Additional Supplies Costs: <u>N/A</u> 3-Year Course Enrollment: <u>225 (25/class x 9 classes over 3 yrs)</u> Revision to take effect: Semester <u>FALL</u> Year <u>X 2011</u>
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REVISION

Describe the Course Revision:

Prerequisite is listed as Art Foundations presently, REVISION would be to have "Prerequisite be listed as Art Foundations **OR** Photography I"

NEED

Reason for Course Revision

Digital Imaging incorporates a lot of the same techniques for image manipulation that we begin teaching in the photography classes. Students are required to use their own imagery from photographs they have taken either manually or digitally with a camera for manipulation purposes in Adobe Illustrator and Adobe Photoshop. The knowledge that they gain in a photography class about proper "picture taking" techniques, compositional elements and camera understanding would greatly aid them in the understanding of how to use the programs in Digital Imaging. This revision would allow a wider range of students to take the Digital Imaging class with the same "base knowledge" of design elements and art terms that they also learn in Art Foundations.

ENDORSEMENTS

Division Curriculum Committee:

[Signature]
[Signature]
[Signature]

[Signature]
[Signature]

Division Head: Lark Roodhouse

Date: 10/4/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>Fine and Applied Arts</u> Department (if pertinent): <u>Visual Arts</u> Course Title: <u>Graphic Design 672/2</u> Length of Course: Semester <u>X</u> Year _____ Credit Earned: <u>1</u> Course Student Fee (if any): <u>art kit (\$24.00)</u> Field Trips? No: <u>X</u> Yes, Number Anticipated: <u>0</u>	Textbook Title: <u>N/A</u> Textbook Cost: <u>N/A</u> Additional Equipment Costs: <u>N/A</u> Additional Supplies Costs: <u>N/A</u> 3-Year Course Enrollment: <u>168 (28/class x 6 classes over 3 yrs)</u> Revision to take effect: Semester <u>FALL</u> Year <u>X 2011</u>
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REVISION

Describe the Course Revision:
Prerequisite is listed as Art Foundations presently, REVISION would be to have "Prerequisite be listed as Art Foundations OR Photography I"




NEED

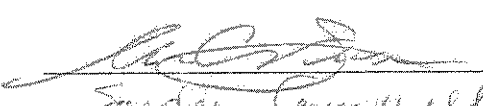
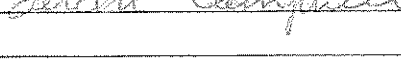
Reason for Course Revision

Graphic Design incorporates a lot of the compositional elements that we teach in the photography classes. Students are often asked to use their own imagery from photographs they have taken either manually or digitally with a camera for graphic design. This revision would allow a wider range of students to take the Graphic Design class with the same "base knowledge" of design elements and art terms that they also learn in Art Foundations.

ENDORSEMENTS

Division Curriculum Committee:

Division Head: David Lockhouse Date: 10/11/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

DATE: September 29, 2010

DIVISION: Fine Arts

DEPARTMENT: Theatre/Broadcasting

COURSE TITLE: Acting Foundations

NATURE OF PROPOSAL

CHANGE(S) REQUESTED:

Change the title of the course from Acting Foundations to Acting I or Acting 1.

REASON

REASONS FOR REQUESTED CHANGE(S):

It is important for acting students to start at the beginning, just like art students. The theatre department tried to emulate the art department by making the first level acting class called Acting Foundations. However, much confusion remains and many students who have never taken acting before are getting put into advanced level acting classes. It will be very clear that students must start with Acting 1, if that is the course title. Students will then progress to Acting 2 and so on.

IMPLEMENTATION

DATE FOR REQUESTED CHANGE(S) TO TAKE EFFECT: 2011-2012 school year

ENDORSEMENTS

ENDORISING SIGNATURES:

DIVISION CURRICULUM COMMITTEE:

[Signature]
[Signature]
[Signature]

DIVISION HEAD

[Signature]

DATE

10/4/10

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

DATE: September 29, 2010

DIVISION: Fine Arts

DEPARTMENT: Theatre/Broadcasting

COURSE TITLE: Acting Workshop

NATURE OF PROPOSAL

CHANGE(S) REQUESTED:

Change the title of the course from Acting Workshop to Acting 2. Also, give the class two course numbers so students can take this class more than once. The titles could be Acting 2a and Acting 2b.

REASON

REASONS FOR REQUESTED CHANGE(S):

For the past few years there has been confusion over which acting classes students should take. Students with no acting experience were being put into Acting Workshop along with students who had already taken Acting Foundations and were ready to move on. By changing the acting courses to Acting 1, 2, etc., the progression of classes will be very clear to the students and counselors.

Acting, like music and art, is never the same class twice. We allow students to take music and art every semester of their high school career; however, right now acting students can only take acting for 4 semesters (maybe 5 if Musical Theatre runs). Almost every year OPRF honors an actor or performer during our Tradition of Excellence assembly. We should continue to nurture our future Tradition of Excellence nominees by giving them every opportunity to continue to learn and grow through acting. By giving Acting 2 more than one course number, students will be able to take acting for at least one more semester of acting.

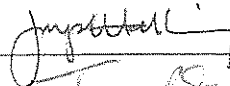

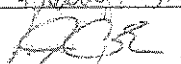
IMPLEMENTATION

2011-2012 School Year

ENDORSEMENTS

ENDORISING SIGNATURES:

DIVISION CURRICULUM COMMITTEE:

DIVISION HEAD 

DATE 10/9/10

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>Fine/Applied Arts/Business</u> Department (if pertinent): <u>Music</u> Course Title: <u>Concert Orchestra II</u> Length of Course: Semester _____ Year <u>X</u> Credit Earned: <u>2</u> Course Student Fee (if any): <u>None</u> Field Trips? No: <u>X</u> Yes, Number Anticipated: _____	Textbook Title: <u>None</u> Textbook Cost: <u>N/A</u> Additional Equipment Costs: <u>None</u> Additional Supplies Costs: <u>None</u> 3-Year Course Enrollment: <u>approx. 100</u> Revision to take effect: Semester <u>1</u> Year <u>2011</u>
--	---

REVISION

Describe the Course Revision:

Course Title Change FROM Concert Orchestra 2 TO String Orchestra.

NEED

Reason for Course Revision

The current title, Concert Orchestra 2, is too confusing for students, parents, and counselors. String Orchestra is the entry level/ non-auditioned orchestra. The title is also descriptive of the instrumentation. Only string players perform in this ensemble.

ENDORSEMENTS

Division Curriculum Committee:

Patrick Pearson
Elaine Hlavach
Anthony Sejda

Division Head: David LindhorstDate: 9/30/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 2, 2009

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR ADDITION OF A NEW COURSE

DATA

(Please Type All Information)

Division: Fine & Applied Arts

Department (if pertinent): Music

Course Title: Digital Music/Class Piano I

Length of Course: Semester Year X

Credit Earned: 2

Course Student Fee (if any): None

Field Trips? No: X Yes, Number Anticipated:

Textbook Title: Music Software

Textbook Cost: 30 Purchased licenses \$1399.00*

Additional Equipment Costs: see attached

Additional Supplies Costs: see attached

Course will first be offered: Fall 2011

Semester Year X

DESCRIPTION

Formal Course Description for Academic Catalog:

Prerequisite: None.

Open to: All students with an expectation of piano/keyboard practice outside of class time.

The study and practice of piano literature that includes various styles and periods in history through the use of an electronic keyboard lab/digital music studio. Students will demonstrate understanding of symbols, scales, chord qualities, chord progressions and note reading. This technology based music instruction will include learning experiences in music literacy, ear training, music theory, music notation software and basic composition/MIDI sequencing.

