

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 12, 2009

7:30 a.m.

Board Room

A G E N D A

- | | | |
|------|---|------------------------------------|
| I. | Call to Order | Dr. Ralph H. Lee |
| II. | Approval of Minutes | Phil Prale |
| III. | Report on MSAN Student Conference | Jessica Stovall
Devon Alexander |
| IV. | Discussion of Working Group on Grading | Phil Prale |
| V. | Review of Course Proposals | Amy Hill |
| VI. | Progress Reports – | |
| | a. Test Prep Class 2009 | Amy Hill |
| | b. Algebra Block | Phil Prale |
| VII. | Additional Instructional Matters for Committee Information/Deliberation | Dr Ralph H. Lee |

Copies to: Instruction Committee Members, Dr Ralph H. Lee, Chair
Board Members
Administrators
Director of Community Relations and Communications

Oak Park and River Forest High School District 200

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

TO: Board of Education
FROM: Devon Alexander and Jessica Stovall
DATE: November 12, 2009
RE: Report on Minority Student Achievement Network Student Conference

BACKGROUND

For the past several years OPRFHS students have participated in the MSAN student conferences. Student conferences have been held for the past ten years of the Network's existence. This year the conference was held September 23 – 26, 2009 in Skokie, Illinois and was co-hosted by Evanston Township High School and OPRFHS – D200. Devon Alexander and Jessica Stovall organized the conference and served as sponsors of the students who attended the conference.

SUMMARY OF FINDINGS

The theme for the 2009 MSAN student conference was Sankofa. Sankofa is a Ghanaian term that means "reflecting on the past while building toward the future." As MSAN celebrated a decade of minority student leadership, our hope was to inspire students to investigate the continued impact of racial inequity in their lives and school communities. The students in attendance at this year's conference continued the work of identifying racial inequity in their school experience and devising strategies to combat devastating racial inequity. The conference's keynote speakers offered a framework for the students to engage the central questions of the conference. The students heard messages of hope, determination, and empowerment. The students utilized the critical race theory in education text, *"So When It Comes Out, They Aren't That Surprised That It Is There": Using Critical Race Theory as a Tool of Analysis of Race and Racism in Education*, to interrogate educational racial inequity. The students reported that the conversations generated from their readings of this text helped them identify the significance of race and racism in their education. The students viewed the timely documentary, *"What's Race Got to do With It?"*, to recognize what it looks like when students come together to combat racial inequity within schools.

As is usually the case at student conferences, the students' hard work was evidenced in their school action plans. Students learned that their peers from the 27 MSAN districts across the nation are experiencing the same issues of racial inequity. The students identified the following obstacles on the path of their academic development: low teacher expectations, stereotyping, a lack of teacher support, tracking/"clustering", the language of the achievement gap, a lack of understanding about racial issues, a lack of mentoring programs, student racial identity, student segregation, white racial knowledge, a lack of adults of color, and racism in the structure, policies, and practices of the schools.

Student evaluations of the conference indicate that participants left the conference equipped to address these issues back in their school communities. The OPRFHS MSAN students are developing action strategies that address the way we talk about and live race within our school community. By participating in the Network and supporting students focused on these issues, we are bearing fruit in the lives of our students, and it is our hope that the seeds of this work will spread throughout our community.

RECOMMENDATIONS (OR FUTURE DIRECTIONS)

The students who attended the conference will be present at the regular meeting of the Board of Education on November 19, 2009 to share their ideas and dialogue with the Board of Education.

Oak Park and River Forest High School - District 200
201 North Scoville Avenue • Oak Park, IL 60302-2296

TO: Board of Education
FROM: Phil Prale
DATE: November 4, 2009
RE: Update on Discussion Regarding Grading

BACKGROUND

At its October 15, 2009 meeting, the Instruction Committee of the Board of Education deferred to a later date a discussion of a process for discussing current grading policy and practices at the high school. On November 3, 2009 Ralph Lee, Sharon Patchak-Layman, Cristy Harris, and Phil Prale met to discuss options for proceeding with a thorough discussion of grading that would involve all stakeholders and provide appropriate guidance for the Board of Education.

SUMMARY OF DISCUSSION

At the November 3 meeting, we discussed the following issues:

- The process for proceeding with a series of meetings to discuss grading
- The composition of the group that would meet to discuss grading
- The work product that would result from these meetings

With regard to the process for proceeding with meetings to discuss grading, the discussion began with an acknowledgement that the process should provide for wide participation and multiple views. We discussed initiating the process with a public forum at which we would gather ideas, generate questions, and bring issues to the surface. The forum would be publicized via a general invitation posted on the school web page and through other available venues. We also would invite representatives of the five District parent groups, as well as students, faculty, and school committees. A goal of the forum would be to raise the grading questions and topics of interest or concern specific to any of these groups. Following the public forum, a study group or task force would be formed to consider the questions and issues raised.

A discussion regarding the nature of the study group/task force yielded several points of agreement, including the following:

- The study group/task force would include students, parents, community, administration, and faculty. Specific numbers of representatives from each group were not discussed, although representation from all parent groups and divisions was considered important.
- Participants would adhere to norms that include remaining open to all views while acknowledging a particular interest. Also, study group/task force members would be expected to work between meetings.
- The Superintendent would appoint a chairperson for the study group/task force.
- A core value remains that the grading policies and practices at the high school embody equity and fairness.
- The expected complexity of the discussion and any forthcoming recommendations from the study group/task force probably would result in changes for which there may be a cost in time or budget resources.

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- The study group/task force would consult with the CIO to explore using shared electronic documents to maintain the flow of information throughout the group.
- The study group/task force would provide reports summarizing the ongoing work of the group. The reports would occur at public meetings of the Board of Education.

The November 3, 2009 meeting did not reach a consensus on an important element of the nature and procedure of the study group/task force. Ideas discussed were to

- Hold all meetings as public Board meetings, complete with posting agendas, maintaining meeting minutes, and allowing public comment at all meetings. Small groups would form from the full study group/task force to work on specific questions that arise from the discussion. The smaller work groups then would present ideas to the large group for further discussion.
- Convene the study group/task force as an internal work committee open to the public. Meeting notes would be kept, as opposed to meeting minutes, and the group would meet as a working committee of the school and not as a Board committee.
- Convene the study group/task force as an internal work committee of the school that would maintain meeting notes, as opposed to meeting minutes, and would open discussions to the general public when appropriate.

Finally, the Board of Education would need to provide sufficient clerical support for the meetings of the study group/task force. Last school year the administration eliminated four clerical positions from the divisional and counselor areas. The clerical support for a study group/task force of this scope is not available in the District's current staff, and the Board of Education might need to authorize additional clerical support for this work.

The study group/task force would produce a recommendation to the Board of Education regarding the several questions it would discuss. The specific nature of the questions and therefore the scope of the recommendations are not known at this time. The time frame for receiving the recommendations was not specified in our discussion; although we noted the work of the task force could be a lengthy process.

RECOMMENDATIONS (OR FUTURE DIRECTIONS)

This information is provided at the request of the Board of Education. A recommendation is sought from the Board of Education as to the nature and the procedure for the study group/task force. Specifically, should the study group/task force meet in public Board meetings, as an internal work committee open to the public, or as an internal work committee? Also, the Board of Education must consider the extent of District resources that this process could entail.

Oak Park and River Forest High School

District 200

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TO: Board of Education
FROM: Amy Hill
DATE: November 12, 2009
RE: Course Proposals for 2010—2011 Academic Catalog

The course proposals reviewed at the October 15 meeting of the Board Instruction Committee have been further vetted by the DLT, IC, FSEC, Student Council, and Board-approved parent groups. As a result of that vetting process, a revised set of proposals is presented here for your consideration.

BUSINESS EDUCATION DEPARTMENT

Add Website Development II A (Honors), and incorporate the CIW exam in the curriculum.

Revise Website Development I to remove the CIW Exam from course curriculum.

Deletion of the following classes due to lack of enrollment:

- 648/2 – International Business Management
- 644/2 – Business Law
- 639/2 – Business Communications
- 629 – Accounting 1-2
- 627 – Bookkeeping 1-2

FINE & APPLIED ARTS DIVISION

Music. Add Intermediate/Advanced Guitar.

Delete World Music to make room for Intermediate/Advanced Guitar.

MATHEMATICS DIVISION (Attached)

Revise Intermediate Algebra 1-2 by creating distinct courses for juniors and seniors:

- Algebra Two J (open to juniors only)
- Algebra Two S (open to seniors only)

Revise Intermediate Algebra 3-4 by changing the course title to Functions and Trigonometry 1-2 and revising the course description.

Revise Introduction to Computer Programming to change the course title to Introduction to Computer Science, to lengthen the course from one semester to two semesters, and to award two credits instead of one.

PHYSICAL EDUCATION

Add Step Back (Boys), a course designed to promote awareness, recognition, reduction, and avoidance of aggressive behavior and actions toward others.

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Add Group Exercise, a course designed to provide students with the understanding and importance of incorporating healthy habits within their everyday lives.

Add Physical Education Leadership Class, a course designed to prepare seniors for leadership opportunities in daily Physical Education classes.

Revise Introduction to Dance by changing the course title to Introduction to Movement and revising the course description.

Delete Core PE as a result of revising the core freshman and sophomore curriculum in Physical Education.

SCIENCE DIVISION

Add Bridge to AP Biology, a summer school course designed to provide greater access to AP Biology for students of color and other students who have not taken previous honors or AP Science courses.

Revise Essentials of Biology by changing the course title to Biological Sciences 1-2

Delete Foundations of Biology 3-4, whose curriculum has been replaced by Biological Sciences 1-2.

SPECIAL EDUCATION DIVISION

Learning Development Program. Add World Languages and Cultures, a course focusing on communication, connections, cultures, and communities from around the world.

Revise Integrated Geometry/Algebra 3-4 by changing the course title to Concepts in Algebra 3-4 and revising the course description to align with the same course in the Math Division.

Delete Global Studies due to lack of enrollment.

