

SCHOOL DISTRICT U-46

HIGH SCHOOL CURRICULUM GUIDE



2025-26
High School Courses
Grades 9-12



Dream Academy
355 E. Chicago St.
Elgin, IL 60120
Phone: 847-888-5000
Ext: 5319, 4225, 4232
Fax: 847-888-5087
Principal: Mary Mangione



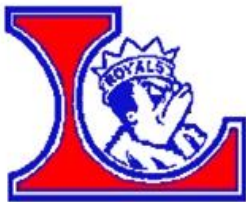
Central Schools
355. E. Chicago St.
Elgin, IL 60120
Phone: 847-888-5000
Ext: 5278, 5340, 7002
Fax: 847-608-2783
Principal: Sheri Fato



South Elgin High School
760 Main St.
South Elgin, IL 60177
Phone: 847-289-3760
Fax: 847-888-7014
Principal: Jonathan Miquelon
Counseling: Ext: 3394



Bartlett High School
701 Schick Rd.
Bartlett, IL 60103
Phone: 630-372-4700
Fax: 630-372-4682
Principal: Timothy Brodeur
Counseling: Ext: 4724



Larkin High School
1475 Larkin Ave
Elgin, IL 60120
Phone: 847-888-5200
Fax: 847-888-6996
Principal: Krystal Bush
Counseling: Ext: 5223



Elgin High School
1200 Maroon Dr.
Elgin, IL 60120
Phone: 847-888-5100
Fax: 847-888-6997
Principal: Avelira Rodriguez-Gonzalez
Counseling: Ext: 5113



Streamwood High School
701 W. Schaumburg Rd.
Streamwood, IL 60107
Phone: 630-213-5500
Fax: 630-483-5909
Principal: Paige Moran
Counseling: Ext: 4932



School District U-46

The Office of Postsecondary Success
355 E. Chicago St., Elgin, IL 60120-6543

Tel: 847.888.5000 x5007

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www.u-46.org

Dear Students and Parents/Guardians:

School District U-46 is one of the finest school districts in the State of Illinois. The opportunities to learn are comprehensive. This Curriculum Guide is designed to help you, as an incoming freshman student, capitalize on educational opportunities that will enhance your particular interests and aptitudes.

The administration, faculty, and staff members are committed to “academic success for all” of our students. As such, we aim to ensure that all students have access to rigorous standards-based core instruction that develops student agency, fosters equity and allows for student-led academic teaming. The programs of study available in U-46 are designed to encourage each student to select the most rigorous and appropriate courses that will nurture their individual strengths and talents.

This Curriculum Guide is of tremendous value in making course selections. Course selection decisions are very important as these decisions impact your future educational and/or career path options. Course selections should be discussed carefully and thoughtfully with each other and your school counselor.

In the selection process, we urge you to consult this planning guide. Freshmen should develop a four-year high school plan. Your plans can be adjusted to accommodate your changing educational goals, but changes to course selections must be done in accordance with the district procedures outlined in this guide.

This Curriculum Guide contains the following information in English and Spanish regarding the Multilingual and Multicultural Education (MME) Program. A Spanish version of this curriculum guide is also available on the U-46 website.

Best wishes for your future success!

Bartlett High School Staff
Central Schools Staff
Dream Academy Staff
Elgin High School Staff
Larkin High School Staff
South Elgin High School Staff
Streamwood High School Staff

A Step-by-Step Guide to Selecting Courses

STUDENTS

1. This curriculum guide is your reference to the U-46 high school curriculum. Study it carefully. Read it with your parents or guardians. Discuss your high school and postsecondary plans with your parents and school counselor.
2. Use the four-year planning guide to help plan your sequence of high school courses.
3. A school counselor will meet with you to discuss your plan. Have your parents or guardians call the school if they wish to have an appointment with the counselor.
4. You will use SchooLinks Course Planner and meet with your counselor to record your selection of courses for the upcoming school year. You will be asked to select alternate course selections that will be used in the event first choices cannot be scheduled.
5. Everyone will receive their final schedule by August. See your school counselor if you have questions or difficulties.

Due to the complexities of arranging teacher schedules and balancing class sizes, **the school reserves the right to adjust any student's schedule at any time to better meet the needs of the overall school schedule.** Considering the dynamic nature of course selection, all courses listed in this guide may not be offered each term at each school. Students and parents should consult with counselors for a more extensive description of courses offered at each school. **Course selections cannot be changed after June 1st.**

PARENTS/GUARDIANS

Course selection is one of the most important choices students and their parents/guardians make. The course decisions made today will have an impact on your student's future choices. Therefore, we encourage our parents/guardians to discuss and review their child's course selections.

Please review this High School Curriculum Guide carefully with your student. If you have questions about any of this information, please feel free to contact your student's school counselor at the following telephone numbers:

Bartlett High School, 630/372-4700 Ext. 4689
Central Schools, 847/888-5000 Ext. 5278
Dream Academy, 847/888-5000 Ext. 4228 or 5435
Elgin High School, 847/888-5100 Ext. 5113 or 5114
Larkin High School, 847/888-5200 Ext. 5223
South Elgin High School, 847/289-3760 Ext. 3394
Streamwood High School, 630/213-5500 Ext. 4932

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GENERAL INFORMATION

THE CURRICULUM

School District U-46 offers a standards-based education for all students. Our standards-based curriculum:

1. Clearly articulates expectations for student learning.
2. Ensures that curriculum, instruction, and assessments are aligned so that students will meet or exceed expectations on the Illinois Learning Standards.
3. Offers supplemental support systems to assist students with their academic progress.

COMMITMENT TO “ACADEMIC SUCCESS FOR ALL”

The administration, faculty, and staff members are committed to “**academic success for all**” students. The programs of study available in U-46 are designed to encourage each student to select the most rigorous and appropriate courses that will nurture their individual strengths, talents, and interests.

SCHOOL COUNSELING

All U-46 high schools assign each student to a specific counselor. The counselors provide information on U-46 policies and procedures, graduation requirements, course registration, and career/college planning. Personal or private matters may also be discussed during counseling sessions.

SPECIALIZED STUDENT SERVICES

Students may have alternate programs based on their educational needs as specified in Individual Education Plans (IEPs). The academic course offerings provide students with disabilities the opportunities to meet all graduation requirements. A full continuum of educational settings ranging from general education to instructional level classes are available. These courses are aligned to the Illinois Learning Standards and parallel the U-46 general education curriculum. Transition programs are also available to assist students with developing skills to move from high school into post-secondary programs.

NON-DISCRIMINATION

School District U-46 does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, or any other basis prohibited by law and prohibits discrimination, including harassment, in any education program or activity that it operates. Retaliation against anyone who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation or grievance process is also a violation of School District U-46's nondiscrimination policy and is prohibited.

School District U-46 has designated the following individuals to coordinate efforts to comply with and carry out its nondiscrimination responsibilities, and questions regarding the school district's nondiscrimination commitments, as well as related laws, regulations, and district policies, may be referred to the designated employee.

Non-Discrimination & Title IX Coordinator: Trisha Olson

Title: Chief Legal Officer

Office Address: 355 E. Chicago Street Elgin, IL 60120

Telephone: 847-888-5000, x: 5305

Email: trishaolson@u-46.org

Complaint Manager: Mark Moore

Title: Assistant Superintendent of Human Resources
Office Address: 355 E. Chicago Street Elgin, IL 60120
Telephone: 847-888-5000, x: 4071
Email: markmoore@u-46.org

504 Coordinator: Trisha Olson

Title: Chief Legal Officer
Office Address: 355 E. Chicago Street Elgin, IL 60120
Telephone: 847-888-5000, x: 5305
Email: trishaolson@u-46.org

School District U-46 is required not to discriminate on the basis of sex by Title IX and its implementing regulations. Inquiries about Title IX may be referred to the Title IX Coordinator, The U.S. Department of Education's Office for Civil Rights, or both.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to School District U-46 Board Policy 2:265. Any person may also report sex discrimination, including harassment, using the contact information listed for the Title IX Coordinator.

REPORTS TO PARENTS/GUARDIANS

The school year is divided into two semesters of eighteen weeks. Each semester is divided into two grading periods for the purpose of reporting grades to students and parents. At the close of each semester, a grade report is available to parents online. Parents/guardians may monitor their student's in-progress grades anytime through Infinite Campus.

SUMMER PROGRAMS

A District U-46 summer school program is offered for credit recovery and enrichment. A maximum of two (2) credits may be earned each summer. Summer academic offerings are limited to graduation requirements, appropriate staffing, and student enrollment.

DEFINITION

Course Selection: Course selection is as much a commitment by the student as the school. Students should ask teachers, counselors, and administrators for help in selecting courses and discuss their plans, decisions, and choices with their parent(s)/guardian(s). Requesting a course does not guarantee that the course will be available. Sometimes it is necessary to cancel courses due to insufficient enrollment or other factors. Irresolvable scheduling conflicts may also occur. Students should have alternative course selections and backup plans ready in the event of such situations.

Required Courses: Specific courses a student must successfully complete in order to graduate.

Elective Courses: Courses that a student may select to complete in relation to personal interests and future plans. Eight credits from elective courses are required to graduate.

Credit: A credit is the high school's measure of course work completed. Students are awarded one credit for successful completion of each course at the end of the semester. For yearlong courses, students are awarded one credit for successful completion of coursework at the end of each semester for a total of two credits. If a course exceeds one credit, students earn the appropriate credits for each successful completion at the end of each semester. Courses ending in "Y" represent a yearlong course.

Course Numbers: A course number is an eight-digit value to represent a particular course with the U-46 Curriculum Guide. The sixth and seventh digits represent the delivery method of the course. Course numbers ending in one or two depict first or second semesters of a yearlong course. Course numbers ending in three represent semester courses.

Credit Recovery: Course that provides a student the opportunity to recover a failed required course. This includes APEX and summer school.

Prerequisites: Requirements that must be successfully completed before a student may enroll in a particular course. These requirements may include specific courses, course grade requirements, and/or approval of an administrator.

Classification of High School Students

Grade level designations are as follows:

Students are assigned to a graduation cohort on their first day of 9th grade; this cohort does not change regardless of the number of credits that a student earns or the student's plan for graduation. Students will be reclassified at mid-year with a subsequent change in their grade level designation using the credit criteria below.

Sophomore	10-19 credits
Juniors	20-29 credits
Seniors	30+ credits

Additionally, it is a graduation requirement that all students must take the appropriate state mandated assessments. Students will not be classified as Seniors (12th grade) until they have successfully met this requirement.

Students who are behind in earning credits are expected to do one of the following:

1. Enroll in summer school
2. Increase the number of courses.
3. Take an APEX credit recovery course.
4. Continue to enroll in high school beyond the typical four years.

GRADUATION REQUIREMENTS FOR STUDENTS ENTERING 9th GRADE

Forty (40) credits are required for graduation. The following courses must be completed with a passing grade ("D" or better). English electives do not fulfill the English graduation requirements.

Academic Area	Duration	Semester(s)	Credit(s)
English	4 Years	8	8
Mathematics*	3 Years	6	6
Science (Biology and one year of Physical Science)	2 Years	4	4
U.S. History	1 Year	2	2
Civics (Pass the U.S. and Illinois Constitution Test)	1 Semester	1	1
Economics (Includes Consumer Education as required by law)	1 Semester	1	1
Physical Education	3.5 Years	7	7
Health Education	1 Semester	1	1
Art, Music, World Language, Forensic Speech and/or Debate, Career & Technical Education (Business Education, Family and Consumer Science, Health Care Sciences, Technical Education)	1 Year	2	2
Electives			8
State Mandated Tests and FAFSA Requirements			
Total Required for Graduation			40

*Students must complete the Algebra 1, Geometry, and Algebra 2 courses in high school. For any student who completes Algebra 1 in middle school, an additional year of mathematics beyond Algebra 2 is required to graduate from high school. Students must have three years of mathematics on their high school transcript to graduate. Integrated Math 2 and 3 meet the Algebra 1, Geometry and Algebra 2 content requirements for academy students from Bartlett High School. BHS Academy students must complete three years of mathematics in high school to graduate. Integrated Math 1,2 and 3 meet the Algebra 1, Geometry, and Algebra 2 requirement for academy students from Streamwood High School.

In addition to other graduation requirements, a student must meet one of the following requirements to graduate (Public Act 101-0180):

1. File the FAFSA application, or
2. File the alternate application for Illinois Financial Aid, or
3. File a waiver/opt-out with the school district.

Please contact your school counselor for more information.

REQUIREMENTS FOR COLLEGE/UNIVERSITY ADMISSIONS

Colleges and universities may require more courses than the School District U-46 graduation requirements for admission. Please contact the college/university admissions counselor for the most up-to-date admissions requirements for the specific college/university that you are interested in attending. Potential extra course requirements may include:

1. World language: two to four years of study,
2. Math: four years of study,
3. Fine arts: two to four years of study,
4. Social studies: three to four years of study, or
5. Science: three to four years of laboratory science courses.

Graduation versus College Admission

Subject Area	School District U-46	Four Year College
English	4 Years	4 Years
Mathematics	3 Years	4 Years
Science	2 Years	3 or 4 Years*
Social Studies	2 Years	3 or 4 Years*
World Language	No requirement	2-4 years of the same language

*A 4th year of either Science or Social Studies is suggested.

For highly competitive colleges, we suggest 4 years in each of the curricular areas of English, Mathematics, Science, Social Studies, and World Language.

Requirements for college admission vary from school to school so the information presented above is only intended to be used as a guide. Specific questions about college admission requirements should be directed to the college or university.

COURSE LOAD

1. The Illinois School Code defines a “day of attendance” by pupils as not less than five (5) clock hours (300 minutes) of school work under direct supervision of teachers or non-teaching personnel or volunteer personnel when engaging in non-teaching duties and supervision of students (105 ILCS 5/18-8.05). In order to be counted in the district’s average daily attendance (ADA), a student must meet the 300-minute requirement. A study hall is considered part of the day of attendance and is included in the five clock hours of schoolwork. Lunch is required in a student’s schedule but not part of the required five clock hours.
2. In order to be on track for graduation, freshman, sophomore and junior students should be enrolled in 300 minutes (six 50-minute periods) of credit-bearing courses each semester unless stipulated in the student’s IEP, as a result of PE waiver, driver ed, or via participation in the programs outlined in #4.
3. Students enrolled in fewer than five credit-bearing periods or an equivalent class schedule are considered part-time students unless a decreased course load is stipulated in the student’s IEP. Part-time students are not eligible to participate in IHSA sports, not eligible for honor roll status, and will not receive district provided transportation.
4. Students in the following programs are permitted to enroll in 350 minutes (seven 50-minute periods)
 - Any Academy Program
 - AVID

- Band/Orchestra/Chorus
 - Any PLTW course
 - Dual language
 - Independent PE
5. Students are required to have lunch time in their course schedule.
 6. Optional/Elective classes offered before the official start or after the official end time of the school day will not have transportation provided.

ILLINOIS HIGH SCHOOL ASSOCIATION (IHSA) ACADEMIC ELIGIBILITY

All students who are members of an interscholastic team must follow eligibility rules in order to participate. The IHSA rules have been adopted by U-46 and are only minimum standards.

Academic Standing:

1. You must be passing at least five (5) academic courses per week.
2. You must have passed and received credit toward graduation for five academic courses for the entire previous semester to be eligible at all during the ensuing semester.

All questions regarding IHSA Academic Eligibility should be directed to your school's Athletic Director.

EARLY DISMISSAL OR LATE ARRIVAL

1. After course registration, but prior to the 6th day of the semester, junior and senior students can submit the application for early dismissal or late arrival.
2. Students seeking an early dismissal or late arrival must be on-track for graduation, not enrolled in an APEX course for credit recovery, and not re-taking a previously failed course required for graduation.
3. Early dismissal and late arrival are considered a privilege. If a student acquires five referrals or is on the loss of privilege list, the student may have early dismissal or late arrival privileges revoked.
4. Students granted late arrival may not enter the building prior to the start of their first scheduled class. Students granted early dismissal must leave the campus five minutes after their last scheduled class. Failure to comply may result in the privilege being revoked.
5. Students cannot be granted both early dismissal and a late arrival in the same semester.
6. Student schedules cannot be adjusted to accommodate for an early dismissal or late arrival.
7. U-46 Transportation is not provided for an early dismissal or late arrival. Students cannot remain on campus or utilize U-46 transportation home if they have early dismissal.

COURSE DESIGNATION

Advanced Placement Courses: An Advanced Placement (AP) class prepares a student for the Advanced Placement Exam. Many colleges award course credit and/or advanced standing to students who earn a sufficient score (as determined by the college) on the AP exam. (See the course descriptions for the specific courses that provide AP preparation.) The AP program is coordinated by The College Board. The tests are offered at the individual high schools on dates in May established by The College Board.

Dual Credit Courses: A Dual Credit (DC) course provides students with the opportunity to take college-level courses while still enrolled in high school. Students must meet the prerequisite criteria including a suggested unweighted GPA of 3.0 or better and college-ready scores on the PSAT, SAT, ACT, or ECC placement tests. Students enrolled in Dual Credit courses will receive a transcript from both their U-46 school and ECC for the Dual Credit course. Students earning a "C" or better may be able to transfer the credit to another college or university after graduation.

Accelerated Placement Act: Any grade 9-12 student who meets or exceeds state standards in English language arts, math, or science will automatically be enrolled in the next most rigorous level of coursework. Students/families may choose to enroll in alternative coursework that better aligns with the student's postsecondary education or career goals.

GRADING SYSTEM

A	Mastery of standards	AU	Audit (insufficient time to earn a grade)
B	Proficient knowledge of standards	NC	No credit
C	Basic knowledge of standards	WP	Withdrawn Pass
D	Below basic knowledge of standards	WF	Withdrawn Fail
E	No evidence of standard knowledge	P	Pass (pre-approval required)
NE	Standard was not evaluated at this time	M	Medical, no credit (student must complete work to earn credit and grade)
I	Incomplete (10 days to complete work)	R	Repeated Course

COURSE WEIGHTING

Letter grades received in subjects are converted into grade points at the end of each semester to determine a student's grade point average and, for the class of 2025 and 2026 only, class rank. Letter grades earned in courses receive the following numerical values:

<u>Grade Weight</u>	<u>Course Level</u>		
	<u>Regular</u>	<u>Honors</u>	<u>AP/Dual Credit/IB</u>
5.0		A	A
4.0	A	B	B
3.0	B		C
2.0	C	C	
1.0	D	D	D
0.0	E	E	E

Transfer Courses Weighting

1. AP courses will be granted a weighted grade only if the issuing organization is listed on the AP Course Audit Form of the student's high school.
2. Transfer students will be awarded a weighted grade for all AP and International Baccalaureate courses taken.
3. For honors level courses, transfer students will only be issued a weighted grade if School District U-46 offers an equivalent course at the honors level.

Procedure to Determine Grade Point Average (GPA)

Two grade point averages are computed and recorded on report cards and transcripts. The **weighted GPA** is computed by dividing the sum of the weighted grade points by the number of credits attempted. For the classes of 2025 and 2026, class rank is computed with the weighted GPA.

The **non-weighted GPA** is computed by dividing the sum of non-weighted grade points (A=4, B=3, etc.) by the number of credits attempted.

Grades earned in driver education are not included in either GPA.

CLASS RANK

School District U-46 eliminated the reporting of class rank for high school students starting with the graduating class of 2027 (current 10th grade students).

The current practice of ranking students based on their cumulative GPA taken at each semester does not align with our values and beliefs that students should show growth over time in their proficiency on standards.

SENIOR RECOGNITION FOR THE CLASS OF 2027 AND BEYOND

In order to recognize students for their achievement, School District U-46 will adopt the Latin honors recognition system used by most colleges and universities. Students who graduate with a GPA of 3.0 to 3.49 will graduate cum laude (with honors), students with a GPA of 3.5 to 3.99 will graduate magna cum laude (with high honors) and students with GPAs of 4.0 and above will graduate summa cum laude (with highest honors).

TRANSCRIPTS

Transcripts for college admission can be requested through the SchoolLinks system. The U-46 transcript does not include the official SAT or ACT score. This allows students flexibility and choice with regards to which institution receives this information.

Students have the option of requesting a transcript with the SAT or ACT score included but this type of transcript must be formally requested in writing by the student/guardian otherwise the standard U-46 transcript will be issued.

HONOR ROLL

Students are eligible to be on the semester honor roll if they meet the following requirements for the specific semester:

1. Students must have a weighted GPA of 3.0 or above for the semester.
2. Students must successfully complete 5 or more credits for the semester with a grade of A, B, C, or WP.

SPECIAL CONSIDERATIONS

AUDITING COURSES:

Any student who registers for school and begins taking classes in the district after the 25th day of the semester will not be able to earn credit for those classes unless they can provide proof of being enrolled in equivalent courses at another school during the first 25 days of that semester or receive approval from the principal, associate principal or district administrator. A grade of Audit (AU) will appear on the student's transcript.

INDEPENDENT STUDY:

Students who wish to participate in an independent study must submit a project proposal. The independent study proposal must be submitted prior to February 1st for the first semester and October 1st for the second semester. Tentative approval will be given by May 1st for the first semester and December 1st for the second semester. Final approval will be given within the first five days of the independent study semester. Independent studies will not be offered for classes that students cannot take due to scheduling conflicts. Independent studies may be granted for specific projects, a 4th year capstone course, or AP course that are not offered by the school. A "Request for Independent Study" form may be obtained in the Counseling Office. The proposal must be approved by the teacher, assistant principal, principal, and curriculum coordinator. Terms and conditions for an independent study are outlined on the "Request for Independent Study" document available from your school counselor.

PASS/FAIL OPTION:

Junior and Senior level students may request to take one elective class per semester beyond the minimum load on a pass/fail basis. Classes required for graduation may not be taken on a pass/fail basis. All requests must be submitted in writing to the building principal or associate/assistant principal within the first five days of the semester.

PROCESS FOR DROPPING/ADDING A COURSE:

A student's course requests are established during course registration. Should a change be necessary, the following guidelines must be followed:

1. No student/parent-initiated course request changes (dropping one course and adding another in its place) will be made after June 1st unless there is a documented health or safety reason for the change or a scheduling error was made by school personnel. Requests for changes made prior to June 1st are not guaranteed and will only be granted if there is available space in the course.
2. No course additions after the 5th day of the semester.
3. No credit earned for dropped courses.
4. Drops from 6th to 25th day (of each semester) equal a grade of WP or WF - depending on in progress grade.
5. Drops after the 25th day of each semester equal a grade of WF
 - After the 25th day of the semester, the associate principal must be included in all schedule drop decisions.
6. Students' GPA is not affected by a WP or WF, but the WP/WF stays on the official transcript.
7. If the class being dropped is the sixth class on the student's schedule, they will not be eligible for recognition on the school's Honor Roll at the end of the semester.
8. If dropping an AP class and registered for the AP exam, there may be a College Board fee if the exam will not be taken by the student.
9. Please see page 18 for the In-High School Part-Time Dual Credit dropping a course procedure.

PROCESS FOR REQUESTING A COURSE LEVEL CHANGE (i.e. Honors level class to a regular level class or regular level class to an honors level class):

1. Course selections cannot be changed after June 1st.
2. All level change requests will be reviewed carefully and will use the information provided within the level change form.
3. Level changes will only be granted if there is room for the course.
4. Level changes should occur within the first 15 days of the semester.
 - After the 15th day, level changes are considered dropped classes and students will receive a WP or WF for this dropped class.
 - Students' GPA is not affected by a WP or WF, but the WP/WF stays on the official transcript.
5. The student's current grade will transfer into the new course.
6. Convenience change requests will not be honored.
7. If you are dropping an AP class and are registered for the AP exam, there may be a College Board fee if you choose to not take the exam.
8. The request is subject to approval by parent, teacher, assistant principal, counselor, and associate principal as well as seat availability. Other courses in the student schedule will not be adjusted to accommodate a level change.

HIGH SCHOOL CREDIT FOR NON-DISTRICT EXPERIENCES:

A student may receive up to six high school credits total for successfully completing any of the courses or experiences listed below when not offered or sponsored by the District. The student must complete the correspondence/online course agreement prior to registering for the course, and it must be approved.

1. Distance learning course, including a correspondence, virtual, or online course (for elective courses only). For more information on APEX, see page 15.
2. Courses in an accredited foreign exchange program.
3. Summer school outside the district.
4. Foreign language courses taken in an ethnic school program approved by the Illinois State Board of Education.
5. The student must seek approval from the Assistant Superintendent of Teaching and Learning to receive graduation credit for any non-District approved course or special circumstance.

The following policies apply to all distance learning courses:

1. Students may only take correspondence/online courses for elective credits. If there is a special circumstance that a graduation credit must be taken through a correspondence/online course, it must be pre-approved by the Assistant Superintendent of Teaching and Learning.
2. Students must have prior approval to take correspondence/online courses. Courses will not be accepted for U-46 credit if students have not completed the process prior to enrollment in the class.
3. The student must complete the correspondence/online course agreement form during the academic school year, no agreements will be processed or approved during summer break.
4. The correspondence/online course must be completed in the semester/summer that approval was given.
5. If a student with a special circumstance takes civics and is pre-approved by the Assistant Superintendent of Teaching and Learning, the student must also take and pass both the United States and Illinois Constitution tests. It is the student's responsibility to request a review packet from their counselor and schedule a time to take these exams.
6. If a student is enrolled in a correspondence/online course with an anticipated graduation in December, an official transcript reflecting a passing grade must be received by the high school registrar from the issuing institution by December 1.
7. If a student is enrolled in a correspondence/online course with an anticipated graduation in May, an official transcript reflecting a passing grade must be received by the high school registrar from the issuing institution by May 10th.
8. If an official transcript has not been received by the specified date, then the student will not be permitted to participate in the graduation ceremony.
9. All requirements related to deadlines, grading, and transcript processing become the responsibility of the family. U-46 school personnel are not able to request expedited grading or processing of transcripts.
10. Responsibility for oversight of course completion falls to the family. U-46 school personnel are not able to assist or intervene if a student falls behind, finds the material more complicated than they anticipated, or disputes a grade.
11. Credit will only be granted for the course listed on the form.

This section of the Curriculum Guide does not govern the transfer of credits for students transferring into School District U-46.

High School Credit for Middle School Coursework

School District U-46 will only provide high school credit for U-46 middle school algebra, honors geometry and Spanish classes. In order to receive credit, U-46 students must pass the first semester of the course and

receive an A or B in the second semester of the course. Students transferring from other middle schools should discuss credit opportunities with their school counselor.