NEED

Reason For Course Proposal:

- To provide a digital music class addressing piano skills, ear training, music literacy, music theory and composition for non-music students as well as music students.
- To provide a continuation of the keyboard labs offered at District 97.
- To provide opportunities for self-expression and personal growth through participation in music and music technology.
- To address the technology standards as mandated by the State of Illinois.
- To provide access by the music department staff for use during established courses such as AP Music Theory and for addressing gaps in music experience and preparedness in sectional rehearsals.
- To be utilized in integrated projects within the Fine Arts Department such as film/composition and sound art.
- To be utilized in collaborative projects with academic areas such as music/math and music/reading literacy with instructional technologies and software that supports such innovative models of instruction.
- To be utilized during the school year and during summer school.
- To be utilized for professional development of staff, podcasts, video podcasts and extended learning opportunities for the school community.

Course Units:

The course will be differentiated with groups working alternatively on piano skills and music technology skills where multiple levels of learning and application are taking place.

Piano Units Include:

1. Scales – five-finger pattern, all keys, major and minor, hands together. Major scales, all keys, one octave tetra scales.
2. Chords – Arpeggios, all keys major and minor. Block chords, major and minor all keys, hands together, and all inversions of the triad.
3. Progression – I V I all keys major and minor, hands together.
4. Harmonization – Harmonize melodies in five-finger position using I & V chords, in all major and minor keys, showing chord symbols and/or chord names.
5. Transposition – Transpose simple melodies and harmonies
6. Sight-reading – Demonstrate ability to sight read music in five-finger positions.
7. Repertoire – Learn and perform pieces assigned or approved by the instructor. The number and difficulty of pieces performed will be differentiated and weighted by level. Minimums of five performance pieces are required.

Music Technology Units Include Instruction, Assessment, Application, Exploration, Composition, Game Based Learning And Activities in:

1. Aurally and visually discriminating and matching pitches.
2. Pitch identification and discrimination of the grand staff and ledger lines.
3. Melodic recognition, contour and structure.
4. Introduction to intervals.
5. Introduction to harmony.
6. Understanding Beat, Tempo and Meter.
7. Aurally echoing rhythm.
8. Aurally and visually discriminating and matching rhythms.
9. Rhythmic notation of quarter notes, eighth notes, half notes, whole notes, dotted notes, sixteenth notes, syncopations and ties.
10. Rhythmic notation of whole, half, quarter and eighth rests.
11. Performance and composition of the rhythms listed above.
12. Rhythmic dictation of the rhythms listed above.
13. Dynamics and timbre.
14. Exploration of personal creativity through composition and arranging applying skills in reading, notating, and listening using notation software and basic sequencing technology.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:

This course would be open to underserved students and is designed to increase and expand the student's ability to listen, to expand individual creativity and cultural awareness and develop an appreciation for both the fine arts and music technology.

Career and Technical Education

This course can become part of a career and technical education sequence because it includes competency-based applied learning that contributes to student's academic knowledge, higher-order reasoning and problem-solving skills, as well as technical skills and occupation-specific skills in music technology. Certification, associate and bachelor degrees are awarded in music technology. If a sequence is established, this lab could be eligible for Perkins Grant monies and/or dual college credit at Triton.

How does the new course directly address: (A) Board goals for the current school year; (B) School Improvement Plan [SIP] or (C) School Restructuring Plan:

Racial Equity – This lab can be part of collaborative projects with academic areas such as music/math and music/reading literacy using instructional technologies and software. The lab would support innovative models of instruction that would set out to reduce systemic inhibitors to success for students of color.

Student Achievement – This course sets out to increase musical intelligence for students and could support targeted instructional technology in areas measured by standardized testing.

Finance – To build upon a successful music department by upgrading the facilities and music technology programming.

Other Pertinent Information:

This course would be taught by the Division Head so there is no need for staffing monies. The division head has extensive experience in class piano and digital music.

There would be no need for additional FTE as Vocal Jazz, which is currently taught by the Division Head would return to a stipend position through Music Activities.

Endorsing Signatures:

Division Curriculum Committee Patricia G. L...
Elaine Glowack

Division Head: David K...

Date: 10/4/10

This dual-purpose room would contain both full size keyboards, an instructor's keyboard with visualizer for class piano as well as iMac digital music stations on the outside walls of the room.

Counter size tables are already installed in the room 101 located within the music department as well as 6 iMac digital music stations with MIDI keyboard controllers. The proposal begins with 8 class piano keyboards and an instructor's keyboard (as pictured below), which can be expanded in the future and 14 additional iMac digital music stations.



Estimated costs of Keyboard Teaching Lab 8 student and one teacher -	\$8275.00*
The Visualizer digital music display -	\$1895.00*
Digital Music Instructional Software - 30 licenses -	\$1399.00*

This includes the Yamaha LC3 Master Teaching Controller and 9 headsets; 9 Full size PX130 Digital Pianos; 9 CS67 Stands and 9 KT7800 PLUS Benches. It does NOT include the grand piano pictured here.

The lab will be utilizing notation/sequencing software, as well as practice software that is currently owned and updated by the OPRFHS Music Department.

***Does not include educator's discount**



OPRFHS already owns the midi-controllers as seen here. The proposal asks for the 14 additional iMac stations at \$1199 per unit.*

*Internet pricing – lower prices may be available through the Educational Technology Department at OPRFHS.

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR ~~NEW~~ OF A ~~COURSE~~

DATA

Revision

(Please Type All Information)

Division: <i>Fine & Applied Arts</i> Department (if pertinent): <i>Business Education</i> Course Title: <i>Sports and Entertainment Marketing</i> Length of Course: <i>Semester</i> Credit Earned: <i>1</i> Course Student Fee (if any): _____	Textbook Title: <i>Sports and Entertainment Marketing, Glencoe</i> Textbook Cost: <i>\$42</i> Additional Equipment Costs: <i>none</i> Additional Supplies Costs: <i>none</i> Course will first be offered: <div style="text-align: center;">Semester: <i>Fall</i> Year: <i>2011-2012</i></div>
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DESCRIPTION

Formal Course Description for Academic Catalog:

Name Change ONLY *Sports and Entertainment Marketing will be renamed, "Sports and Music Entertainment Marketing"*

UNITS

Course Units:
Unchanged

NEED

Reason For Course Proposal:

The students have demanded over the years to spend 40% of the Entertainment Marketing of the class on Music Entertainment. This is a growing interest for the students.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:

The course is open to all students and promotes teamwork, which is essential to all races and genders.

Other Pertinent Information:

Endorsing Signatures:

Division Curriculum Committee: <i>RAAC</i> <i>BDavis</i>	<i>ASB</i>
Division Head: <i>Jack Goodhouse</i>	Date: <i>9/20/10</i>

Revised 09/03

COURSE PROPOSALS DUE TO ROOM 373 NO LATER THAN THURSDAY, OCTOBER 4, 2010

THE HISTORY DIVISION

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>History</u> Department (if pertinent): _____ Course Title: <u>Social Problems</u> Length of Course: Semester <u>X</u> Year _____ Credit Earned: <u>1</u> Course Student Fee (if any): _____ Field Trips? No: _____ Yes, Number Anticipated: _____	Textbook Title: _____ Textbook Cost: _____ Additional Equipment Costs: _____ Additional Supplies Costs: _____ 3-Year Course Enrollment: _____ Revision to take effect: Semester <u>FALL</u> Year <u>2011</u>

REVISION

Describe the Course Revision:

We will offer Social Problems First Semester.

NEED

Reason for Course Revision

By limiting when we offer Human Behavior and Social Problems we can create a sequence of electives that allows the Division to build on essential skills for low achieving students.

ENDORSEMENTS

Division Curriculum Committee:

W. W. Greenbe
[Signature]
[Signature]

Hanson

Division Head:

[Signature]

Date:

10/4/10

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>History</u> Department (if pertinent): _____ Course Title: <u>Human Behavior</u> Length of Course: Semester <u>X</u> Year _____ Credit Earned: <u>1</u> Course Student Fee (if any): _____ Field Trips? No: _____ Yes. Number Anticipated: _____	Textbook Title: _____ Textbook Cost: _____ Additional Equipment Costs: _____ Additional Supplies Costs: _____ 3-Year Course Enrollment: _____ Revision to take effect: Semester <u>Spring</u> Year <u>2012</u>

REVISION

Describe the Course Revision:

We will offer Human Behavior Second Semester.