Delete Foundations of Biology 3-4, whose curriculum has been replaced by Essentials of Biology.

Delete Environmental Biology 1-2 due to lack of enrollment.

Delete Elements of Reading 1-2 due to lack of enrollment.

Emotional Development Program. Delete Intermediate Algebra 3-4 due to low enrollment.

Delete Woods due to staffing changes.

WORLD LANGUAGES

Add AP Spanish Literature 1-2 to provide an additional option for advanced Spanish language students and native Spanish speakers.

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District 200

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Add Chinese 5-6A to continue the development of the four language skills in Chinese.

RECOMMENDATIONS

The course proposals are presented here for your review and discussion. We will seek formal approval of the course proposals at the regular meeting of the Board of Education on November 19, 2009.

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR ADDITION OF A NEW COURSE

DATA

(Please Type All Information)

Division: _____
 Department (if pertinent): Business Education
 Course Title: Website Development II A
 Length of Course: Semester XX Year _____
 Credit Earned: 1
 Course Student Fee (if any): None
 Field Trips? No: XX Yes, Number Anticipated: _____

Textbook Title: CIW Site Development Materials
 Textbook Cost: _____
 Additional Equipment Costs: _____
 Additional Supplies Costs: _____
 Course will first be offered:
 Semester Fall Year 2010

DESCRIPTIONFormal Course Description for Academic Catalog:

Website Development Honors prepares students to take the high-stakes CIW Foundations certification exam. Those who pass the CIW Foundations exam earn the highly respected CIW Associate certification, which is recognized throughout the industry as validating essential Internet skills for the workplace. . A CIW Associate certificant can use common Internet-ready applications, can create properly formed HTML/XHTML documents, knows CGI and database essentials, and can troubleshoot networks.

UNITS

Course Units:

Using Hypertext Markup Language (HTML) and Extensible HTML (XHTML), incorporating images, hyperlinks, tables, forms and frames, validating XHTML code, recognizing the importance of Internet marketing and search engine optimization, using style sheets to format Web page content, and implementing fundamental design concepts.

NEED

Reason For Course Proposal:

The intensity and academic rigor required to successfully complete the certification material distinguishes the student pursuing a career in Information Technology from a student interested in website development. The material is technical and intellectually challenging and the assessment of the material is demanding. Completion of the course requires a great amount of technical reading and comprehension, high level thinking and problem solving and online tests. Students can register and be enrolled together with the existing Website Development class sections but will have a unique curriculum with additional material, lab activities and assessments.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:

Students will evaluate the value of websites which represent a wide range of cultures, ethnic, and racial groups. Students will need to be sensitive to these differences in creating their websites.

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: Goal # 5 Learning Environment. The addition of Website Development Honors provides access to increase enrollments in an honors level class for African American, Latino, and Multi-racial students.

Other Pertinent Information:

Endorsing Signatures:

Division Curriculum Committee

Division Head:

Date:

10/2/09

Revised 08/09

COURSE PROPOSALS DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 2, 2009

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

DATA

(Please Type All Information)

Division: _____ Department (if pertinent): <u>Business Education</u> Course Title: <u>Website Development</u> Length of Course: Semester <u>XX</u> Year _____ Credit Earned: <u>1</u> Course Student Fee (if any): <u>None</u> Field Trips? No: <u>XX</u> 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>2010</u>
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REVISION

Describe the Course Revision:

Change course title to Website Development I and remove the CIW exam from the course

NEED

Reason for Course Revision

Pending the addition of a Website Development A class. Students involved in the Website Development class will learn the basics of working and development of a website. The Business Education staff evaluated the Website Development class during the past 2 years and found that 2 levels of students exist in the class. One level of student is that of a beginner website developer. The CIW instruction was too demanding and strenuous for this student. The second type of student was more advanced and understood the basics of website creation. This student would be enrolled in the Website Development A course with the CIW certification program.

ENDORSEMENTS

Division Curriculum Committee:

Jack
Denise
Nancy

Division Head:

DMG

DiBary

Date:

10-2-09

Revised 09/08

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

(Please Type All Information)

DATA

<p>Division <u>Business Education</u></p> <p>Department (if pertinent): _____</p> <p>Course Title: <u>648/2 Int. Bus Management</u></p> <p>Length of Course: Semester <input checked="" type="checkbox"/> Year _____</p> <p>Credit Earned: <u>1</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:</p> <p>Semester: _____ Year: _____</p>
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NEED

Reason for Course Deletion:

Lack of enrollment

ENDORSEMENTS

Division Curriculum Committee:

[Signature]

Division Head:

Donald Gyl

Date:

09/14/09

Revised 09/08

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

(Please Type All Information)

DATA

Division <u>Business Education</u>	Textbook Title: _____
Department (if pertinent): _____	Textbook Cost: _____
Course Title: <u>644/2 Business Law</u>	Additional Equipment Costs: _____
Length of Course: Semester <u>X</u> Year _____	Additional Supplies Costs: _____
Credit Earned: <u>1</u>	3-Year Course Enrollment: _____
Course Student Fee (if any): _____	Deletion to take effect:
Field Trips? No: _____ Yes, Number: _____	Semester: _____ Year: _____

NEED

Reason for Course Deletion: _____

Lack of enrollment

ENDORSEMENTS

Division Curriculum Committee: _____

PAAC

Division Head: Maeel Gel

Date: 10/14/09

Revised 09/08

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

(Please Type All Information)

DATA

<p>Division <u>Business Education</u></p> <p>Department (if pertinent): _____</p> <p>Course Title: <u>039/2 Business Communications</u></p> <p>Length of Course: Semester <u>X</u> Year _____</p> <p>Credit Earned: <u>1</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:</p> <p>Semester: _____ Year: _____</p>
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NEED

Reason for Course Deletion:

Lack of enrollment

ENDORSEMENTS

Division Curriculum Committee:

PA [Signature]

Division Head:

[Signature]

Date:

10/14/09

Revised 09/08

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

(Please Type All Information)

DATA

<p>Division <u>Business Education</u></p> <p>Department (if pertinent): _____</p> <p>Course Title: <u>CGA Accounting 1-2</u></p> <p>Length of Course: Semester _____ Year <u>✓</u></p> <p>Credit Earned: <u>2</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:</p> <p>Semester: _____ Year: _____</p>
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NEED

Reason for Course Deletion:

Lack of enrollment

ENDORSEMENTS

Division Curriculum Committee:

[Signature]

Division Head:

[Signature]

Date:

09/04/09

Revised 09/08

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

(Please Type All Information)

DATA

<p>Division <u>Business Education</u></p> <p>Department (if pertinent): _____</p> <p>Course Title: <u>627 Bookkeeping 1-2</u></p> <p>Length of Course: Semester _____ Year <u>X</u></p> <p>Credit Earned: <u>2</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:</p> <p>Semester: _____ Year: _____</p>
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NEED

<p>Reason for Course Deletion:</p> <p><u>Lack of enrollment</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

ENDORSEMENTS

<p>Division Curriculum Committee:</p> <p><u>[Signature]</u></p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>
<p>Division Head: <u>[Signature]</u></p>	<p>Date: <u>10/14/09</u></p>

Revised 09/08

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

DATA

(Please Type All Information)

Division: <u>Fine & Applied Arts</u>	Textbook Title: <u>Mel Bay's Modern Guitar Method Grade 2</u>
Department (if pertinent): <u>Music</u>	Textbook Cost: <u>\$7.95 (estimated)</u>
Course Title: <u>Intermediate/Advanced Guitar</u>	Additional Equipment Costs: <u>Students must provide their own</u>
Length of Course: Semester <u>Spring</u> Year <u>One Semester</u>	Additional Supplies Costs: <u>acoustic guitar, case & tuner rec'd</u>
Credit Earned: <u>1 credit</u>	Course will first be offered:
Course Student Fee (if any): <u>none</u>	Semester <u>Spring</u> Year <u>2011</u>

DESCRIPTION

Formal Course Description for Academic Catalog:

This course is designed for students who can already read staff notation and guitar tablature and can play basic chord progressions on the acoustic guitar. Focus will be on improvisation, more advanced chords, and duet and ensemble techniques. Students will be exposed to solo repertoire in many styles from folk to rock to jazz and classical. **Students must supply their own acoustic guitar.** Pre-requisite: Beginning Group Guitar OR recommendation of OPRF Music Faculty.

UNITS

Course Units:

Individual units will focus on different chordal accompaniment styles, Bluegrass Style Solos; Blues and Contemporary Sounds; Introduction to Classical Guitar; Fingerstyle Solos; Note Reading and Melodic Development; Guitar Quartets; and Melody-Chord Solo Playing and Improvising using pentatonic and blues scales.

NEED

Reason For Course Proposal:

There are limited offerings in the Music Department for students who did not begin instrumental study in middle school. Beginning Guitar is offered for some of these students. However, there are many students who are "self-taught" on the guitar who are more advanced than a beginning level who need a more challenging course. There are also a growing number of students who take Beginning Guitar who wish to advance to a more challenging level for a second semester.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:

Expanding the range of music we can offer our students furthers their understanding of our cultural background. There is a wealth of contemporary, multi-cultural music that could be introduced to students who may not have explored music beyond rock and pop.

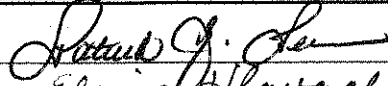
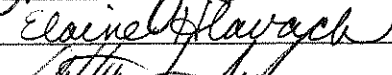

How does the new course directly address: (A) Board goals for the current school year, (B) School Improvement Plan [SIP] or (C) School Restructuring Plan:

Our Middle Schools began offering beginning guitar several years ago. Providing a more advanced level at the high school continues this articulation, which is part of our SIP. Also, the skills sets required to excel as a guitarist differ from those required for success in courses requiring extensive reading and writing. This course provides special education and other "alternate learning style" students with a place to excel. The 2nd Board Goal strives to keep students out of the discipline system. Anecdotal surveys of the students who have taken Beginning Guitar suggest many are likely to experience a disciplinary issue. Providing more advanced instruction in an area they like could help keep them out of trouble and form a deeper connection to the school. Finally, in terms of staffing, assigning one music faculty member to teach Beginning Guitar in the Fall and Intermediate Guitar in the Spring is more practical.