APEX

APEX is an online program that School District U-46 utilizes for credit recovery. The program provides students with the opportunity to make up graduation requirements for which they are deficient due to having failed a previous course. While the program does satisfy School District U-46 graduation requirements, credits earned in this program do not meet NCAA requirements for athletic eligibility. Students can be placed into an APEX classroom during the school day and/or can complete courses online outside of the regular school day. The following policies are utilized within the program:

1. The first APEX courses must be completed within the same semester they are started, unless the student has documented accommodations for extended time through an IEP, 504 Plan, or upon district level approval. The last day to submit work is two days prior to the end of the semester.
2. Students starting a class after the first quarter begins will have a maximum of 18 weeks to complete the course. The last day to submit work for these classes is the middle of the 18th week. Second semester courses are not extended.
3. Students may only be enrolled in one APEX class per APEX study center per semester. All APEX course work must be completed in one class before an additional APEX class will be added that same semester.
4. Only APEX PE may be taken with a 2nd APEX course in the same period of APEX Study Center.
5. Students may complete two APEX courses per semester and earn a total of six APEX credits during their high school career (including summer coursework).
6. No additional APEX courses will be added to a student's schedule after April 15.
7. Students must submit all written work for each unit to their APEX teacher before they will be permitted to take the unit test.
8. All unit tests and the final exam for the course must be taken in the APEX classroom. Students who are completing their course work at home must arrange a time with the APEX teacher to come into the classroom or work with an APEX approved proctor to take these tests.
9. Students must earn at least a 60% on all unit tests and a grade to date of 60% before they are permitted to move on to the next unit. Students must earn at least a 60% on the final exam.
10. Students will be given three attempts to earn a 60% on unit tests. Any student who does not earn a 60% on either of their first two attempts will be required to submit a written study guide to their APEX teacher prior to their third attempt. If the student does not pass the exam on their 3rd attempt, they may be removed from the course.
11. Any student who is enrolled in an APEX classroom may be removed if they are truant from class at any time or tardy for class three times during the semester. Students who are removed for this reason will still be permitted to continue their APEX courses independently outside of school.
12. Any student who has not completed 50% of their coursework by the end of the first official grading period of the semester (1st or 3rd quarter) or the corresponding 50% mark may be dropped from the program.
13. Any student who plagiarizes a written assignment will be subject to their school's plagiarism policy and any student who is caught cheating may be removed from the program.
14. Cell phones are not permitted in the APEX classroom.

CANVAS

Canvas is the district's learning management system. The District curriculum and course resources can be accessed through Canvas. Teachers can post course information for their students.

INFINITE CAMPUS

Infinite Campus is the district's student information system. It includes all official information on grades, attendance, health, transportation, emergency contacts, etc. Official student transcripts are reported from Infinite Campus.

ASSESSMENTS

ACCESS

[ACCESS](#) is a standards-based, English language proficiency test. It assesses social and academic English language as well as the language associated with language arts, mathematics, science and social studies within the school context across the four language domains: listening, speaking, reading and writing. This assessment is administered to all English Learners (EL). Teachers will use results to identify English language proficiency and the language profile of students in order to differentiate instruction. Results of this assessment are also used for placement in the ESL level system for the following school year. ACCESS is typically administered during January and February of each school year.

PSAT

This assessment is delivered from the College Board who produces the SAT which is a college entrance assessment. The PSAT measures a student's ability in the area of reading and mathematics. The PSAT is given in the fall to 9th, 10th, and 11th grade students to provide data on a student's instructional level. The fall PSAT for 10th and 11th grade students is the National Merit Scholarship Qualifying Test (NMQST), AP Potential, and Dual Credit courses and students may be eligible for scholarships depending on their NMQST score. Each student should create his/her own College Board account to receive the latest information.

ACT

This assessment is a college entrance assessment given to all 11th grade students in the spring. This is also an Illinois graduation requirement as part of the state's accountability system. The ACT measures a student's ability in the areas of English Language Arts, Math, Reading, Science, and Writing. Information from this assessment is used to guide instruction and give more information to students and their parents in regards to college and career readiness.

PreACT Secure

This assessment is given to all 9th and 10th grade students in the spring, and is also part of the state's accountability system. The PreACT Secure measures a student's ability in the areas of English Language Arts, Math, Reading, and Science. Information from this assessment provides information to the students and their parents in regards to college and career readiness, as well as better prepare students for the 11th grade ACT.

i-Ready Diagnostic (ELA and Math)

The i-Ready Diagnostic is given up to three times per year to all K-10th grade students and measures student proficiency and growth in math and ELA in relation to grade level standards, as well as student performance compared to other students taking the same diagnostic. Results can be used to

guide instruction, and as a data point to influence identification of students to receive acceleration and Multi-Tiered System of Support (MTSS) throughout the year.

Seal of Biliteracy

The Illinois State seal of Biliteracy is an award bestowed by the Illinois State Board of Education in recognition and celebration of students who obtain a high level of proficiency in one or more languages in addition to English by high school graduation. Students enrolled in Dual Language or the ESL program will have a specific pathway to earn the Seal of Biliteracy.

SUBJECT AREA LOCAL ASSESSMENTS/QUARTERLY ASSESSMENTS

Most core subject classes will assess student learning through district-created local assessments. Scores from these assessments are included in the overall student grade and used to guide instruction.

DUAL CREDIT PROGRAM

Dual Credit programs and classes provide students with an opportunity to earn both high school and college credit upon successful completion of a college-level course. All Dual Credit courses are college-level and will be listed on the student's official college transcript. College courses may be transferable to other higher education institutions.

Through U-46's partnership with Elgin Community College (ECC), there are two ways for students to earn ECC college credit while in high school, the Full-Time Dual Credit program at ECC or the Part-Time In-High School Dual Credit class program.

Full-Time Dual Credit Program Participation Criteria

The full-time Dual Credit program is available to qualified junior and senior U-46 students who wish to participate in college coursework at the Elgin Community College campus. Students will earn high school and college credit simultaneously and will meet all high school graduation requirements. The two-year pathway enables students to earn an associate's degree in arts or an associate's degree in science. Juniors and seniors must have an average of 15 credit hours per semester to meet the associate's degree requirements. Students must take a minimum of 12 credit hours and may take a maximum of 16 credit hours per semester at ECC.

To be considered for participation in a Full-Time Dual Credit program, students must:

- Be a currently enrolled sophomore or junior in a U-46 high school and maintain that enrollment,
- Meet U-46 graduation credit requirements,
- Be on track to graduate and be classified with their high school class (cohort),
- Meet ECC minimum competencies for each course and/or program which includes scoring college-ready based on ECC placement tests or ECC determined cut scores on the PSAT/SAT/ACT in reading, writing and mathematics, and
- Meet all timelines established by ECC and U-46 as part of the ECC/U-46 enrollment process.
- It is suggested that students have a minimum cumulative high school GPA of 3.0 or better (unweighted),

The District U-46 full-time Dual Credit program shall not exceed 50 slots for the two-year cohort and 25 slots for the one-year cohort. Understanding that schools may have fluctuations in enrollment, no campus shall exceed 35 full-time Dual Credit enrollment students at each grade level.

Points to Consider:

1. ECC works to schedule students' courses between 8 am and 3 pm but this schedule is not guaranteed and courses may be scheduled outside of these hours in order to reach mandatory graduation requirements.
2. Students complete all coursework at ECC.
3. The grades students earn will be a part of their permanent college transcript.
4. ECC's academic calendar may be different from the U46 academic calendar, and students are expected to follow ECC's calendar.
5. Students need the maturity and strong time management skills to complete assignments and plan ahead for exams, projects and papers.
6. Reliable transportation is an important consideration. Students are responsible for their own transportation to their high school activities. Bussing is available to and from ECC.
7. U-46 pays the ECC tuition costs; the student is responsible for textbook and supply costs.
8. Full-Time Dual Credit course grades are weighted on the U-46 transcript as AP/DC level courses.
9. Full-Time Dual Credit students can participate in IHSA athletics and clubs at their home high school and must meet IHSA eligibility requirements, which is enrollment in and passing five classes during all semesters of high school.
10. Full-Time Dual Credit students are considered high school students and their eligibility for NCAA sports does not begin until their high school graduation.
11. Students are required to meet with the U-46 lead counselor every Friday during their ECC school year.

Application:

1. Discuss Dual Credit with your family and high school counselor.
2. Complete the Google Form stating your interest. This can be found on the U-46 Dual Credit website: <https://www.u-46.org/dualcredit>.
3. Complete the Elgin Community College application.
4. Meet the ECC minimum competencies for each course and/or program, which includes scoring college-ready based on ECC determined cut scores on the PSAT/SAT/ACT in reading and mathematics or ECC placement tests.
5. Meet all deadlines.
6. If accepted, attendance at an orientation meeting in the spring is mandatory.

In-High School Part-Time School Dual Credit Program

The In-High School Dual Credit courses are taught at the high school by a U-46 teacher or ECC faculty member who meets all the credentials of an Elgin Community College qualified instructor. Each in-high school Dual Credit course is equivalent to the ECC course and meets the ECC course's learning objectives and/or task competencies. Students who successfully complete these courses receive credit from both their high school and from ECC.

To be considered for participation in the In-High School Dual Credit Course Program, students must:

1. Be a currently enrolled sophomore or junior in a U-46 high school,
2. Have a minimum unweighted cumulative high school GPA of 3.0 (for seniors only) or better or qualifying score,
3. Meet U-46 graduation credit requirements,
4. Be on track to graduate and be classified with their high school class (cohort), and
5. Meet ECC minimum competencies for each course, which includes scoring college-ready based on ECC placement tests or ECC determined cut scores on the PSAT/SAT/ACT in reading, writing and mathematics.

Application:

1. Discuss Dual Credit with your family and high school counselor,
2. Tell your high school counselor that you are interested in taking the course during your course registration meeting,
3. Complete the Elgin Community College application found in the Dual Enroll Program and
4. Meet the ECC minimum competencies for each course and/or program, which includes scoring college-ready based on ECC determined cut scores on the PSAT/SAT/ACT in reading and mathematics and/or ECC placement tests.

In-High School Part-Time Dual Credit Attendance Policy

Attendance for all Part-Time Dual Credit classes is expected. If you experience issues (employment, family obligations, transportation, wellness, etc.) that may increase the possibility of either tardiness or absence, please notify your instructor.

Consequences for missed classes due to excused and unexcused absences are below:

1. 4 absences = meeting with the instructor, develop an attendance plan, contact family regarding attendance expectations
2. 7 absences = meeting with Associate Principal and review attendance plan, contact family regarding attendance expectations
3. 9 absences = meeting with Associate Principal; potential for being dropped from course

IN-HIGH SCHOOL PART-TIME DUAL CREDIT WITHDRAWAL/DROP POLICY

Students who withdraw or drop an In-High School Part-Time Dual Credit course will be financially responsible for tuition and fees, normally covered by the district. These fees will be added to your Infinite Campus account.

1. The last drop date without financial penalty is the fifth day of class.
2. Students who drop the class between the sixth day of class and September 15th will incur a 50% tuition charge.
3. Students who drop a course after September 15th will incur the full tuition charge. This includes students who are dropped due to attendance issues.
4. Mid-Term Date is determined by ECC.
5. The last day to withdraw from this course with a grade of W on your ECC transcript is determined by ECC.
6. After the withdrawal date listed above, the only grades that will be assigned are A, B, C, D, or E.

Students opting to withdraw from an In-High School Part-Time Dual Credit course must contact their school counselor to initiate the process and receive approval from their high school Associate Principal. The approval will be communicated to the U-46 Lead Counselor.

In-High School Part-Time Dual Credit Student Accommodations Policy

Students having a formal IEP or 504 Plan accommodations must speak directly with their instructor, inform the instructor of the accommodations, and advocate for the accommodations use. IEP and 504 Plan accommodations will be reviewed by U-46 and ECC staff. Students may be required to meet with ECC's Office of Disability Services if an accommodation(s) need(s) to be clarified or warrants discussion.

DUAL CREDIT ELIGIBILITY/PREREQUISITES FOR ELGIN COMMUNITY COLLEGE

1. Unweighted GPA of 3.0 or better for rising seniors or qualifying test scores.

2. Writing and Reading scores – unweighted GPA of 3.0 (for seniors only) or better *or* ECC Placement Test (writing = 55 & reading = 95) *or* PSAT/SAT (reading & writing = 480) *or* ACT (English = 19 & reading = 19).
3. Math scores – ECC Placement Test (46 or better) *or* PSAT/SAT (math = 530) *or* ACT (math = 22) *or*
4. Spanish WebCAPE (428 or higher) *or* AP Spanish Language and Culture exam score of 4 or 5.
5. IAL course number – course that satisfies Illinois Articulation Initiative. Students and families should refer to transferology.com for more information.

EARLY GRADUATION

Students may elect to graduate at various times during their high school experience provided they have successfully met all of the graduation requirements established by the Board of Education. Early graduation should be the result of careful planning by the student, parents/guardians, and the student's school counselor.

Students who elect to graduate early are still responsible for meeting all of School District U-46's graduation requirements, including earning 8 semesters of English Language Arts and 7 semesters of physical education credits. All 40 credits, including all required courses and non-classroom requirements must be earned by the *targeted graduation date*. The *Early Graduation Form* must be signed by a parent/guardian and returned to the school counselor in order to process any early graduation request. The early graduation plan may be revoked if the student fails a graduation requirement.

The following procedures have been established to clarify the date of graduation, due date of graduation plan, availability of diplomas, determination of class rank, participation in the senior picture program and graduation ceremony, and receipt of honors available to a high school graduate.

Third Year (Junior) or 6th-semester Graduates

Requirements:

- MUST complete 7 semesters of PE. This means two additional PE credits must be completed prior to the completion of students' third year of high school.
- MUST complete 8 semesters of English. This means additional English credits must be completed prior to the completion of students' third year of high school.
- MUST complete both their Civics and Economics credits prior to the completion of their third year.
- APEX cannot be taken for original credit or to accelerate student graduation.
- Non-classroom requirements: Financial Aid application, Constitution Exam, and a School Day SAT

Guidelines and other Notes:

- Option of a yearbook picture taken with the current junior class or participation in the summer portrait program with the senior class.
- Included in the senior panoramic picture.
- Not eligible to receive departmental awards, or any other senior awards specifically given to 8th-semester graduates. (i.e. valedictorian, salutatorian, and top 10%)
- Option to participate in most major senior activities with the current senior class (i.e. ordering caps and gowns, graduation ceremony, senior recognition assembly, prom, senior dinner).
- Ranked with their junior class (not the graduating senior class).

Third Year (Junior) (6th semester + summer school) Graduates

Requirements:

- All required graduation credits must be earned by the end of summer school after completion of students' third year.
- APEX cannot be taken for original credit or to accelerate student graduation.

- Non-classroom requirements: Financial Aid application, Constitution Exam, and a School Day SAT

Guidelines:

- Student participation in graduation will be during the July summer school graduation ceremony.

Fourth Year (Senior) or 7th semester December Graduates

Requirements:

- All required graduation credits must be earned before the completion of 7th semester.
- APEX cannot be taken for original credit or to accelerate student graduation.
- To attend the graduation ceremony, students must attend graduation rehearsal at the high school's scheduled time.
- If students do not attend graduation, diplomas may be picked up at their high school after a date determined by the high school.
- Non-classroom requirements: Financial Aid application, Constitution Exam, and a School Day SAT

Guidelines:

- Included in the senior panoramic picture.
- Included in major senior activities (i.e. ordering caps and gowns, graduation ceremony, senior recognition assembly, prom, senior dinner).
- Not eligible to receive departmental awards, or any other senior awards specifically given to 8th-semester graduates. (i.e. valedictorian, salutatorian, and top 10%)
- Ranked with their senior class.

MULTILINGUAL AND MULTICULTURAL EDUCATION (MME) PROGRAM

Mission: Provide our students with culturally and linguistically responsive learning experiences that are grounded in equity and rigor.

Vision: Our students will demonstrate cultural competence and develop high levels of academic and language proficiency.

DUAL LANGUAGE (DL) PROGRAM

The Dual Language (DL) Program at the high school level offers a continuum of services. The goals of the program at the secondary level are for students to:

- Continue the development of high academic abilities and language skills in both English and Spanish,
- Become bilingual and biliterate,
- Demonstrate positive multicultural competencies, and
- Be prepared for global careers, citizenship and leadership.

Students enrolled in the high school Dual Language Program receive Spanish and English instruction in different content areas based on the grade-level language allocation. During all four years, students are required to be enrolled in both Spanish and English language arts courses incorporating listening, speaking, reading, and writing. Students who qualify for English Learner (EL) services receive a period of ELA-English as a Second Language (ESL) instruction. All courses comply with state regulations and follow district-approved curricula, while also meeting the academic and linguistic profile of our students.

Through a focus on culturally and linguistically relevant curricula, as well as high expectations, the Dual Language Program prepares students to earn the Illinois State Seal of Biliteracy upon high school graduation.

Students in the Dual Language Program are required to take Honors Spanish Language Arts 1 and 2 during their freshman and sophomore year. During their junior and senior year, the required Spanish courses are based on student interest and ability. DL students participate in general education and MME electives based on course availability and their English proficiency level.

TRANSITIONAL PROGRAM OF INSTRUCTION (TPI)/ENGLISH AS A SECOND LANGUAGE (ESL)

Students participating in the Transitional Program of Instruction (TPI) will be enrolled in graduation-required courses as represented throughout this course selection guide. TPI students participate in general education electives based on course availability and taking into consideration their English proficiency level. Some electives may also be offered in the MME Program. MME elective course offerings may vary according to each high school.

English as a Second Language Courses

Students identified for EL services in grades 9 through 12 are required to take 1 period of English as a Second Language (ESL) class each year, which will count towards English Language Arts graduation credits.

English as a Second Language (ESL) Scope and Sequence

English Language Proficiency Level for ELs	9-12 ESL Level Placement for English
Entering	ESL Level 1
Emerging	ESL Level 2
Developing	ESL Level 3
Expanding	ESL Level 4
Bridging	ESL Level 5

ESL courses in the MME Program parallel grade-level curriculum and are taught using sheltered English instruction according to the students' English language proficiency. These courses are aligned with English Language Development Standards for English Learners (ELDS for ELs).

There are five standards and four language domains:

English Language Proficiency Standard 1: English language learners communicate in English for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting.

English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **LANGUAGE ARTS**.

English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **MATHEMATICS**.

English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **SCIENCE**.

English Language Proficiency Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **SOCIAL STUDIES**.

Language Domains:

- Listening: process, understand, interpret, and evaluate spoken language in a variety of situations.
- Speaking: engage in oral communications in a variety of situations for a variety of purposes and audiences.
- Reading: process, interpret, and evaluate written language, symbols, and text with understanding and fluency.
- Writing: engage in written communication in a variety of form for a variety of purposes and audience.

PHYSICAL EDUCATION (PE) EXEMPTIONS

Students may be excused from engaging in daily physical education classes for the following activities:

1. **PE EXEMPTION-IHSA ATHLETICS** - Students in grades 9-12 who participate in interscholastic athletic programs may be exempted from PE during the season of the sport. Start and end dates of all seasons are established by the Illinois High School Association. Students will be placed into a study hall during the same period as their PE course, which will remain as an active course on the student's schedule. Students approved for this exemption cannot take another class in place of PE. Once the student's season has ended the study hall will be dropped from their schedule and they will return to their PE class for the remainder of the semester. Students will receive a PE credit for the semester. A grade of P or F will be used for those students who are in PE for less than 6 weeks in the semester. Deadline for submission is within 5 days after rosters have been determined. A form must be completed each sports season. In order to access this exemption, you must be enrolled in at least 5 classes and this PE exemption counts as 1 of the 5. [Students enrolled in Independent PE are not eligible for this exemption].
2. **PE EXEMPTION-IND PE** - Students in grade 12, who completed Independent PE with a B or better, may request an exemption to replace PE with a postsecondary college or career enrichment course. If the enrichment course is dropped, the student will lose their PE exemption and need to make up the PE class. This exemption must be chosen during the registration process and form submitted before winter break. Students can earn a maximum of 2 semester exemptions. The student will not receive a PE credit for the semester and is not required to make up the missed physical education class.
3. **PE EXEMPTION-BAND** - Students in grades 9-12 who are enrolled in a marching band program through concert band, symphonic band, varsity band, or wind ensemble, may request an exemption to replace PE during the first semester only. Sophomore students using this exemption need to be enrolled in health during the second semester. This exemption must be chosen during the registration process and form submitted before winter break. The student will not receive a PE credit for the semester and is not required to make up the missed physical education class. [Students enrolled in Independent PE are not eligible for this exemption]
4. **PE EXEMPTION-HS GRADUATION** - Students in 12th grade or the cohort graduation year who need 7 required classes to graduate may request an exemption to replace PE with a graduation requirement. The student will not receive a PE credit for the semester and is not required to make up the missed physical education class.
5. **PE EXEMPTION-IEP** - Students in grades 7-12 who must use the time set aside for physical education to receive special education support and services subject to the student's Individualized Education Plan (IEP). The student will not receive a PE credit for the semester and is not required to make up the missed physical education class.

6. **PE EXEMPTION-ATHLETICS** - Students in grades 7-12 may be exempted from PE if they can provide documentation of ongoing participation in a nationally sanctioned athletic program that requires 15 or more hours of training on a weekly basis between Monday and Friday. In addition, students must provide their elite national ranking from the national governing body of the sport. Exemption requests and documentation should be submitted to the Assistant Superintendent of Schools for review prior to the start of the semester. Students are NOT exempt from health class. Students may not take another class in place of PE. The student will receive a PE credit and a grade of a P on their transcript. If your activity does not have a national structure or you are unable to meet this requirement, please meet with your counselor to explore other options for late arrival or early dismissal that do not include a PE exemption. The deadline for submission is August 1st prior to the start of the school year for semester 1 and December 1st prior to the start of semester 2. [Students enrolled in Independent PE are not eligible for this exemption.]

Most PE waivers do not count as graduation credits and students must take other classes to accumulate the 40 credits necessary for graduation.

The exemption application process, terms, and conditions for exemption eligibility are available from your school counselor. Timelines for completion of an exemption application must be followed to be considered eligible for a PE exemption.

All medical PE concerns are discussed and reviewed through the school nurse.

Please talk to your school counselor for any other concerns or questions.

REPEATING A COURSE

REPEATING A FAILED COURSE:

If a student repeats and passes a previously failed course, the failing grade ("E" or "WF") will be replaced by "R" (repeat) on the student's permanent record; the course title, new grade, and teacher of record will be recorded in the term that the course is repeated and passed. The student will receive the appropriate credit and grade points. If the student repeats the same course several times, all previous grades will be changed to "R" when the student successfully passes the course. The grade "R" will not be calculated into the student's GPA.

REPEATING A PASSED COURSE FOR A HIGHER GRADE:

If a student repeats a course (same or alternative) for which they have already earned a passing grade and credit, the most recent grade earned in that course and the teacher giving it are recorded in the term earned and the previous grade(s) is/are changed to "R" (repeat). The grade of "R" will not be calculated into the student's GPA.

A student may not repeat a course to change a letter grade to P (pass).

Courses that may be repeated for original credit:

The courses that are listed below may be repeated for original credit, but cannot be taken twice during the same semester.

21st Century Media Production
Academy Dance Ensemble
Academy Dance Techniques
Actors Workshop

Adaptive Physical Education
Advanced Childhood Education
Advanced Precision Manufacturing
Advanced Theatre Production

Art Production (DREAM Only)
Automotive Service
Chamber Choir (Level 4)
Chamber Orchestra (Level 5)
Community Living Skills
Concert Band (Level 4)
Concert Choir (Level 2/3)
Concert Orchestra (Level 4)
Creative Writing
Fine Art Studio
Forensic Debate
Internships

Jazz Band
Literacy Lab
Mixed Chorus (Level 1/2)
Music Production
Production and Publication I and II
S.T.E.P. Class
S.T.E.P. Job
Symphony Orchestra (Level 6)
Symphonic Band (Level 5)
Treble Choir (Level 2/3)
Varsity Band (Level 3)
Wind Ensemble (Level 6)

SPECIALIZED STUDENT SERVICES

Special education students' programs are based on unique needs and recommendations as specified in their Individualized Education Plans (IEPs). The academic course offerings provide students with disabilities the opportunities to meet graduation requirements. These courses are aligned to the Illinois Learning Standards and parallel the U-46 general education curriculum.

District U-46 offers a full continuum of educational programs to meet the needs of students with disabilities. Such programs range from general education options with various levels of support to instructional self-contained classes designed to meet the needs of students. These programs also include special education bilingual options for eligible students. In addition to programs for grades 9-12, high schools also offer transition programs for students ages 18-22, who met graduation requirements but need additional support. Transition programs focus on vocational skills, employment, and daily living skills.

IEP team's recommendations are governed by Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment, and Individuals with Disabilities Education (IDEA) Act provisions based on the unique needs and circumstances of each student.

Families seeking additional information regarding Special Education Programs and services available in the district should contact the school's Special Education Administrator. For more information, please visit [Specialized Student Services](#) on the district U-46 website.

EDUCATIONAL PATHWAYS

Educational Pathways are for all students. Educational Pathways are strategically planned sequences of career oriented courses paired with required general education courses that lead directly to a post-secondary plan.

Educational Pathways promote college and career readiness by providing students access to work based learning experiences, post secondary credentials, team-based challenges, and career oriented student organizations.