NEED

Reason for Course Revision

By limiting when we offer Human Behavior and Social Problems we can create a sequence of electives that allows the Division to build on essential skills for low achieving students.

ENDORSEMENTS

Division Curriculum Committee:

Tom W. W.
James Greenberg
John

Johnson

Division Head: *John*

Date: 10/4/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>History</u> Department (if pertinent): _____ Course Title: <u>Community Law</u> Length of Course: Semester <u>X</u> Year _____ Credit Earned: <u>1</u> Course Student Fee (if any): _____ Field Trips? No: _____ Yes, Number Anticipated: _____	Textbook Title: _____ Textbook Cost: _____ Additional Equipment Costs: _____ Additional Supplies Costs: _____ 3-Year Course Enrollment: _____ Revision to take effect: Semester <u>FALL</u> Year <u>2011</u>

REVISION

Describe the Course Revision:

We will offer Community Law First Semester.

NEED

Reason for Course Revision

By limiting when we offer Community Law and Government we can create a sequence of electives that allows the Division to build on essential skills for low achieving students.

ENDORSEMENTS

Division Curriculum Committee:

Tina W. W.
Jessica Greenberg

J. Hanson

Division Head:

[Signature]

Date:

10/4/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>History</u> Department (if pertinent): _____ Course Title: <u>Government</u> Length of Course: Semester <u>X</u> Year _____ Credit Earned: <u>1</u> Course Student Fee (if any): _____ Field Trips? No: _____ Yes, Number Anticipated: _____	Textbook Title: _____ Textbook Cost: _____ Additional Equipment Costs: _____ Additional Supplies Costs: _____ 3-Year Course Enrollment: _____ Revision to take effect: Semester <u>Spring</u> Year <u>2012</u>

REVISION

Describe the Course Revision:

We will offer Government Second Semester.

NEED

Reason for Course Revision

By limiting when we offer Community Law and Government we can create a sequence of electives that allows the Division to build on essential skills for low achieving students.

ENDORSEMENTS

Division Curriculum Committee:

John W. W.
James Greenberg

 Division Head: _____

Hanson

 Date: 10/4/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

THE MATH DIVISION

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR ADDITION OF A NEW COURSE

DATA

(Please Type All Information)

Division: Math Division
 Department (if pertinent): NA
 Course Title: 265 Calculus III A
 Length of Course: Semester _____ Year X
 Credit Earned: 2 Semesters, 2 Credits
 Course Student Fee (if any): _____
 Field Trips? No: _____ Yes, Number Anticipated: _____

Textbook Title: Same as Calculus BC
 Textbook Cost: No additional cost. This course will use same textbook as Calculus BC
 Additional Equipment Costs: None
 Additional Supplies Costs: None
 Course will first be offered:
 Semester Fall Year 2011

DESCRIPTION

Formal Course Description for Academic Catalog:

Calculus III A is the third of three courses in the basic calculus sequence. Topics include vector functions, functions of two or more variables, partial derivatives, quadratic surfaces, multiple interpretation, surface integrals, green theorem, and stokes theorem. Prerequisite AP Calculus BC (263) and teacher recommendation. This course will use the same textbook as Calculus BC and therefore will be no additional cost. Course will be offered to juniors and seniors.

UNITS

Course Units: Vectors in Plan & Polar Functions, Vectors and Motion in Space, Multi variable Functions and their
Derivatives, Multiple Integrals, Integration in Vector Fields.

NEED

Reason For Course Proposal:

The Board of Education Goal 2 is Student Achievement. It states: The Board of Education will raise student achievement as measured by standardized testing and other measures to be approved by the Board. This course will increase scores by giving students a higher level of math than previous taken at OPRF. This course will hopefully increase enrollment into its prerequisite course AP Calculus BC, which will also increase test scores.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:

Other Pertinent Information:

Endorsing Signatures:

Division Curriculum Committee

[Signature]
[Signature]

[Signature]

Division Head

[Signature]

Date: 10-19-10

Revised 09/08

COURSE PROPOSALS DUE TO ROOM 373 NO LATER THAN MONDAY, OCTOBER 4, 2010

**THE PHYSICAL EDUCATION
DIVISION**

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

<p>Division: Physical Education</p> <p>Department (if pertinent): _____</p> <p>Course Title: <u>Group Exercise</u></p> <p>Length of Course: Quarter</p> <p>Credit Earned: <u>Quarter</u></p> <p>Course Student Fee (if any): _____</p> <p>Field Trips? No: _____ Yes, Number Anticipated: _____</p>	<p>Textbook Title: _____</p> <p>Textbook Cost: _____</p> <p>Additional Equipment Costs: _____</p> <p>Additional Supplies Costs: _____</p> <p>3-Year Course Enrollment: _____</p> <p>Revision to take effect:</p> <p style="text-align: center;">Semester <u>FALL</u> Year <u>2011</u></p>
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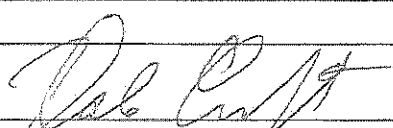
REVISION

<p>Describe the Course Revision:</p> <p><u>Change of name to Fitness Fusion</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

NEED

<p>Reason for Course Revision</p> <p><u>Better descriptor of class.</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--

ENDORSEMENTS

<p>Division Curriculum Committee:</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Division Head: <u></u></p>	<p>Date: <u>9-30-10</u></p>

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR ADDITION OF A NEW COURSE

DATA

(Please Type All Information)

Division: Physical Education _____ Department (if pertinent): _____ Course Title: World Dance _____ Length of Course: Quarter _____ Credit Earned: <u>5</u> _____ Course Student Fee (if any): _____ Field Trips? No: _____ Yes, Number Anticipated: _____	Textbook Title: <u>N/A</u> _____ Textbook Cost: <u>N/A</u> _____ Additional Equipment Costs: <u>None</u> _____ Additional Supplies Costs: <u>None</u> _____ Course will first be offered: Quarters 1-4
--	--

DESCRIPTION

Formal Course Description for Academic Catalog:

Students explore historical and cultural backgrounds in African, Spanish, Latin, Eastern European and American dance forms. The capstone experience is all students choreograph dances that reflect their cultural and generational experiences.

UNITS

Course Units:

NEED

Reason For Course Proposal:

While on sabbatical Lucy Riner developed a new course that explores cultural dances and the historical relevance behind them.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:

This class offers a multi-cultural approach to all its lessons.

How does the new course directly address: (A) Board goals for the current school year; (B) School Improvement Plan [SIP] or (C) School Restructuring Plan:

World Dance offers the class a variety of dance forms that are differentiated for each student and also provides each student with an awareness of other cultures within their own communities.