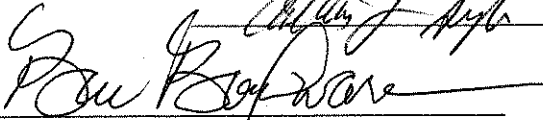
Other Pertinent Information:

Endorsing Signatures:

Division Curriculum Committee

Division Head:



Date:

10/2/09

Revised 09/03 COURSE PROPOSALS DUE TO ROOM 373 NO LATER THAN THURSDAY, OCTOBER 4, 2007.

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

(Please Type All Information)




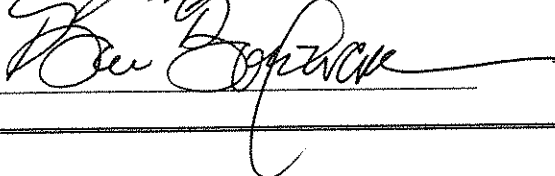
DATA

<p>Division <u>Fine and Applied Arts</u></p> <p>Department (if pertinent): <u>Music</u></p> <p>Course Title: <u>World Music 800/2</u></p> <p>Length of Course: Semester <u>2nd Semester Only</u></p> <p>Credit Earned: <u>1 Semester/1 Credit</u></p> <p>Course Student Fee (if any): <u>None</u></p> <p>Field Trips? No: <u>None</u> Yes, Number: _____</p>	<p>Textbook Title: <u>none</u></p> <p>Textbook Cost: _____</p> <p>Additional Equipment Costs: <u>none</u></p> <p>Additional Supplies Costs: _____</p> <p>3-Year Course Enrollment: <u>less than 60</u></p> <p>Deletion to take effect:</p> <p>Semester: <u>2nd Semester</u> Year: <u>2011</u></p>
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NEED

<p>Reason for Course Deletion:</p> <p>1. <u>The Music Faculty believes an Intermediate Level Course in Guitar would serve more students at OPRF.</u></p> <p><u>We would like to REPLACE World Music with Intermediate Guitar.</u></p>

ENDORSEMENTS

<p>Division Curriculum Committee:</p> <div style="margin-top: 20px;"> _____  _____  _____  _____</div>	<p>_____ _____ _____ _____ _____ Date: <u>10/2/09</u></p>
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Revised 09/08

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

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

DATA

(Please Type All Information)

Division: <u>Mathematics</u> Department (if pertinent): _____ Course Title: <u>Intermediate Algebra 1-2 (Part 1)</u> Length of Course: Semester _____ Year _____ Credit Earned: <u>1</u> Course Student Fee (if any): _____ Field Trips? No: <u>X</u> Yes, Number Anticipated: _____	Textbook Title: <u>Algebra 2 - Concepts & Skills</u> Textbook Cost: <u>State Loan</u> Additional Equipment Costs: _____ Additional Supplies Costs: _____ 3-Year Course Enrollment: _____ Revision to take effect: Semester <u>1</u> Year <u>2010</u>
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REVISION

Describe the Course Revision:

1. Algebra Two-J: Open to Juniors only (Pre-requisite: Concepts in Algebra 3-4 or the equivalent or teacher recommendation - 2 sem.; 2 credits) - A second-year algebra course that starts with a review of first-year algebra topics, then introduces polynomials, rational expressions, inequalities powers and roots, complex numbers, quadratic functions, and preparation for ACT/PSAE. A graphing calculator is required.

NEED

Reason for Course Revision

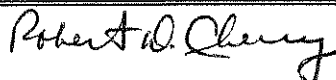
Math Learning Groups 08-09, approved by Department - 9/8/09

ENDORSEMENTS

Division Curriculum Committee:

Jaime BurbanoKim FotzlerJen StinichFrancisco ArriagaJoe KostalDanielle LaPorte (Team Leader)Division Head: Robert CherryDate: 9/14/09 (Revised 11/2/09)

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 REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>Mathematics</u> Department (if pertinent): _____ Course Title: <u>Intermediate Algebra 1-2 (Part 2)</u> Length of Course: Semester _____ Year _____ Credit Earned: <u>1</u> Course Student Fee (if any): _____ Field Trips? No: <u>x</u> Yes, Number Anticipated: _____	Textbook Title: <u>Algebra 2 - Concepts & Skills</u> Textbook Cost: <u>State Loan</u> Additional Equipment Costs: _____ Additional Supplies Costs: _____ 3-Year Course Enrollment: _____ Revision to take effect: Semester <u>1</u> Year <u>2010</u>
--	--

REVISION

Describe the Course Revision:

2. Algebra Two-S: Open to Seniors only (Pre-requisite: Concepts in Algebra 3-4 or the equivalent or teacher recommendation - 2 sem.; 2 credits) - A second-year algebra course - topics includes polynomials, rational expressions, inequalities powers and roots, complex numbers, and quadratic functions. A graphing calculator is required.

NEED

Reason for Course Revision

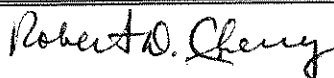
Math Learning Groups 08-09, approved by Department - 9/8/09

ENDORSEMENTS

Division Curriculum Committee:

Jaime BurbanoKim FotzlerJen StinichFrancisco ArriagaJoe KostalDanielle LaPorte (Team Leader)Division Head: Robert CherryDate: 9/14/09 (Revised 11/2/09)

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 REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>Mathematics</u> Department (if pertinent): _____ Course Title: <u>Intermediate Algebra 3-4</u> Length of Course: Semester _____ Year _____ Credit Earned: ¹ _____ Course Student Fee (if any): _____ Field Trips? No: ^x _____ Yes, Number Anticipated: _____	Textbook Title: <u>Algebra 2 - Concepts & Skills</u> Textbook Cost: <u>State Loan</u> Additional Equipment Costs: _____ Additional Supplies Costs: _____ 3-Year Course Enrollment: _____ Revision to take effect: Semester ¹ _____ Year <u>2010</u>
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REVISION

Describe the Course Revision:
 Functions and Trigonometry 1-2: Open to Juniors and Seniors (Pre-requisite: Algebra Two-J or Two-S or the equivalent or teacher recommendation - 2 sem.; 2 credits) - Integrates several topics from college algebra. Topics include matrices, logarithms, permutations, combinations, probability, and conic sections. It is followed by a traditional course in trigonometry. A graphing calculator is required.

NEED

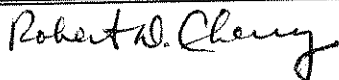
Reason for Course Revision
 Math Learning Groups 08-09, approved by Department - 9/8/09

ENDORSEMENTS

Division Curriculum Committee:

Jaime BurbanoKim FotzlerJen StinichFrancisco ArriagaJoe KostalDanielle LaPorte (Team Leader)Division Head: Robert CherryDate: 9/14/09 (Revised 11/2/09)

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 **REVISION** TO EXISTING COURSE

(Please Type All Information)

DATA

Division: Math
Department (if pertinent): _____
Course Title: Introduction to Computer Programming
Length of Course: Semester X Year _____
Credit Earned: 1
Course Student Fee (if any): _____
Field Trips? No: X Yes, Number Anticipated: _____

Textbook Title: None
Textbook Cost: \$0
Additional Equipment Costs: Computer Lab (Existing)
Additional Supplies Costs: (All software is free)
3-Year Course Enrollment: 72
Revision to take effect:
Semester Fall Year 2010

REVISION

Describe the Course Revision:

Change length to 1 year, title to "Introduction to Computer Science", and
credits to 2. See Attached

NEED

Reason for Course Revision

To get students properly placed in computer science. See Attached.

ENDORSEMENTS

Division Curriculum Committee:

[Signature] (D. Alloe)

Division Head: Robert D. Cherry

Date: 10/2/09

Revised 09/08

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

Description of Revision

- Change the length of the course from one semester to a full year
- Change title to "Introduction to Computer Science"
- Change Credit Earned to 2
- Change catalog description to:

Prerequisite: None

This course provides an introduction to computer science with an emphasis on computer programming. It is designed for 9th grade and higher, and is intended for students who are interested in computer programming. Students will use various techniques to develop and interact with Java objects. The class is held daily in a computer lab, and work is done hands-on during class time. This class is an excellent preparation for the AP Computer Science course.

Rationale

The primary reason for the course change is to proactively get students placed in computer science properly. Currently, many students, who are not ready for the concepts or rigor of AP Computer Science, are getting placed there as a first course in computer science. The misplacements have led to problems with class sizes because students are making course changes *after* the semester starts. This course will be redesigned to generate interest, and prepare students for AP Computer Science, particularly among basic and regular level math students. A change in pre-requisites for AP Computer Science will accompany this course change as follows:

Old AP Comp. Sci. prerequisite:
Algebra 2

New AP Computer Science prerequisite:
Introduction to Computer Science,
Plane Geometry 1-2A, or
Department Approval

The course will use current curriculum and technologies that are evidenced to be effective nationally as per the College Board's AP Computer Science community. These include:

- Scratch - an interpreted dynamic visual programming language with the goal of teaching programming concepts
- Alice – A 3D programming environment designed ease students into the concepts of object oriented programming
- Jeroo – A graphic programming environment where concepts are taught visually and students get immediate feedback.
- Karel J. Robot – A gentle introduction to the Art of Object-Oriented Programming in Java
- Blue Pelican – a free digital textbook with online lessons

In the future I vision this course having a *robotics* component. I have been asked repeatedly by students about robotics programming and competitions. This is cited as a good way to get students interested in

math and science fields (particularly engineering.) There are several pedagogically sound high school curricula available for this including curriculum developed around *Lego Mindstorms*.

This change would put OPRF in-line with what other high schools are doing nationally with computer science. Most of the other Chicago suburban high schools offer a two year sequence.