Each high school will offer the following Educational Pathways:

- Arts and Communication
- Finance, Business, Information Technology, and Hospitality
- Health, Human, and Professional Services
- Manufacturing, Engineering, Technology, and Trades
- Multidisciplinary (courses from multiple areas of study)

PROGRAMS OF STUDY

Programs of Study are course sequences aligned to a career within a pathway. Current programs of study are listed below:

ARTS AND COMMUNICATION

Program of Study	Courses	Potential Post Secondary Credential
Digital Art	Photography and Design Intro Digital Art 1 Digital Art 2	Adobe Certification
Graphic Design	Photography and Design Intro Graphic Design 1 Graphic Design 2	Adobe Certification
Written Communication	Production and Publication 1 Production and Publication 2	
Theatre	The Theatre Experience Actor's Workshop Advanced Theatre Production	

FINANCE, BUSINESS, INFORMATION TECHNOLOGY, AND HOSPITALITY

Program of Study	Courses	Potential Post Secondary Credential
Accounting	Introduction to International Business Accounting Advanced Accounting	
Business Management and Administration	Introduction to International Business Management and Entrepreneurship	Microsoft Office
Culinary Arts/ Hospitality	Introduction to Culinary Arts Culinary Arts Advanced Culinary Arts Culinary Arts and Restaurant Management	ServSafe
Computer Science	Computer Programming 1 Computer Programming 2 Computer Game Design 1 Computer Game Design 2 AP Computer Science A	
Marketing	Introduction to International Business Sports and Entertainment Marketing Management and Entrepreneurship	

HEALTH, HUMAN, AND PROFESSIONAL SERVICES

Program of Study	Courses	Potential Post Secondary Credential
Certified Nursing Assistant	Foundations of Healthcare Science Advanced Healthcare Science Fundamentals of Human Anatomy Certified Nursing Assistant	Health Science and Technology CCPE* Certified Nursing Assistant Dual Credit <small>*College and Career Pathway Endorsement</small>
Healthcare Science	Foundations of Healthcare Science Advanced Healthcare Science Fundamentals of Human Anatomy	
Biomedical Science	PLTW Principles of Biomedical Science PLTW Medical Interventions Human Body Systems	
Veterinary Assistant (Regional Pathway)	Introduction to Agriculture Veterinary Science 1 Veterinary Science 2	NAVTA Certification
Early Childhood Education	Child Development Childhood Education Advanced Childhood Education	
Fire Safety and Science	DC Principles of Emergency Services	Dual Credit

	DC Emergency Medical Responder	
Law	Introduction to Law 1 Introduction to Law 2 Forensic Speech Forensic Debate	

MANUFACTURING, ENGINEERING, TECHNOLOGY, AND TRADES

Program of Study	Courses	Potential Post Secondary Credential
Automotive Technology	Automotive Technology, Advanced Automotive Technology, Automotive Service	ASE Certification Dual Credit
Engineering- Architectural/ Civil	PLTW Introduction to Engineering Design PLTW Principles of Engineering PLTW Civil Engineering and Architecture	
Engineering- Electrical	PLTW Introduction to Engineering Design PLTW Principles of Engineering PLTW Digital Electronics	
Engineering- Manufacturing	PLTW Introduction to Engineering Design PLTW Principles of Engineering PLTW Computer Integrated Manufacturing	
Engineering- Mechanical/ Design	PLTW Introduction to Engineering Design PLTW Principles of Engineering PLTW Engineering Design and Development	
Precision Manufacturing	Intro to Precision Manufacturing Precision Manufacturing Advanced Precision Manufacturing PLTW Computer Integrated Manufacturing	Manufacturing Engineering, Technology, and Trades CCPE NIMS Certification Dual Credit
Welding	Intro to Welding Technology Welding Technology 1 Welding Technology 2	AWS Certification Dual Credit

What is the NCAA?

The National Collegiate Athletic Association is an organization dedicated to providing a pathway to opportunity for college athletes. Over 1,000 colleges and universities are members of the NCAA. These schools work together with the NCAA national office and athletics conferences across the country to support more than 500,000 college athletes who make up over 20,000 teams competing in NCAA sports.

The NCAA's diverse members include schools ranging in size from hundreds of students to tens of thousands. The NCAA's current three-division structure was adopted in 1973 to create a fair playing field for teams from similar schools and provide college athletes more opportunities to participate in national championships.

Among the three NCAA divisions, Division I schools generally have the biggest student bodies, manage the largest athletics budgets and offer the highest number of athletics scholarships. The Division II approach provides growth opportunities through academic achievement, learning in high-level athletics competition and a focus on service to the community. The Division III experience offers participation in a competitive athletics environment that pushes college athletes to excel on the field and build upon their potential by tackling new challenges across campus.

To learn more about the pathway that's right for you, visit on.ncaa.com/3divisions.



The NCAA membership and national office work together to help the more than 500,000 student-athletes develop leadership, confidence, discipline and teamwork through college sports.

NCAA Sports

The NCAA conducts 90 national championships in 24 sports across Divisions I, II and III, with 45 championships for women, 42 for men and three coed national championships. Nearly 54,000 student-athletes participate in NCAA championships each year.

From signature events like the NCAA March Madness® basketball tournaments to rowing, rifle and skiing, the NCAA administers championships to ensure student-

athletes have a first-class experience. But the NCAA is also committed to quality events for everyone involved, from the coaches to the fans and broadcast audiences.

It is important to the NCAA that our championships have a positive impact on the communities that host them. The NCAA hosts youth clinics and various fan events to complement the competition – creating a championship experience for everyone involved.

FALL SPORTS		WINTER SPORTS		SPRING SPORTS		EMERGING SPORTS
MEN:	WOMEN:	MEN:	WOMEN:	MEN:	WOMEN:	WOMEN:
Cross Country	Cross Country	Basketball	Basketball	Baseball	Beach Volleyball	Acrobatics and Tumbling
Football	Field Hockey	Fencing	Bowling	Golf	Golf	Equestrian (Divisions I and II only)
Soccer	Soccer	Gymnastics	Fencing	Lacrosse	Lacrosse	Rugby
Water Polo	Volleyball	Ice Hockey	Gymnastics	Outdoor Track and Field	Outdoor Track and Field	Stunt
		Indoor Track and Field	Ice Hockey	Tennis	Rowing	Triathlon
		Rifle	Indoor Track and Field	Volleyball	Softball	Wrestling
		Skiing	Rifle		Tennis	
		Swimming and Diving	Skiing		Water Polo	
		Wrestling	Swimming and Diving			

High School Timeline

9th
GRADE

REGISTER



- » If you haven't yet, [register](#) for a free Profile Page account at [eligibilitycenter.org](#) for information on NCAA initial-eligibility requirements.
- » Use NCAA Research's [interactive map](#) to help locate NCAA schools you're interested in attending.
- » Find your high school's list of NCAA-approved core courses at [eligibilitycenter.org/courselist](#) to ensure you're taking the right courses, and earn the best grades possible!

10th
GRADE

PLAN



- » If you're being [actively recruited](#) by an NCAA Division I or II school, [transition](#) your Profile Page account to the right [certification account](#).
- » Monitor the [task list](#) and [sign up for text alerts](#) in your [Eligibility Center account](#) for next steps.
- » Research the admission requirements for NCAA schools you're interested in attending.
- » At the end of the school year, ask your high school counselor from each school you attended to upload your [official transcript](#) via the High School Portal.
- » If you fall behind academically, ask your high school counselor for help finding [approved courses](#) you can take.

11th
GRADE

STUDY



- » Ensure your [sports participation](#) information is correct in your Eligibility Center account.
- » Check with your high school counselor to make sure you're on track to complete the required number of NCAA-approved [core courses](#) and graduate on time with your class.
- » Share your [NCAA ID](#) with NCAA schools recruiting you so each school can place you on its [institutional request list](#).
- » Take [unofficial and official visits](#) to NCAA schools you're interested in attending and start applying early.
- » At the end of the school year, ask your high school counselor from each school you attended to upload your [official transcript](#) via the High School Portal.

12th
GRADE

GRADUATE



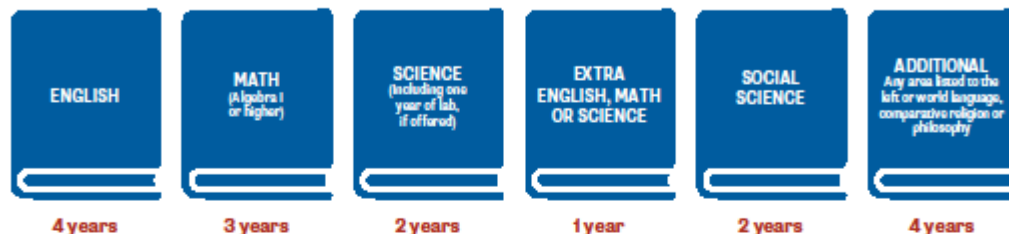
- » Be accepted to the NCAA school you plan to attend.
- » Ensure your [sports participation](#) information is correct and [request your final amateurism certification](#) beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account.
- » Complete your final NCAA-approved [core courses](#) as you prepare for graduation.
- » After you graduate, ask your high school counselor to upload your [final official transcript](#) with [proof of graduation](#) via the High School Portal.

Division I Academic Standards

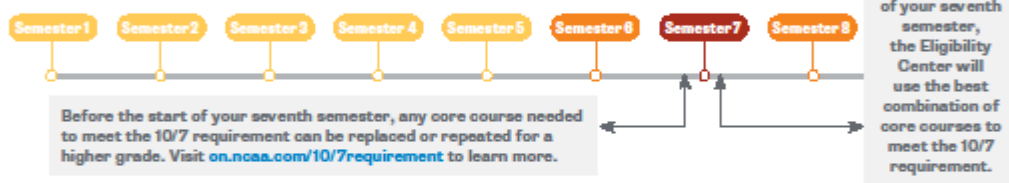
Division I schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:



1. Earn 16 NCAA-approved core-course credits in the following areas:



2. Complete your 16 NCAA-approved core-course credits in eight semesters from your initial start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Meet the 10/7 requirement by completing 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester.



- Students with solely international academic credentials (including Canada) are not required to meet the 10/7 requirement.
4. Earn a minimum 2.3 core-course GPA.
 5. Ask your high school counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.
 6. Receive academic and amateurism certifications from the Eligibility Center.

Example Schedule

How to Plan Your High School Courses to Meet the 16 Core-Course Requirement

4 x 4 = 16

9 th GRADE	10 th GRADE	11 th GRADE	12 th GRADE
(1) English (1) Math (1) Science (1) Social science and/or additional	(1) English (1) Math (1) Science (1) Social science and/or additional	(1) English (1) Math (1) Science (1) Social science and/or additional	(1) English (1) Math (1) Science (1) Social science and/or additional
4 CORE COURSES	4 CORE COURSES	4 CORE COURSES	4 CORE COURSES

Division II Academic Standards

Division II schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

DIVISION II

MAKE IT YOURS

1. Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (including one year of lab, if offered)	EXTRA ENGLISH, MATH OR SCIENCE	SOCIAL SCIENCE	ADDITIONAL <small>Any area related to the liberal arts or world languages, computer science, religion or philosophy</small>
3 years	2 years	2 years	3 years	2 years	4 years

2. Earn a minimum 2.2 core-course GPA.
3. Ask your high school counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.
4. Receive academic and amateurism certifications from the Eligibility Center.

What If I Don't Meet Division II Standards?

If you have not met all the Division II academic standards, you may not compete in your first year of full-time enrollment at a Division II school. However, you will be deemed a partial qualifier. All Division II partial qualifiers may practice and receive an athletics scholarship but may NOT compete during their first year of full-time enrollment.

Division II Worksheet

Use the [Division II Worksheet](#) to assist you in monitoring your progress in meeting NCAA initial-eligibility standards. The Eligibility Center will determine your academic status after you graduate. Remember to check your [high school's list](#) of NCAA-approved core courses for the courses you have taken or plan to take.



ACADEMIC CERTIFICATION DECISIONS

Academic certifications are required for all college-bound student-athletes planning to compete at an NCAA Division II school. If you're being recruited by a Division II school, below are the most common decisions you may receive once a certification has been completed.

EARLY ACADEMIC QUALIFIER

If you meet [specific criteria](#) after six semesters of high school, you may be deemed an early academic qualifier for Division II and may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

QUALIFIER

You may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

PARTIAL QUALIFIER

You may practice and receive an athletics scholarship but may NOT compete during your first year of full-time enrollment.



NCAA-Approved Core Courses

The NCAA [core-course](#) requirement ensures you're taking high school courses that prepare you for the academic expectations in college. **Note:** Not all high school courses are NCAA-approved core courses and may not count toward your 16 core-course credit requirement.

What is a Core Course?

A core course must meet the following requirements to be used in your academic certification:

Meet high school graduation requirements in one or more of the following subject areas:

English	Math (Algebra I or higher)	Science (Including one year of lab, if offered)	Social Science	World Language	Comparative Religion	Philosophy	✓
Be on your high school's list of NCAA-approved core courses .							✓
Be completed in alignment with your high school's policies related to instruction, pacing, etc.							✓
Be completed at a high school with a "Cleared" or "Extended Evaluation" Eligibility Center account status .							✓



PLAN AHEAD

Scan the QR code to find your high school's list of NCAA-approved core courses.



NCAA APPROVED CORE-COURSES

NCAA requires ACT or SAT to be taken on a National or State (SAT) Test Day

English

Argumentation
American Lit/Gifted
American Studies
AP Eng Lang & Comp
AP Eng Lit & Comp
Argumentation
Creative Writing
Humanities/AP/Gifted
English 1
Acad Honors Eng Lang Arts 1
English 1/Honors
English 2
Acad Honors Eng Lang Arts 2
English 2/Honors
English 3
English 3/Honors
English 3 American Studies
English 4
English 4/Honors
College Prep English
Forensic Debate
Forensic Speech
Spanish Language Arts 1/H
Spanish Language Arts 2/H
Speech
World Lit/Gifted
DC English 101
DC English 102
IB Lang A: English Lit 1 & 2

Mathematics

Acad H Integrated Math 1
Acad H Integrated Math 2
Acad H Integrated Math 3
Algebra 1
Algebra 1 SBL
Algebra 1/Trans/ML
Algebra 2
Algebra 2/H
Algebra 2/SBL
Algebra 2/Trans/ML
AP Calculus AB
AP Calculus BC
AP Comp Science A
AP Comp Sci Principles

AP Statistics
Comp Prog 1
Comp Prog 1/SBL
Finite Math
Geometry
Geometry Bridge
Geometry/Trans/ML
Geometry/H
Geometry/SBL
Honors Trig/Analysis/Calculus
Precalculus
Precalculus/H
AP Pre-Calculus
DC MA112 College Algebra
DC MA114 Trigonometry
DC MA120 Statistics
DC MA126 Calc Bus/Social Sci
DC MA190 Calculus I
DC MA210 Calculus II
DC MA230 Calculus III
TM College Algebra
TM Quantitative Lit & Stats
IB Math Analysis & App 1 & 2
Advanced Accounting

Natural/Physical Science

AP Biology
AP Chemistry
AP Environmental Science
AP Physics 1
AP Physics C
Biology (Lab)
Biology/AP/Gifted (Lab)
Biology/Trans/ML
Biology/H (Lab)
Biology/SBL (Lab)
Biology/VPAA (Lab)
Biology/AP/Acad H (Lab)
Biology/H/VPAA (Lab)
Chemistry (Lab)
Chemistry/Trans/ML
Chemistry/SBL
Chemistry/ H (Lab)
Chemistry/Acad H (Lab)
Environmental Science (Lab)
Env. Science (Lab)/SBL/ML

Env. Science (Lab)/Trans
Earth and Space Science (Lab)
Earth and Space Science/Trans (Lab)/ML
Integrated Phys Science
Integrated Phys Science (Lab)
Integrated Phys Science/SBL
Physics (Lab)
Physics/Acad H (Lab)
Physics/Trans/ML
Physics/H (Lab)
PLTW Comp Integrated Manuf
PLTW Digital Electronics
PLTW Eng Design & Dev
PLTW Intro Eng Design
PLTW Prin of Engineering
Intro to Ag Science – D301
Vet Science 1 – D301
Vet Science 2 – D301
IB Chemistry 1 & 2
IB Env Sys & Societies 1 & 2
IB Physics 1 & 2

Social Science

African American Studies
AP Art History
AP Comparative Gov't
AP European History
AP Gov't & Politics/US
AP Human Geography
AP Macroeconomics
AP Microeconomics
AP Psychology
AP US History
AP World History
Civics 1S
Civics 1S/SBL
Civics Trans/ML
Economics 1S
History/Acad
Inter Relations 1S
Intro to Law 1
Intro to Law 1/SBL
Intro to Law 1/Trans/ML
Intro to Law 2
Psych Intro

Sociology 1S
US History
US History/SBL
US History AM Studies
US History/Trans/ML
Wld Geography 1
Wld Geography 1S/SBL
Wld History
World History/SBL
IB Global Politics 1 & 2
IB Soc & Cultural Anthro 1 & 2
IB Theory of Knowledge 1 & 2

Additional Core Courses

French 1
French 2
French 3/H
French 4/H
IB Lang B: French 1 & 2
German 1
German 2
German 3/H
German 4/H
Japanese 1
Japanese 2
Japanese 3/H
Japanese 4/H
AP Japanese Lang & Culture
Chinese 1
Chinese 2
Chinese 3/H
AP Chinese Lang & Culture
Spanish Heritage Spkr 1
Spanish Heritage Spkr 2
Spanish Heritage Spkr 3/H
Spanish 1
Spanish 2
Spanish 3/H
Spanish 4/H
AP Spanish Lang
AP Spanish Lit
DC Intermediate Spanish II
DC Span. Conv. & Comp.
DC Latin Am. Civilization
DC Intro to Spanish Lit.
IB Lang B: Spanish 1 & 2

Most Dual Credit English, mathematics, natural/physical science, social science and world language courses taken at ECC are also approved NCAA core courses. Check your student's Honest Game account for more details. Contact your student's school counselor for more information.

SAMPLE FOUR YEAR PLANNING GUIDE FOR GRADUATION REQUIREMENT

Requirements	9th 1st Semester	9th 2nd Semester	10th 1st Semester	10th 2nd Semester	11th 1st Semester	11th 2nd Semester	12th 1st Semester	12th 2nd Semester
English	ELA 1 or Honors ELA 1	ELA 1 or Honors ELA 1	ELA 2 or Honors ELA 2	ELA 2 or Honors ELA 2	ELA 3 or AP Language & Composition	ELA 3 or AP Language & Composition	College Prep English, AP Literature & Composition, or DC English 101	College Prep English, AP Literature & Composition, or DC English 102
Math (H) = honors level option	Algebra 1 Geometry (H) Algebra 2 (H)	Algebra 1 Geometry (H) Algebra 2 (H)	Geometry (H) Algebra 2 (H) 3 rd Year Math option	Geometry (H) Algebra 2 (H) 3 rd Year Math option	Algebra 2 (H) Pre-Calc (H) 3 rd Year Math option	Algebra 2 (H) Pre-Calc (H) 3 rd Year Math option		
Science	Biology or Honors Biology	Biology or Honors Biology	Physical Science Option	Physical Science Option				
Social Studies			US History or AP US History	US History or AP US History	US History or AP US History and/or Civics/Econ or AP US Gov./AP Macro Econ.	US History or AP US History and/or Civics/Econ or AP US Gov./AP Macro Econ.	Civics/Econ or AP US Gov./AP Macro Econ.	Civics/Econ or AP US Gov./AP Macro Econ.
PE/Health	PE	PE	PE or Health	PE or Health	PE	PE	PE	PE
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Elective								
Elective *								

40 Credits Need for Graduation

* Some students choose a study center in place of an elective. Students do not earn credit for Study Center

Four Year Planning Guide

Requirements	9th 1st Semester	9th 2nd Semester	10th 1st Semester	10th 2nd Semester	11th 1st Semester	11th 2nd Semester	12th 1st Semester	12th 2nd Semester
English								
Math								
Science								
Social Studies								
PE/Health								
Lunch								
Elective								
Elective *								

40 Credits Needed for Graduation

* Some students choose a study center in place of an elective. Students do not earn credit for Study Center



2025•2026 Course Selections

MAGNET ACADEMY PROGRAMS

Each high school has a four-year magnet academy program that began in the 1996-1997 school year. Students enrolled in the magnet academies will be immersed in the program throughout their high school careers. The remainder of their studies will be in the comprehensive programs where they will take classes with students outside of the academies.

Any 8th grade student in good standing who has the interest and ability to perform the academic and specialized work of the program is eligible to apply for admission to any of the academies. Students must fill out an application form for the academy in which they are interested. Applications are due in the fall of a student's 8th grade year and families are notified of acceptance in November or early December. Final selection for academy placement occurs through a lottery system.

Students will register for academy courses at each high school. Students should talk to a counselor about enrollment in the academies. The five academies are:

Bartlett High School	Science, Engineering and High Technology Magnet Academy
Elgin High School	International Baccalaureate Diploma Program/Gifted and Talented Magnet Academy
Larkin High School	Visual and Performing Arts Magnet Academy
South Elgin High School	Beacon Magnet Academy of Digital and Media Arts
Streamwood High School	Leadership, Entrepreneurship, Action, and Design Magnet Academy



2025•2026 Course Selections

BARTLETT HIGH SCHOOL SCIENCE, ENGINEERING, AND HIGH TECHNOLOGY MAGNET ACADEMY

FRESHMAN YEAR

ACADEMY HONORS BIOLOGY

Credits: 2 Length: Year
Course Code: BH330--- Grade Level: 9

Prerequisite:
Enrollment in the Magnet Academy

Content:
This yearlong course engages students in the phenomena of our living world. Students will develop skills in all 3 dimensions of scientific inquiry to analyze the natural world. Students work collaboratively to design experiments, collect, analyze, evaluate data, and use their findings to draw conclusions.

This course is offered in Spanish for students enrolled in the Dual Language Program.

ACADEMY HONORS INTEGRATED MATHEMATICS 2

Credits: 2 Length: Year
Course Code: BH280--- Grade Level: 9

Prerequisite:
Enrollment in the Magnet Academy

Content:
This yearlong Academy math course is the first of a two-year sequence of integrated mathematics concepts. The content includes standards from both the traditional Integrated Math 1 and Integrated Math 2. Students build upon their knowledge of geometry and linear algebra to explore the applications of statistics; extending the number system; quadratic functions and modeling; expressions and equations; similarity, right-triangle trigonometry; and circles. This is a rigorous, compacted course in a sequence that aims to prepare students for Advanced Placement mathematics courses in two years.

This course is offered in Spanish for students enrolled in the Dual Language Program.

ACADEMY HONORS INTEGRATED MATHEMATICS 3

Credits: 2 Length: Year
Course Code: BH38---- Grade Level: 9

Prerequisite:
Honors Geometry and enrollment in the Magnet Academy

Content:
This yearlong Academy math course is the second of a two-year sequence of integrated mathematics concepts. The content includes standards from both the traditional Integrated Math 3 and Pre-Calculus. Students will build on their knowledge from the previous math course to explore more complex functions. Course topics include the applications of probability; exploring polynomial, rational, and radical relationships; trigonometry of general triangles and trigonometric functions; and mathematical modeling. This is a rigorous, compacted course in a sequence that aims to prepare students to enroll in Advanced Placement mathematics courses.

This course is offered in Spanish for students enrolled in the Dual Language Program.

PLTW INTRODUCTION TO ENGINEERING DESIGN (IED) HONORS

Credits: 2 Length: Year
Course Code: TE800--- Grade Level: 9

Prerequisite: None

Content:
This yearlong Project Lead the Way (PLTW) course is for students who are interested in design and engineering. The major focus of the IED course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. IED gives students the opportunity to develop skills using the design process, solid modeling and developing an



2025•2026 Course Selections

understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB-learning challenges students to hone their interpersonal skills continually, creative abilities and understanding of the design process. (See www.pltw.org for more information.)

ACADEMY INTEGRATED TECHNOLOGY

Credits: 2 Length: Year
Course Code: BH400--- Grade Level: 9

Prerequisite:
Enrollment in the Magnet Academy

Content:
This yearlong course teaches students a broad base of technical and non-technical skills. These skills are relevant to the use of technology in the workplace today. Students will learn the processes necessary to design and manufacture a product. They will also be able to hone their interpersonal skills, problem-solving ability, teamwork, etc. which can also be used to be successful in today's business world. The technology instructor will work with the math and science instructor to provide practical learning forums. Students will apply the concepts acquired in their technology, math, and science classes through projects that will incorporate the technical, non-technical, math and science skills they acquire.

SOPHOMORE YEAR

ACADEMY HONORS INTEGRATED MATHEMATICS 3

Credits: 2 Length: Year
Course Code: BH381--- Grade Level: 10

Prerequisite:
Academy Honors Integrated Mathematics 2 or Honors Geometry and enrollment in the Magnet Academy

Content:
This yearlong Academy math course is the second of a two-year sequence of integrated mathematics

concepts. The content includes standards from both the traditional Integrated Math 3 and Pre-Calculus. Students will build on their knowledge from the previous math course to explore more complex functions. Course topics include the applications of probability; exploring polynomial, rational, and radical relationships; trigonometry of general triangles and trigonometric functions; and mathematical modeling. This is a rigorous, compacted course in a sequence that aims to prepare students to enroll in Advanced Placement mathematics courses.

This course is offered in Spanish for students enrolled in the Dual Language program.

ADVANCED PLACEMENT (AP) PRE-CALCULUS

Credits: 2 Length: Year
Course Code: BH521--- Grade Level(s): 10

Prerequisites:
Algebra 2 with a "C" or better, or teacher recommendation

Content:
In this yearlong course, students study a broad spectrum of function types, including polynomial, rational, exponential, logarithmic, trigonometric, and polar functions, as well as functions involving parameters, vectors, and matrices. Students will gain a deeper understanding of these functions by examining them graphically, numerically, verbally, and analytically, as well as examining their applications in a variety of contexts. AP Precalculus Exam scores may be used to fulfill a college math requirement, and can also be used by colleges for math and science course placement.

ACADEMY HONORS CHEMISTRY

Credits: 2 Length: Year
Course Code: BH300--- Grade Level: 11

Prerequisite:
Academy Honors Physics and enrollment in the Magnet Academy

Content:
The yearlong course is designed to provide students with a 3-dimensional scientific approach to



2025•2026 Course Selections

the study of changes and properties of matter than Chemistry. The quantitative aspects of chemistry will be stressed. Students need a calculator to aid in quantitative experiments and problem solving.

PLTW PRINCIPLES OF ENGINEERING (POE) HONORS

Credits: 2 Length: Year
Course Code: TE840--- Grade level: 10

Prerequisite:
Introduction to Engineering Design (IED) Honors

Content:
This yearlong course Project Lead the Way® uses a combination of teamwork and problem-solving skills in hands-on projects applying physical principles, robotics, and mechanical exploration. POE enables students to experience some of the major concepts covered in postsecondary courses of study for careers in medicine, engineering, business, architecture, manufacturing and science. (See www.pltw.org for more information.)

PLTW DIGITAL ELECTRONICS (DE) HONORS

Credits: 2 Length: Year
Course Code: TE850--- Grade level: 10

Prerequisite:
Introduction to Engineering Design (IED) is required. Principles of Engineering (POE) is recommended

Content:
This yearlong course is an exploratory Project Lead the Way® course in the study of electronics. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Through project-based learning, the students will analyze, design, and build digital electronic circuits using technology such as: Arduino, sensors, motion controls, and integrated circuits. Students study topics such as: Boolean logic, binary number system, and programming languages. Students are exposed to circuit design tools used in industry including: logic gates, integrated circuits, circuit simulation software, and programmable logic devices. (See www.pltw.org for more information.)