Other Pertinent Information:

Endorsing Signatures:

Division Curriculum Committee Lucy Riner

John Burdett _____ Jennifer Burdett _____
Betina Danson

Division Head: Rick Craft _____ Date: 9-30-10

Revised 08/09

COURSE PROPOSALS DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR DELETION OF EXISTING COURSE

(Please Type All Information)

DATA

<p>Division Physical Education _____</p> <p>Department (if pertinent): _____</p> <p>Course Title: <u>Dance of the Decades</u></p> <p>Length of Course: <u>Quarter</u></p> <p>Credit Earned: <u>Quarter</u></p> <p>Course Student Fee (if any): _____</p> <p>Field Trips? No: _____ Yes, Number: _____</p>	<p>Textbook Title: _____</p> <p>Textbook Cost: _____</p> <p>Additional Equipment Costs: _____</p> <p>Additional Supplies Costs: _____</p> <p>3-Year Course Enrollment: _____</p> <p>Deletion to take effect: <u>Immediately</u></p> <p>Semester: _____ Year: _____</p>
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NEED

<p>Reason for Course Deletion:</p> <p><u>We will be offering a new course encompassing much of what Dance of the Decades used to offer, but is more updated and offers a multi-cultural approach to the curriculum.</u></p> <p>_____</p> <p>_____</p> <p>_____</p>
--

ENDORSEMENTS

<p>Division Curriculum Committee:</p>	
<p>Lucy Riner _____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>Division Head: <u>Val Culp</u></p>	<p>Date: <u>9-30-10</u></p>

Revised 09/08

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR **DELETION** OF EXISTING COURSE

(Please Type All Information)


DATA

<p>Division Physical Education: _____</p> <p>Department (if pertinent): _____</p> <p>Course Title: <u>Boy's and Girl's Advance Swim</u></p> <p>Length of Course: <u>Quarter</u></p> <p>Credit Earned: <u>Quarter</u></p> <p>Course Student Fee (if any): _____</p> <p>Field Trips? No: _____ Yes, Number: _____</p>	<p>Textbook Title: _____</p> <p>Textbook Cost: _____</p> <p>Additional Equipment Costs: _____</p> <p>Additional Supplies Costs: _____</p> <p>3-Year Course Enrollment: _____</p> <p>Deletion to take effect: <u>IMMEDIATELY</u></p> <p>Semester: _____ Year: _____</p>
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NEED

<p>Reason for Course Deletion:</p> <p><u>This is a course no longer taught by our division due to the revision of number of swim requirements from three to two.</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--

ENDORSEMENTS

<p>Division Curriculum Committee:</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Division Head: <u></u></p>	<p>Date: <u>9-30-10</u></p>

Revised 09/08

PROPOSED DELETIONS OF EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR DELETION OF EXISTING COURSE

(Please Type All Information)

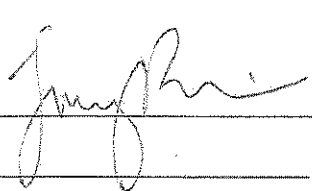
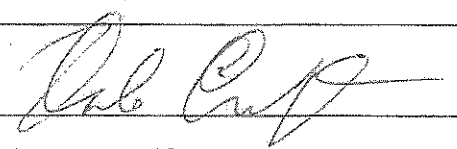
DATA

<p>Division Physical Education</p> <p>Department (if pertinent):</p> <p>Course Title: <u>Pilates/Yoga</u></p> <p>Length of Course: <u>Quarter</u></p> <p>Credit Earned: <u>Quarter</u></p> <p>Course Student Fee (if any): _____</p> <p>Field Trips? No: _____ Yes, Number: _____</p>	<p>Textbook Title: _____</p> <p>Textbook Cost: _____</p> <p>Additional Equipment Costs: _____</p> <p>Additional Supplies Costs: _____</p> <p>3-Year Course Enrollment: _____</p> <p>Deletion to take effect: <u>Immediately</u></p>
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NEED

<p>Reason for Course Deletion:</p> <p><u>We offer a course called Fitness Fusion which encompasses much of what Pilates/Yoga offered and more.</u></p> <p>_____</p> <p>_____</p> <p>_____</p>

ENDORSEMENTS

<p>Division Curriculum Committee:</p> <p>Lucy Riner _____ </p> <p>_____</p> <p>_____</p>	
<p>Division Head: </p>	<p>Date: <u>9-30-10</u></p>

Revised 09/08

PROPOSED DELETIONS OF EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010.

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR DELETION OF EXISTING COURSE

(Please Type All Information)


DATA

<p>Division Physical Education</p> <p>Department (if pertinent):</p> <p>Course Title: <u>Step Aerobics</u></p> <p>Length of Course: <u>Quarter</u></p> <p>Credit Earned: <u>Quarter</u></p> <p>Course Student Fee (if any): _____</p> <p>Field Trips? No: _____ Yes, Number: _____</p>	<p>Textbook Title: _____</p> <p>Textbook Cost: _____</p> <p>Additional Equipment Costs: _____</p> <p>Additional Supplies Costs: _____</p> <p>3-Year Course Enrollment: _____</p> <p>Deletion to take effect: <u>Immediately</u></p>
--	---

NEED

<p>Reason for Course Deletion:</p> <p><u>We offer a course called Fitness Fusion which encompasses much of what Step Aerobics offered and more.</u></p> <p>_____</p> <p>_____</p> <p>_____</p>
--

ENDORSEMENTS

<p>Division Curriculum Committee:</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Division Head: <u></u></p>	<p>Date: <u>9-30-10</u></p>

Revised 09/08

PROPOSED DELETIONS OF EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

**THE SCIENCE & TECHNOLOGY
DIVISION**

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR **REVISION** TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>Science</u> Department (if pertinent): _____ Course Title: <u>Anthropology</u> Length of Course: Semester <u>1</u> Year <u>10-12</u> Credit Earned: <u>1</u> Course Student Fee (if any): _____ Field Trips? No: <u> </u> Yes, Number Anticipated: <u>1</u>	Textbook Title: <u>N/A</u> Textbook Cost: _____ Additional Equipment Costs: _____ Additional Supplies Costs: _____ 3-Year Course Enrollment: _____ Revision to take effect: Semester <u>Fall</u> Year <u>2011</u>
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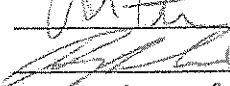

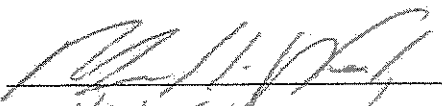
REVISION

Describe the Course Revision: _____ <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> Prerequisite change: Existing: <u>1 year of Biology or completion of Integrated Laboratory Science 3-4 with a grade of "C" or better.</u> Proposed: <u>1 year of biology or completion of Integrated Laboratory Science 3-4.</u> </div> _____ _____ _____

NEED

Reason for Course Revision <u>Removes a possible obstacle for students who begin to focus more on academics as they progress through high school. Opens the path up for students to move into the course after completing transition-level courses.</u>
--

ENDORSEMENTS

Division Curriculum Committee: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">    </div> <div style="width: 45%;">  <u>Nisha S. [unclear]</u> </div> </div>	
Division Head: <u>Wade Green</u>	Date: <u>10/1/10</u>

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN MONDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR **REVISION** TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>Science</u> Department (if pertinent): _____ Course Title: <u>Anatomy and Physiology of Human Body 1-2</u> Length of Course: Semester <u>1</u> Year <u>11-12</u> Credit Earned: <u>2</u> Course Student Fee (if any): _____ Field Trips? No: <u> </u> Yes, Number Anticipated: <u>1</u>	Textbook Title: <u>N/A</u> Textbook Cost: _____ Additional Equipment Costs: _____ Additional Supplies Costs: _____ 3-Year Course Enrollment: _____ Revision to take effect: Semester <u>Fall</u> Year <u>2011</u>
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REVISION

Describe the Course Revision: <u>Prerequisite change:</u> Existing: <u>Biology 1-2, Chemistry 1-2, or ChemCom 1-2 with a grade of "C" or better</u> Proposed: <u>1 year of biology and 1 year of chemistry or ILS 3-4.</u>

NEED

Reason for Course Revision <u>Removes a possible obstacle for students who begin to focus more on academics as they progress through high school. Opens the path up for students to move into the course after completing transition-level courses.</u>
--

ENDORSEMENTS

Division Curriculum Committee: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <u><i>J. Kemoek</i></u> <u><i>Ant...</i></u> <u><i>[Signature]</i></u> </div> <div style="width: 45%;"> <u><i>[Signature]</i></u> <u>Nicole S. Wisco</u> </div> </div>	Date: <u>10/11/10</u>
Division Head: <u><i>Walter Horn</i></u>	