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR ADDITION OF A NEW COURSE

DATA

(Please Type All Information)

Division: Physical Education and Driver Education
 Department (if pertinent): Physical Education
 Course Title: Step Back (Boys)
 Length of Course: Semester Quarter Year _____
 Credit Earned: Quarter Credit for Physical Education
 Course Student Fee (if any): _____
 Field Trips? No: X Yes, Number Anticipated: _____

Textbook Title: _____
 Textbook Cost: _____
 Additional Equipment Costs: Pads for self-defense
 Additional Supplies Costs: _____
 Course will first be offered:
 Semester QTR Year _____

DESCRIPTIONFormal Course Description for Academic Catalog:

This course is designed to promote awareness, recognition, reduction and avoidance of aggressive behavior and actions directed towards others. Discussions and guest speakers address topics such as respect, honesty, gender roles, bullying, healthy and unhealthy relationships, dating violence, sexual harassment and assault, internet safety and the influence of media and music on teen culture. Students will also learn skills to defend and escape a physical attack.

UNITS

Course Units:

The course gives one quarter credit and helps fulfill the divisional graduation requirement for an Individual Sport.

NEED

Reason For Course Proposal:

Our male students need to be aware of how to handle aggressive behavior personally and corporately. This course also compliments the course in self-defense we provide for our girls.

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:

This course provides an opportunity to incorporate social and emotional values and hopefully keeps more male students out of the discipline system.

Other Pertinent Information:

Endorsing Signatures:

Division Curriculum Committee _____

Division Head:  _____Date: 10-2-09

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR ADDITION OF A NEW COURSE

(Please Type All Information)

DATA

Division: Physical Education and Driver Education
 Department (if pertinent): Physical Education
 Course Title: Group Exercise
 Length of Course: Semester Quarter Year _____
 Credit Earned: Quarter Credit for Physical Education
 Course Student Fee (if any): _____
 Field Trips? No: X Yes, Number Anticipated: _____

Textbook Title: _____
 Textbook Cost: _____
 Additional Equipment Costs: _____
 Additional Supplies Costs: _____
 Course will first be offered:
 Semester QTR Year _____

DESCRIPTIONFormal Course Description for Academic Catalog:

This course provides students with the understanding and importance of incorporating healthy habits within their everyday lives. Focus will be on cardiovascular fitness, muscular strength, muscular endurance, flexibility, balance and nutrition. Students will participate in group activities like cardio dance, Pilates, yoga, strength training and agility challenges. Students will learn how daily exercise alleviates stress and improves overall wellness.

UNITS

Course Units:

The course gives one quarter credit and helps fulfill the divisional graduation requirement for a fitness requirement.

NEED

Reason For Course Proposal:

Group exercise is a great way to get a total body workout in a social and fun setting. We want to promote fitness strategies students can use for the rest of their lives.

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:

This course provides an opportunity to incorporate physical, mental, social and emotional growth in a positive grouping of diverse students.

Other Pertinent Information:

Endorsing Signatures:

Division Curriculum Committee _____

Division Head: _____

Date: 10-2-09

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR ADDITION OF A NEW COURSE

DATA

(Please Type All Information)

Division: Physical Education and Driver Education
 Department (if pertinent): Physical Education
 Course Title: Physical Education Leadership Class
 Length of Course: Semester _____ Year X
 Credit Earned: Four Quarters of Credit for the Jr. Year
 Course Student Fee (if any): _____
 Field Trips? No: X Yes, Number Anticipated: _____

Textbook Title: _____
 Textbook Cost: _____
 Additional Equipment Costs: _____
 Additional Supplies Costs: _____
 Course will first be offered:
 Semester _____ Year 2010-11

DESCRIPTIONFormal Course Description for Academic Catalog:

This class is designed to prepare seniors for leadership opportunities in daily Physical Education classes. Upcoming juniors may apply for this class in the spring of their sophomore year. If selected the students will take four classes during the junior year designed to prepare them to serve as peer leaders in classes like Adventure Education, Life Fitness, Aquatics, Team Sports and other activities as needed by the division.

UNITS

Course Units:

The course gives one quarter credit and helps fulfill the divisional graduation requirement for aquatics, individual sports, team sports and fitness.

NEED

Reason For Course Proposal:

We would like to: 1. Prepare future teachers; 2. Provide peer leaders to assist younger students transition to high school; 3. Provide assistance to teachers in large classes. 4. Promote the SILC program.

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:

The course will provide students with educational and leadership opportunities not usually afforded and provide peer assistance to improve the delivery of classroom instruction to our students.

Other Pertinent Information:

Endorsing Signatures:

Division Curriculum Committee _____

Division Head:  _____Date: 10-2-09

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

DATA

(Please Type All Information)

Division: Physical Education and Driver Education
 Department (if pertinent): Physical Education
 Course Title: Introduction to Movement Dance
 Length of Course: Semester Quarter Year _____
 Credit Earned: Quarter Credit for Physical Education
 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 _____ Year _____

REVISION

Describe the Course Revision: Change course title to Introduction to Movement, and revise description:
This course introduces basic movement techniques in African, Hip Hop, Jazz, Modern and Musical Theater dance styles.
Students will enhance their flexibility, muscular endurance and strength, movement coordination, choreographic abilities
and memorization skills. By the end of the class, students will choreograph a dance of their choice using dance
movements and vocabulary they have learned throughout the course.

NEED

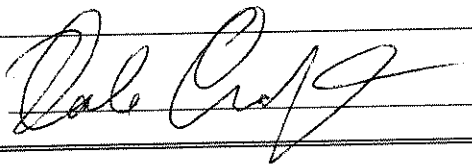
Reason for Course Revision

We needed to revise the class to focus on freshmen students in order to provide an opportunity to experience a dance
class during their first year.

ENDORSEMENTS

Division Curriculum Committee:

Division Head:



Date:

10-2-09

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 DELETION OF EXISTING COURSE

(Please Type All Information)

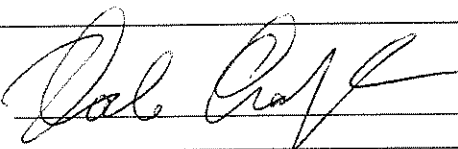
DATA

Division <u>Physical Education and Driver Education</u> Department (if pertinent): <u>Physical Education</u> Course Title: <u>Core PE</u> Length of Course: Semester <u>Quarter</u> Year _____ Credit Earned: _____ 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: _____
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NEED

Reason for Course Deletion: <u>Due to the new core curriculum for freshmen and sophomore, this class is no longer needed.</u> _____ _____ _____ _____ _____

ENDORSEMENTS

Division Curriculum Committee:	
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Division Head: 	Date: <u>10-2-09</u>

Revised 09/08

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR ADDITION OF A NEW COURSE

DATA

(Please Type All Information)

Division: Science
 Department (if pertinent): Biology
 Course Title: Bridge to AP Biology
 Length of Course: Semester
 Credit Earned: 1 science lab credit
 Course Student Fee (if any): \$30.00 lab fee
 Field Trips? No: None

Textbook Title: AP Biology Book: Campbell
 Textbook Cost: * Books loaned to students at no charge. Books are to be returned upon course completion for release of grade.
 Additional Equipment Costs: \$
 Additional Supplies Costs: None
 Course will first be offered:
 Semester Summer Year 2010

DESCRIPTION

Formal Course Description for Academic Catalog:

Open to juniors and seniors who have completed a year of biology* and chemistry,* or ILS 3-4, with a grade of "C" or better, or teacher recommendation. *Students enrolling after completion of Essentials of Biology or ChemCom as prerequisites need to have earned a "C" or better and must obtain a teacher or division head recommendation.

This course is designed to introduce six of the major themes of AP Biology to students who have not previously taken honors biology or other AP courses so that those students can subsequently enroll in and successfully complete AP Biology. The course follows a portion of the College Board's AP Biology curriculum. Students will complete college level laboratory activities that develop their analytical and research skills. The course structure assumes a high level of independent work, much of which is conducted online, with extensive teacher support and hands-on experiences. Students and a parent/guardian are required to attend several meetings in the spring prior to the start of summer school. Students will attend traditional lecture/lab sessions held once per week for the six weeks of summer school. Laptop computers will be available for rent for a nominal fee for the duration of this course.

UNITS

Course Units:

Course Overview Meetings: will be held this spring in the evenings and then the week before summer school that must be attended by the student and also a parent/guardian or counselor to review expectations and background skills. During one meeting the laptops will be checked out and explained. During another meeting the online portion of the class will be explored and the face-book groups set up. There will be AP students from the 2009 year that will come to this meeting to teach the students exactly how to use the face-book study groups and give insight into study skills that worked for them. Students will be identified that have not had significant exposure to specific laboratory skills and additional times will be available for students to come to the lab to practice these lab skills so they are comfortable before beginning this summer course.

Theme: 1= Basic Chemistry- Electrolysis, pH using Vernier probes, forensics and organic molecules.

Theme: 2= Cells General- Microscope with animal, plant and bacterial cells, cell races lab, blood cells, diffusion and osmosis.

Theme: 3= Cell Division- Mitosis and Meiosis using whitefish blastula and onion cell, and karyotyping.

Theme: 4= Genetics- Pedigree problems, monohybrid, dihybrid, trihybrid, sex linked, epistasis, incomplete dominance, and blood typing.

Theme: 5= Molecular Basis of Inheritance- Transcription and translation.

Theme: 6= Plants- Fast plant lab, plant structures and dissection.

NEED

Reason For Course Proposal:

The purpose of this course is to increase the participation in AP Biology by students who have not taken previous honors or AP level classes. It is aimed at increasing the participation of minority students.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:

The topics will be taught from a variety of perspectives and be sensitive to students of different backgrounds. This class specifically is designed to increase participation in the AP Biology classes by minority students. The class addresses title IX by making computers available to rent for a nominal fee, not having any book fee, having online and telephone support with the instructor throughout the course and having the course taught in the evenings for those students who work during the day or have day-care issues.