JUNIOR YEAR

ADVANCED PLACEMENT (AP) PRE-CALCULUS

Credits: 2 Length: Year
Course Code: BH520--- Grade Level(s): 11

Prerequisites:
Algebra 2 with a "C" or better, or teacher recommendation

Content:
In this yearlong course, students study a broad spectrum of function types, including polynomial, rational, exponential, logarithmic, trigonometric, and polar functions, as well as functions involving parameters, vectors, and matrices. Students will gain a deeper understanding of these functions by examining them graphically, numerically, verbally, and analytically, as well as examining their applications in a variety of contexts. AP Precalculus Exam scores may be used to fulfill a college math requirement, and can also be used by colleges for math and science course placement.

Or

Math: Students who have already completed AP Pre-Calculus will take the next course in their math sequence which includes both Advanced Placement (AP) and Dual Credit (DC) options

PLTW ENGINEERING DESIGN AND DEVELOPMENT (EDD) HONORS

Credits: 2 Length: Year
Course Code: TE860--- Grade Level: 11

Prerequisite:
Introduction to Engineering Design (IED) Honors, and an additional PLTW course

Content:
This yearlong course is the capstone course in the PLTW high school pre-engineering program. It is an engineering research course in which students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. The course applies advanced math, sciences, and technology skills. Students will perform research to choose, validate, and justify a technical problem.



2025•2026 Course Selections

After carefully defining the problem, teams of students will design, build, and test their solution. Teams will present and defend their original solution to an outside panel. While progressing through the engineering design process, students work closely with experts and continually hone their organizational, communication and interpersonal skills, their creative and problem-solving abilities, and their understanding of the design process. (See www.pltw.org for more information.)

ADVANCED PLACEMENT (AP) PHYSICS 1

Credits: 2 Length: Year
Course Code: BH420--- Grade Level(s): 11

Prerequisites:
Completion of geometry and be concurrently enrolled in Algebra 2 or an equivalent course. Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself.

Content:
This yearlong, 3-dimensional scientific course is an Algebra based class that is the equivalent of the first semester of an introductory college Physics class. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics; work, energy, and power; mechanical waves and sound; and simple circuits.

Content:
This yearlong course is designed for the senior year BHS Academy student. Issues in engineering, business, leadership, and science will be explored through the design, control, utilization and assessment of appropriate technologies within the context of problem-based learning scenarios. The curriculum encompasses a variety of different learning formats. These include, but are not limited to: the scientific method, research & development, and problem-based learning. Students will also be instructed in technological workplace skills and exposed to community interactions, such as job shadowing, volunteer service, and internships. The goal is to provide experiences in design engineering that enable students to appreciate technology, gain confidence in their own ability, develop portfolios, foster internships, and community/volunteer service.

SENIOR YEAR

Math: Next course in a student's math sequence which includes both Advanced Placement (AP) and Dual Credit (DC) options

ACADEMY HONORS DESIGN AND TECHNOLOGY

Credits: 2 Length: Year
Course Code: BH420 --- Grade Level: 12

Prerequisite:
PLTW Engineering Design and Development and enrollment in the Magnet Academy.



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ELGIN HIGH SCHOOL INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM/GIFTED AND TALENTED MAGNET ACADEMY

Students in the academy are expected to follow a math progression throughout their four-years. There are Dual Credit options for our students who are beyond AP Calculus BC.

FRESHMAN YEAR

ADVANCED PLACEMENT (AP) HUMAN GEOGRAPHY

Credits: 2 Length: Year
Course Code: EH970--- Grade Level(s): 9, 10,
11, 12

Recommended:
Students should be able to read college-level text and apply the conventions of Standard Written English in their writing.

Content:
This yearlong course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards.

GIFTED WORLD LITERATURE

Credits: 2 Length: Year
Course Code: EH100--- Grade Level: 9

Prerequisite:
Enrollment in the Magnet Academy

Content:
This yearlong course will focus on the hero in world cultures. Students will study the great ideas of Eastern & Western thought and civilizations and explore their relevance to the larger cultural and social realm.

GIFTED SCIENTIFIC INQUIRIES

Credits: 2 Length: Year
Course Code: EH200--- Grade Level: 9

Prerequisite:
Enrollment in the Magnet Academy

Content:
This yearlong course will provide an integrated curriculum that will weave the strands of biology, chemistry and physics necessary for the rigorous science courses that follow the freshman year. Students will become familiar with the Scientific Method with emphasis on development of critical thinking including integration of inquiry and problem-solving skills as well as laboratory skills.

SOPHOMORE YEAR

ADVANCED PLACEMENT (AP) UNITED STATES HISTORY

Credits: 2 Length: Year
Course Code: SS270--- Grade Level: 10

Recommended:
Students should be able to read college-level text and apply the conventions of Standard Written English in their writing.

Content:
The yearlong course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and the development of students' abilities to think conceptually about U.S. history from approximately 1491 to present. Seven themes of equal importance (American and National Identity; Migration and Settlement; Politics and Power; Work, Exchange, and Technology; America in the World; Geography and the Environment; and



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Culture and Society) provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

GIFTED AMERICAN LITERATURE

Credits: 2 Length: Year
Course Code: EH120--- Grade Level: 10

Prerequisite:
Enrollment in the Magnet Academy

Content:
This yearlong course centers on the examination of American Literature and its development through the ages. Students will focus on certain themes throughout the year to gain a better understanding of what “America” means and looks like in literature.

ADVANCED PLACEMENT (AP) BIOLOGY

Credits: 3 Length: Year
Course Code: SC070--- Grade Level: 10

Recommended:
Students should be able to read college-level text and apply the conventions of Standard Written English in their writing.

Content:
This yearlong is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes - energy and communication, genetics, information transfer, ecology, and interactions.

JUNIOR YEAR

IB LANGUAGE A: ENGLISH LITERATURE 1

Credits: 2 Length: Year
Course Code: LA370--- Grade Level: 11

Prerequisites: None

Content:
This yearlong course is organized into three areas of exploration and seven central concepts and focuses on the study of literary works. Together, the three areas of exploration of the course add up to a comprehensive exploration of literature from a variety of cultures, literary forms, and time periods. Students learn to appreciate the artistry of literature and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through oral and written communication.

IB LANGUAGE A: SPANISH LITERATURE 1

Credits: 2 Length: Year
Course Code: WL580--- Grade Level: 11

Recommended:
Knowledge of Spanish Language

Content:
This yearlong Spanish course is organized into three areas of exploration and seven central concepts and focuses on the study of literary works. Together, the three areas of exploration of the course add up to a comprehensive exploration of literature from a variety of cultures, literary forms, and time periods. Students learn to appreciate the artistry of literature and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through oral and written communication.

IB LANGUAGE ab initio: SPANISH OR FRENCH 1

Credits: 2 Length: Year
Course Code: WL560---(SP) Grade Level: 11
WL160---(FR)

Prerequisites: None

Content:
The yearlong Spanish or French courses prepare students to take the International Baccalaureate exam. These courses focus on developing the linguistic abilities of students with little or no experience with the language of study. Course content includes the study of individuals and society, leisure and work, and urban and rural environments. These courses also provide



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students with the opportunity to practice and explore this language.

IB LANGUAGE B: SPANISH or FRENCH 1

Credits: 2 Length: Year
Course Code: WL570---(SP) Grade Level: 11
WL170---(FR)

Recommended:
Knowledge of Spanish or French Language

Content:

The yearlong, language acquisition course is designed for students with some previous experience with Spanish or French. In the language B course, students further develop their ability to communicate in Spanish or French through the study of language, themes, and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

Course content is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish or French is spoken. This process allows the learner to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity.

IB GLOBAL POLITICS 1

Credits: 2 Length: Year
Course Code: SS370--- Grade Level: 11

Prerequisite: None

Content:

This yearlong course allows students to develop an understanding of the local, national, international, and global dimensions of political activity, as well as allows them the opportunity to explore political issues affecting their own lives.

Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real-world examples and case studies, and also invites comparison

between such examples and case studies to ensure a transnational perspective.

Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims.

IB SOCIAL AND CULTURAL ANTHROPOLOGY 1

Credits: 2 Length: Year
Course Code: SS070--- Grade Level: 11

Prerequisite: None

Content:

In studying this yearlong course, students will come to appreciate how anthropology as a discipline contributes to an understanding of contemporary issues such as war and conflict, the environment, poverty, injustice, inequality, and human and cultural rights. The study of social and cultural anthropology offers critical insight into the continuities and dynamics of social change and the development of societies as well as challenges cultural assumptions. The course also allows students to develop the capacity to recognize misconceptions and assumptions of their own social and cultural environments through an exploration of both the familiar and unfamiliar worlds of other people.

IB CHEMISTRY 1

Credits: 3 Length: Year
Course Code: SC170--- Grade Level: 11

Prerequisite: None

If this course is offered before the start (i.e. zero period) or after the end (i.e. ninth period) of the official school day, transportation will not be available.

Content:

This yearlong, IB Chemistry course will prepare students to take the International Baccalaureate Chemistry exams. In keeping with the general aim of IB Experimental Sciences courses, IB Chemistry promotes understanding of the facts, patterns, and



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principles underlying the field of chemistry; critical analysis, evaluation, prediction, and generation of scientific information and hypotheses; improved ability to communicate scientific ideas; and an awareness of the impact of chemistry and scientific advances in chemistry upon both society and issues of ethical, philosophical, and political importance.

Course content varies, but includes the study of quantitative and organic chemistry; atomic structure, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, oxidations and reduction, and measurement and data processing. Laboratory experimentation is an essential part of these courses.

IB PHYSICS 1

Credits: 3 Length: Year
Course Code: SC470--- Grade Level: 11

Prerequisite:
Completion of Geometry.

If this course is offered before the start (i.e. zero period) or after the end (i.e. ninth period) of the official school day, transportation will not be available.

Content:
In this yearlong, IB Physics course will prepare students to take the International Baccalaureate Physics exams. In keeping with the general aim of IB Experimental Sciences courses, IB Physics promotes understanding of the facts, patterns, and principles underlying the field of physics; critical analysis, prediction, and application of scientific information and hypotheses; improved ability to communicate scientific ideas; and an awareness of the impact of scientific advances in physics upon both society and issues of ethical, philosophical, and political importance.

Course content varies, but includes the study of physical measurement; mechanics; thermal, atomic, and nuclear physics; oscillations and waves; electric currents; fields and forces; and energy, power, and climate change. Laboratory experimentation is essential; calculus may be used in some courses.

IB ENVIRONMENTAL SYSTEMS AND SOCIETIES 1

Credits: 2 Length: Year
Course Code: SC570--- Grade Level: 11

Prerequisite: None.

Content:
This yearlong, IB Environmental Systems course will prepare students to take the International Baccalaureate Environmental Systems exam by providing them with hands-on project-based learning in our EHS Nature Trail to understand the nature and functioning of natural systems, the relationships that affect environmental equilibrium, and human impact on the biosphere. Students will conduct scientific studies and investigate topics like ecological relationships, human impact, sustainability, pollution, population studies, and climate change.

IB MATHEMATICS: ANALYSIS AND APPROACH 1

Credits: 2 Length: Year
Course Code: MA520--- Grade Level: 11

Prerequisite:
Completion of Algebra 2.

Content:
The IB DP Mathematics: Analysis and Approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. During this two-year course students can expect to study geometry, trigonometry, advanced algebra, statistics and probability, and calculus.

OR

Math: Next course in a student's math sequence which includes both Advanced Placement (AP) and Dual Credit (DC) options



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IB MUSIC 1

Credits: 2 Length: Year
Course Code: MU400--- Grade Level: 11

Prerequisite: None.

Content:

This yearlong course involves aspects of the composition, performance, and critical analysis of music, the IB Music course exposes students to forms, styles, and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own backgrounds and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment. While students in the IB Music course will experience all learning components of the curriculum, students will choose one of three areas to focus their studies: creating, solo performance, or group performance.

IB VISUAL ARTS 1

Credits: 2 Length: Year
Course Code: AR19--- Grade Level: 11

Prerequisite: None.

Content:

This yearlong IB Visual Arts course prepares students to take the International Baccalaureate (IB) Visual Arts exams. IB Visual Arts courses provide experiences that develop students' aesthetic and creative faculties, provide experiences in various visual art forms, offer training in awareness and criticism of art, and enable students to create their own quality works of art. Students perform both studio and research work; the research component is designed to investigate particular topics or concepts of interest in further detail.

This course is offered in Spanish for students enrolled in the Dual Language program.

IB THEORY OF KNOWLEDGE (TOK) 1

Credits: 1 Length: Semester
Course Code: SS670--- Grade Level: 11

Prerequisite:

Full Diploma students only. This course must begin 2nd semester of junior year and conclude 1st semester of senior year.

Content:

This yearlong course, which is a thoughtful and purposeful inquire into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions. The most central of these is "How do we know?" Through discussions of this and other questions, students gain greater awareness of their personal and ideological assumptions, as well as an appreciation of the diversity and richness of cultural perspectives.

SENIOR YEAR

IB LANGUAGE A: ENGLISH LITERATURE 2

Credits: 2 Length: Year
Course Code: LA372--- Grade Level: 12

Prerequisite:

IB Language A: English Literature 1

Content:

This yearlong course is organized into three areas of exploration and seven central concepts and focuses on the study of literary works. Together, the three areas of exploration of the course add up to a comprehensive exploration of literature from a variety of cultures, literary forms, and time periods. Students learn to appreciate the artistry of literature and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through oral and written communication.

IB LANGUAGE A: SPANISH LITERATURE 2

Credits: 2 Length: Year
Course Code: WL582--- Grade Level: 12

Prerequisite:

IB Language A: Spanish Literature 1

Content:

This yearlong Spanish course is organized into three areas of exploration and seven central



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concepts and focuses on the study of literary works. Together, the three areas of exploration of the course add up to a comprehensive exploration of literature from a variety of cultures, literary forms, and time periods. Students learn to appreciate the artistry of literature and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through oral and written communication.

IB LANGUAGE ab initio: SPANISH OR FRENCH

2

Credits: 2 Length: Year
Course Code: WL562---(SP) Grade Level: 12
WL162---(FR)

Prerequisite:

IB Language ab initio: Spanish or French 1

Content:

Spanish courses prepare students to take the International Baccalaureate exam. These courses focus on developing the linguistic abilities of students with little or no experience with the language of study. Course content includes the study of individuals and society, leisure and work, and urban and rural environments. These courses also provide students with the opportunity to practice and explore this language.

IB LANGUAGE B: SPANISH or FRENCH 2

Credits: 2 Length: Year
Course Code: WL572---(SP) Grade Level: 12
WL172---(FR)

Prerequisite:

IB Language B: Spanish or French 1

Content:

The yearlong, language acquisition course is designed for students with some previous experience with Spanish or French. In the language B course, students further develop their ability to communicate in Spanish or French through the study of language, themes, and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

Course content is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish or French is spoken. This process allows the learner to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity.

IB GLOBAL POLITICS 2

Credits: 2 Length: Year
Course Code: SS372--- Grade Level: 12

Prerequisite:

IB Global Politics 1

Content:

This yearlong course allows students to develop an understanding of the local, national, international, and global dimensions of political activity, as well as allows them the opportunity to explore political issues affecting their own lives. Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real-world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective. Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims.

IB SOCIAL AND CULTURAL ANTHROPOLOGY 2

Credits: 2 Length: Year
Course Code: SS072--- Grade Level: 12

Prerequisite:

IB Social and Cultural Anthropology 1

Content:

In studying this yearlong course, students will come to appreciate how anthropology as a discipline contributes to an understanding of contemporary issues such as war and conflict, the environment, poverty, injustice, inequality, and human and cultural rights. The study of social and cultural



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anthropology offers critical insight into the continuities and dynamics of social change and the development of societies as well as challenges cultural assumptions. The course also allows students to develop the capacity to recognize misconceptions and assumptions of their own social and cultural environments through an exploration of both the familiar and unfamiliar worlds of other people.

IB CHEMISTRY 2

Credits: 3 Length: Year
Course Code: SC172--- Grade Level: 12

Prerequisite:
IB Chemistry 1

If this course is offered before the start (i.e. zero period) or after the end (i.e. ninth period) of the official school day, transportation will not be available.

Content:

This yearlong, IB Chemistry course will prepare students to take the International Baccalaureate Chemistry exams. In keeping with the general aim of IB Experimental Sciences courses, IB Chemistry promotes understanding of the facts, patterns, and principles underlying the field of chemistry; critical analysis, evaluation, prediction, and generation of scientific information and hypotheses; improved ability to communicate scientific ideas; and an awareness of the impact of chemistry and scientific advances in chemistry upon both society and issues of ethical, philosophical, and political importance.

Course content varies, but includes the study of quantitative and organic chemistry; atomic structure, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, oxidations and reduction, and measurement and data processing. Laboratory experimentation is an essential part of these courses.

IB PHYSICS 2

Credits: 3 Length: Year
Course Code: SC472--- Grade Level: 12

Prerequisites:
IB Physics 1

If this course is offered before the start (i.e. zero period) or after the end (i.e. ninth period) of the official school day, transportation will not be available.

Content:

In this yearlong, IB Physics course will prepare students to take the International Baccalaureate Physics exams. In keeping with the general aim of IB Experimental Sciences courses, IB Physics promotes understanding of the facts, patterns, and principles underlying the field of physics; critical analysis, prediction, and application of scientific information and hypotheses; improved ability to communicate scientific ideas; and an awareness of the impact of scientific advances in physics upon both society and issues of ethical, philosophical, and political importance.

Course content varies, but includes the study of physical measurement; mechanics; thermal, atomic, and nuclear physics; oscillations and waves; electric currents; fields and forces; and energy, power, and climate change. Laboratory experimentation is essential; calculus may be used in some courses.

IB ENVIRONMENTAL SYSTEMS AND SOCIETIES 2

Credits: 2 Length: Year
Course Code: SC572--- Grade Level: 12

Prerequisite:
IB Environmental Systems and Societies 1

Content:

This yearlong, IB Environmental Systems course will prepare students to take the International Baccalaureate Environmental Systems exam by providing them with hands-on project-based learning in our EHS Nature Trail to understand the nature and functioning of natural systems, the relationships that affect environmental equilibrium, and human impact on the biosphere. Students will conduct scientific studies and investigate topics like ecological relationships, human impact,



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sustainability, pollution, population studies, and climate change.

IB MATHEMATICS: ANALYSIS AND APPROACH 2

Credits: 2 Length: Year
Course Code: MA522--- Grade Level: 12

Prerequisite:

IB Mathematics: Analysis and Approach 1

Content:

The IB DP Mathematics: Analysis and Approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. During this two-year course students can expect to study geometry, trigonometry, advanced algebra, statistics and probability, and calculus.

OR

Math: Next course in a student's math sequence which includes both advanced placement (AP) and Dual Credit (DC) options

IB MUSIC 2

Credits: 2 Length: Year
Course Code: MU402--- Grade Level: 12

Prerequisite:

IB Music 1

Content:

This yearlong course involves aspects of the composition, performance, and critical analysis of music, the IB Music course exposes students to forms, styles, and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own backgrounds and those of others. They develop practical and communicative

skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment. While students in the IB Music course will experience all learning components of the curriculum, students will choose one of three areas to focus their studies: creating, solo performance, or group performance.

IB VISUAL ARTS 2

Credits: 2 Length: Year
Course Code: AR19--- Grade Level: 12

Prerequisite:

IB Visual Art 1

Content:

This yearlong IB Visual Arts course prepares students to take the International Baccalaureate (IB) Visual Arts exams. IB Visual Arts courses provide experiences that develop students' aesthetic and creative faculties, provide experiences in various visual art forms, offer training in awareness and criticism of art, and enable students to create their own quality works of art. Students perform both studio and research work; the research component is designed to investigate particular topics or concepts of interest in further detail.

This course is offered in Spanish for students enrolled in the Dual Language program.

IB THEORY OF KNOWLEDGE (TOK) 2

Credits: 1 Length: Semester
Course Code: SS672--- Grade Level: 12

Prerequisite:

Full Diploma students only. This course must begin 2nd semester of junior year and concludes 1st semester of senior year and must have completed IB Theory of Knowledge 1.

Content:

This yearlong course, which is a thoughtful and purposeful inquire into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions. The most central of these is "How do we know?" Through discussions of this and other questions, students gain greater awareness of their personal and



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ideological assumptions, as well as an appreciation of the diversity and richness of cultural perspectives.



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LARKIN HIGH SCHOOL VISUAL AND PERFORMING ARTS MAGNET ACADEMY

ART ACADEMY

FRESHMAN YEAR

ACADEMY HONORS ART 1

Credits: 3 Length: Year
Course Code: LH500--- Grade Level: 9

Prerequisite:
Enrollment in the Magnet Art Academy

Content:
This yearlong course is year one of a 4-year study in the area of art. This course is designed to be the foundation level course that focuses on a 2-D visual art concepts during the first semester and on 3-D concepts during the 2nd semester. The Freshman Academy Art program will integrate art through an interdisciplinary approach. The program provides an in-depth study of the Elements and Principles of Design. Introduction to various materials, techniques, periods of Art History and media will provide a clear foundation for further exploration. Activities include drawing, painting, ceramics, photography, jewelry making, digital camera usage/Photoshop introduction, individual and group problem-solving projects, art displays, critiques, guest artists/career presentations, field trips, and research.

SOPHOMORE YEAR

ACADEMY HONORS ART 2

Credits: 3 Length: Year
Course Code: LH520--- Grade Level: 10

Prerequisite:
Enrollment in the Magnet Art Academy

Content:
This yearlong course is the second art course in a sequence of four. Course content covers concepts and skills that are fundamental to the Visual Arts.

Students will begin to develop their artwork as an extension of themselves, through expressionism. Art history is incorporated so that the student artist may begin to recognize patterns in their art, when compared with various periods in Art. Students will begin to explore expressionism through self-portrait acrylic paintings. Black and white photography, ceramics (Hand building and wheel thrown) Impressionistic pastel still-life, mixed media, computer-based art, watercolor, jewelry, digital imagery and portfolio preparation. Students will also partake in a sophomore year Academy Art Show, various workshops, field trips, and art history lessons.

JUNIOR YEAR

ACADEMY HONORS ART 3

Credits: 3 Length: Year
Course Code: LH530--- Grade Level: 11

Prerequisite:
Enrollment in the Magnet Art Academy

Content:
This yearlong course is designed to expand on the Experiences presented during the freshman and sophomore years. Students are responsible for researching artists, art history and other cultural sources in order to gain knowledge that encourages creative problem solving. At this level, the students choose a concentration or focus in either 2 or 3- dimensional art. Continued individual instruction in the use of materials, mediums, and techniques will provide a firm foundation for further individual exploration and self-motivation. As a result, this course will effectively expand student's vision and encourage them to make personal statements with their art.



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SENIOR YEAR

Choose one of the Following

ADVANCED PLACEMENT (AP) 2D ART AND DESIGN

Credits: 3 Length: Year
Course Code: AR810 Grade Level: 12

Prerequisite:

Enrollment in the Magnet Art Academy (Teacher recommendation for 11th Grade)

Content: This yearlong course is intended to support the creation of a portfolio centered around 2-dimensional design issues. Design involves purposeful decision-making about how to use the elements and principles of art in an integrative way.

ADVANCED PLACEMENT (AP) 3D ART AND DESIGN

Credits: 3 Length: Year
Course Code: AR820 Grade Level: 12

Prerequisite:

Enrollment in the Magnet Art Academy (teacher recommendation for 11th grade.)

Content: This yearlong course is intended to support the creation of a portfolio centered around sculptural issues. Design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. In the 3-D Design Portfolio, students are asked to demonstrate their understanding of design principles as they relate to the integration of depth and space, volume, and surface. The principles of design can be articulated through the visual elements.

ADVANCED PLACEMENT (AP) DRAWING

Credits: 3 Length: Year
Course Code: AR830--- Grade Level: 12

Prerequisite:

Enrollment in the Magnet Art Academy (Teacher recommendation for 11th grade.)

Content: This yearlong course is intended to support the creation of a portfolio centered around a very broad interpretation of drawing issues and media. Line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth and mark-making are drawing issues that can be addressed through a variety of means, which could include painting, printmaking, mixed media, etc. Abstract observational, and invented works may demonstrate drawing competence. The range of marks used to make drawings, the arrangement of those marks, and the materials used to make the marks are endless. Any work submitted in the Drawing Portfolio that incorporates digital or photographic processes must address drawing issues such as those listed previously. There is no preferred (or unacceptable) style or content.

DANCE ACADEMY

FRESHMAN YEAR

ACADEMY HONORS DANCE 1

Credits: 3 Length: Year
Course Code: LH100--- Grade Level: 9

Prerequisite:

Enrollment in the Magnet Dance Academy

Content:

This yearlong course is an opportunity for selected students to study a discipline with multiple areas of focus. It emphasizes the use of multiple languages and a clear knowledge of kinesiology and how it applies to correct dance techniques. Academic incentives will be structure to encourage students to undertake this challenge. In this yearlong class, the student will have a clear understanding of the Ballet dance terms using the correct French terminology. Basic to intermediate steps and terms will be understood. The student will also become familiar with kinesiology and human physiology while studying the places of the body through dance instruction and evaluation of proper



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technique. Individual motions will be analyzed and interpreted using Human Physiology as a reference.

SOPHOMORE YEAR

ACADEMY HONORS DANCE 2

Credits: 3 Length: Year
Course Code: LH120--- Grade Level: 10

Prerequisite:
Enrollment in the Magnet Dance Academy

Content:
This yearlong course is an opportunity for selected students to study a discipline with multiple areas of focus. The course emphasizes the use of multiple languages and a clear knowledge of kinesiology and how it applies to correct dance techniques. Academic incentives will be structure to encourage students to undertake this challenge. The student will have a clear understanding of the Ballet dance terms using the correct French terminology. Intermediate to advanced steps and terms will be understood. The student will also continue studies in kinesiology and human physiology while studying the planes of the body through dance instruction and evaluation of proper technique. Individual motions will be analyzed and interpreted using human physiology as a reference. Activities include daily classes using correct terminology, instruction and application of kinesiology/human physiology, written testing, 3-dimensional computer imaging to understand range of motion.