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN MONDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>Science and Technology</u> Department (if pertinent): <u>Technology/Engineering</u> Course Title: <u>795 1-2 PLTW-Digital Electronics</u> Length of Course: Semester _____ Year <u>X</u> Credit Earned: <u>2 credits</u> Course Student Fee (if any): _____ Field Trips? No: <u>X</u> Yes, Number Anticipated: _____	Textbook Title: <u>PLTW curriculum comes with masters for reproducing/photocopying-no textbook</u> Textbook Cost: _____ <u>0</u> Additional Equipment Costs: <u>Grant funding will support and/or offset major equipment costs</u> Additional Supplies Costs: <u>\$500-\$1000 in annual supplies</u> 3-Year Course Enrollment: _____ <u>~100</u> Revision to take effect: Semester <u>Fall</u> Year <u>2011</u>
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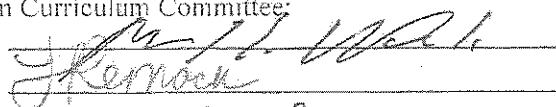

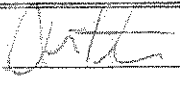
REVISION

Describe the Course Revision: <u>Prerequisites: None</u> Change in course from two one-semester courses (794/2 Electricity/Electronics and 7952 Advanced Electricity/Electronics & Digital Circuits) to a full year course that incorporates the new Project Lead the Way curriculum. Revised course description for the catalog is below: This course is the study of electronic circuits that are used to process and control digital sounds. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras and high-definition televisions. The major focus of the Digital Electronics course is to expose students to the process of combinational and sequential logic design, teamwork, communication methods, engineering standards and technical documentation. This course is designed for 10 th and 11 th grade students.

NEED

Reason for Course Revision <u>This course revision is part of the planned shift in the core Applied Technology courses from stand-alone semester courses, to year-long courses that incorporate the sequenced Project Lead the Way curriculum.</u>

ENDORSEMENTS

Division Curriculum Committee:  Division Head: 	 Date: <u>10/1/10</u>
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Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN WEDNESDAY, OCTOBER 8, 2008

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>Science and Technology</u> Department (if pertinent): <u>Technology/ Engineering Department</u> Course Title: <u>751 1-2 PLTW- Principles of Engineering</u> Length of Course: Semester _____ Year <u>X</u> Credit Earned: <u>2 credits</u> Course Student Fee (if any): _____ Field Trips? X <u>Yes</u> , Number Anticipated: <u>2</u>	Textbook Title: <u>PLTW Curriculum comes with masters for photocopy materials only-no text</u> Textbook Cost: <u>\$0.00</u> Additional Equipment Costs: <u>Grant funding will support and/or offset major equipment costs</u> Additional Supplies Costs: <u>\$500-\$1000 in annual supplies</u> Course will first be offered: Revision to take effect: Semester <u>Fall</u> Year <u>2011</u>
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REVISION

Formal Course Description for Academic Catalog: Prerequisites: None Change in course from a one semester course (751/2 Exploring Technology) to a full year course that incorporates the new Project Lead the Way curriculum Revised course description for the catalog is below: This survey course of engineering exposes students to some of the major concepts they'll encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers and to develop skills and understanding of course concepts. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students also learn how to document their work and communicate their solutions to peers and members of the professional community. This course is opened to students in grade 10 th through 12 th .
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UNITS

Course Units: <u>1.1 Mechanisms, 1.2 Energy Sources, 1.3 Energy Applications, 1.4 Design-Energy and Power, 2.1. Statics, 2.3 Material Properties, 2.3 Material Testing, 2.4 Design-Materials and Structures, 3.1 Machine Control, 3.2 Fluid Power, 3.3 Design-Control Systems, 4.1 Statistics, 4.2 Kinematics, 4.3 Design-Statistics and Kinematics</u>
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NEED

Reason for Course Revision <u>This course revision is part of the planned shift in the core Applied Technology courses from a stand-alone semester course, to a year-long course that incorporates the sequenced Project Lead the Way curriculum.</u>
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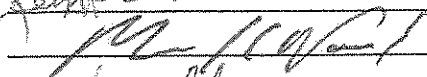
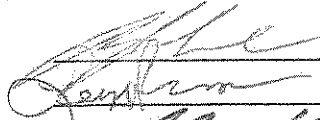
HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration

The PLTW program was recognized by the Bayer Foundation as an example of a Best Practice STEM Education Program in 2006 for "bridging the diversity gap in science and engineering education." PLTW has also partnered with Engineering Equity Extension Service (EEES) in a training program with a goal of increasing the participation of girls in PLTW programs across the country.

ENDORSEMENTS

Division Curriculum Committee:



Division Head:



Date:

10/20/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN MONDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>Science and Technology</u> Department (if pertinent): <u>Technology/Engineering</u> Course Title: <u>758-1-2 PLTW - CIVIL ENGINEERING AND ARCHITECTURE-COMPUTER AIDED DESIGN (CAD)</u> Length of Course: Semester _____ Year <u>X</u> Credit Earned: <u>2 credits</u> Course Student Fee (if any): _____ Field Trips? No: <u>X</u> Yes, Number Anticipated: _____	Textbook Title: <u>PLTW curriculum comes with masters for reproducing/photocopying-no textbook</u> Textbook Cost: <u>0</u> Additional Equipment Costs: <u>Grant funding will support and/or offset major equipment and software costs</u> Additional Supplies Cost: <u>\$500-\$1000 in annual supplies</u> 3-Year Course Enrollment: <u>~200</u> Revision to take effect: Semester <u>Fall</u> Year <u>2011</u>
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REVISION

Describe the Course Revision: Prerequisites: None
 Change in course from two, one-semester courses (758/2 Introduction to Architecture-Computer Aided Design (CAD) and 7622 Advanced Architecture/Engineering-Computer Aided Design (CAD)) to a full year course that incorporates the new Project Lead the Way curriculum.

Revised course description for the catalog is below:

The major focus of this course is completing long-term projects that involve the development of property sites. As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of a property. This course provides teachers and students freedom to develop the property as a simulation or for students to model the experiences that civil engineers and architects face. Students work in teams, exploring hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community of civil engineering and architecture. This course is designed for 11th or 12th grade students.

NEED

Reason for Course Revision

This course revision is part of the planned shift in the core Applied Technology courses from stand-alone semester courses, to year-long courses that incorporate the sequenced Project Lead the Way curriculum.

ENDORSEMENTS

Division Curriculum Committee:

[Signature]

[Signature]

Division Head:

[Signature]

Date: 10/11/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN WEDNESDAY, OCTOBER 8, 2008

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>Science and Technology</u> Department (if pertinent): <u>Technology/ Engineering Department</u> Course Title: <u>754 1-2 PLTW – Introduction to Engineering Design</u> Length of Course: Semester _____ Year <u>X</u> Credit Earned: <u>2 credits</u> Course Student Fee (if any): _____ Field Trips? <u>X</u> Yes, Number Anticipated: <u>2</u>	Textbook Title: <u>PLTW Curriculum comes with masters for photocopy materials only-no text</u> Textbook Cost: <u>\$0.00</u> Additional Equipment Costs: <u>Grant funding will support and/or offset major equipment costs</u> Additional Supplies Costs <u>\$0.00</u> Revision to take effect: Semester <u>Fall</u> Year <u>2011</u>
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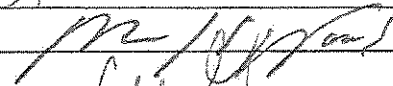
REVISION

Formal Course Description for <u>Academic Catalog</u> : Prerequisites: None Change in course from a one semester course (754/2 Technical Drawing & Design – Computer Aided Design CAD) to a full year course that incorporates the new Project Lead the Way curriculum Revised course description for the catalog is below: In this course, students use 3D solid modeling design software to help them design solutions to solve proposed problems. Students will learn how to document their work and communicate solutions to peers and members of the professional community. The major focus of the Introduction to Engineering course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. This course is opened to students in grade 9 th through 12 th .