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:

Specifically this class aims to increase participation by minority students in the AP Biology class and then success on the AP Biology exam. It is a class that has intense teacher support to bridge the transfer of students from the transition or college prep track to the AP class.

Other Pertinent Information:

This class is partially taught online and thus uses a variety of technological items including Vernier probware, laptop computers, digital microscopy and computer software.

Endorsing Signatures:

Division Curriculum Committee _____

Allison Ider
(INSTRUCTOR)

Division Head: William F. Gresham

Date: 10/7/09

Revised 08/09

COURSE PROPOSALS DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 2, 2009

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>509 Essentials of Biology 1-2</u> Length of Course: Semester _____ Year ¹ _____ Credit Earned: <u>2 semesters, 2 lab credits</u> Course Student Fee (if any): <u>0-</u> Field Trips? No: ^x _____ Yes, Number Anticipated: _____	Textbook Title: <u>Biology (existing)</u> Textbook Cost: <u>existing</u> Additional Equipment Costs: <u>existing</u> Additional Supplies Costs: <u>existing</u> 3-Year Course Enrollment: <u>approximately 100 students</u> Revision to take effect: Semester <u>Fall</u> Year <u>2010</u>
--	--

REVISION

Describe the Course Revision:

Change course title from Essentials of Biology 1-2 to Biological Sciences 1-2

NEED

Reason for Course Revision

The course was flagged by the NCAA and is currently not approved for credit as core curriculum for students wishing to participate in NCAA athletics after high school. The course content meets the standards; however, including "Essentials" in the name caused the NCAA to not endorse the course.

ENDORSEMENTS

Division Curriculum Committee:

[Signature]

[Signature]

[Signature]

[Signature]

Division Head:

Nathan S. Wiggins

[Signature]

[Signature]

Date: 10/7/09

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 DELETION OF EXISTING COURSE

(Please Type All Information)

DATA

Division <u>Science</u> Department (if pertinent): _____ Course Title: <u>Foundations of Biology 3-4</u> Length of Course: Semester _____ Year ^x _____ Credit Earned: <u>2 semesters, 2 credits, 1 lab credit</u> Course Student Fee (if any): ^x _____ Field Trips? No: ^x _____ Yes, Number: _____	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>~50 in 2006/7, 7/8 0 in 2009/</u> Deletion to take effect: Semester: <u>Fall</u> Year: <u>2010</u>
---	---

NEED

Reason for Course Deletion:

This course has been eliminated as of the 2009-10 school year. This course was replaced by Essentials of Biology, (Biology -509) which provides the students with 2 semesters, 2 credits, and 2 lab credits. Essentials of Biology also allows students to complete their study of biology in one year which provides opportunities to explore other elective classes in the science area.

ENDORSEMENTS

Division Curriculum Committee:

[Signature]
Nicholas White
D. Malley (Chair)

Division Head:

[Signature]

[Signature]
[Signature]
 Date: 10/7/09

Revised 09/08

PROPOSED DELETIONS OF 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**

(Please Type All Information)

DATA

Division: Special Education -
Department (if pertinent): Learning Development
Course Title: World Languages and Cultures
Length of Course: 1 Semester Year: _____
Credit Earned: 1
Course Student Fee (if any): _____ None _____
Field Trips: YES, 1 anticipated

Textbook Title: NONE
Textbook Cost: _____
Additional Equipment Costs: _____
Additional Supplies Costs: _____
Course will first be offered:
Semester Fall
Year 2010 - 2011

DESCRIPTION

Formal Course Description for Academic Catalog:
This multicultural course is designed to explore languages and cultures from around the world. Students will be introduced to an overview of diverse cultures ranging from African, Asian, Australian, Central American, European, North American, and South American countries. The curriculum focuses on communication, connections, cultures, and communities.

UNITS

Course Units:
This course will be composed of a unit on a major culture (s) from each of the areas listed above. Time spent on the units can be tailored to fit the interests of the class.

NEED

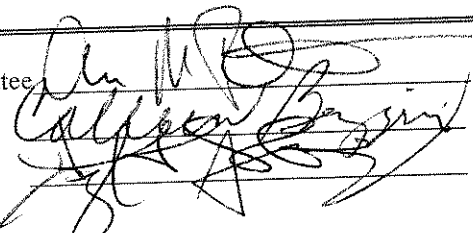
Reason For Course Proposal:
A world languages course is required for graduation, and we do not currently offer one in the LD continuum/ REI Spanish has been overloaded with students who are primarily placed in LD self-contained classes. These students often struggle with language acquisition and we believe offering them a different option to fulfill that requirement would be beneficial to their success.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:

How does this new course directly address: (A) Board goals for the current school year; (B) School Improvement Plan or (C) School Restructuring Plan:
This course addresses the 2009-2010 goals of 1(Racial Equity), 2 (Student Achievement), and 5 (Learning Environment) as it will be a more appropriate course for some students who should be placed in LD self-contained courses but have no options but mainstream courses for this graduation requirement. As the course focuses on many cultures, the teacher can tailor the course from year to year based on the students enrolled, which makes for a unique opportunity to address multi-culturalism in the classroom.

Endorsing Signatures:
Division Curriculum Committee



Division Head: Shirley C. Cox

Date: 9/30/09

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

(Please Type All Information)

DATA

Division: <u>Special Education</u> Department (if pertinent): <u>LD</u> Course Title: <u>IGAP 3/4 # 2097</u> Length of Course: Semester _____ Year <u>1</u> Credit Earned: <u>2</u> Course Student Fee (if any): <u>/</u> Field Trips? No: <u>/</u> Yes, Number Anticipated: <u>/</u>	Textbook Title: <u>Algebra 1 (Holt, Rinehart & Winston)</u> Textbook Cost: _____ Additional Equipment Costs: _____ Additional Supplies Costs: _____ 3-Year Course Enrollment: _____ Revision to take effect: Semester _____ Year <u>2010-2011</u>
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REVISION

→ Change course title to Concepts of Algebra 3-4 and revise course description to align with same course in Math Division

Describe the Course Revision: IGAP 1/2 & IGAP 3/4 combined into
two years of Algebra now called Concepts of Alg 1/2 + 3/4
and one yr. of Geometry called Concepts of Geom 1/2

NEED

Reason for Course Revision

Wanted to offer more Algebra instruction back-to-back
for freshman & sophomore yr. before introducing Geometry
in Junior yr.

ENDORSEMENTS

Division Curriculum Committee:

Calleen Bayless
Gary Miller
Andy Stanis

Joe Parenti
John Terretta

Division Head:

Lisa Cass

Date:

10/2/09

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTC

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

(Please Type All Information)

DATA

Division <u>Special Education</u> Department (if pertinent): <u>Learning Development</u> Course Title: <u>Global Studies #3137</u> Length of Course: Semester _____ Year ¹ _____ Credit Earned: <u>2</u> Course Student Fee (if any): <u>/</u> Field Trips? No: <u>/</u> Yes, Number: <u>/</u>	Textbook Title: <u>/</u> Textbook Cost: <u>/</u> Additional Equipment Costs: <u>/</u> Additional Supplies Costs: <u>/</u> 3-Year Course Enrollment: <u>/</u> Deletion to take effect: Semester: _____ Year: <u>2010-2011</u>
---	--

NEED

Reason for Course Deletion: No longer taught in the LD Program. Students can enroll in World History in the LD
program.

ENDORSEMENTS

Division Curriculum Committee:

Colleen Biggins	
Bill Young	
James Coughlin	

Division Head: Linda Cada *Linda Cada* Date: September 30, 2009

Revised 09/08

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

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

(Please Type All Information)

DATA

Division <u>Special Education</u> Department (if pertinent): <u>Learning Development</u> Course Title: <u>Fnd. of Biology 3/4 #5107</u> Length of Course: Semester _____ Year ¹ _____ Credit Earned: <u>2</u> Course Student Fee (if any): <u>/</u> Field Trips? No: <u>/</u> Yes, Number: <u>/</u>	Textbook Title: <u>/</u> Textbook Cost: <u>/</u> Additional Equipment Costs: <u>/</u> Additional Supplies Costs: <u>/</u> 3-Year Course Enrollment: <u>/</u> Deletion to take effect: Semester: _____ Year: <u>2010-2011</u>
--	--

NEED

Reason for Course Deletion: <u>No longer taught in the LD Program. Students enroll in Essentials of Biology instead.</u>

ENDORSEMENTS

Division Curriculum Committee:	
<u>Colleen Biggins</u> <u>Michael Byars</u> <u>Ann Petrolunas</u>	<u>Douglas Hill</u>
Division Head: <u>Linda Cada</u> <i>Linda Cada</i>	Date: <u>September 30, 2009</u>

Revised 09/08

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

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

(Please Type All Information)

DATA

Division <u>Special Education</u> Department (if pertinent) <u>Learning Development</u> Course Title: <u>Environmental Biology #5067</u> Length of Course: Semester _____ Year <u>1</u> Credit Earned: <u>2</u> Course Student Fee (if any): <u>/</u> Field Trips? No: <u>/</u> Yes, Number: <u>/</u>	Textbook Title: <u>/</u> Textbook Cost: <u>/</u> Additional Equipment Costs: <u>/</u> Additional Supplies Costs: <u>/</u> 3-Year Course Enrollment: <u>/</u> Deletion to take effect: Semester: _____ Year: <u>2010-2011</u>
---	--

NEED

Reason for Course Deletion: <u>No longer taught in the LD Program. Students may enroll in Earth Science or</u> <u>Environmental Science.</u>

ENDORSEMENTS

Division Curriculum Committee:	
<u>Colleen Biggins</u> <u>Michael Byars</u> <u>Ann Petrolunas</u>	<u>Douglas Hill</u>
Division Head: <u>Linda Cada</u> <i>Linda Cada</i>	Date: <u>September 30, 2009</u>

Revised 09/08

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

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

(Please Type All Information)