JUNIOR YEAR

ACADEMY HONORS DANCE 3

Credits: 3 Length: Year
Course Code: LH130--- Grade Level: 11

Prerequisite:
Enrollment in Magnet Dance Academy

Content:
This yearlong course is an opportunity for the dancer to use their focus to further the spectrum of

knowledge of dance and motion. The field of dance is very competitive and the broader base of knowledge one has, the better prepared they are to succeed in their field. Dance notation is one other area a dancer needs to be familiar with as many companies and colleges recreate dances from that form of notation. Being well trained in dance also helps a notator interpret steps correctly for future reference. In this yearlong class, the student will have a clear understanding of the use of Labanotation through human physiology and kinesiology honors focus. Basic to intermediate terms (college entry level) of Labanotation will be understood and utilized throughout the year. Labanotation will be used to notate daily movements, utilize the terms learned from Dance Arts 2, record an entire dance piece using the Labanotation descriptors, dance interpretation, text book assignments, application of Labanotation with live performances, observation of live performances and notate one major interpretation each 9-week grading period, and use of Laban Pad computer software to create notation through the computer, written tests.

SENIOR YEAR

ACADEMY HONORS DANCE 4

Credits: 3 Length: Year
Course Code: LH140--- Grade Level: 12

Prerequisite:
Enrollment in Magnet Dance Academy

Content:
This yearlong course is a senior level course designed to continue to give students enrolled in the Visual and Performing Arts Academy essential experiences in the Dance Arts focus. This course emphasizes studio experiences in the techniques of classical ballet, modern dance, jazz, tap, and selected ethnic dance forms. Concentration on individual dance styles will continue to be integrated throughout the year. Students will also broaden their knowledge base through a variety of internships with professional arts organizations, dance companies, and working with young students in various settings. Activities include daily



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rehearsals, workshops, internships, experiences with dance notation, original choreography. This course culminates with a performance project and a written paper in a chosen area of study within the dance area.

MUSIC ACADEMY

All music students are required to be in a music ensemble in their focus area.

FRESHMAN YEAR

DUAL CREDIT APPLIED MUSIC

Credits: 0.25 Length: Semester
Course Code: LH640--- Grade Level(s): 9,
Higher Education Institute:
Elgin Community College
College Credit Hours: 1 credit hour

Prerequisite:
Enrollment in the Magnet Music Academy.

Content:
This semester-long course is a private study in music performance. Lessons are offered every semester in piano, voice, brass, woodwinds, strings, and percussion. Repeatable to maximum of two credits or all four years.

Additional Requirements:

- Students must perform semester jury assessments (fall and spring)
- Students must perform for Solo & Ensemble Festival (spring)
- Student must perform in Academy Performances (fall and spring)
- Student must be enrolled in a curricular music ensemble for their instrument/voice part.
- Students must be enrolled in an academy music theory course.
- Students must be enrolled in an academy technique course for their instrument/voice part.

STUDENT WILL BE PLACED IN ONE OF THE FOLLOWING BASED ON INSTRUMENT/VOICE:

ACADEMY HONORS VOCAL 1

Credits: 3 Length: Year
Course Code: LH300--- Grade Level: 9

Prerequisite:
Enrollment in the Magnet Music Academy

Content:
This yearlong course is designed so that students with a concentration in vocal music will experience a survey of music that encompasses Early Medieval through Twentieth Century master works. Theoretical and analytical skills are incorporated with historical perspective. Students acquire piano skills in a laboratory setting. Students participate in coaching sessions to develop performance techniques. Activities include journaling, listening, keyboard skills, conducting, music theory, applied techniques, sight-reading, composition, solo-performance, ensemble performance, career awareness, master classes workshops and field trips.

ACADEMY HONORS INSTRUMENTAL 1

Credits: 3 Length: Year
Course Code: LH400--- Grade Level: 9

Prerequisite:
Enrollment in the Magnet Music Academy

Content:
This yearlong course is designed so that students with a concentration in instrumental music will experience a survey of music that encompasses Early Medieval through Twentieth Century master works. Theoretical and analytical skills are incorporated with historical perspective. Students acquire piano skills in a laboratory setting. Students participate in coaching sessions to develop performance techniques. Activities include journaling, listening, keyboard skills, conducting, music theory, applied techniques, sight-reading, composition, solo-performance, ensemble performance, career awareness, master classes workshops and field trips.



2025•2026 Course Selections

STUDENT WILL BE PLACED IN ONE OF THE FOLLOWING BASED ON INSTRUMENT/VOICE:

SOPHOMORE YEAR

DUAL CREDIT APPLIED MUSIC

Credits: 0.25 Length: Semester
Course Code: LH640--- Grade Level(s): 10
Higher Education Institute:
Elgin Community College
College Credit Hours: 1 credit hour

Prerequisite:
Enrollment in the Magnet Music Academy

Content:
This semester-long course is a private study in music performance. Lessons are offered every semester in piano, voice, brass, woodwinds, strings, and percussion. Repeatable to maximum of two credits or all four years

STUDENT WILL BE PLACED IN ONE OF THE FOLLOWING BASED ON INSTRUMENT/VOICE:

ACADEMY HONORS VOCAL 2

Credits: 3 Length: Year
Course Code: LH320--- Grade Level: 10

Prerequisite:
Enrollment in the Magnet Music Academy

Content:
This yearlong course is the mid-level study of music theory and music history from Medieval to Modern times, including world music. It is integrated with the student's performance techniques used during specific time periods in music. Activities include Solo and ensemble performance, reading writing, individual and integrated projects and presentations, research projects, group discussions, exams and field trips.

ACADEMY HONORS INSTRUMENTAL 2

Credits: 3 Length: Year
Course Code: LH420--- Grade Level: 10

Prerequisite:
Enrollment in the Magnet Music Academy

Content:
This yearlong course is the mid-level study of music theory and music history from Medieval to Modern times, including world music. It is integrated with the student's performance techniques used during specific time periods in music. Activities include solo and ensemble performance, individual and integrated projects and presentations, research projects, group discussions, exams and field trips.

JUNIOR YEAR

DUAL CREDIT APPLIED MUSIC

Credits: 0.25 Length: Semester
Course Code: LH64 or LH74--- Grade Level: 11
Higher Education Institute:
Elgin Community College
College Credit Hours: 1 credit hour

Prerequisite:
Enrollment in the Academy Program.

Content:
This semester-long course is a private study in music performance. Lessons are offered every semester in piano, voice, brass, woodwinds, strings, and percussion. Repeatable to maximum of two credits or all four years.

STUDENT WILL BE PLACED IN ONE OF THE FOLLOWING BASED ON INSTRUMENT/VOICE:

ACADEMY HONORS VOCAL 3

Credits: 3 Length: Year
Course Code: LH330--- Grade Level: 11

Prerequisite:
Enrollment in the Magnet Music Academy

Content: This year-long course is the mid-level study of music theory and music history from Medieval to Modern times, including world music. It is integrated with the student's performance techniques used during specific time periods in music. Activities include solo and ensemble performance, reading writing, individual and integrated projects and presentations, research projects, group discussions, exams and field trips.



2025•2026 Course Selections

ACADEMY HONORS INSTRUMENTAL 3

Credits: 3 Length: Year
Course Code: LH430--- Grade Level: 11

Prerequisite:
Enrollment in the Magnet Music Academy

Content:
This yearlong course is the mid-level study of music theory and music history from Medieval to Modern times, including world music. It is integrated with the student's performance techniques used during specific time periods in music. Activities include Solo and ensemble performance, reading writing, individual and integrated projects and presentations, research projects, group discussions, exams and field trips.

SENIOR YEAR

DUAL CREDIT APPLIED MUSIC

Credits: 0.25 Length: Semester
Course Code: MU64 or MU74-- Grade Level(s): 12
Higher Education Institute:
Elgin Community College
College Credit Hours: 1 credit hour

Prerequisite:
Enrollment in the Magnet Music Academy

Content:
This semester-long course is a private study in music performance. Lessons are offered every semester in piano, voice, brass, woodwinds, strings, and percussion. Repeatable to maximum of two credits or all four years.

ADVANCED PLACEMENT (AP) MUSIC THEORY

Credits: 3 Length: Year
Course Code: MU410 Grade Level(s): 12

Prerequisite:
Enrollment in the Magnet Music Academy (Teacher recommendation for 11th Grade)

Content:
This yearlong course is a capstone course will allow students to learn advanced harmonic, aural,

compositional, and analytical skills needed for admission and success in a post-secondary music setting. It is integrated with the student's performance techniques used during specific time periods in music. Activities include solo and ensemble performance, individual and integrated projects and presentations, research projects, group discussions, exams and field trips.

THEATRE/DRAMA ACADEMY

FRESHMAN YEAR

ACADEMY HONORS DRAMA 1

Credits: 3 Length: Year
Course Code: LH200--- Grade Level: 9

Prerequisite:
Enrollment in the Magnet Drama Academy

Content:
This yearlong course is designed so that students with a concentration in acting/performance will experience a combination of areas encompassing the whole of drama, including scene study, vocal techniques, body movement, improvisation, acting/literary styles, theatrical styles, understanding time and space, acting/theatre terminology, and technical theatre. Activities include vocal and physical warm-ups, scene work, theatre games/activities, audition workshops, drama workshops, performances for children, video/television work, master classes, play rehearsal/production, directing, stage management, sound and lighting design, properties, ensemble acting, basic make-up, basic masks with paper mâché, auditioning, blocking workshops, creative drama.

SOPHOMORE YEAR

ACADEMY HONORS DRAMA 2

Credits: 3 Length: Year
Course Code: LH220--- Grade Level: 11

Prerequisite:



2025•2026 Course Selections

Enrollment in the Magnet Drama Academy

Credits: 3

Length: Year

Course Code: LH240---

Grade Level: 12

Content:

This yearlong course builds on the basic skills of acting and general theatre studies. It includes theatre history, intermediate acting class, improvisation, state makeup, playwriting, play production and performance. Activities include vocal and physical warm-ups, scene work, pantomime, improvisation games, audition workshops, stage make-up, black-light theatre techniques, play production and rehearsal (stage design and construction, theatre and TV stage painting, properties, acting), theatre history projects, period style performances.

Prerequisite:

Enrollment in the Magnet Drama Academy

Content:

This yearlong course will continue to guide students towards capstone performance and production experiences within the area of drama/theatre arts. Course content will focus on further developing the elements of acting, including memorization, observation, sense and emotional memory, characterization, and concentration. Students will continue to develop skills and proficiency in other aspects of stage production, including technical theatre, directing, script writing, and backstage and front-of-house management. Activities include auditioning, directing Senior Showcase, play production, monologue work, duet acting of period pieces, and the Freshman Showcase production.

LHS ACADEMY

JUNIOR YEAR

ACADEMY HONORS DRAMA 3

Credits: 3

Length: Year

Course Code: LH230---

Grade Level: 11

Prerequisite:

Enrollment in the Magnet Drama Academy

Content:

This yearlong course builds intense drama-theatre learning and workshop experience. Students are exposed to a variety of acting techniques, and to the main theatre technical areas such as make-up, stage design and construction, lighting effects and design, and wardrobe design. Also covered is Introduction to Television production. Students will have the opportunity to experience professional productions. This course also includes theatre history. Activities include vocal and physical warm-ups, scene work, pantomime, improvisation games, audition workshops, stage make-up, black-light theatre techniques, play production and rehearsal (stage design and construction, theatre and TV stage painting, properties, acting), ear-prompting, camera work, and master classes, advanced 3-dimensional makeup, puppets, clowning.

SENIOR YEAR

ACADEMY HONORS DRAMA 4



2025•2026 Course Selections

SOUTH ELGIN HIGH SCHOOL BEACON MAGNET ACADEMY OF DIGITAL AND MEDIA ARTS

FRESHMAN YEAR

MEDIA AND DIGITAL ARTS TECHNOLOGY 1 (HONORS)

Credits: 2 Length: Year
Course Code: SA120--- Grade Level: 9

Prerequisite:
Enrollment in the Magnet Academy

Content:
In this yearlong course, students will learn fundamental preproduction, production and post-production techniques, including digital media. Students will work hands-on with equipment, computers and a variety of other tools to understand and learn the basics of digital broadcasting, communication, film and editing. This honors course extends standard competencies to a rigorous, challenging level. Students will experience extensive training to learn specific details of applicable technology, will complete a minimum of 15 comprehensive projects to demonstrate application of multiple technologies, and consistently present their work to the other students in their class.

SOPHOMORE YEAR

MEDIA AND DIGITAL ARTS TECHNOLOGY 2 (HONORS)

Credits: 2 Length: Year
Course Code: SA220--- Grade Level: 10

Prerequisite:
Enrollment in the Magnet Academy

Content:
In this yearlong course, students will work hands-on with equipment, computers and a variety of other tools to create audio/visual content for a variety of audiences and purposes using refined techniques for pre-production, production and post-production. Topics include media ethics, audience reception,

careers, professional STORM expectations, ways and methods, storyboarding, portfolio development, essential vocabulary, technology platforms, writing for news, news production, producing and film study as they relate to the broadcast communication and digital media industries. This honors course extends standard competencies to a rigorous, challenging level. Students will experience extensive training to learn advanced details and techniques of applicable technology, will integrate mastery of technology with communication through persuasion and story-telling, will complete a minimum of 15 comprehensive media projects to demonstrate application of multiple technologies, and consistently present their work to the other students in their class and the general school population.

JUNIOR YEAR

MEDIA AND DIGITAL ARTS PRODUCTION (HONORS)

Credits: 3 Length: Year
Course Code: SA300--- Grade Level: 11

Prerequisite:
Enrollment in the Magnet Academy

Content:
In this yearlong course, students will learn concepts related to the broadcasting communication and media industries; laws and regulations; ethics, careers, professional expectations, ways and methods, storyboarding, continued portfolio development, advertising and branding, commercial production, film study, and essential academic vocabulary. Additionally, students will focus on the creative production of content for a variety of subjects, occasions, audiences and purposes, specifically for clients from the community. Students will integrate mastery of technology with advanced communication through persuasion and story-telling for authentic purposes, will complete a minimum of 15 comprehensive media projects to demonstrate application of multiple technologies



2025•2026 Course Selections

and advanced story content, and consistently present their work to the other students in their class, the general school population, and the community at large. Students will end this course with an integrated capstone project and work-based learning experience that will engage the community. Finally, students will take the Adobe Premiere Pro Certification exam to obtain industry-recognized credentials in Media and Digital Arts.

population, and the community at large. Students will specialize in focused media genres and technical roles according to industry interest through two capstone projects.

SENIOR YEAR

ADVANCED MEDIA AND DIGITAL ARTS PRODUCTION (HONORS)

Credits: 3 Length: Year
Course Code: SA400--- Grade Level: 12

Prerequisite:
Enrollment in the Magnet Academy

If this course is offered before the start (i.e. zero period) or after the end (i.e. ninth period) of the official school day, transportation will not be available.

Content:

In this yearlong course, the focus revolves around the advanced components for digital and media arts. The course will cover the following areas (but are not limited to) study of feature story reporting and segment creation, Media Convergence and the social and global impact of media content, an overview of content creation and digital distribution, content creation for a variety of audiences, career exploration, study of popular culture and its relationship to the society and media conscious as well as a genre study of film, laws and regulations, audience reception, ethics, careers, professional STORM expectations, ways and methods, storyboarding, portfolio Students will analyze and integrate mastery of technology with advanced communication through persuasion and story-telling for authentic purposes, will complete a minimum of 15 comprehensive media projects to demonstrate application of multiple technologies and advanced story content, and consistently present their work to the other students in their class, the general school



2025•2026 Course Selections

STREAMWOOD HIGH SCHOOL LEADERSHIP, ENTREPRENEURSHIP, ACTION, AND DESIGN (LEAD) MAGNET ACADEMY

FRESHMAN YEAR

LEAD LAUNCH

Credits: 2 Length: Year
Course Code: SH160--- Grade Level: 9

Prerequisite:
Enrollment in the Magnet Academy

Content:
This yearlong course will introduce students to the tenets of the LEAD Academy. Students will gain an understanding of what it means to be a leader, explore the entrepreneurial mindsets, be introduced to design thinking, and understand how our actions impact the world around us.

This course is offered in Spanish for students in the Dual Language program.

ACADEMY HONORS ENGLISH LANGUAGE ARTS 1

Credits: 2 Length: Year
Course Code: SH120--- Grade Level(s): 9

Prerequisite:
Enrollment in the Magnet Academy

Content:
This yearlong course is designed to integrate and enforce skills in the areas of reading, reading comprehension, writing, listening, thinking, grammar (usage and mechanics) through the exploration of modern texts exploring leaders, innovation and current issues in society. Student will be required to complete several narratives, informational and argumentative pieces of writing using the workshop approach. Students will also be assigned shorter pieces of texts and novels to read, discuss, and analyze throughout the school year.

ACADEMY INTEGRATED MATH 1

Credits: 2 Length: Year
Course Code: SH180--- Grade Level(s): 9

Prerequisites:
Enrollment in the Magnet Academy

Content:
This yearlong Academy course is the first of a three-year sequence of integrated mathematics concepts. The content within this course will give students an understanding of the foundations of Algebra and Geometry, focused around the context of a business theme. The topics studied in this course include: relationships between quantities; linear and exponential relationships; key features of graphs; reasoning with equations; descriptive statistics; transformations; congruence; and connecting algebra and geometry. Students will experience these topics through a fully contextualized and collaborative learning environment, applying their learning in school-based enterprises, community service projects, and applied business activities.

This course is offered in Spanish for students enrolled in the Dual Language program.

LEAD BUSINESS FOR INNOVATORS

Credits: 2 Length: Year
Course Code: SH310--- Grade Level: 9

Prerequisite:
Enrollment in the Magnet Academy

Content:
This yearlong business course provides students' the foundational knowledge as they apply learned mathematical concepts to business, innovation, and entrepreneurship. Students will have the opportunity to engage in creating projects that are meaningful to them, the school, and the community.



2025•2026 Course Selections

SOPHOMORE YEAR

LEAD DISCOVER CONTEMPORARY WORLD ISSUES

Credits: 2 Length: Year
Course Code: SH270--- Grade Level: 10

Prerequisite:
Enrollment in the Magnet Academy

Content:
In this yearlong Honors course, students will study political, economic, and social issues facing the world. Studies may focus on current issues, examine selected issues throughout the 20th century, and look at historical causes or possible solutions. This course will build upon the tenets of the LEAD Academy through the development of entrepreneurial mindsets, the application of design thinking, and analyzing how our actions impact the environment and world around us.

This course is offered in Spanish for students enrolled in the Dual Language program.

ACADEMY HONORS ENGLISH LANGUAGE ARTS 2

Credits: 2 Length: Year
Course Code: SH220 Grade Level: 10

Prerequisite:
Enrollment in the Magnet Academy

Content:
This yearlong honors course is designed to integrate and enforce skills in the areas of reading, reading comprehension, writing, listening, thinking, grammar (usage, mechanics), and appreciation of literature through the themes of *Making Meaning* and *Using Your Voice*. Student will be required to complete several narratives, informational, and argumentative pieces of writing using the workshop model. Students will also be assigned shorter pieces of text and novels to read, discuss, and analyze throughout the school year. Attention will be given to the development and refinement of text, rhetoric impact on point of view and purpose, and using authoritative sources while integrating information.

ACADEMY INTEGRATED MATH 2

Credits: 2 Length: Year
Course Code: SH280--- Grade Level: 10

Prerequisite:
Enrollment in the Magnet Academy

Content:
This yearlong course is the second in a three-year sequence of integrated mathematics concepts. The content within this course will build upon students' knowledge of linear algebra and geometry, focused around the context of a business theme. The topics studied in this course include: extending the number system; quadratic functions and modeling; similarity; triangles; and circles. Students will experience these topics through a fully contextualized and collaborative learning environment, applying their learning in school-based enterprises, community service projects, and applied business activities.

BUSINESS FOR ENTREPRENEURS

Credits: 1 Length: Year
Course Code: SH020--- Grade Level: 10

Prerequisite:
Enrollment in the Magnet Academy

Content:
This semester-long course focuses on the wide range of factors that influence the flow of goods and services from the producer to the consumer. Students will engage in authentic learning gaining first-hand experience in topics such as market research, the purchasing process, distribution systems, inventory control, salesmanship, sales promotions, shoplifting and theft control, business management, and entrepreneurship through management and operation of a school-based enterprise.



2025•2026 Course Selections

APPRENEURSHIP

Credits: 1 Length: Year
Course Code: SH025--- Grade Level: 10

Prerequisite:
Enrollment in the Magnet Academy

Content:
This semester-long academy course will provide students with opportunities to create applications for mobile devices using commercial and open source software. This course will address the creation of, installation, and modifications of these applications, as well as product marketing and customer service skills to handle use issues.

JUNIOR YEAR

ENGLISH: AP SEMINAR

Credits: 2 Length: Year
Course Code: SH680--- Grade Level: 10, 11

Prerequisites:
Enrollment in the Magnet Academy. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.

Content:
This yearlong course is part 1 of the AP Capstone Program. In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. AP Seminar is a prerequisite for AP Research. Completing AP Seminar and all its required assessment components is necessary for students to develop the skills to be successful in AP Research. In AP Research, students cultivate the skills and discipline necessary to conduct independent research and inquiry in order to produce and defend their scholarly work. Students are able to extend their abilities to synthesize information from multiple perspectives and apply skills in new situations and cross-curricular contexts while cultivating their abilities to craft, communicate, and defend evidence-based arguments.

INCUBATOREDU

Credits: 2 Length: Year
Course Code: SH345--- Grade Level: 11

Prerequisite:
Enrollment in the Magnet Academy

Content:
This yearlong course offers students an authentic entrepreneurship experience. Students have the opportunity to create and fully develop their own product or service. Entrepreneurs and business experts serve as volunteer coaches and mentors guiding student teams through the *Lean* processes along with foundational business topics such as marketing and finance.

ACADEMY INTEGRATED MATH 3

Credits: 2 Length: Year
Course Code: SH380--- Grade Level: 11

Prerequisite:
Enrollment in the Magnet Academy

Content:
This yearlong course is the third in a three-year sequence of integrated mathematics concepts, focused around the context of a business theme. Students will build on their knowledge from the previous math courses to explore more complex functions. Course topics include: geometric proofs; rational functions; exponentials and logarithmic functions; probability and statistics; and trigonometry. Students will experience these topics through a fully contextualized and collaborative learning environment, applying their learning in school-based enterprises, community service projects, and applied business activities.

This course is offered in Spanish for students enrolled in Dual Language program.



2025•2026 Course Selections

BUSINESS ETHICS

Credits: 1 Length: Semester
Course Code: SH254--- Grade Level: 11

Prerequisite:
Enrollment in the Magnet Academy

Content:
The LEAD Business Ethics course focuses on the study of ethical principles and the application of those principles to decision-making in the business world. Additionally, students will understand the significance of ethical considerations and challenges faced by entrepreneurs, and they will learn strategies to navigate these challenges while maintaining ethical standards. Students will also consider the ethical responsibilities entrepreneurs navigate in the realms of diversity, equity, and the environment.

SENIOR YEAR

Academy students must take Acceleratoredu, AP Research, or Internship

ACCELERATOREDU

Credits: 2 Length: Year
Course Code: SH355--- Grade Level: 12

Prerequisite:
INCubatorEDU

Content:
This yearlong course provides students with the opportunity to launch and gain traction for their business created in INCubatorEDU. Students will have the opportunity to establish a legal entity and develop three areas: customer acquisition, production and business processes as it suits their business.

ADVANCED PLACEMENT (AP) RESEARCH

Credits: 2 Length: Year
Course Code: SS690 Grade Level: 12

Prerequisites:
Advanced Placement Seminar and students should be able to read and comprehend college-level texts and apply conventions of Standard Written English in their writing.

Content:
AP Research is an interdisciplinary course that encourages students to demonstrate critical thinking and academic research skills on a topic of the student's choosing. To accommodate the wide range of student topics, typical college course equivalents include introductory research or general elective courses.

INTERNSHIP

Credits: 2 Length: Year
Course Code: CE805--- Grade Level(s):11, 12

Prerequisite:
Must have transportation to training site.

Content:
This yearlong course is designed for junior and senior students to experience career interests. Students will assess personal skills, abilities, and aptitudes along with personal strengths and weaknesses as they relate to career exploration and development. Special emphasis is given to developing communication, interpersonal, supervisory and human relations skills. Classroom instruction will focus on personal qualities related to employability, work ethic, diversity, and technical and financial management skills that will prepare students for college and future careers. Specific projects will be incorporated to meet individual student career interests.

Students must co-enroll in CE810.

This course is repeatable.



2025•2026 Course Selections

BUSINESS LAW

Credits: 1

Length: Semester

Course Code: SH255

Grade Level: 12

Prerequisite:

Enrollment in the Magnet Academy

Content:

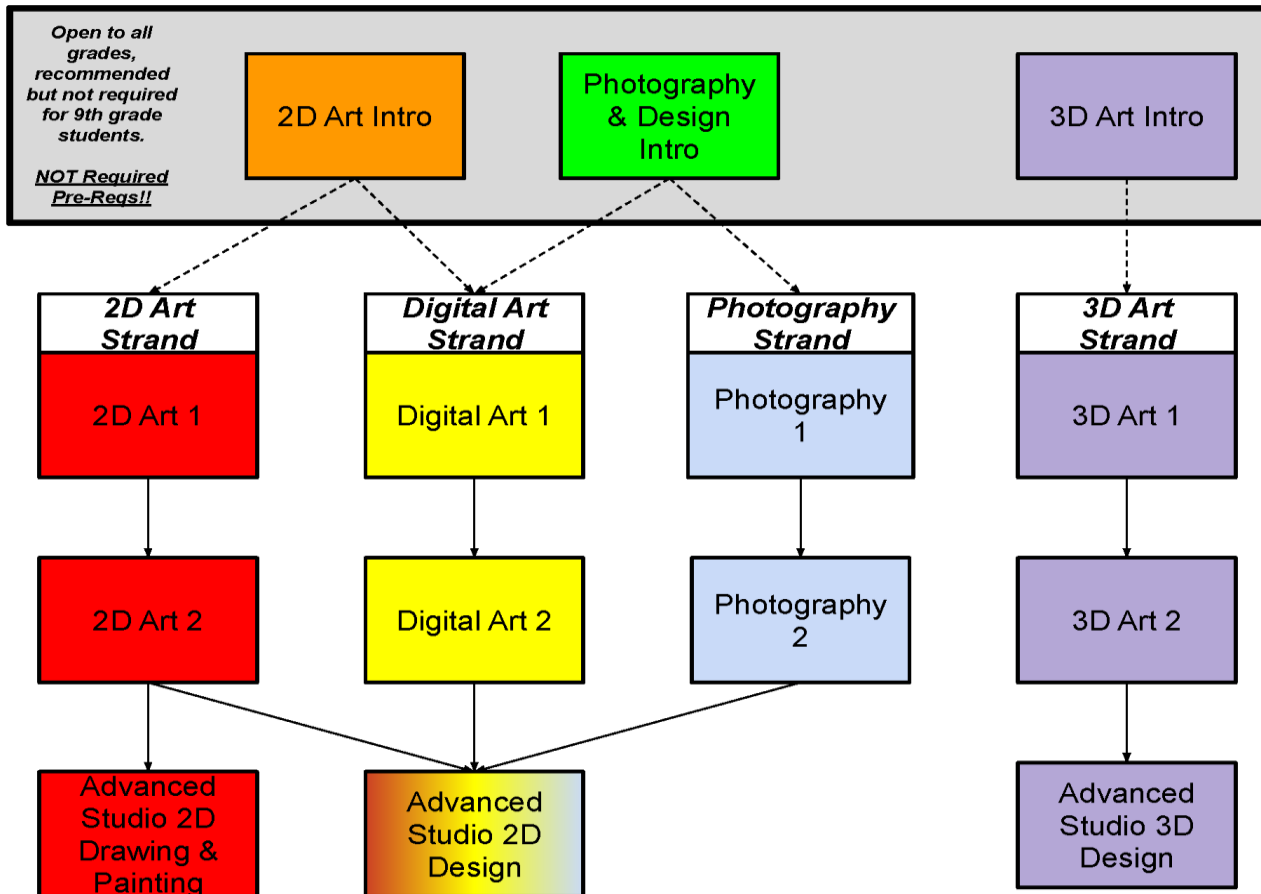
Lead Business Law presents a history and philosophy of law and the legal system in the United States, with a particular emphasis on those topics affecting LEAD students as future business leaders, entrepreneurs, and social advocates. Such topics may include contracts, commercial paper and debt instruments, property rights, employer/employee relationships, and constitutional rights and responsibilities.