NEED

Reason for Course Revision <u>This course revision is part of the planned shift in the core Applied Technology courses from a stand-alone semester course, to a year-long course that incorporates the sequenced Project Lead the Way curriculum.</u>
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ENDORSEMENTS

Division Curriculum Committee:	
<div style="text-align: center;">   Division Head: _____ </div>	<div style="text-align: center;"> _____ _____ _____ Date: <u>10/20/10</u> </div>

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN MONDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR ADDITION OF A NEW COURSE

DATA

(Please Type All Information)

Division: Science and Technology

Department: Science

Course Title: Investigative Research in Biomedical Innovation

Length of Course: Year-long Honors Course

Credit Earned: Science Lab Credit Course

Course Student Fee (if any): Must purchase any special materials needed that are research project specific- will vary.

Field Trips? No: _____ Yes, Number Anticipated: 1 – Local

University Biomedical Program and Lab Field Trip 1- Full day.

Textbook Title:

#1: Scientific Integrity: Text and Cases in Responsible Conduct of Research ISBN: 1555813185 (Cost on Amazon \$20.00

#2: Writing Scientific Research Articles ISBN: 1405193352
Cost on Amazon \$64.00

Additional Equipment Costs: Individual Projects- Costs may vary (past projects have varied from \$0- \$1,000, applications for assistance for those on free and reduced lunch are available.)

Additional Supplies Costs: Existing

Course will first be offered:

Semester Fall Year : 2011

DESCRIPTION

Formal Course Description for Academic Catalog:

This year-long honors course is designed for seniors who have completed at least three years of laboratory science and math and are interested in pursuing research in the field of biomedicine. Each student will learn cutting-edge techniques of biomedical research and formulate an original research question they are interested in investigating. Possible areas of research include: cardiovascular disease, oncology, immunology, neuroscience, developmental biology, microbiology or biochemistry. They will be responsible for planning and implementing each phase of research. Additional laboratory experiences will be obtained at local labs or hospitals as needed. Each student will have an "e mentor" that is a published expert in the area the student is investigating. Students will read scientific journals, develop hypotheses, collect and analyze data, perform statistical analysis and present their findings at an oral symposium. Students will have additional opportunities to present at regional and state science symposia. In addition, students will read and discuss case studies regarding biomedical research. If interested, possible opportunities for summer internships may be explored. Requirements for admission to the course include that the student(s) have a teacher or dean recommendation and have demonstrated a strong work ethic and a strong desire to pursue biomedical research and determination. All students must have a personal interview with the instructor in the spring before the class begins.

UNITS

Course Units:

1. Overview of Importance of Biomedical Research: Explore Current Rare Medical Case Studies

2. Concepts of Biomedical Research: Steps in the research process

3. Ethics in Research

4. Statistical Tests utilized in biomedical research: Pearson Correlation coefficient, Spearman correlation coefficient, Linear regression, Paired t- test, Unpaired t- test, ANOVA, & Chi Square

5. The Biochemistry of the human body systems: An Overview

6. Cutting Edge Technology in the field of Biomedicine- in collaboration with local universities and hospitals

7. Methods in journal writing

*Students will progress through learning modules using both traditional texts as well as on-line modules.

NEED.

Reason For Course Proposal: The Percy Julian Symposium is sponsored by both OPRFHS and the Institute for Science Education & Technology. This event seeks to foster students' interest in science. This annual Scientific Symposium allows students to give PowerPoint presentations of their own scientific research and many students have participated in the Percy Julian Science Symposium over the past few years. Last year, 36 students conducted year-long research after school. In addition, other students have signed up to conduct independent research as an independent study course. There is an avid group of students and parents that have an interest in pursuing high-level independent research and have asked for this course. In addition, this course would be pairing the students with expert mentors and facilitate access to local as well as global collaboration on complex biomedical questions. Doing this type of actual research takes a significant amount of time. A stand-alone class for these students would help them to meet these needs.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration: One goal of the course is to actively involve minority and female students; groups traditionally underrepresented in biomedicine careers. The experiences that students will have doing hands-on scientific research should help to stimulate their interest in pursuing biomedical careers. The books chosen for this course also are specifically targeted at English as a second language so that clear and simple language can be used for students.

How does the new course directly address: (A) Board goals for the current school year; (B) School Improvement Plan [SIP] or (C) School Restructuring Plan: See below.

Other Pertinent Information:

This course will be utilizing technology both at the school and outside research facilities to complete many projects. The relationship with local universities and hospitals will be valuable contacts as our students are exposed to materials they would not otherwise see until graduate or medical school. Northwestern University has expressed interest in partnering with Oak Park and River Forest High School to facilitate both the development and implementation of this course.

Endorsing Signatures:

Division Curriculum Committee

J. Kernoach
Dr. [Signature]

[Signature]
Nicholas [Signature]

Division Head:

[Signature]
William [Signature]

Date: 10/1/10

COURSE PROPOSALS DUE TO ROOM 373 NO LATER THAN MONDAY, OCTOBER 4, 2010

Revised 08/09

How does the new course directly address: (A) Board goals for the current school year; (B) School Improvement Plan [SIP] or (C) School Restructuring Plan:

This course is specifically designed to help raise student achievement by immersing them in the pursuit of independent research that by its nature, will emphasize the skills outlined at the higher end of the College Readiness Standards. Specifically, students will be designing their own scientific investigations, interpreting their own data, they will be making inferences and evaluating their experimental results.

The prerequisites for the course are simply the completion of three years of laboratory science. This should encourage participation by all students reducing systemic inhibitors that may currently be in place for other AP or advance science offerings. Students may enroll in this class after completing lab classes from the transition level through the AP level.

**THE SPECIAL EDUCATION
DIVISION**

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR ADDITION OF A NEW COURSE

DATA

(Please Type All Information)

Division: Special Education Department (if pertinent): <u>Social Emotional</u> Course Title: <u>African American Studies</u> Length of Course: Semester <u>X</u> Year _____ Credit Earned: <u>1.0</u> Course Student Fee (if any): _____ Field Trips? No: <u>Yes</u> Yes, Number Anticipated: <u>1</u>	Textbook Title: <u>No text book required. Packets, articles and excerpts from literature will be provided. Websites and video will also be used throughout the course.</u> Textbook Cost: _____ Additional Equipment Costs: _____ Additional Supplies Costs: _____ Course will first be offered: Semester <u>1</u> Year <u>2011</u>
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DESCRIPTION

Formal Course Description for Academic Catalog:

African American Studies is devoted to the study of the history, culture, and politics of African Americans. Taken broadly, the class studies not only the cultures of people of African descent in the United States, but the cultures of the entire African Diaspora, from the British Isles to the Caribbean. Curriculum will include the study of scholars of African American literature, history, politics, religion and religious studies, sociology, and many other disciplines within the humanities and social sciences.

UNITS

Course Units:

History, Culture, Religion, Political Movements, Civil and Economic groups, Sports, Ethnic sub-divisions, Languages, Diaspora, Literature, and World Contributions.

NEED

Reason For Course Proposal:

The purpose of the course would be to add to the diversity of learning available to our students as well as adding to the selection of classes available to them. Students regardless of culture will receive an understanding of the African American culture and hopefully an appreciation for contributions made by its people.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:

This course will be aimed at breaking down stereotypes, recognizing bias (racism), understanding and accepting the differences of an often misunderstood minority group.

How does the new course directly address: (A) Board goals for the current school year; (B) School Improvement Plan [SIP] or (C) School Restructuring Plan:

This new course would serve to satisfy the board's number one goal of cultural diversity. By providing an historical and current view of African Americans students will leave the class with at least a general understanding of African Americans and their culture.