DATA

Division <u>Special Education</u> Department (if pertinent): <u>Learning Development</u> Course Title: <u>Elmts. of Rdg. 1/2 #1177</u> Length of Course: Semester _____ Year ¹ _____ Credit Earned: <u>2</u> Course Student Fee (if any): <u>/</u> Field Trips? No: <u>/</u> Yes, Number: <u>/</u>	Textbook Title: <u>/</u> Textbook Cost: <u>/</u> Additional Equipment Costs: <u>/</u> Additional Supplies Costs: <u>/</u> 3-Year Course Enrollment: <u>/</u> Deletion to take effect: Semester: _____ Year: <u>2010-2011</u>
---	--

NEED

Reason for Course Deletion: <u>No longer taught in the LD Program. Students may enroll in Elements of Reading 1-2B</u> <u>or Reading 3-4B</u>

ENDORSEMENTS

Division Curriculum Committee:	
<u>Colleen Biggins</u> <u>Bonnie Marks</u> <u>Andrea Neuman</u>	<u>Patricia Crane</u>
Division Head: <u>Linda Cada</u> <i>Linda Cada</i>	Date: <u>September 30, 2009</u>

Revised 09/08

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

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

(Please Type All Information)

DATA

Division <u>Special Education</u> Department (if pertinent): <u>Emotional Development</u> Course Title: <u>Intermediate Algebra 3/4</u> Length of Course: Semester <u>1 year</u> Year <u>X</u> Credit Earned: <u>2</u> Course Student Fee (if any): <u>N/A</u> Field Trips? No: <u>X</u> Yes, Number: _____	Textbook Title: <u>Intermediate Algebra: Concepts & Apps.</u> Textbook Cost: <u>State Loan</u> Additional Equipment Costs: <u>N/A</u> Additional Supplies Costs: <u>N/A</u> 3-Year Course Enrollment: <u>Less than 10 (past 3 years)</u> Deletion to take effect: Semester: <u>Fall</u> Year: <u>2010</u>
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NEED

Reason for Course Deletion:

The Emotional Development Program already offers 5 full-year math courses, so all students can meet the OPRFHS Graduation requirements. Over the past several years very few students have been enrolled in this course. Students can enroll in the mainstream Intermediate Algebra 3/4 sections.

ENDORSEMENTS

Division Curriculum Committee:

K. VandeMolen
A. Amoretti
J. Brennock

Tom Fenn

Division Head:

Linda Coda

Date:

9/18/09

Revised 09/08

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

(Please Type All Information)

DATA

Division <u>Special Education</u> Department (if pertinent): <u>Emotional Development</u> Course Title: <u>Woods</u> Length of Course: Semester <u>1</u> Year _____ Credit Earned: <u>1.00</u> Course Student Fee (if any): <u>N/A</u> Field Trips? No: <u>N/A</u> Yes, Number: _____	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>N/A</u> Deletion to take effect: Semester: <u>Fall</u> Year: <u>2010-11</u>
---	--

NEED

Reason for Course Deletion:

The teacher who designed the course and was trained to handle the materials and equipment changed positions this year.
 No one in the Emotional Development Program has the knowledge or training to teach Woods. It would be a safety hazard for students if we continued to offer this highly specialized course.

ENDORSEMENTS

Division Curriculum Committee:

[Signature]
[Signature]
[Signature]

[Signature]

Division Head:

[Signature]

Date:

9/18/09

Revised 09/08

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR ADDITION OF A NEW COURSE

DATA

(Please Type All Information)

Division: World Languages Division
 Department (if pertinent): Spanish
 Course Title: AP Spanish Literature 1-2
 Length of Course: Semester 1 and 2 Year 2010 - 2011
 Credit Earned: 2 credits
 Course Student Fee (if any): _____
 Field Trips? No: X Yes, Number Anticipated: _____

Textbook Title: Abriendo Puertas Volume I and Volume II
 Textbook Cost: 26.00 each
 Additional Equipment Costs: _____
 Additional Supplies Costs: _____
 Course will first be offered:
 Semester 1 and 2 Year 2010 - 2011

DESCRIPTION

Formal Course Description for Academic Catalog:

A.P. Spanish Literature is the equivalent of a third year college course of Spanish literature covering selected works from the literature of Spain and Latin America. The course will be taught exclusively in Spanish and students will exclusively use Spanish in class. Students will read extensively and will learn to write about literature in Spanish. The literary works on the list are of high literary significance and represent various historical periods, literary movements, genres, geographic areas and diverse population groups. Prerequisite: A.P. Spanish Language and teacher recommendation.

UNITS

Course Units:
See attached.

NEED

Reason For Course Proposal:

Many of the juniors who are currently in AP Spanish Language 9 – 10 do not have a sequence course to continue their Spanish language study. This class would be a natural sequence to AP Spanish 9-10 and allow the current juniors to take during their senior year. This course will give an option of course study for Spanish speaking Latino students.

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: Goal #2: "Student academic achievement" Through this course we will be able to offer the natural sequence study of Spanish and see students growth in this area.

Other Pertinent Information:

Endorsing Signatures:

Division Curriculum Committee

Kelly Star
Stephanie Olim

Curraggett

Division Head:

C. Salf

Date:

9/30/09

AP Spanish Literature

Course Description

The AP Spanish Literature course is intended to be the equivalent of a third year college survey course of Spanish literature covering selected works from the literature of Spain and Spanish America. The course will be taught almost exclusively in Spanish in class and students are encouraged to also use Spanish exclusively in class. Students will read extensively and will learn to write about literature in Spanish. There will be many opportunities for cooperative learning, as well as individual projects. Students are expected to communicate in Spanish throughout the course in order to help build crucial communicative skills. Throughout the year students will be given graded activities that will help prepare them for the AP exam given in May.

Prerequisites

Successful completion of Spanish III, IV, or AP Spanish Language is required along with teacher approval to be enrolled. High school students who wish to take this course should already have taken enough Spanish to be competent readers of Spanish. Students should also have some experience writing in Spanish, since much of the assessment of the course will depend on written Spanish.

Course objectives

The objectives of this course are to not only prepare the students to take the AP Spanish Literature Exam but to also foster an appreciation of the Spanish Language and of Hispanic literature and culture and to teach students the techniques of literary analysis. Therefore, every student will be able to:

1. Recognize and use literary terms in Spanish.
2. Understand and Use the techniques necessary to analyze a work of literature.
3. Read the required works on the AP syllabus with encouragement to do so by means of activities, quizzes, and tests that involve direct quotations from the works.
4. Compare treatment of major themes in works studied.
5. Write well-structured critical essays in Spanish using the style of AP Spanish Literature Exam questions.
6. Read and analyze critically the form and content of literary works including poetry.

The Examination:

The Advanced Placement Spanish Literature Examination consists of two parts: Section I contains multiple choice questions that test reading comprehension and literary analysis of passages. Section II consists of three essay questions that test literary interpretation and analysis in addition to skill in critical expository prose in Spanish.

****All students enrolled in the class are expected to take the A. P. exam.**

Texts: Abriendo Puertas: Antología de literatura en español, Tomo I.
Nexttext, McDougal Little, United States, Pub., 2003

Abriendo Puertas: Antología de literatura en español, Tomo II,
Nexttext, McDougal Little, United States, Pub., 2003

Azulejo: Study Guide for the New Ap* Spanish Literature Course
*Additional readings and films will supplement the course when appropriate.

Course Outline

The course will be structured around the different literary genres. Each week students will respond to a series of works. A focus of the course will be comparison of themes and techniques seen in the works studied.

SEMESTER 1

The Medieval & Golden Age

Anónimos

Romances

"Romance de la pérdida de Alhama" ("Ay de mi Alhama")

Anónimo: Ay de mi Alhama, Biblioteca

Virtual Cervantes: Texto

Anónimo: Ay de mi Alhama, Poesías:

Texto

"Romance del Conde Arnaldos" (Versión de 26 versos)

Anónimo: Conde Arnaldos, Tecnológico

de Monterrey, Toluca: Texto

Lazarillo de Tormes: Tratados 1, 2, 3, 7

Anónimo: Lazarillo, Biblioteca Virtual

Cervantes: Texto

Anónimo: Lazarillo, Virtualibro: Texto

Cervantes Saavedra, Miguel de

El ingenioso hidalgo don Quijote de la Mancha

Primera parte: Capítulos I, II, III, IV, V, VIII
Cervantes: Quijote, Biblioteca Virtual
Cervantes: Versión sonora

Cervantes: Quijote, The Cervantes
Project: facsímil de la primera edición

Cervantes: Quijote, Biblioteca Virtual
Cervantes: Texto

Cervantes: Quijote, Instituto Cervantes:
Texto

Cruz, Sor Juana Inés de la
"En perseguirme, Mundo, ¿qué
interesas?"
Cruz, Sor Juana: En perseguirme, Sor
Juan Inés de la Cruz Project: Texto

"Hombres necios que acusáis"
Cruz, Sor Juana: Hombres necios,
Biblioteca Virtual Cervantes: Versión
sonora

Cruz, Sor Juana: Hombres necios,
BitBiblioteca: Texto

Cruz, Sor Juana: Hombres necios, Sor
Juan Inés de la Cruz Project: Texto

Góngora y Argote, Luis de
Soneto CLXVI ("Mientras por competir con
tu cabello")
Góngora: Poesi.as: Texto

Góngora: Editorial Santillana: Texto con
análisis

Juan Manuel, Infante de Castilla
Conde Lucanor: Exemplo XXXV ("Lo que sucedió
a un mozo que casó con una mujer muy fuerte y
muy brava")

Núñez Cabeza de Vaca, Álvar

Naufragios:

- Capítulo XII ("Cómo los indios nos trajeron de comer")
- Capítulo XX ("De cómo nos huimos")
- Capítulo XXI ("De cómo curamos aquí unos dolientes")
- Capítulo XXII ("Cómo otro día nos trajeron otros enfermos")

Núñez Cabeza de Vaca: Ministerio de Educación de Argentina: Texto

Núñez Cabeza de Vaca: El Aleph: Texto

Quevedo y Villegas, Francisco de

Heráclito cristiano: Salmo XVII ("Miré los muros de la patria mía")