ART

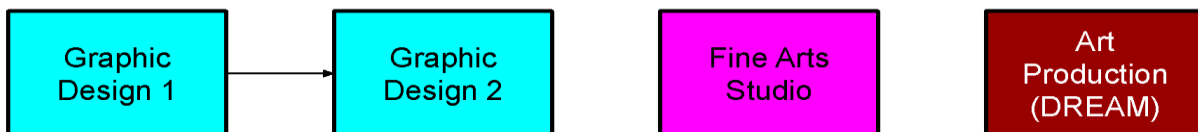
High School Art Course Sequence



ELECTIVE STRANDS



STAND ALONE ELECTIVES





2025•2026 Course Selections

2D ART INTRO

Credits: 1

Course Code: AR040---

Length: Semester

Grade Level(s): 9,
10, 11, 12

Prerequisite: None

Content:

In this semester-long course, students will explore different 2D concepts. This intro hands-on studio course focuses on creative problem solving through 2D art. Students will experience a variety of materials and techniques, including but not limited to; acrylic paint, watercolor, pencil, colored pencil, introduction of Photoshop, and digital camera. Experiences are designed to explore a variety of techniques, materials, and the creative process.

This course is offered in Spanish for students enrolled in Dual Language Program.

2D ART 1

Credits: 2

Course Code: AR050---

Length: Year

Grade Level(s): 9,
10, 11, 12

Recommended:

2D Art Intro

Content:

In this yearlong course, students will explore different 2D concepts. This intermediate hands-on studio course focuses on creative problem solving through 2D art. Students will experience a variety of materials and techniques, including but not limited to: acrylic paint, watercolor, pencil, oil pastel, charcoal, chalk pastel, colored pencil. Learning is achieved through lecture, demonstration, and practical application of drawing and painting techniques and design concepts.

This course is offered in Spanish for students enrolled in Dual Language Program.

2D ART 2

Credits: 2

Course Code: AR060---

Length: Year

Grade Level(s): 10,
11, 12

Prerequisite:

2D Art 1

Content:

In this yearlong course, students will explore different 2D concepts. This advanced hands-on studio course focuses on creative problem solving through 2D art. Students will experience a variety of materials and techniques, including but not limited to; acrylic paint, watercolor, pencil, oil pastel, charcoal, chalk pastel, colored pencil, gouache, printmaking, and mixed media. Learning is achieved through lecture, demonstration, and practical application of drawing and painting techniques and design concepts.

This course is offered in Spanish for students enrolled in Dual Language Program.

ADVANCED STUDIO 2D DESIGN

Credits: 2

Course Code: AR070---

Length: Year

Grade Level(s): 11,
12

Prerequisites:

2D Art 2 or Digital Art 2 or Photography 2

Content:

In this yearlong honors course, students will expand their 2-dimensional design skills and advance their visual communication skills by exploring a variety of design processes and techniques, as well as compositional and aesthetic concepts. This hands-on studio course focuses on independent creative problem solving through individual project focus and portfolio development. Students will produce art using a variety of materials and techniques, including but not limited to: digital or analog photography; digital arts and image manipulation; acrylic or watercolor paint; pencil, oil pastel, charcoal, chalk pastel, or colored pencil; gouache; printmaking; and mixed media.

Students in the Dual Language Program may take this course as a Spanish elective.

ADVANCED STUDIO 2D DRAWING AND PAINTING

Credits: 2

Course Code: AR080---

Length: Year

Grade Level(s): 11,
12



2025•2026 Course Selections

Prerequisite:
2D Art 2

Content:

This yearlong honors course is an advanced-level course intended to support the creation of a portfolio centered around a very broad interpretation of drawing issues and media. Line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark making are drawing issues that can be addressed through a variety of means, which could include drawing, painting, print-making, mixed media, etc. Abstract, observational, and invented works may demonstrate drawing competence. The range of marks used to make drawings, the arrangement of those marks, and the materials used to make the marks are endless. Any work submitted in the Drawing Portfolio that incorporates digital or photographic processes must address drawing issues such as those listed previously. There is no preferred (or unacceptable) style or content.

DIGITAL ART 1

Credits: 2	Length: Year
Course Code: AR460---	Grade Level(s): 9, 10, 11, 12

Recommended:
Photography & Design Intro

Content:

In this yearlong course, students will explore different digital media. This intermediate hands-on studio course focuses on creative problem solving through digital media arts. Students will experience a variety of materials, topics, and techniques, including but not limited to: graphic design, Adobe Photoshop, Adobe Animate.

DIGITAL ART 2

Credits: 2	Length: Year
Course Code: AR470---	Grade Level(s): 10, 11, 12

Prerequisite:
Digital Art 1

Content:

In this yearlong course, students will explore different digital media in more depth. This advanced course focuses on creative problem solving through media arts. Students will choose an area of focus, and will experience and work in different programs including but not limited to Adobe Illustrator, Adobe Animate. Students will work through a combination of independent study and guided coursework. Emphasis will be placed on the development of individual style and creativity.

PHOTOGRAPHY & DESIGN INTRO

Credits: 1	Length: Semester
Course Code: AR560---	Grade Level(s): 9, 10, 11, 12

Prerequisite: None

Content:

In this semester-long course, students will explore different concepts in photography and digital art. This in-depth hands-on studio course focuses on creative problem solving through photography and digital art. Students will experience a variety of materials and techniques, including but not limited to: Adobe Photoshop, DSLR cameras, digital printing, introduction of Adobe Illustrator. Experiences are designed to explore a variety of techniques, materials, and the creative process.

PHOTOGRAPHY 1

Credits: 2	Length: Year
Course Code: AR500---	Grade Level(s): 9, 10, 11, 12

Recommended:
Photography & Design Intro

Content:

In this yearlong course, students will explore different concepts in photography. This in-depth hands-on studio course focuses on creative problem solving through photography. Students will experience a variety of materials and techniques, including but not limited to: digital technology including Adobe Photoshop, DSLR cameras, and digital printing, as well as analog technology including darkroom, film, and SLR cameras. Activities include lecture and lab with assignments



2025•2026 Course Selections

covering all aspects of photography including, but not limited to, principles of design, camera usage, film processing, enlarging, lighting, and careers in the field of photography.

PHOTOGRAPHY 2

Credits: 2
Course Code: AR530---
Length: Year
Grade Level(s): 10, 11, 12

Prerequisite:
Photography 1

Content:

In this yearlong course, students will explore different concepts in photography. This intermediate hands-on studio course focuses on creative problem solving through photography. Students will experience a variety of materials and techniques, including but not limited to: digital technology including Adobe Photoshop, DSLR cameras, and digital printing, and analog technology including darkroom, film, and SLR cameras. Activities may include further study of advanced photographic techniques, i.e. studio lighting, alternative processes and various formats for shooting and printing. In addition, career choices in the field of photography, historical and contemporary studies and critiquing styles will be addressed.

3D ART INTRO

Credits: 1
Course Code: AR160---
Length: Semester
Grade Level(s): 9, 10, 11, 12

Prerequisite: None

Content:

This semester-long course focuses on creative problem solving through 3D art. Students will experience a variety of materials and techniques, including but not limited to: clay, wood, plaster, foam and paper mâché. Experiences are designed to explore a variety of techniques, materials, and the creative process.

3D ART 1

Credits: 2
Course Code: AR170---

Length: Year
Grade Level(s): 9, 10, 11, 12

Recommended:
3D Art Intro

Content:

This yearlong course focuses on creative problem solving through 3D art. Students will experience a variety of materials and techniques, including but not limited to: clay, wood, plaster, foam and paper mâché. Students will learn the three basic clay hand-building techniques: pinch, coil, and slab, with variations on each process. The potter's wheel will be introduced. Basic sculpting techniques will be developed through the creative process.

3D ART 2

Credits: 2
Course Code: AR180---

Length: Year
Grade Level(s): 10, 11, 12

Prerequisite:
3D Art 1

Content:

This yearlong course focuses on creative problem solving through 3D art. Students will develop a personal style, while experiencing a variety of materials and techniques, including but not limited to: clay, wood, plaster, foam, metal, glass, and paper mâché. There is an emphasis in wheel throwing or hand- building techniques. Students will be required to load the kiln and mix glazes as well as create their own ceramic ware. Woodcarving and jewelry making will be explored, and students will begin compiling a portfolio.

ADVANCED STUDIO 3D DESIGN

Credits: 2
Course Code: AR190---

Length: Year
Grade Level(s): 11, 12

Prerequisite:
3D Art 2

Content:

This yearlong honors course is an advanced-level capstone course intended to support the creation of



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a portfolio centered around 3-dimensional design issues. Design involves purposeful decision-making about how to use the elements of art and principles of design in an integrative way. In the 3D Design portfolio, students are asked to demonstrate their understanding of design principles as they relate to the integration of depth and space, volume, and surface. The principles of design can be articulated through the visual elements.

ADVANCED PLACEMENT (AP) ART HISTORY

Credits: 2 Length: Year
Course Code: GE170--- Grade Level(s): 11, 12

Recommended:
Students should be able to read college-level texts and apply the conventions of Standard Written English in their writing.

Content:
This yearlong course is equivalent to a two-semester introductory college course that explores the nature of art, art making, and responses to art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content. They experience, research, discuss, read, and write about art, artists, art making, responses to, and interpretations of art.

GRAPHIC DESIGN 1

Credits: 1 Length: Semester
Course Code: AR360--- Grade Level(s): 9, 10, 11, 12

Prerequisite: None

Content:
In this semester-long course, students will explore different commercial art and marketing concepts. This hands-on studio course focuses on creative problem solving through art. Students will experience a variety of materials and techniques including but not limited to Adobe Illustrator, color theory, marketing, branding, and graphic print

layout. Learning is achieved through lecture, demonstration, and practical application of commercial techniques and design concepts.

GRAPHIC DESIGN 2

Credits: 1 Length: Semester
Course Code: AR370--- Grade Level(s): 9, 10, 11, 12

Prerequisite:
Graphic Design 1

Content:
In this course, students will explore different commercial art and marketing concepts. This hands-on studio course focuses on creative problem solving through art. Students will experience a variety of materials and techniques including but not limited to Adobe Illustrator, color theory, marketing, branding, packaging, and graphic design. Learning is achieved through lecture, demonstration, and practical application of painting techniques and design concepts. Emphasis is placed on the application of commercial techniques and design concepts.

FINE ART STUDIO

Credits: 2 Length: Year
Course Code: AR800--- Grade Level(s): 11, 12

Prerequisites:
All yearlong courses in the media sequence and/or teacher recommendation.

Content:
This yearlong course is tailored to the individual needs of the student. Students will work in their media of special interest; i.e., 2-dimensional art, 3-dimensional art, digital art, or photography. Students will work through a combination of independent study and guided coursework. Emphasis will be placed on the development of individual style and creativity. Student growth and creativity will be evaluated during the term of the course.



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ART PRODUCTION - (DREAM Only)

Credits: 1 Length: Semester
Course Code: AR030--- Grade Level(s): 9,
 10, 11, 12

Prerequisite:
Enrollment in DREAM Academy only

Content:

In this repeatable semester-long course, students will explore different techniques and concepts in 2D art, 3D art, digital photography, and the commercial arts. This introductory hands-on studio course focuses on creative problem solving through the visual arts. Students will experience a variety of materials and techniques, including but not limited to: clay, acrylic paint, watercolor paint, pencil, colored pencil, Adobe Photoshop, digital cameras. Students will work through a combination of independent study and guided coursework. Emphasis will be placed on the development of individual style and creativity. Student growth and creativity will be evaluated during the term of the course.

Course can be repeated for original credit.



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AVID/COLLEGE AND CAREER PREPARATION

In all Advancement Via Individual Determination (AVID) classes, students are required to maintain a binder that includes notes taken in all other classes. Two days each week, students develop high level questions in preparation for tutorials. Field trips, classroom speakers, and team building activities are included in the class. During junior and senior year, more direct connections with colleges, including meeting with college recruiters and/or completing college applications, will occur.

AVID 1

Credits: 2 Length: Year
Course Code: AV100--- Grade Level: 9

Prerequisites:

Middle school AVID enrollment or AVID application and interview required if new to AVID; honors course enrollment recommended

Content:

This yearlong course will support students' transition to high school and prepare them for a career or enrollment into a four-year college. Students will learn AVID basics: WICOR (writing, inquiry, collaboration, organization & reading), time management, tutorials, Socratic seminars, academic goal setting & motivation. The AVID course uses writing as a tool of learning, the inquiry method, organizational tools, collaboration with peers and academic reading in a rigorous and relevant curriculum designed to get students ready for college. Two days each week are devoted to tutorials and one day focuses on team building and motivational activities. As students continue in the AVID program, the emphasis on preparing for college application and entry intensifies. Leadership skills and community service are also embedded in the AVID curriculum. Students selected for AVID should have a strong interest in college enrollment and completion.

AVID 2

Credits: 2 Length: Year
Course Code: AV200--- Grade Level: 10

Prerequisites:

AVID 1 or AVID application and interview required if new to AVID; honors course enrollment required

Content:

This yearlong course continues to support students' transition to high school and prepare them for a career or enrollment into a four-year college. Students will build upon AVID basics, research colleges & careers, and work on self-awareness and personal development. The AVID course uses writing as a tool of learning, the inquiry method, collaboration with peers and academic reading in a rigorous and relevant curriculum designed to get students ready for college. Two days each week are devoted to tutorials and one day focuses on team building and motivational activities. As students continue in the AVID program, the emphasis on preparing for college application and entry intensifies. Leadership skills and community service are also embedded in the AVID curriculum. Students should have a strong interest in college enrollment and completion.

AVID 3

Credits: 2 Length: Year
Course Code: AV300--- Grade Level: 11

Prerequisites:

AVID 2 (AVID coordinator approval needed if new to AVID) and AP/honors course enrollment required

Content:

This yearlong course will prepare students for a career or enrollment into a four-year college. This course prepares students by emphasizing analytical writing, preparation for college entrance and placement exams, college study skills, oral language development, note taking, and research. Students will build upon and refine AVID basics, choose colleges, and begin gathering documents for the college and financial aid application process. College entry exam preparation and college planning are major areas of focus. Students will learn about the expenses associated with college and how to offset these costs. Students will narrow



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their college search focus to apply for early admission.

AVID 4

Credits: 2 Length: Year
Course Code: AV400--- Grade Level: 12

Prerequisites:
AVID 3 and AP course enrollment

Content:
This yearlong course will prepare students for a career or enrollment into a four-year college. This course prepares students by emphasizing analytical writing, preparation for college entrance and placement exams, college study skills, oral language development, note taking, and research. Students are expected to make oral presentations to the class on topics related to career searches, contemporary issues, and social concerns, while focusing on a culminating senior paper, portfolio, and/or project. Students are expected to complete Financial Aid Applications and/or Scholarships and apply to four or more four-year colleges. Leadership skills and community service are also embedded in the AVID curriculum. Senior AVID also prepares students for college life. They will explore aspects of college living such as dorm life, extracurricular activities, and part-time jobs.

FRESHMAN SEMINAR

Credits: 1 Length: Semester
Course Code: SP160--- Grade Level: 9

Prerequisite: None

Content:
This semester long course offers students an opportunity to explore Educational Pathways available starting their Sophomore year. Students will engage in learning experiences that highlight their individual interests, develop their employability skills, improve their interpersonal skills, engage in critical thinking, and promote teamwork. Through exploration, students will gain an understanding of what it takes to be successful in high school, postsecondary, and careers as well as the courses in the Educational Pathways. They will begin to

create a plan for high school and beyond based on individual strengths and career interests.

ONE GOAL SEMINAR 2 (LHS Only)

Credits: 1 Length: Year
Course Code: SP450--- Grade Level: 12

Prerequisite:
One Goal Seminar 1

Content:
This yearlong course offers the opportunity for students to prepare for the college and career transition. With the support of their family and community, students will leverage their self-advocacy and agency to apply to their selected post-secondary institutions as well as apply for funding. In the second semester, students will evaluate different postsecondary options and enroll in the pathway that best aligns to their needs, values, and goals. Students will complete assignments that will prepare them for the academic and social life to expect in the first year of their postsecondary pathway and determine the resources and support their need from their teachers and community to be successful.



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BUSINESS EDUCATION

INTRODUCTION TO INTERNATIONAL BUSINESS

Credits: 1 Length: Semester
Course Code: BU400--- Grade level(s): 9, 10, 11, 12

Prerequisite: None

Content:

In this semester-long course, students will be introduced to business concepts and their relationship to a global economy. Students will learn business and economic skills and preview careers and new technologies used in businesses today. Technology will be used to research and examine the job market, employment opportunities, and necessary career qualifications. Topics of study include the different forms of business, business finance, marketing, management, entrepreneurship, consumerism, and business globalization.

ACCOUNTING

Credits: 2 Length: Year
Course Code: BU000--- Grade level(s): 10, 11, 12

Prerequisite: None

Content:

In this yearlong course, students will develop an understanding and working knowledge of accounting and financial principles through hands on integration and technology. Students will develop the skills necessary to prepare the financial statements for a business organization used in the accounting cycle. Practical experience is provided in recording and analyzing financial information through the completion of accounting projects and simulations. This course is beneficial to those students who are interested in careers in business, finance, or accounting fields.

ADVANCED ACCOUNTING

Credits: 2 Length: Year
Course Code: BU010--- Grade level(s): 11, 12

Prerequisite:
Accounting

Content:

In this yearlong course, students will gain an understanding of various activities necessary for efficient business management and decision-making through the interpreting and analyzing of financial data. Departmental and corporate accounting will be studied in depth. This course will build a strong foundation for students who are interested in business, accounting, and finance post-secondary programs and career fields.

SPORTS AND ENTERTAINMENT MARKETING

Credits: 2 Length: Year
Course Code: BU540--- Grade level(s): 10, 11, 12

Prerequisite: None

Content:

Sports and Entertainment Marketing expertly introduces industry skills from market planning to promotions and selling with popular sports and entertainment industry examples as the foundation for learning marketing concepts. Crucial topics like the channels of distribution, global issues, customer service and economic principles make direct connections to real-life businesses, famous athletes, and celebrities. Students work in teams to build out an expansive marketing portfolio as they apply marketing functions to real-world scenarios and strategies from awards show nominations, to analyzing super bowl ads, to planning successful product endorsements. Critical-thinking activities lead students to analyze the merits of marketing roles from influencers to third party social media companies as well as emerging strategies in social networking, data collection, fan engagement and promotions. Features throughout the course encourage students to research, solve problems



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related to exciting industries, and present their findings via group projects and preparation for Distributer Education Clubs of America (DECA) competitive events.

ADVANCED PLACEMENT (AP) COMPUTER SCIENCE A

Credits: 2 Length: Year
Course Code: MA740--- Grade Level(s): 9, 10, 11, 12

Per Illinois Public Act this course may be used as part of the three-year high school mathematics graduation requirement, as long as the student has also successfully completed Algebra 2, and the course is taught by a high school certified math teacher.

Prerequisite:
Algebra 1

Content:
This yearlong course is an introductory, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies, organization of data, approaches to processing data, analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes problem solving and design using Java language. The AP Computer Science A course curriculum is compatible with many Computer Science 1 courses in colleges and universities.

MANAGEMENT & ENTREPRENEURSHIP

Credits: 2 Length: Year
Course Code: BU510--- Grade level(s): 10, 11, 12

Prerequisite: None

Content:
In this yearlong course, students will gain an understanding of the concepts and processes associated with successful entrepreneurial practices. Students will analyze fundamental business concepts and strategies that effect business decision making. Students will use the financial concepts and tools needed by the entrepreneur in making business decisions to

develop an entrepreneurial venture. This course will culminate with the design and development of a business plan. This course is designed to develop knowledge and skills of students interested in business management and entrepreneurship.

COMPUTER PROGRAMMING 1

Credits: 1 Length: Semester
Course Code: BU210--- Grade Level(s): 9, 10, 11, 12

Prerequisite: None.

Content:
This course provides an in-depth introduction to coding in Python. Upon completion, students will master fundamental coding concepts such as statements, variables, expressions, conditionals, and loops. Students will also gain proficiency with advanced topics including software libraries, automation, and sprite-based graphics. In addition, students will learn how to plan and track the progress of large coding projects, debug errors, and improve the readability of their code. Throughout the course, students will continuously demonstrate their knowledge through both traditional assessments and coding projects such as games, animations, and other interactive programs. This course will build foundational skills for students interested in computer science careers.

COMPUTER PROGRAMMING 2

Credits: 1 Length: Semester
Course Code: BU220--- Grade Level(s): 9, 10, 11, 12

Prerequisite:
Computer Programming 1

Content:
This course continues the in-depth journey with coding in Python. During the course, students will master fundamental coding concepts such as file systems, information storage and retrieval, and error handling. Students will also gain proficiency with advanced topics including user-defined modules, data as values, data as references, and graphical user interfaces. In addition, students will learn the product development cycle of user testing, iteration, and automated testing that is ubiquitous in



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the software industry. Throughout the course, students will continuously demonstrate their knowledge through both traditional assessments and real-world coding projects, growing their professional portfolio. This course will also prepare students to complete Microsoft's Introduction to Programming

Using Python certification exam. This course will expand skills for students interested in computer science and coding.

COMPUTER GAME DESIGN 1

Credits: 2	Length: Year
Course Code: BU710---	Grade Level(s): 9, 10, 11, 12

Prerequisite: None

Content:

Computer Game Design teaches C# coding and game design with the Unity 3D Engine using a project-based approach. Beginning with little to no coding experience, students build their knowledge of C# and Unity by creating multiple full-featured games combining 3D models, animation, audio files, and scripts. Upon course completion, students will have the ability to create a 3D game from scratch on their own. Learn the fundamentals of Object-Oriented C# programming, use Unity, an industry-leading game engine, to create playable games and interactive simulations, apply physics principles to predict and simulate projectile motion, implement 2D user interfaces that adjust to fit different device sizes, create 3D art assets using Blender, an open-source 3D modeling and animation software. Upon completing this course, students will be prepared to earn the following industry-recognized certification(s): Unity User: Artist & Unity User: Programmer. This course will build foundational skills for students interested in computer science fields of study and careers.

COMPUTER GAME DESIGN 2

Credits: 2	Length: Year
Course Code: BU712---	Grade Level(s): 10, 11, 12

Prerequisite:
Computer Design 1

Content:

This course teaches students intermediate to advanced topics in game development, including complex physics simulations, AI navigation and behavior scripting, 3D math and geometry, art and design principle, as well as industry-established software design and development practices. By the end of the course, students will be able to create 2D and 3D games and simulations from scratch, covering various game genres. They will also have gained proficiency in C#, Unity Engine, and Blender 3D, which will prepare students to earn industry recognized Unity certifications. This course will expand foundational skills for students interested in Computer Science fields of study and careers.

INTERNSHIP (CLASS)

Credits: 2	Length: Year
Course Code: CE805---	Grade Level(s): 11, 12

Prerequisite:

Must have transportation to training site.

Content:

This yearlong course is designed for junior and senior students to experience career interests. Students will assess personal skills, abilities, and aptitudes along with personal strengths and weaknesses as they relate to career exploration and development. Special emphasis is given to developing communication, interpersonal, supervisory and human relations skills. Classroom instruction will focus on personal qualities related to employability, work ethic, diversity, and technical and financial management skills that will prepare students for college and future careers. Specific projects will be incorporated to meet individual student career interests.

Students must co-enroll in CE810.

This course is repeatable.

INTERNSHIP (JOB)

Credits: 2	Length: Year
Course Codes: CE810---	Grade Level(s): 11, 12

Prerequisite:



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Must have transportation to training site.

Content:

Students will meet and discuss their career interests with their internship teacher to determine possible placements. Internship teachers will connect students to potential placements. Students will intern for four hours/week at a career site of interest for the semester and learn about a career. This course may be repeated for credit with advanced instruction and an intensified job experience.

Students must co-enroll in CE805.



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DRIVER EDUCATION

DRIVER EDUCATION -CLASSROOM AND BTW

Credits: 0	Length: Semester
Course Code: DE010---	Grade Level(s): 9, 10, 11, 12

Course Fee: \$250.00 course, \$13.00 workbook, and \$20.00 for Secretary of State for a total of \$283.00. The \$20.00 for the Secretary of State must be a separate check and this fee cannot be waived.

Prerequisites:

Student must turn 15 the semester prior to course enrollment. Student must receive a passing grade in at least 8 courses during the previous 2 semesters prior to enrolling in a driver education course. (These can be middle school courses.)

Content:

This semester-long State of Illinois Driver Education course provides students with classroom instruction and behind-the-wheel training. The one semester course includes a minimum of 30 sessions of classroom instruction and 6 clock hours of behind the wheel training.