Other Pertinent Information:

Endorsing Signatures:

Division Curriculum Committee

Division Head:

Thomas M. Bunnick

Date:

9/28/10

**THE WORLD LANGUAGES
DIVISION**

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR ADDITION OF A NEW COURSE

DATA

(Please Type All Information)

Division: <u>World Languages Division</u> Department (if pertinent): <u>Chinese</u> Course Title: <u>Chinese 7-8A</u> Length of Course: <u>Semester I and II</u> Year <u>2011-2012</u> Credit Earned: <u>2</u> Course Student Fee (if any): _____ Field Trips? No: _____ Yes, Number Anticipated: <u>1</u>	Textbook Title: <u>Integrated Chinese Level 1 – Part 2 (3rd Edition)</u> Textbook Cost: <u>Students will use text from 5-6A</u> Additional Equipment Costs: _____ Additional Supplies Costs: _____ Course will first be offered: Semester <u>I and II</u> Year <u>2011 - 2012</u>
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DESCRIPTION

Formal Course Description for Academic Catalog:

This fourth-year Chinese course enhances the development of the four language skills. There is intensive review of grammar and structure with emphasis on speaking proficiency. Advanced vocabulary and advanced Chinese characters are mastered. Chinese cultural materials and projects are an integral part of the course.

UNITS

Course Units:

2

NEED

Reason For Course Proposal:

Natural course sequence for Chinese 5-6A.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:

How does the new course directly address: (A) Board goals for the current school year; (B) School Improvement Plan [SIP] or (C) School Restructuring Plan:

Continue to provide students equal opportunity for growth and success.

Other Pertinent Information:

Endorsing Signatures:

Division Curriculum Committee: [Signature]

Division Head: C. Sabaguer

Date: 10/1/10

DATA

Division: <u>WLD</u>	Textbook Title: _____
Department (if pertinent): <u>Italian</u>	Textbook Cost: _____
Course Title: <u>Italian 9-10A</u>	Additional Equipment Costs: _____
Length of Course: Semester <u>1+2</u> Year <u>2011-2012</u>	Additional Supplies Costs: _____
Credit Earned: <u>2</u>	3-Year Course Enrollment: _____
Course Student Fee (if any): <u>—</u>	Revision to take effect:
Field Trips? No: _____ Yes, Number Anticipated: _____	Semester _____ Year _____

This fifth-year Italian class is conducted entirely in Italian in order to develop oral & written proficiency. There is thorough review of vocabulary & grammar with emphasis on reinforcement & refinement. Complex conversational, discussions, oral reports, & similar activities enhance listening & speaking proficiency. Extensive reading of various authentic literary works & extensive composition work develop reading & writing proficiency.

College Board does not offer AP Italian.

Division Head: C. Salazar Date: 9/17/10

41

SUMMER FIELD COURSES

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>Science</u>	Textbook Title: <u>NA</u>
Department (if pertinent): _____	Textbook Cost: _____
Course Title: <u>S-525 Field Biology I</u>	Additional Equipment Costs: _____
Length of Course: Semester _____ Year _____	Additional Supplies Costs: _____
Credit Earned: <u>1</u>	3-Year Course Enrollment: _____
Course Student Fee (if any): _____	Revision to take effect:
Field Trips? No: <u> </u> Yes, Number Anticipated: _____	Semester <u>Summer</u> Year <u>2011</u>

REVISION

Describe the Course Revision: <u>We would like to revise the course name to:</u> <u>S525 Field Biology I – Great Lakes and Northern Prairies</u>
--

NEED

Reason for Course Revision <u>A better or a more accurate description of course.</u>

ENDORSEMENTS

Division Curriculum Committee: <u><i>J. Kenrock</i></u> <u><i>Antin</i></u>	<u><i>Nicholas 5 Wis</i></u>
Division Head: <u><i>Walt</i></u>	Date: <u>10-12-10</u>

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN MONDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>Science</u>	Textbook Title: <u>NA</u>
Department (if pertinent): _____	Textbook Cost: _____
Course Title: <u>S-526 Field Biology II</u>	Additional Equipment Costs: _____
Length of Course: Semester _____ Year _____	Additional Supplies Costs: _____
Credit Earned: _____	3-Year Course Enrollment: _____
Course Student Fee (if any): _____	Revision to take effect:
Field Trips? No: <input type="checkbox"/> Yes, Number Anticipated: _____	Semester <u>Summer</u> Year <u>2011</u>

REVISION

Describe the Course Revision:
<u>We would like to revise the course name to:</u>
<u>S526 Field Biology II – Appalachian Mountains</u>

NEED

Reason for Course Revision
<u>A better or a more accurate description of course.</u>

ENDORSEMENTS

Division Curriculum Committee:	
<u>J. Remack</u> <u>mtt</u>	<u>Nicole S. Allen</u>
Division Head: <u>W. Allen</u>	
Date: <u>10-12-10</u>	

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN MONDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>Science</u>	Textbook Title: <u>NA</u>
Department (if pertinent): _____	Textbook Cost: _____
Course Title: <u>S-529 Field Geology</u>	Additional Equipment Costs: _____
Length of Course: Semester _____ Year _____	Additional Supplies Costs: _____
Credit Earned: <u>2</u>	3-Year Course Enrollment: _____
Course Student Fee (if any): _____	Revision to take effect:
Field Trips? No: <u> </u> Yes, Number Anticipated: _____	Semester <u> </u> Summer <u> </u> Year <u>2011</u>

REVISION

Describe the Course Revision:
<u>We would like to revise the course name to:</u>
<u>S529 Field Geology – Pacific Northwest</u>

NEED

Reason for Course Revision
<u>A better or a more accurate description of course.</u>

ENDORSEMENTS

Division Curriculum Committee:	
<u><i>J. Kernaack</i></u> _____ <u><i>[Signature]</i></u> _____	<u><i>Nicholas W...</i></u> _____ _____
Division Head: <u><i>[Signature]</i></u>	Date: <u>10-12-10</u>

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN MONDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR **ADDITION** OF A NEW COURSE

DATA

(Please Type All Information)

Division: <u>Science and Technology</u>	Textbook Title:
Department: <u>Science</u>	#1: <u>Biology-Miller and Levine-ISBN 978-0-13-366951-0 (This is</u>
Course Title: <u>S-508 Explorations in Laboratory Life Science</u>	<u>a state loan textbook that the school owns and uses for the</u>
Length of Course: <u>Summer Course</u>	<u>existing biology program.</u>
Credit Earned: <u>1</u>	Additional Equipment Costs: <u>None</u>
Course Student Fee (if any): <u>\$25.00 lab fee</u>	Additional Supplies Costs: <u>Existing</u>
Field Trips? No: <u>X</u> Yes, Number Anticipated: <u> </u>	Course will first be offered:
	Semester <u>Summer</u> Year <u>2011</u>

DESCRIPTION

Formal Course Description for Academic Catalog:

ELLS is a life science based lab course for students that have failed one or two semesters of Biology 1-2. Successful completion of this course, in combination with previous enrollment in Biology 1 and 2, will provide an alternative method for students to meet the prerequisite requirements of courses that specify successful completion of one year of biology. The course will emphasize three distinct areas of study:

1. Laboratory/process skills
2. Biology content knowledge
3. Executive function study skills

UNITS

Laboratory Units:

1. Lactose Action
2. Oxygen Gas and Human Respiration
3. Diffusion Through Membranes
4. Photosynthesis and Respiration
5. Earthworms
6. Enzyme Action
7. Oxygen and CO₂ exchange in plants and animals

Content Review Units:

1. Scientific Process
2. Water and pH
3. Carbon
4. Cells
5. Diffusion/osmosis
6. Cell Respiration and Photosynthesis
7. Cell Cycle and Mitosis
8. Meiosis
9. Mendelian Genetics and Punnett Squares
10. Human Genetics and Pedigrees/DNA Replication
11. Transcription and Translation
12. Mutations
13. Evolution
14. Classification
15. Ecology
16. Biodiversity

In addition to the units studied through laboratory explorations, students will participate in an extensive review of all of the content objectives from the Biology 1-2 course. Students will participate in daily formative assessments and are required to earn a passing grade on the Essential Elements of Biology Content exam before earning credit for the course.