Quevedo: Poesías: Texto

Quevedo: Red Escolar México: Texto

Téllez, Gabriel (Tirso de Molina)

El burlador de Sevilla y convidado de piedra

Téllez: Edición de Vern Williamson, University of Arizona: Texto

Téllez: Inter Letras: Texto

Vega, Garcilaso de la

Soneto XXIII ("En tanto que de rosa y de azucena")

Vega: Biblioteca Virtual Cervantes: Facsímil edición 1580

Vega: Centro Virtual Cervantes: Texto

Vega: Editorial Santillana: Texto con análisis

Vega: Universidad de Chile, Autor de la Semana: Texto

The Nineteenth Century

Alas, Leopoldo (Clarín)

"Adiós, Cordera"

Alas:Biblioteca Virtual Cervantes: Fragmento del manuscrito

Alas:Bibliotecas Virtuales: Texto

Bécquer, Gustavo Adolfo

Rima IV ("No digáis que agotado su tesoro")

Bécquer:Biblioteca Virtual Cervantes:

Grabación sonora de las Rimas

Rima XI ("Yo soy ardiente, yo soy morena")

Bécquer:Centro Virtual Cervantes: Texto de las Rimas

Rimas, LIII ("Volverán las oscuras golondrinas")

Bécquer:Bibliotecas Virtuales: Texto de las Rimas

Darío, Rubén (Félix Rubén García Sarmiento)

Cantos de vida y esperanza: Otros poemas, VI
("Canción de otoño en primavera")

Darío.Canción: Bibliotecas virtuales: Texto

Cantos de vida y esperanza: Otros poemas, XLI
("Lo fatal")

Darío.Fatal:Bibliotecas Virtuales: Texto

Cantos de vida y esperanza, VIII
("A Roosevelt")

Darío,Roosevelt:Min. de Educación, Cultura y Deporte, Nicaragua: Texto

Espronceda, José de

"Canción del pirata"
Espronceda:BitBlioteca: Texto

Espronceda:Poesia,inter-net: Texto

Heredia, José María
"En una tempestad"
Heredia:Biblioteca Virtual Cervantes: Texto

Larra, Mariano José de
"Vuelva Ud. mañana"
Larra:Biblioteca Virtual Cervantes: Texto

Martí, José
"Dos patrias" ("Dos patrias tengo yo: Cuba y la noche")
Martí,Dos patrias:Poesi.as: Texto

Martí,Dos patrias:Cuba Literaria: Texto

Versos sencillos, I ("Yo soy un hombre sincero")
Martí,Hombre sincero:Poesi.as: Texto

Martí,Hombre sincero:Bibliotecas Virtuales: Texto

Palma, Ricardo
"El alacrán de Fray Gomez"


Pardo Bazán, Emilia
"Las medias rojas"
Pardo Bazán:Biblioteca Virtual Cervantes:Texto

SEMESTER 2

The Twentieth Century

Allende, Isabel
"Dos palabras"

Borges, Jorge Luis
"El sur"
Borges, Sur: Bibliotecas virtuales: Texto
"La muerte y la brújula"



Burgos, Julia de
"A Julia de Burgos"

Castellanos, Rosario
"Autorretrato"
Castellanos: Red Escolar, Mexico: Text

Cortázar, Julio

"Continuidad de los parques"

Cortázar, Continuidad: Página de Julio

Cortázar: Versión sonora, voz del autor

Cortázar, Continuidad: Bibliotecas virtuales:

Texto

"La noche boca arriba"

Cortázar, Noche: Página de Julio Cortázar:

Texto

Cortázar, Noche: Red Escolar, Mexico: Texto

Fuentes, Carlos

"Chac Mool"

Fuentes: Red Escolar, Mexico: Texto

García Lorca, Federico

La casa de Bernarda Alba

García Lorca, Bernarda: Bibliotecas virtuales:

Texto

Dos romances del *Romancero gitano*

García Lorca, Romances: BitBlioteca: Texto

completo

García Lorca, Romances: Bibliotecas

Virtuales: Texto completo

García Márquez, Gabriel

Tres cuentos de la lista siguiente, a elegir

"El ahogado más hermoso del mundo"
García Márquez, Ahogado: Biblioteca Virtual
Universal: Texto

"Un día de éstos"
García Márquez, Día: Red Escolar, Mexico:
Text
García Márquez, Día: Biblioteca Virtual
Universal: Texto

"La prodigiosa tarde de Baltazar"
No link available

"Un señor muy viejo con unas alas
enormes"
García Márquez, Señor: Biblioteca Virtual
Universal: Texto

"La siesta del martes"
No link available

"La viuda de Montiel"
García Márquez, Montiel: Biblioteca Virtual
Universal: Texto

Guillén, Nicolás

"Balada de los dos abuelos"
Guillén, Balada: Biblioteca Virtual Cervantes:
Versión sonora en la voz del autor

Guillén, Balada: Centro Virtual Cervantes:
Texto

"Sensemayá"
Guillén, Sensemayá: Centro Virtual
Cervantes: Texto

Guillén, Sensemayá: Red Escolar, Mexico:
Texto

Machado, Antonio

"He andado muchos caminos"
Machado,Caminos:Poesi.as: Texto

Machado:Caminos:Poesi.as: Versión musical

"La primavera besaba"
Machado.Primavera:Ministerio de Educación, Argentina: Texto

Machado:Primavera:Poesia-inter.net:Texto

"Caminante, son tus huellas"
Machado,Caminante:Poesia-inter.net:texto

Martín Gaité, Carmen

"Las ataduras"

Neruda, Pablo (Ricardo Neftalí Reyes Basoalto)

"Oda a la alcachofa"
Neruda,Alcachofa:Univ. de Chile: Texto

Residencia en la Tierra 2, "Walking around"
Neruda,Walking:Univ. de Chile, sitio Neruda: Texto

Veinte poemas de amor y una canción desesperada, Poema 15 ("Me gustas cuando callas porque estás como ausente")
Neruda,Callas:Univ. de Chile, sitio Neruda: Versión sonora, voz del autor

Neruda,Callas:Univ. de Chile, sitio Neruda: Texto

Quiroga, Horacio

"El hijo"

Quiroga:Bit Blioteca: Texto

Rulfo, Juan

"No oyes ladrar los perros"

Storni, Alfonsina

"Peso ancestral"

Storni,Peso:Biblioteca Cervantes Virtual:
Texto

"Tú me quieres blanca"

Storni,Blanca:Biblioteca Cervantes Virtual:
Texto

Ulibarrí, Sabine R.

"Mi caballo mago"

Ulibarrí:AP Central: Texto

Unamuno y Iugo, Miguel de

San Manuel Bueno, mártir

Unamuno:SanManuel: Texto

Vodanovic, Sergio

El delantal blanco

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR ADDITION OF A NEW COURSE

DATA

(Please Type All Information)

Division: World Languages Division
 Department (if pertinent): Chinese
 Course Title: Chinese 5-6A
 Length of Course: Semester: 1 and 2 Year 2010-2011
 Credit Earned: 2 credits
 Course Student Fee (if any): _____
 Field Trips? No: _____ Yes, Number Anticipated: 1

Textbook Title: Integrated Chinese L1 -- Part 2
 Textbook Cost: 49.95
 Additional Equipment Costs: Chinese Breeze L1 300(reader)
 Additional Supplies Costs: 5.95
 Course will first be offered:
 Semester 1 and 2 Year 2010-2011

DESCRIPTION

Formal Course Description for Academic Catalog:

The study of the basic structure of the language begun in the first two years is continued in this third-year Chinese course. The development of the four language skills is intensified with emphasis on writing proficiency. Grammar is refined and vocabulary is enriched through supplementary materials. Prerequisite: Chinese 1-2, Chinese 3-4 and teacher recommendation.

UNITS

Course Units:
See sample curriculum attached for semester 1 and semester 2.

NEED

Reason For Course Proposal:

Currently we offer Chinese 1-2 and 3-4. This course would be the sequence for the study of Chinese.

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: Goal #2: "Student academic achievement" Through this course we will be able to offer the natural sequence study of Chinese and see students growth in this area.

Other Pertinent Information:

Endorsing Signatures:

Division Curriculum Committee

Maureen Phady
Stephanie Oliver

[Signature]

Division Head:

C. Saff

Date:

9/30/09

Chinese 5-6

Sample lessons

Textbook: Integrated Chinese Level 1 ,part 2

Semester 1 : Lesson 11, 12, 13

Lesson 11: Talking about weather

Students will be able to talk about weather and seasons

Grammar:

- Comparison
- Particle
- Modal verb 会 (will)
- 有 again

Lesson 12: Dining

Students will be able to order food in a restaurant, or cafeteria, talk about opinions on food, and request what they like.

- Adverb 多 / 少 + verb
- Resultative Complements

Lesson 13: Asking directions

Students will be able to ask directions, tell directions, and explain where things are.

- Direction and Location words
- Comparative sentence with 没
- to + place + to go + action
- Particle 过
- As soon as

Project: My town

Map of the neighborhood they live in and directions and explanation of areas.

Semester 2 : Lesson 14 , Lesson 15

Lesson 14 : Birthday Party

Students will be able to invite someone to the party, respond to the invitation.

- Verbal phrases : Let's
- Time duration
- Both ...and ...
- Indicating an action in progress.

Activity : making Chinese birthday card

Lesson 15 : Seeing a doctor

Students will be able to say body parts and explain the symptoms.

- 死 indicating an extreme degree
- Times of action
- Proposition 对
- 把 construction

Semester1 and 2 Reading material

Chinese breeze Graded Reader Series, Level 1 : 300 Word Level

- 我一定要找到她..... I really want to find her...