ADVANCED CHILDHOOD EDUCATION

Credits: 2	Length: Year
Course Code: FC120---	Grade Level(s): 11, 12

Prerequisite:
Childhood Education

Content:
This yearlong course is a lab-oriented course where students are provided opportunities to observe, supervise, and teach children. Students will research, formulate and implement the most current teaching trends and techniques. Experiences obtained through working in the on-site preschool will support further development of competencies needed for working with children in a variety of careers. Students will develop skills in organization, implementation, and maintenance of an early childhood program. Professional experience, technical skills and effective communication skills gained through this course will assist students in post-secondary pursuits.

This course can be repeated for credit with a focus on childcare administration and facilitation responsibilities by students who have earned a “B” or higher in Advanced Childhood Education and have instructor approval.

EDUCATION INTERNSHIP (2 HOUR COURSE)

Credits: 4	Length: Year (2 Hours)
Course Code: FC400---	Grade Level(s): 12

Prerequisite:
Must have transportation to training site.

Content:
This yearlong course is designed for the student with career interests related to care and learning occupations. Internship Education students must be reliable, dependable, self- motivated, and possess good communication skills. This class requires the student to travel off-site to gain practice of technical application skills related to social, emotional,

CHILD DEVELOPMENT

Credits: 1	Length: Semester
Course Code: FC100---	Grade Level(s): 9, 10, 11, 12

Prerequisite: None

Content:

In this semester-long course, students explore topics focusing on child growth and care from conception through elementary age. Emphasis will focus on the techniques and skills necessary to promote healthy physical, social, emotional and intellectual development. This course provides the framework for analyzing how growth impacts life-long learning skills and supports child psychology, biology and educational research. Classroom activities apply learned content through the use of simulations, projects, technology, and research.

CHILDHOOD EDUCATION

Credits: 2	Length: Year
Course Code: FC110---	Grade Level(s): 10, 11, 12

Prerequisite: None

Content:

This yearlong laboratory course will prepare students to analyze the developing child. This course requires application of teaching skills, observations, and facilitation of lessons to preschoolers in an onsite preschool. Students will develop skills and strategies related to working with young children. Emphasis is placed on learning developmental characteristics, learning styles and health and safety while comparing and contrasting career opportunities. Knowledge and skills gained through this course will support readiness for post-secondary education and/or career opportunities in the career fields of education and child development.



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intellectual and physical human development. Students will engage in pre-assignment training to better acquaint the student with his/her internship responsibilities. Regular opportunities for the student to summarize and share the internship experience will be provided.

INTRODUCTION TO CULINARY ARTS

Credits: 2 Length: Year
Course Code: FC300--- Grade Level(s): 9, 10

Prerequisite: None

Content:

This yearlong course exposes students to the principles and practices of food science, nutrition, wellness, working with people, culinary arts and the food service industry. Industry recognized sanitation practices will be emphasized. Students will demonstrate preparation of various types of nutritious foods focusing on cost analysis, portion control, and presentation. Activities will require planning, preparation, and evaluation skills used in a team/management structure.

CULINARY ARTS

Credits: 2 Length: Year
Course Code: FC310--- Grade Level(s): 10, 11, 12

Recommended:

Grade of "C" or better in both semesters of Introduction to Culinary Arts or instructor/administrator approval

Content:

This yearlong course is for students interested in gaining advanced skills and techniques in culinary arts. Advanced strategies related to food and work place safety, effective management, communication skills, and food preparation skills are incorporated. Development of recipes, including modifications, food preparation, budgeting and product evaluation will be the focus of this college/career preparatory course.

ADVANCED CULINARY ARTS

Credits: 2 Length: Year
Course Code: FC320--- Grade Level(s): 11, 12

Recommended:

Grade of "C" or better in both semesters of Culinary Arts or instructor/administrator approval

Content:

This yearlong course is for students interested in gaining additional advanced culinary skills and quantitative cooking experience. Industry aligned sanitation practices will be emphasized. This course is for students interested in a post-secondary career in nutrition, culinary arts and/or the hospitality industry. Students will plan, facilitate, and evaluate culinary products and business strategies necessary to run a catering business.

CULINARY ARTS AND RESTAURANT MANAGEMENT

Credits: 4 Length: Year (2 Hours)
Course Codes: FC340--- Grade Level(s): 11, 12

Recommended:

Grade of "C" or better in both semesters of Advanced Culinary Arts or instructor/administrator approval. One- year course: two class periods.

Content:

This yearlong, two-hour course has an emphasis in restaurant and hospitality management, advanced culinary skills, and the development of operational management skills. Students will gain advanced skills in techniques related to global and American regional cuisine while developing awareness of resource consumption and sustainability. Sanitation/safety practices will be analyzed and applied in food service situations. This course is for students interested in post-secondary careers in nutrition, culinary arts, and/or the hospitality industry.



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HEALTHCARE SCIENCE

FOUNDATIONS OF HEALTH CARE SCIENCE

Credits: 1 Length: Semester
Course Code: HE114--- Grade Level(s): 9, 10, 11

Prerequisite: None

Content:

This semester-long course provides an overview of human anatomy. Students will gain an understanding of the organization of the human body from the chemical and cellular levels to the tissues, organs, and organ systems. Students will learn how body systems work together to maintain internal balance and good health. This course will also introduce terminology associated with the human body.

FUNDAMENTALS OF HUMAN ANATOMY

Credits: 1 Length: Semester
Course Code: HE124--- Grade Level(s): 9, 10, 11, 12

Prerequisite: None

Content:

This semester-long course provides an overview of human anatomy. Students will gain an understanding of the organization of the human body from the chemical and cellular levels to the tissues, organs, and organ systems. Students will learn how body systems work together to maintain internal balance and good health. This course will also introduce the terminology associated with the human body.

ADVANCED HEALTH CARE SCIENCE

Credits: 2 Length: Year
Course Code: HE214--- Grade Level(s): 10, 11, 12

Prerequisite: None

Content:

This yearlong course develops knowledge and skills common to most health care occupations. Occupational competencies will be developed

through interactive activities related to current therapies, first aid and CPR, medical terminology, safety and infection control, and an understanding of human growth and development and disease processes. Students explore health care careers and develop employability skills. This course establishes a strong foundation for students interested in healthcare science fields of study and careers.

DUAL CREDIT CNA (CERTIFIED NURSING ASSISTANT) HONORS

NUR105: DUAL CREDIT CNA HONORS

Credits: 2 Length: Year
Course Code: HE234--- Grade Level(s): 11, 12

Higher Education Institute:

Elgin Community College

College Credit Hours: 7 credit hours

Depending on enrollment, a selection process may occur.

Prerequisite:

Satisfaction of Elgin Community College

Application and a grade of "C" or better in biology

Student's must be 16 on the first day of class.

Content:

This yearlong, Basic Nurse Assistant course is designed to prepare qualified nurse assistants to provide patient care as members of a health care team in hospitals, extended care facilities, community agencies and home health care agencies. The nurse assistant course is a seven-credit course. It meets the requirements and guidelines set by the state of Illinois Department of Public Health for the Basic Nurse Aide Training Program. Successful completion of the Basic Nurse Assistant Program at ECC involves completing the mandatory hours of theory and hours of clinical instruction and demonstrating manual skills competency. For certification, one must pass the Illinois State Competency Written Examination. Proficiency Credit Not Available, Pass/No Credit Not Available



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Special Note: Students enrolled in this program are required to have the following: 1.) a criminal background check, 2.) a drug test, 3.) completed medical form (included lab tests to prove immunity to common illnesses) TB test, Tdap, and flu, vaccinations. 4.) health insurance, 5.) Basic Life Support (BLS) Healthcare Provider CPR Certification, 6.) textbook, uniform, and gait belt, and 7.) social security number in order to take the Illinois certification exam, which is required to work as a nurse assistant. The cost associated with these requirements is approximately \$450, plus cost for health insurance. Students must attend the first day of class. Please refer to the college catalog or elgin.edu/nursing for more information.

DUAL CREDIT CNA CLINICAL

Credits: - Length: Year
Course Code: HE235--- Grade Level(s): 11, 12

Depending on enrollment, a selection process may occur.

Prerequisite:
Co-enrolled in Dual Credit CNA Honors HE234

Content:
This yearlong course is designed for students interested in pursuing certification as a nurse's assistant. Students will do an in-depth study of various facets of patient care, which includes a minimum of 40 hours of supervised clinical experience with patients. Upon successful completion of all components of this course, students may qualify to take the state certification exam.

Students enrolled in the CNA program should be co-enrolled in CNA Honors HE234---.

PLTW PRINCIPLES OF BIOMEDICAL SCIENCE (PBS)

Credits: 2 Length: Year
Course Code: HE514--- Grade Level(s): 10, 11, 12

Recommended:
Biology and Fundamentals of Human Anatomy

Content:

This yearlong course provides an introduction to the biomedical sciences through exciting problem-based projects. Students will design and analyze data, investigate outbreaks, develop clinical empathy, and promote human healthiness. Students will develop technical skills and employability skills enabling them to thrive in life. This course establishes foundational knowledge for subsequent biomedical science courses. (See www.pltw.org for more information.)

PLTW HUMAN BODY SYSTEMS (HBS). HONORS

Credits: 2 Length: Year
Course Code: HE515--- Grade Level(s): 10, 11, 12

Recommended:
Fundamentals of Human Anatomy

Content:
In this yearlong course, students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use technology to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real-world cases and often play the role of biomedical professionals to solve medical mysteries. A health care science internship may be taken with this course. This course will expand foundational skills for students interested in science, healthcare, or medical fields of study or careers. (See www.pltw.org for more information)

PLTW MEDICAL INTERVENTIONS (MI). HONORS

Credits: 2 Length: Year
Course Code: HE616--- Grade Level(s): 11, 12

Prerequisite: None

Content:
In this yearlong course, students will complete projects that investigate various medical



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interventions that extend and improve the quality of life including diagnostics, surgery, bio-nanotechnology, pharmacology, prosthetics, rehabilitation, and lifestyle choices. Possible topics include stem cell research, cochlear implants, insulin pumps, joint and organ replacements, heart pacers, and internal defibrillators. A health care science internship may be taken concurrently with this course. This course further develops foundational skills for students interested in biological science, healthcare, or medical fields of study or careers. (See www.pltw.org for more information.)

INTERNSHIP (CLASS)

Credits: 2	Length: Year
Course Code: CE805---	Grade Level(s): 11, 12

Prerequisite:
Must have transportation to training site.

Content:
This yearlong course is designed for junior and senior students to experience career interests. Students will assess personal skills, abilities, and aptitudes along with personal strengths and weaknesses as they relate to career exploration and development. Special emphasis is given to developing communication, interpersonal, supervisory and human relations skills. Classroom instruction will focus on personal qualities related to employability, work ethic, diversity, and technical and financial management skills that will prepare students for college and future careers. Specific projects will be incorporated to meet individual

student career interests.

Students must co-enroll in CE810.

This course is repeatable.

INTERNSHIP (JOB)

Credits: 2	Length: Year
Course Codes: CE810---	Grade Level(s): 11, 12

Prerequisite:
Must have transportation to training site.

Content:
Students will meet and discuss their career interests with their internship teacher to determine possible placements. Internship teachers will connect students to potential placements. Students will intern for four hours/week at a career site of interest for the semester and learn about a career. This course may be repeated for credit with advanced instruction and an intensified job experience.

Students must co-enroll in CE805.

VETERINARY ASSISTANT PROGRAM

See course description in Regional Career Pathway Programs section.

FIRE, SCIENCE AND SAFETY (FSS) PROGRAM

See course description in Regional Dual Credit Program Section.



2025•2026 Course Selections

LANGUAGE ARTS

ENGLISH LANGUAGE ARTS 1

Credits: 2 Length: Year
Course Code: LA100--- Grade Level(s): 9, 10,
11, 12
Prerequisite: None

Content:

This yearlong course promotes creativity, builds knowledge, and enhances students' skills through student-centered and student-led analyses of robust texts and topics focusing on the essential question: 'Who changes the world?'. ELA 1 begins with a Foundation Inquiry Unit followed by three critical thinking and evidenced-based writing units. The instructional units empower students to pose questions, inquire deeply, reflect, and evolve as independent thinkers and engaged participants in a learning community. All students engage with grade-level texts, conducting their analyses using textual evidence to support their own ideas. Students will engage with their peers in rich and meaningful collaborative tasks, promoting a deep knowledge of significant ideas, perspectives, and literature to take charge of their literacy development.

ESL courses in the MME Program parallel grade-level curriculum and are taught using sheltered English instruction according to the students' English language proficiency.

HONORS ENGLISH LANGUAGE ARTS 1

Credits: 2 Length: Year
Course Code: LA120--- Grade Level(s): 9

Recommended:

Placement, Teacher Recommendation, or Student Choice

Content:

This yearlong course focus areas are vertically aligned to the practices embedded in high school and college English courses, including AP. This gives students multiple opportunities to prioritize

and strengthen key literacy skills throughout their course of study. Students read closely and analyze a range of complex literary and informational texts. Students evaluate textual evidence and incorporate it effectively in writing and speaking. Students understand how writers and speakers use specific words and sentences to move the thoughts, emotions, and actions of readers and listeners. Texts take center stage, preparing students for close, critical reading and analytical writing. The course trains readers to observe small details in a text to arrive at a deeper understanding of the whole. It also trains writers to create complex sentences—building this foundational skill en route to sophisticated, longer-form analyses.

HONORS SPANISH LANGUAGE ARTS 1 **(ARTES DEL LENGUAJE EN ESPAÑOL 1** **HONORES)**

Credits: 2 Length: Year
Course Code: LA120--- Grade Level(s): 9

Prerequisite:

Dual Language Program Students/New students qualifying for the Transitional Bilingual Education Program in Spanish/Former DL students may be considered to take this class on an individual case basis – approval by MME Department required.

Content:

In this yearlong course, dual language students will explore and analyze the strategic use of digital media and literature, not only to develop, but also to apply effective communication skills and become digital citizens. Students also will analyze how authors use media to make a difference in society and apply the learned skills as a means to impact the world around them.



2025•2026 Course Selections

ENGLISH LANGUAGE ARTS 2

Credits: 2 Length: Year
Course Code: LA200--- Grade Level(s): 10,
11, 12

Prerequisite:
English Language Arts 1

Content:

This yearlong course promotes creativity, builds knowledge, and enhances students' skills through student-centered and student-led analyses of robust texts and topics focusing on the essential question: 'How do we determine the right thing to do?'. ELA 2 begins with a Foundation Inquiry Unit followed by critical thinking and evidence-based writing. The instructional units empower students to pose questions, inquire deeply, reflect, and evolve as independent thinkers and engaged participants in a learning community. Students examine media for one unit. All students engage with grade-level texts, conducting analyses using textual evidence to support their ideas. Students will engage with their peers in rich and meaningful collaborative tasks, promoting a deep knowledge of significant ideas, perspectives, and literature to take charge of their literacy development.

ESL courses in the MME Program parallel grade-level curriculum and are taught using sheltered English instruction according to the students' English language proficiency.

HONORS ENGLISH LANGUAGE ARTS 2

Credits: 2 Length: Year
Course Code: LA220--- Grade Level(s): 10

Recommended:
Placement, Teacher Recommendation, or Student Choice

Content:

This yearlong course builds on the foundations of Honors English Language Arts 1. While English 1 introduces the fundamentals of close observation, critical analysis, and the appreciation of author's craft, English 2 requires students to apply those practices to a new array of nonfiction and literary texts. As readers, students become aware of how poets, playwrights, novelists, and writers of nonfiction manipulate language to serve their

purposes. As writers, students compose more nuanced analytical essays while never losing sight of craft and cohesion. This gives students multiple opportunities to prioritize and strengthen key literacy skills throughout their course of study. Students read closely and analyze a range of complex literary and informational texts. Students evaluate textual evidence and incorporate it effectively in writing and speaking. Students understand how writers and speakers use specific words and sentences to move the thoughts, emotions, and actions of readers and listeners. Texts take center stage, preparing students for close, critical reading and analytical writing. The course trains readers to observe small details in a text to arrive at a deeper understanding of the whole. It also trains writers to create complex sentences—building this foundational skill en route to sophisticated, longer-form analyses.

HONORS SPANISH LANGUAGE ARTS 2 **(ARTES DEL LENGUAJE EN ESPAÑOL 2** **HONORES)**

Credits: 2 Length: Year
Course Code: LA220--- Grade Level(s): 10, 11

Prerequisites:
Honors Spanish Language Arts 1 or new students qualifying for the Transitional Bilingual Education Program in Spanish

Content:

In this yearlong course, students will explore various genres and literary movements within their historical contexts, in order to gain knowledge and understanding about the authors' personal and cultural motivations behind their literary creations. Students will apply what they have learned to their personal lives in a critical manner.



2025•2026 Course Selections

ENGLISH LANGUAGE ARTS 3

Credits: 2 Length: Year
Course Code: LA300--- Grade Level(s): 11,
12

Prerequisite:
English Language Arts 2

Content:
This yearlong course promotes creativity, builds knowledge, and enhances students' skills through student-centered and student-led analyses of robust texts and topics focusing on the essential question: "What does it mean to be an American?". ELA 3 begins with a Foundation Inquiry Unit followed by critical thinking and evidence-based writing. The instructional units empower students to pose questions, inquire deeply, reflect, and evolve as independent thinkers and engaged participants in a learning community. All students engage with grade-level texts, conducting analyses using textual evidence to support their ideas. Students will engage with their peers in rich and meaningful collaborative tasks, promoting a deep knowledge of significant ideas, perspectives, and literature to take charge of their literacy development.

ESL courses in the MME Program parallel grade-level curriculum and are taught using sheltered English instruction according to the students' English language proficiency.

ENGLISH LANGUAGE ARTS 3 AMERICAN STUDIES

Credits: 2 Length: Year
Course Code: LA325--- Grade Level(s): 11

Prerequisites:
English Language Arts 2 and paired with US History American Studies

Content:
In this yearlong course, students may choose American Studies as an option that fulfills the Junior English and U.S. History requirements. This is a writing intensive course that will satisfy graduation requirements. This course combines the disciplines of English and American history and shares the

philosophies and methodologies of both. One grade is given for each content area. The students will identify the major ideas and attitudes of the American experience as they are reflected in the history, literature, and culture of the United States. Group work is a significant component of this course. Common Core skills in the areas of reading, reading comprehension, writing, listening, thinking, grammar (usage, mechanics), and appreciation of literature through the theme *The Dream*. Students will be required to complete several narratives, informational, and argumentative pieces of writing. Students will also be assigned shorter pieces of authentic text and novels to read, discuss, and analyze throughout the school year. Attention will be given to motifs in American literature, evaluating author's choices, and using rhetorical devices. Interdisciplinary projects on thematic topics, which will include presentations, research papers, and creative, writing. Reading assignments in literature and history will be included in daily activities.

ENGLISH: AP SEMINAR

Credits: 2 Length: Year
Course Code: LA680--- Grade Level(s): 10,
11

Recommended:
Placement, Teacher Recommendation, or student choice. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.

Content:
This yearlong course is part 1 of the AP Capstone Program. In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. AP Seminar is a prerequisite for AP Research. Completing AP Seminar and all its required assessment components is necessary for students to develop the skills to be successful in AP Research. In AP Research, students cultivate the skills and discipline necessary to conduct independent research and inquiry in order to produce and defend their scholarly work. Students are able to extend their abilities to synthesize



2025•2026 Course Selections

information from multiple perspectives and apply skills in new situations and cross-curricular contexts while cultivating their abilities to craft, communicate, and defend evidence-based arguments.

ADVANCED PLACEMENT (AP) ENGLISH LANGUAGE & COMPOSITION

Credits: 2 Length: Year
Course Code: LA370--- Grade Level(s): 11, 12

Recommended:

Students should be able to read and comprehend college-level texts and apply the conventions of standard written English in their writing.

Content:

This yearlong course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

COLLEGE PREPARATORY ENGLISH

Credits: 2 Length: Year
Course Code: LA410--- Grade Level(s): 12

Prerequisites:

English Language Arts 3, English Language Arts 3 American Studies, or concurrent enrollment in an ELA course.

Content:

College Preparatory English is a yearlong course that develops skills in reading, critical thinking, research and writing to support student success across all college majors and career pathways. Throughout this course, students will engage in the exploration of self, community, and advocacy. Students will evaluate social issues and how they

are created, reinforced, silenced or supported. Students will select a topic of interest to research and present as a capstone project. In addition to the development of valuable insight, skills, and competencies, successful completion of the course with an overall grade of C or better guarantees student placement into college credit-bearing courses with a reading or writing prerequisite at any Illinois community college and select universities in Illinois.

ESL courses in the MME Program parallel grade-level curriculum and are taught using sheltered English instruction according to the students' English language proficiency.

ADVANCED PLACEMENT(AP) ENGLISH LITERATURE & COMPOSITION

Credits: 2 Length: Year
Course Code: LA470--- Grade Level(s): 12

Recommended:

Students should be able to read and comprehend college-level texts and apply the conventions of standard written English in their writing.

Content:

This yearlong course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways that writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

DUAL CREDIT ENGLISH 101 ENG101: ENGLISH COMPOSITION I

Credits: 1 Length: Semester
Course Code: LA601--- Grade Level: 12
Higher Education Institute:
Elgin Community College
College Credit Hours: 3 credit hours
IAI Course Number: C1 900



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Prerequisites:

Satisfaction of Elgin Community College placement criteria. GPA requirement *or* ECC Placement Test *or* PSAT/SAT scores *or* ACT scores. See page 19.

Content:

In the first semester of this yearlong course, the goal is for students to become better readers, writers, and thinkers. Students will read a variety of essays that will serve as models for the expressive, expository, and persuasive essays of their own. Students will not only improve their grammar skills, but will also learn how to read closely, write clearly, and think critically.

DUAL CREDIT ENGLISH 102

ENG102: ENGLISH COMPOSITION II

Credits: 1 Length: Semester
Course Code: LA602--- Grade Level: 12
Higher Education Institute:
Elgin Community College
College Credit Hours: 3 credit hours
IAI Course Number: C1 901R

Prerequisites:

Satisfaction of Elgin Community College placement criteria. GPA requirement *or* ECC Placement Test *or* PSAT/SAT scores *or* ACT scores. See page 19.

Content:

This is the second semester of a one-year course that is normally required by all universities and colleges. There is an emphasis on achieving logic and precision in handling such extensive compositions as the research paper and persuasive and critical themes based on literature or other academic disciplines.

CREATIVE WRITING

Credits: 2 Length: Year
Course Code: LA500--- Grade Level(s): 9, 10,
11, 12

Prerequisite: None

Content:

This yearlong course provides students the opportunity to create written pieces both collaboratively and independently. Students will work together to build their writing skills in short

stories, poetry, and a variety of other forms. As a community of writers, students can expect to work together through the writing process with the eventual goal of publishing their work. Learning activities include writing, reading, peer editing, discussion, portfolio, guest speakers and the production of the school literary magazine.

Course can be repeated for original credit.

FORENSIC DEBATE

Credits: 1 Length: Semester
Course Code: LA590--- Grade Level(s): 9, 10,
11, 12

Prerequisite: None

Content:

This semester-long course is recommended for the student who has studied and practiced basic presentation and research skills to acquire more advanced debate and group discussion skills. Students develop critical thinking and analytical skills along with logic and impromptu speaking techniques. Activities include class discussion, group work, research, practice with various debate formats, brief writing, note-taking, and practice with both affirmative and negative positions.

Course can be repeated for original credit.

This course credit can be used to fulfill part of the CTE/WL/ART/MUSIC graduation requirement.

FORENSIC SPEECH

Credits: 1 Length: Semester
Course Code: LA580--- Grade Level(s): 9, 10,
11, 12

Prerequisite: None

Content:

This semester-long course is for students who would like to strengthen their public speaking skills. The course will offer a supportive setting to practice presenting to a variety of live audiences. In addition to public speaking, further performance opportunities included in the area of communications are radio broadcast and interpretation. Students will analyze the role of communication in our lives, the communication model, spatial relationships, delivery styles, and the



2025•2026 Course Selections

effectiveness of language, gestures, and organization techniques. Discussion, peer critiques, formal and informal speeches, group presentations, research, standard debates, and development of visuals.

This course credit can be used to fulfill part of the CTE/WL/ART/MUSIC graduation requirement.

PRODUCTION & PUBLICATION 1

Credits: 2 Length: Year
Course Codes: LA560--- Grade Level(s): 9, 10, 11, 12

Prerequisite:
Student application with teacher approval

Content:

These yearlong courses provide students with the skills needed for today's written publications. Students will demonstrate a high level of independence and build on writing and design skills: Page design, advanced publishing techniques, copy writing, editing, and photography while producing a creative, innovative yearbook, newspaper, and/or a blog that records memories and events. There is an emphasis on journalism skills in this class. Participants gain useful, real world skills in time management, marketing, teamwork, and design principles. Activities include taking pictures, indexing, writing copy, organizing time and budget, computer-assisted layout, blogging.

Course can be repeated for original credit.

PRODUCTION & PUBLICATION 2

Credits: 2 Length: Year
Course Codes: LA570--- Grade Level(s): 10, 11, 12

Prerequisites:
Production & Publication 1 and student application with teacher approval.

Content:

These yearlong courses provide students with the skills needed for today's written publications. Students will demonstrate a high level of independence and build on writing and design skills: Page design, advanced publishing

techniques, copy writing, editing, and photography while producing a creative, innovative yearbook, newspaper, and/or a blog that records memories and events. There is an emphasis on journalism skills in this class. Participants gain useful, real world skills in time management, marketing, teamwork, and design principles. Activities include taking pictures, indexing, writing copy, organizing time and budget, computer-assisted layout, blogging.

Course can be repeated for original credit.

21ST CENTURY MEDIA PRODUCTION

Credits: 2 Length: Year
Course Code: LA640--- Grade Level(s): 9, 10, 11, 12

Prerequisite: None

Content:

In this yearlong course, students will make critical observations of the ever-evolving media landscape into practice through the production of a wide variety of video-based projects. They will gain experience in the use of emerging technologies, as well as contemporary storytelling and scriptwriting techniques. This course is centered around project-based learning and digital literacy, which will be showcased through video journalism, comedy, public service, school initiatives, community activities, and more. Activities include photo editing, video editing, and script writing

Course can be repeated for original credit.

LEADERSHIP IN ACTION

Credits: 2 Length: Year
Course Code: LA650--- Grade Level(s): 10, 11, 12

Prerequisite: None

Content:

This yearlong course is for the student who has an interest in holding a leadership role in a community setting. Students will explore the principles of leadership, effective communication and presentation skills, as well as research skills to acquire more advanced communication and facilitation skills. Students develop critical thinking



2025•2026 Course Selections

and analytical skills along with logic and impromptu speaking techniques to be aware of various audience needs and wants. Activities include public speaking events, and a Community Action Project.