NEED

Reason For Course Proposal: We traditionally have over 50 students each year that fail one or two semesters of biology. These students are currently required to repeat the course the following year and in doing so, fall a year behind their peers in science. This course allows students who are academically motivated to earn a semester of lab credit and continue making academic progress in other science courses.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration

The text chosen for this book incorporates and promotes the participation in science by traditionally underrepresented groups.

How does the new course directly address: (A) Board goals for the current school year; (B) School Improvement Plan [SIP] or (C) School Restructuring Plan:

This course is specifically designed to help raise student achievement by immersing students who have failed in the past in challenging laboratory experiments. Students are all provided laptop computers to facilitate both the typing of their labs as well as to allow them internet access at home to complete on-line assignments.

The prerequisites for the course require that students have taken, but have failed at least one semester of biology 1-2. African American students are currently disproportionately represented in this group. This course provides an avenue for students to improve academic skills, master content, and move forward with their academic course choices.

Other Pertinent Information:

This course intentionally focuses on using technology to enhance the both the learning and laboratory experiences. Extensive formative assessments are taken using on-line assessments. Laboratory experiments have been chosen that require the students to use computer-based biological probes to assist in collecting and analyzing data. The course is also taught with the philosophy of mastery learning and requires students to perfect work prior to receiving credit. Students compile all of their work during the semester into a portfolio.

Endorsing Signatures:

Division Curriculum Committee

Division Head:

Date:

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR DELETION OF EXISTING COURSE

(Please Type All Information)



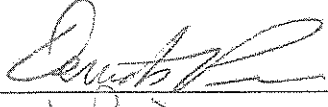
DATA

Division <u>Fine & Applied Arts</u> Department (if pertinent): <u>N/A</u> Course Title: <u>S010-01 Walk with the Stars</u> Length of Course: Semester <u>Summer</u> Year _____ Credit Earned: <u>1</u> Course Student Fee (if any): _____ Field Trips? No: _____ Yes, Number: _____	Textbook Title: _____ Textbook Cost: _____ Additional Equipment Costs: _____ Additional Supplies Costs: _____ 3-Year Course Enrollment: _____ Deletion to take effect: Semester: _____ Year: <u>2010-11</u>
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NEED

Reason for Course Deletion: <u>This summer course has not run in 3+ years. DVR-Triton summer camps offer other summer opportunities for students.</u>
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ENDORSEMENTS

Division Curriculum Committee: <div style="text-align: center;">  <u>Nancy Baird</u>  <u>BO</u> </div> Division Head: <u>Jack Roodhouse</u>	<div style="text-align: center;">  <u>DS Ben</u> </div> Date: <u>10/26/10</u>
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Revised 08/09

PROPOSED DELETIONS OF EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR DELETION OF EXISTING COURSE

(Please Type All Information)

DATA

Division: Fine & Applied Arts <u>Science</u> Department (if pertinent): <u>N/A</u> Course Title: <u>S020-01 Building Blocks: Careers in Const.</u> Length of Course: Semester <u>Summer</u> Year _____ Credit Earned: <u>1</u> Course Student Fee (if any): _____ Field Trips? No: _____ Yes, Number: _____	Textbook Title: _____ Textbook Cost: _____ Additional Equipment Costs: _____ Additional Supplies Costs: _____ 3-Year Course Enrollment: _____ Deletion to take effect: Semester: _____ Year: <u>2010-11</u>
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NEED

Reason for Course Deletion:

This summer course has not run in 3+ years. DVR-Triton summer camps offer other summer opportunities for students.

ENDORSEMENTS

Division Curriculum Committee:

PA H
Nancy Bond
[Signature]

[Signature]
[Signature]
[Signature]

Division Head: Sarah Goodhouse

Date: 10/26/10

Revised 08/09

PROPOSED DELETIONS OF EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR DELETION OF EXISTING COURSE

(Please Type All Information)

DATA

Division <u>Fine & Applied Arts</u> Department (if pertinent): <u>N/A</u> Course Title: <u>S0301-01: Walk on Wall Street</u> Length of Course: Semester <u>Summer</u> Year _____ Credit Earned: <u>1</u> Course Student Fee (if any): _____ Field Trips? No: _____ Yes, Number: _____	Textbook Title: _____ Textbook Cost: _____ Additional Equipment Costs: _____ Additional Supplies Costs: _____ 3-Year Course Enrollment: _____ Deletion to take effect: Semester: _____ Year: <u>2010-11</u>
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NEED

Reason for Course Deletion: <u>This summer course has not run in 3+ years. DVR-Triton summer camps offer other summer opportunities for students.</u>
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ENDORSEMENTS

Division Curriculum Committee: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <u>PA</u> <u>Nancy Bardo</u> <u>[Signature]</u> </div> <div style="width: 45%;"> <u>[Signature]</u> <u>DJ Ben</u> </div> </div>	Date: <u>10/26/10</u>
Division Head: <u>Arch Reddone</u>	

Revised 08/09

PROPOSED DELETIONS OF EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR DELETION OF EXISTING COURSE

(Please Type All Information)

DATA

Division <u>Fine & Applied Arts</u> Department (if pertinent): <u>N/A</u> Course Title: <u>S0401-01 All That Jazz</u> Length of Course: Semester <u>Summer</u> Year _____ Credit Earned: <u>1</u> Course Student Fee (if any): _____ Field Trips? No: _____ Yes, Number: _____	Textbook Title: _____ Textbook Cost: _____ Additional Equipment Costs: _____ Additional Supplies Costs: _____ 3-Year Course Enrollment: _____ Deletion to take effect: Semester: _____ Year: <u>2010-11</u>
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NEED

Reason for Course Deletion: _____ This summer course has not run in 3+ years. DVR-Triton summer camps offer other summer opportunities for students. _____ _____ _____ _____	
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ENDORSEMENTS

Division Curriculum Committee: _____ _____ _____ _____ Division Head: <u>David Woodhouse</u>	_____ _____ _____ Date: <u>10/26/10</u>
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Revised 08/09

PROPOSED DELETIONS OF EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR **DELETION** OF EXISTING COURSE

(Please Type All Information)

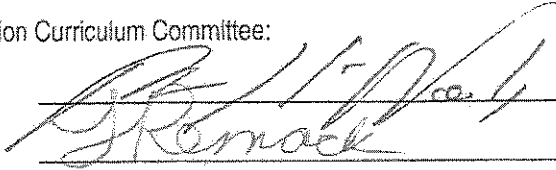
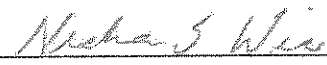

DATA

<p>Division <u>Science Division</u></p> <p>Department (if pertinent): <u>NA</u></p> <p>Course Title: <u>S-050-01 Always on Call: Careers in Medicine and Health</u></p> <p>Length of Course: Semester _____ Year _____</p> <p>Credit Earned: <u>1 credit</u></p> <p>Course Student Fee (if any): <u>NA</u></p> <p>Field Trips? No: _____ Yes, Number: _____</p>	<p>Textbook Title: <u>NA</u></p> <p>Textbook Cost: _____</p> <p>Additional Equipment Costs: _____</p> <p>Additional Supplies Costs: _____</p> <p>3-Year Course Enrollment: _____</p> <p>Deletion to take effect:</p> <p>Semester: _____ Year: <u>2010-2011</u></p>
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NEED

<p>Reason for Course Deletion:</p> <p style="text-align: center;"><u>This summer course has not run in 5 + years.</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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ENDORSEMENTS

<p>Division Curriculum Committee:</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"><div style="width: 45%; text-align: center;"> _____ _____</div><div style="width: 45%; text-align: center;"> _____ _____</div></div>	
<p>Division Head:  _____</p>	<p>Date: <u>10-8-10</u></p>

Revised 09/08