Oak Park and River Forest High School District 200

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

TO: Board of Education
FROM: Amy Hill
DATE: November 12, 2009
RE: Results of 2009 ACT/PSAE Test Prep Programs

BACKGROUND

This report summarizes results from three test prep programs designed to improve student performance on the ACT or PSAE-ACT in the spring of 2009. Two programs—ExcelEdge and Revolution Prep—were offered at large to junior students, while the third program, College Admissions Preparation (CAP), a for-credit course that runs during the school day in the second semester, targeted junior students identified from prior standardized test scores as being on the margin of potential for meeting standards on the PSAE.

SUMMARY OF FINDINGS

The PSAE-ACT results for students who participated in one of the test prep programs indicate that the highest average scores were achieved by students in the ExcelEdge program, followed by Revolution Prep. CAP students' average scores were the lowest for the three programs. Results for meeting and exceeding state standards mirror the ACT results; ExcelEdge had the highest proportion of students who met and exceeded standards (87% in reading and 81% in math), followed by Revolution Prep (64% in reading and 71% in math), with CAP students meeting and exceeding at the lowest rates of the three groups (50% in reading and 37% in math).

Among the 126 students targeted for participation in the CAP course, 38 enrolled in CAP, 16 enrolled in the ExcelEdge program, and 72 did not enroll in any test preparation program offered through the high school. These enrollment patterns offer two additional comparison groups for the results of students in the CAP program. Compared to these two groups, CAP students' average ACT scores were equal to or slightly lower than average scores for non-participants; their average score was slightly better than the 16 ExcelEdge participants' average math score, but the ExcelEdge participants had higher average ACT scores in English, Reading, and Science than did CAP students. CAP students' PSAE performance in math was better than that of the ExcelEdge participants (37% met or exceeded standards v. 25%), but CAP students' rate of meeting and exceeding standards in reading was the lowest for all three groups.

One area in which CAP students outperformed non-participants was in their growth from the sophomore year Instructional ACT to the junior year PSAE-ACT. CAP students' growth was higher in all subject areas compared to non-participants; in English and Math the differences were slight, while in Science CAP students grew on average a full point more than non-participants did, and their composite growth was ½ point higher than average growth among non-participants. CAP students' growth exceeded that of the ExcelEdge participants in Math and Science, while ExcelEdge participants showed more growth on average in English and Reading.

It is worth noting that compared to results from the 2008 CAP program, students who participated in 2009 had equal or slightly higher average scores in all subject areas, and in 2009 almost twice the proportion of students met or exceeded standards in reading compared to 2008 (50% v. 27.5% respectively). The modal reading score in 2009 was 22, compared to a modal score of 16 in 2008.

FUTURE DIRECTIONS

We will continue to work with the private companies ExcelEdge and Revolution Prep to provide test prep opportunities for our students. In addition, based upon the growth analysis, which shows that among our target students, test scores increase more as a result of enrollment in CAP than when students do not participate in test prep programs, we will run two sections of that course for the 2009-2010 school year. We will meet with the teachers in the program to share the data and discuss ways to increase the program's effectiveness.

Oak Park and River Forest High School - District 200

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

TO: Board of Education
FROM: Phil Prale
DATE: November 5, 2009
RE: Update on Algebra 1-2 Block Program

BACKGROUND

The goals for the regular level ninth grade math program are to prepare students to meet standards on various assessments and to prepare students for post-secondary mathematics. In the 2006-2007 school year, the Algebra 1-2 Block course was introduced as an option for ninth grade students. This course provides students with an average of 120 minutes of additional class time each week, equivalent to an extra semester of math each year. Students are recommended for the Algebra 1-2 Block program based on standardized test scores, scores on the math placement test, and ratings from their 8th grade teachers and 8th grade math courses. The first students who completed the Algebra 1-2 Block course are current seniors, the Class of 2010. Those students took the ACT-PSAE in April 2009.

For this report information was collected on students from the Class of 2009 (last year's graduates) who took Algebra 1-2 without the option of the Algebra 1-2 Block course and on students from the Class of 2010 (current seniors) who took Algebra 1-2 or Algebra 1-2 Block. Comparable or improved outcomes are sought for students who participated in the Algebra 1-2 or Algebra 1-2 Block program.

SUMMARY OF FINDINGS

I. Information Regarding Meeting State Standards and Algebra Course Taken

The following Tables 1-4 provide a summary of the algebra course taken by student and whether or not the student reached the meets or exceeds level on the math portion of the PSAE. Student data comparing white students and African American students are shown. Other subgroups are not shown because the representative samples are too small to yield any conclusions.

1. Class of 2009 students who took Algebra 1-2 and the ACT-PSAE	Number of students	Meet or Exceed	% of total
Total enrolled in Algebra 1-2 and with a PSAE score	208	139	67
White students enrolled and with a PSAE score	124	93	75
African American students enrolled and with a PSAE score	56	27	48

2. Class of 2010 students who took Algebra 1-2 and the ACT-PSAE	Number of students	Meet or Exceed	% of total
Total enrolled in Algebra 1-2 and with a PSAE score	204	147	72
White students enrolled and with a PSAE score	117	91	78
African American students enrolled and with a PSAE score	45	27	60

3. Class of 2010 students who took Algebra 1-2 Block and the ACT-PSAE	Number of students	Meet or Exceed	% of total
Total enrolled in Algebra 1-2 Block and with a PSAE score	76	34	45
White students enrolled and with a PSAE score	27	15	56
African American students enrolled and with a PSAE score	36	9	25

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4. Class of 2010 students who took Algebra 1-2 Block or Algebra 1-2 and the ACT-PSAE

	Number of students	Meet or Exceed	% of total
Total enrolled in either Algebra course and with a PSAE score	280	171	61
White students enrolled and with a PSAE score	144	106	74
African American students enrolled and with a PSAE score	81	36	44

The above information suggests that Algebra 1-2 Block is not promoting significant changes in the percentages of Algebra program students who meet or exceed state standards (comparison of Table 1 and Table 4); however, the total number of students who meet and exceed increased for the Class of 2010. It may be worth noting that the number of students enrolled in basic level math in the ninth grade decreased from 154 to 114 for the Class of 2010. One possibility is that the Algebra 1-2 Block places more students in the regular level program providing access to more academic rigor.

II. Information Regarding Meeting State Standards and Second Year Algebra Course Taken

After considering the correlation of the students taking Algebra 1-2 Block and attaining a meets or exceeds on the PSAE, a table was generated showing the second year algebra course for the students who took Algebra 1-2 or Algebra 1-2 Block. The course totals are summarized in Table 5 below.

5. 2nd Year Algebra Course for Class of 2010 students who took Algebra 1-2 Block or Algebra 1-2 and the ACT-PSAE

	# Meets Standards	# Below Standards
CAT/CATA	32	4
Advanced Algebra	105	28
Intermediate Algebra	15	38

Students who meet standards took Advanced Algebra or a course at a higher level. According to Table 5 above, the modal class for students who have not met standards is the Intermediate Algebra course.

III. Information Regarding Growth on ACT-type tests and Algebra Course Taken

Finally, a series of tables was created showing the average growth for students from EXPLORE or PLAN to the ACT-PSAE. The growth averages for the math subtest score and the composite score were tabulated and are contained in Tables 6-8 below.

6. Class of 2009 – Growth from EXPLORE to ACT-PSAE for students who took Algebra 1-2 during the 2005-2006 school year

(Matched scores only. No Exceeds or Academic Warning Students included)

Meets State Standards	White Students (n = 84)	African American Students (n = 23)
Average Growth Math	4.7	3.5
Average Growth Composite	5.4	4.0

Below State Standards	White Students (n = 26)	African American Students (n = 27)
Average Growth Math	1.4	1.9
Average Growth Composite	3.4	2.2

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7. Class of 2010 – Growth from PLAN to ACT-PSAE for students who took Algebra 1-2 during the 2006-2007 school year

(Matched scores only. No Exceeds or Academic Warning Students included)

Meets State Standards	White Students (n = 89)	African American Students (n = 26)
Average Growth Math	4.8	3.4
Average Growth Composite	4.9	3.3

Below State Standards	White Students (n = 24)	African American Students (n = 15)
Average Growth Math	2.3	1.6
Average Growth Composite	2.5	1.6

8. Class of 2010 – Growth from PLAN to ACT-PSAE for students who took Algebra 1-2 Block during the 2006-2007 school year

(Matched scores only. No Exceeds or Academic Warning Students included)

Meets State Standards	White Students (n = 15)	African American Students (n = 9)
Average Growth Math	4.1	4.9
Average Growth Composite	5.0	3.2

Below State Standards	White Students (n = 11)	African American Students (n = 25)
Average Growth Math	2.0	1.3
Average Growth Composite	2.5	1.7

The above tables show a consistency similar to other growth analyses of test data. Gaps appear between white and African American students and between students who meet and those who score below state standards. However, two specific aspects may be worth noting. First, a relatively small group of African American students (9) who took Algebra 1-2 Block showed high growth on the math subtest between the PLAN and the ACT test. The experiences of these students may be worth further inquiry. Second, for each pair of growth averages, the average growth for the composite score is greater than average growth for the math subtest score EXCEPT for the African American students in the Class of 2010.

RECOMMENDATIONS

Besides continuing to review academic program effectiveness, the District should consider the following:

- *Continue to offer Algebra 1-2 Block, but more effort should be made to align the curriculum standards and assessments more closely with the Algebra 1-2 program.*
- *Improve the percentages of students who take either Algebra course and meet or exceed on the ACT-PSAE.* The Algebra 1-2 Block class has been effective in reducing the number of students who enroll in the transition or basic level ninth grade math courses while maintaining the percentage of students who meet and exceed. More growth progress would be realized by reducing the number of students who take basic level math and increasing the percentage of students who meet standards.
- *Consider supplemental math courses for students who, after completing Algebra 1-2 or Algebra 1-2 Block, are not projected to meet state standards.* Students who enroll in Advanced Algebra are better prepared for the PSAE exam and are more likely to meet state standards. A supplemental math course for targeted students, either as a summer school or a regular school year course, could lead more students to enroll in Advanced Algebra or in a more challenging math course in their junior year.