LATINO/A/X STUDIES (HONORS)

Credits: 2 Length: Year
Course Code: LA675--- Grade Level(s):12

Prerequisites:

AP Spanish Literature and Culture, AP Spanish Language and Culture, Dual Credit Intermediate Spanish, Heritage Spanish 3, or new students qualifying for the Transitional Bilingual Education Program in Spanish.

Content:

In this yearlong, Honors Spanish Language Arts course, students will develop the four domains of listening, speaking, reading, and writing. Students will explore the context and history of how Latino/a/x identity and representation (e.g. race, gender, class, ethnicity, language, etc.) are shaped and influenced in the Americas (the United States and beyond) by an individual's culture, by groups, by institutional influences, and by the lived experiences. This course will use an interdisciplinary approach to explore fiction and nonfiction literature and other forms of expression (e.g., diverse online media, music, movies, paintings, etc.) within the social, geopolitical, and cultural contexts.



2025•2026 Course Selections

MATHEMATICS

ALGEBRA 1

(High School credit is issued if taken in middle school and “A” or “B” is earned.)

Credits: 2 Length: Year
Course Code: MA100--- Grade Level(s): 9, 10, 11, 12

Prerequisite: None

Content:

This yearlong course is the foundation for high school mathematics. Topics include equations and graphs, linear and exponential functions, quadratics and polynomials, modeling, and statistics.

This course is offered in Spanish for students enrolled in the Dual Language (DL) program and in Sheltered English (ML) for students qualifying for EL services.

GEOMETRY BRIDGE

Credits: 2 Length: Year
Course Code: MA205--- Grade Level: 9

Prerequisite: None

Content:

This yearlong course is designed to help students develop reasoning and problem-solving skills in the areas of geometry, while also emphasizing the concepts necessary to be successful in Algebra 1. The overlying themes of this course will be transformations in the plane; coordinate geometry; congruency; similarity; right triangle trigonometry; area and volume; and circles. Foundational skills of fraction operations, proportional relationships, slope, and solving linear equations will also be developed. The goal of this course is to provide experiences that encourage and enable students to value mathematics, gain confidence in their own mathematical ability, and further encourage the students to continue the study of mathematics.

This course is offered in Spanish for students enrolled in the Dual Language (DL) program and in Sheltered English (ML) for students qualifying for EL services.

GEOMETRY

Credits: 2 Length: Year
Course Code: MA200--- Grade Level(s): 9, 10, 11, 12

Recommended:
Algebra 1

Content:

In this yearlong course, students will be able to solve problem situations using geometric concepts. The overlying themes of this course will be proving geometric theorems, understanding congruence in terms of rigid motions, understanding similarity, defining trigonometric ratios and solving problems involving right triangles, modeling with Geometry in two and three dimensions. The goal is to provide experiences that encourage and enable students to value mathematics, gain confidence in their own mathematical ability, and further encourage the students to continue the study of mathematics.

This course is offered in Spanish for students enrolled in the Dual Language (DL) program and in Sheltered English (ML) for students qualifying for EL services.

HONORS GEOMETRY

(High School credit is issued if taken in middle school and “A” or “B” is earned.)

Credits: 2 Length: Year
Course Code: MA220--- Grade Level(s): 9, 10, 11, 12

Prerequisites:
Algebra 1, District Assessment Scores and/or teacher referral.

Content:

This yearlong course integrates the study of linear, plane and spatial geometry. It will prepare the student to use mathematics effectively in today's world. The student will obtain visual interpretation of arithmetic and algebra allowing for the development of high-level thinking skills. The goal is to provide experiences that encourage and enable students to value mathematics, gain confidence in their own mathematical ability, and further encourage the student to continue the study of



2025•2026 Course Selections

mathematics. Prior to entering this course, students should display proficiency in factoring, quadratic formula, solving equations, radical operations, and solving systems of linear equations, as work in this course will require innovative thinking, applications and extensions of the traditional Geometry materials.

This course is offered in Spanish for students enrolled in the Dual Language program and Sheltered English (ML) for students qualified for EL services.

ALGEBRA 2

Credits: 2 Length: Year
Course Code: MA300--- Grade Level(s): 9, 10, 11, 12

Prerequisites:
Geometry and Algebra 1

Content:
This yearlong course builds upon algebraic concepts covered in Algebra I and prepares students for advanced-level courses. New topics include polynomial and rational relationships, radicals, logarithms and exponents, trigonometry, statistics, and probability. Problem solving is done with a functional approach, and real-world applications are stressed, using available technology. Students who successfully complete this course should be able to apply problem-solving techniques in further mathematical studies and in their daily lives.

This course is offered in Spanish for students enrolled in the Dual Language program and Sheltered English (ML) for students qualified for EL services.

HONORS ALGEBRA 2

Credits: 2 Length: Year
Course Code: MA320--- Grade Level(s): 9, 10, 11, 12

Recommended:
Honors Geometry with a grade of "C" or better

Content:
This yearlong course builds upon algebraic concepts covered in Algebra I and prepares

students for advanced-level courses. New topics include polynomial and rational relationships, radicals, logarithms and exponents, trigonometry, statistics, and probability. Problem solving is done with a functional approach, and real-world applications are stressed, using available technology. Work in this course will require innovative thinking, applications, and extensions of traditional Algebra 2 material. Students who successfully complete this course should be able to apply problem-solving techniques in further mathematical studies and in their daily lives.

This course is offered in Spanish for students enrolled in the Dual Language program and Sheltered English (ML) for students qualified for EL services.

PRE-CALCULUS

Credits: 2 Length: Year
Course Code: MA500--- Grade Level(s): 9, 10, 11, 12

Prerequisite:
Algebra 2

Content:
This yearlong course is designed to give a solid preparation in mathematics to the student who intends to continue study in mathematics. Analytical geometry and an introduction to calculus will be covered. Topics include trigonometric identities, functions and equations, polynomials, logarithms, exponential functions, series and sequences, permutations, combinations, and probability.

HONORS PRE- CALCULUS

Credits: 2 Length: Year
Course Code: MA520--- Grade Level(s): 9, 10, 11, 12

Recommended:
Algebra 2 with a grade of "C" or better

Content:
This yearlong course is a technology-intensive integrated mathematics course covering concepts of trigonometry, college algebra and analytical geometry. Topics include trigonometric functions and their applications, algebraic functions, functions



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and limits, exponential and logarithmic functions, vectors, and linear transformation. This course will require innovative thinking, applications and extensions of traditional pre-calculus material and provides an excellent preparation for calculus.

ADVANCED PLACEMENT (AP) PRE-CALCULUS

Credits: 2 Length: Year
Course Code: MA520--- Grade Level(s): 9, 10, 11, 12

Prerequisite:
Algebra 2 with a “C” or better, or teacher recommendation

Content:

In this yearlong course, students study a broad spectrum of function types, including polynomial, rational, exponential, logarithmic, trigonometric, and polar functions, as well as functions involving parameters, vectors, and matrices. Students will gain a deeper understanding of these functions by examining them graphically, numerically, verbally, and analytically, as well as examining their applications in a variety of contexts. AP Pre-calculus Exam scores may be used to fulfill a college math requirement, and can also be used by colleges for math and science course placement.

ADVANCED PLACEMENT (AP) CALCULUS AB

Credits: 2 Length: Year
Course Code: MA570--- Grade Level(s): 9, 10, 11, 12

Prerequisite:
Pre-Calculus

Content:

This yearlong course is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in the areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

ADVANCED PLACEMENT (AP) CALCULUS BC

Credits: 2 Length: Year
Course Code: MA575--- Grade Level(s): 9, 10, 11, 12

Prerequisite:
Pre-Calculus with a grade of “C” or better

Content:

This yearlong course is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

ADVANCED PLACEMENT (AP) STATISTICS

Credits: 2 Length: Year
Course Code: MA670--- Grade Level(s): 9, 10, 11, 12

Prerequisite:
Algebra 2

Content:

This yearlong course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

FINITE MATHEMATICS

Credits: 2 Length: Year
Course Code: MA700--- Grade Level(s): 9, 10, 11, 12



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Prerequisite:
Algebra 2

Content:

This yearlong course covers mathematical concepts and applications that can be applied to the discipline of business, personal finance, social and life science and other fields. Topics include, but are not limited to, matrices, linear programming, Markov chains, game theory, financial math, probability and statistics. This course will focus on realistic applications that are deeply connected to everyday life.

TRANSITION TO COLLEGE ALGEBRA

Credits: 2 Length: Year
Course Code: MA550--- Grade Level(s): 12

Prerequisite:

Completion of math graduation requirements and at least one of the following criteria:

- B or better in Algebra 1 or a higher math course
- Math GPA of 2.5 or higher

Content:

This yearlong course is for students with career goals that require advanced algebraic skills. Successful completion of this course with a “C” or better for the year, guarantees student placement into College Algebra or its equivalent at any Illinois community college and select universities for 18 months after high school graduation. The main emphasis of the course is the understanding of functions (linear, polynomial, rational, radical, and exponential) and how they naturally arise through problem solving and authentic modeling situations. Essential algebraic topics include simplifying expressions, solving equations, and graphing functions, which will be explored deeply, allowing students to address any deficits.

TRANSITION TO QUANTITATIVE LITERACY AND STATISTICS

Credits: 2 Length: Year
Course Code: MA560--- Grade Level(s): 12

Prerequisite:

Completion of math graduation requirements

Content:

This yearlong course is intended for students whose career goals do not involve occupations relating to College Algebra or Technical Math, as well as those students who have not yet selected a career goal. Successful completion of this course with a “C” or better for the year guarantees student placement into a credit-bearing general education mathematics course or its equivalent at any Illinois community college and select universities.

Essential topics include numeracy, algebra, and functions and modeling. At least one additional topic will be chosen from the following list: systems of equations and inequalities, probability and statistics, and proportional reasoning. This course is focused on attaining competency in general statistics, data analysis, quantitative literacy, and problem solving.

TRANSITION TO TECHNICAL MATH

Credits: 2 Length: Year
Course Code: MA540--- Grade Level(s): 12

Prerequisite:

Completion of math graduation requirements and concurrent or prior enrollment in technical coursework

Content:

This yearlong course is for students who have career goals involving occupations in technical fields that do not require advanced algebraic or statistical skills. Successful completion of this course with a “C” or better for the year guarantees student placement into a credit-bearing postsecondary mathematics course required for a community college career and technical education program. The mathematics in this course emphasizes the application of mathematics within career settings.

DUAL CREDIT COLLEGE ALGEBRA MATH 112 COLLEGE ALGEBRA

Credits: 1 Length: Semester
Course Code: MA612--- Grade Level: 12
Higher Education Institute:
Elgin Community College



2025•2026 Course Selections

College Credit Hours: 4 credit hours

Prerequisite:

Satisfaction of Elgin Community College placement criteria. See page 19.

Content:

In this semester-long course, students study more advanced algebraic theory and techniques required for the study of calculus. Topics include: properties of functions and their graphs; classes of functions including polynomial, rational, exponential and logarithmic; systems of equations; theory of equations, conic sections; sequences, series, and binomial expansion.

DUAL CREDIT TRIGONOMETRY **MATH 114 TRIGONOMETRY**

Credits: 1 Length: Semester
Course Code: MA614--- Grade Level: 12
Higher Education Institute:
Elgin Community College
College Credit Hours: 3 credit hours

Prerequisites:

Satisfaction of Elgin Community College placement criteria, or grade of C or better in MTH 112. See page 19.

Content:

In this semester-long course, the primary objective is to prepare students for calculus and post-calculus courses. Topics include analytical geometry, trigonometric functions, trigonometric identities, inverse trigonometric functions, and solving trigonometric equations.

DUAL CREDIT STATISTICS 1 **MATH 120 STATISTICS**

Credits: 1 Length: Semester
Course Code: MA620--- Grade Level: 12
Higher Education Institute:
Elgin Community College
College Credit Hours: 4 credit hours
IAI Course Number: M1 902

Prerequisites:

Satisfaction of Elgin Community College placement criteria, or grade of C or better in MTH 112 College Algebra. See page 17-18.

Content:

This semester-long course is an introductory course in probability and statistics. The ability to handle basic algebraic manipulation is a prerequisite skill. The emphasis of the course is on the use rather than the derivation of the formulas and theorems. The aims of the course are to provide the student with a working knowledge of statistics in order to follow the statistics in the literature of their particular field and to provide an introduction for more advanced work in statistics. Major topics are frequency distributions, sampling, testing hypotheses, regression, correlation, analysis of variance, chi-square, and probability. These and other topics are approached from a fundamental viewpoint to make the study both sound and useful.

DUAL CREDIT CALCULUS FOR **BUSINESS/SOCIAL SCIENCE** **MATH 126 CALCULUS FOR BUSINESS/SOCIAL SCIENCE**

Credits: 1 Length: Semester
Course Code: MA626--- Grade Level: 12
Higher Education Institute:
Elgin Community College
College Credit Hours: 4 credit hours
IAI Course Number: M1 900-B

Prerequisites:

Satisfaction of Elgin Community College placement criteria, or grade of C or better in College Algebra (Math 112). See page 17-18.

Content:

This semester-long course is an introductory course in differential and integral calculus for students majoring in business, or the social or life sciences. A working, rather than a theoretical, knowledge of calculus concepts and applications is emphasized.

DUAL CREDIT CALCULUS WITH ANALYTIC **GEOMETRY 1** **MATH 190 CALCULUS WITH ANALYTIC GEOMETRY I**

Credits: 1 Length: Semester
Course Code: MA690--- Grade Level: 12
Higher Education Institute:



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Elgin Community College
College Credit Hours: 5 credit hours
IAI Course Number: M1 900-1

Prerequisites:

Satisfaction of Elgin Community College placement criteria, or grade of C or better in Trigonometry (Math 114). See page 19.

Content:

This semester-long course is the first of three courses in the calculus sequence. Families of functions include polynomial, rational, radical, trigonometric, inverse trigonometric, exponential, and logarithmic. Topics include limits and continuity; the definition of derivative, rate of change, and slope; differentiation including product, quotient, chain rules, higher order derivatives, and implicit differentiation; applications of derivatives including extrema, Mean Value Theorem, first and second derivative tests, related rates, optimization, and differentials; integration including definite and indefinite integration, area, The Fundamental Theorem of Calculus, and differential equations.

DUAL CREDIT CALCULUS WITH ANALYTIC GEOMETRY 2

MATH 210 CALCULUS WITH ANALYTIC GEOMETRY II

Credits: 1 Length: Semester
Course Code: MA710--- Grade Level: 11, 12
Higher Education Institute:
Elgin Community College
College Credit Hours: 5 credit hours
IAI Course Number: M1 900-2

Prerequisite:

AP Calculus AB/BC and satisfaction of Elgin Community College placement criteria, grade of C or better in Trigonometry (Math 114), or equivalent college credit. See page 17-18.

Content:

This semester-long course is the second of three courses in the calculus sequence. Topics include applications of integration, analytical integration techniques, and numerical integration techniques; indeterminate forms, L'Hopital's Rule, and improper integrals; sequences and series, convergence tests, power series, Taylor polynomials, and Taylor

series; parameterization of curves, and calculus of parametric curves; calculus of polar coordinate system, and conic sections.

DUAL CREDIT CALCULUS WITH ANALYTIC GEOMETRY 3

MATH 230 CALCULUS WITH ANALYTIC GEOMETRY III

Credits: 1 Length: Semester
Course Code: MA730--- Grade Level: 11, 12
Higher Education Institute:
Elgin Community College
College Credit Hours: 5 credit hours
IAI Course Number: M1 900-3

Prerequisites:

Satisfaction of AP Calculus BC and Elgin Community College placement criteria, grade of C or better in Math 210, or equivalent college credit. See page 17-18.

Content:

This semester-long course is the third and final course in the calculus sequence. Topics include the following: vectors in 2 and 3 dimensions; planes and lines in space, surfaces and quadric surfaces, space curves; cylindrical and spherical coordinates; vector-valued functions and their graphs; functions of two or more variables; partial derivatives; directional derivatives; gradients; double and triple integrals; applications involving functions of several variables; vector fields, line integrals and Green's Theorem; parametric surfaces, surface integrals, the Divergence Theorem and Stokes' Theorem.



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MULTILINGUAL AND MULTICULTURAL LEARNERS (MME) PROGRAM

ESL Courses in the MME program parallel grade level curriculum and are taught using Sheltered English instruction according to the student's English language proficiency.

ESL LEVEL 1

Credits 2 Length: Year
Grade Level(s): 9, 10, 11, 12

Prerequisites:

ESL Level Placement is based on the following criteria: language proficiency assessments (WIDA screener and/or ACCESS), writing samples, and teacher recommendation.

Content:

ENTERING level: In this entering stage course, students who have no or very little English language proficiency will be exposed to a variety of fictional and informational texts in order to acquire fundamental communication skills, social and academic vocabulary development, listening, reading, and writing skills. This course meets the English requirement for graduation.

ESL LEVEL 2

Credits: 2 Length: Year
Grade Level(s): 9, 10, 11, 12

Prerequisite:

ESL Level Placement is based on the following criteria: language proficiency assessments (WIDA screener and/or ACCESS), writing samples, and teacher recommendation.

Content:

EMERGING level: In this emerging level course, students who have little English language proficiency will be exposed to a variety of grade-level fictional and informational texts in order to acquire fundamental communication skills, social and academic vocabulary development, listening, reading, and writing skills. This course meets the English requirement for graduation.

ESL LEVEL 3

Credits: 2 Length: Year
Grade Level: 9, 10, 11, 12

Prerequisites:

ESL Level Placement is based the following criteria: language proficiency assessments (WIDA screener and/or ACCESS), writing samples, and teacher recommendation.

Content:

DEVELOPING level: In this developing stage course, students who have intermediate English language proficiency will be exposed to a variety of grade-level fictional and informational texts in order to improve their communication skills, continue developing social and academic vocabulary as well as their listening, reading, and writing skills. This course meets the English requirement for graduation.

ESL LEVEL 4

Credits: 2 Length: Year
Grade Level: 9, 10, 11, 12

Prerequisite:

ESL Level Placement is based on the following criteria: language proficiency assessments (WIDA screener and/or ACCESS), writing samples, and teacher recommendation.

Content:

EXPANDING level: In this expanding stage course, students who have high intermediate English language proficiency will be exposed to a variety of grade-level fictional and informational texts in order to advance their communication skills, continue developing social and academic vocabulary as well as their listening, reading, and writing skills. This course meets the English requirement for graduation.



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ESL LEVEL 5

Credits: 2

Length: Year

Grade Level: 9, 10, 11, 12

Prerequisite:

ESL Level Placement is based on the following criteria: language proficiency assessments (WIDA screener and/or ACCESS), writing samples, and teacher recommendation.

Content:

BRIDGING level: In this bridging stage course, students who have advanced English language proficiency will be exposed to a variety of grade-level fictional and informational texts in order to refine their communication skills, continue developing social and academic vocabulary as well as their listening, reading, and writing skills. This course meets the English requirement for graduation.





Course can be repeated for original credit.

Credits: 2	Length: Year
Course Code: MU210---	Grade Level(s): 9, 10, 11, 12

Content:
This yearlong course will develop a high level of musicianship, skill development and performance through the study of challenging band literature. Activities include rehearsals and performances.

Course can be repeated for original credit.

Credits: 2	Length: Year
Course Code: MU220---	Grade Level(s): 9, 10, 11, 12

Content:
In this yearlong course, students will continue to develop musicianship, skill development, and performance through the study of wind ensembles. Activities include rehearsals and performances.

Course can be repeated for original credit.

Credits: 2	Length: Year
Course Code: MU230---	Grade Level(s): 9, 10, 11, 12

Content:

Course can be repeated for original credit.

Credits: 2	Length: Year
Course Code: MU310---	Grade Level(s): 9, 10, 11, 12

Content:
In this yearlong course, students will continue to develop musicianship, technical, and performance skills. String players rehearse five days a week. Wind and percussion players may be chosen from the band for one rehearsal a week. Activities include rehearsals and performances.

Course can be repeated for original credit.

Credits: 2	Length: Year
Course Code: MU300---	Grade Level(s): 9, 10, 11, 12

Content:
This yearlong course is an advanced string ensemble for orchestra members. Activities include rehearsals and performances.

Course can be repeated for original credit.

Credits: 2	Length: Year
Course Code: MU330---	Grade Level(s): 9, 10, 11, 12

Prerequisite:
Previous orchestra experience and/or permission of
director



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Content:

In this yearlong course, students continue to develop an advanced level of musicianship, skill development and performance, through the study of challenging orchestra literature. Wind and percussion players may be chosen from the band for one rehearsal a week. Activities include rehearsals and performances

Course can be repeated for original credit.

share, and market based on an individualized production plan. Activities include classroom discussion, performance, and hands-on activities.

Course can be repeated for original credit.

MUSIC THEORY & APPRECIATION

Credits: 2	Length: Year
Course Code: MU400---	Grade Level(s): 11, 12

Prerequisite:

Member of band, orchestra, or chorus, and/or permission of instructor

Content:

In this yearlong course, students learn scales, intervals, ear training, sight-reading, form and analysis, keyboard harmony and technique, music history, and theory of composition. Activities include classroom lecture and activities.

MUSIC RECORDING & PRODUCTION (DREAM Academy only)

Credits: 1	Length: Semester
Course Code: MU450---	Grade Level(s): 9, 10, 11, 12

Prerequisite:

Enrollment in DREAM Academy

Content:

In this semester-long course, students will explore the historical context of popular music genres and learn how the music they enjoy developed culturally. The students will develop skills in digital audio composition and production, and will generate completed pieces of pop music. The course will incorporate writing, cognitive looping, cultural identity, and dialectic process to create original lyrics that reflect the students' lives, interests, and futures. Students will develop online portfolios for their digital music, which they can



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PHYSICAL EDUCATION AND HEALTH

FUNCTIONAL FITNESS MODULE A SEM 1

Credits: 1 Length: Semester
Course Code: PE130--- Grade Level(s): 9

Content:

Students will develop a comprehensive knowledge of fitness etiquette, safety, mechanically correct form, and target heart rate. Students will participate in a variety of individual and group fitness experiences that will include, but are not limited to, the following: Strength Training, Pilates, and Functional Movement Activities. Module A will have a focus on anatomy and what activities support different muscles. Students will continue to build and maintain the skills and concepts of target heart rate while using technology daily to monitor and reflect on their individual fitness.

FUNCTIONAL FITNESS MODULE B SEM 2

Credits: 1 Length: Semester
Course Code: PE131--- Grade Level(s): 9

Content:

Students will develop a comprehensive knowledge of fitness etiquette, safety, mechanically correct form, anatomy and target heart rate. Students will participate in a variety of individual and group fitness experiences that will include, but are not limited to, the following: Strength Training, Yoga, Pilates, and Functional Movement Activities. Module B will have a focus on using technology to monitor heart rate data. Students goal is to achieve a moderate to vigorous target heart rate zone during daily physical activity and reflect on the data collected

FUNCTIONAL FITNESS MODULE C SEM 1

Credits: 1 Length: Semester
Course Code: PE133--- Grade Level(s): 10,
11, 12

Content:

Students will develop a comprehensive knowledge of fitness through experiences that will include, but are not limited to, the following: Group and individual Fitness, Strength Training, Pilates, and Functional Movement Activities. Module C will review muscle anatomy and understand the application of mechanically correct form in a variety of movements. Students will use technology to monitor and reflect on their moderate to vigorous heart rate data collected during daily physical activity. A fitness product review and reporting project will be required along with continued focus on fitness etiquette and safety concepts.

FUNCTIONAL FITNESS MODULE D SEM 2

Credits: 1 Length: Semester
Course Code: PE133--- Grade Level(s): 10,
11, 12

Content:

Students will develop a comprehensive knowledge of fitness through experiences that will include, but are not limited to, the following: Group and Individual Fitness, Strength Training, Pilates, and Functional Movement Activities. Module D will have a focus on the analysis of proper form in a variety of fitness scenarios and the muscles used during these movements. Students will observe videos, critique mechanically correct form and articulate a plan for improvement. Students will use technology to monitor and reflect on their moderate to vigorous heart rate data collected during daily physical activity.

FUNCTIONAL FITNESS MODULE E SEM 1

Credits: 1 Length: Semester
Course Code: PE134--- Grade Level(s): 10,
11, 12

Content:

Students will develop a comprehensive knowledge of fitness through experiences that will include, but are not limited to, the following: Group and Individual Fitness, Zumba, Mixed-Fit, and Fitness Martial Arts. Module E will focus on the student's



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ability to develop a SMART goal and utilize technology to track and reflect on moderate to vigorous heart rate data collected during daily physical activity. Muscle anatomy will be reviewed and used when understanding and applying mechanically correct form to a variety of movements. Safety, and etiquette will continue to be a focus of the course.

FUNCTIONAL FITNESS F MODULE F SEM 2

Credits: 1 Length: Semester
Course Code: PE135--- Grade Level(s): 10,
11, 12

Content:

Students will develop a comprehensive knowledge of fitness through experiences that will include, but are not limited to, the following: Group and Individual Fitness, AMRAP, EMOTM, HIIT, and Tabata. Module F will have a focus on the proper form needed for safely executing exercises in a variety of fitness scenarios. Muscle anatomy will be reviewed and used when understanding and applying mechanically correct form to a variety of movements. Students will develop a SMART fitness goal and utilize technology to monitor and reflect on their moderate to vigorous heart rate data collected during daily physical activity. Safety, and etiquette will continue to be a focus of the course.

FUNCTIONAL FITNESS MODULE G SEM 1

Credits: 1 Length: Semester
Course Code: PE136--- Grade Level(s): 10,
11, 12

Content:

Students will develop a comprehensive knowledge of fitness through experiences that will include, but are not limited to, the following: Group and Individual Fitness, Step Aerobics, and Kickboxing. Module G will focus on the student's ability to develop a personal fitness program that focuses on one of the health-related fitness components and will understand how this aligns to real-life functional movement. Students will utilize technology to track and reflect on moderate to vigorous heart rate data collected during daily physical activity. Muscle anatomy will be reviewed and used when understanding and applying mechanically correct form to a variety of movements. Safety,

movement, and etiquette will continue to be a focus of the course.

FUNCTIONAL FITNESS MODULE H SEM 2

Credits: 1 Length: Semester
Course Code: PE137--- Grade Level(s): 10,
11, 12

Content:

Students will develop a comprehensive knowledge of fitness through experiences that will include, but are not limited to, the following: Group and Individual Fitness, Step Aerobics, and Drumfit. Module H will focus on the student's ability to develop a personal fitness program that focuses on one of the health-related fitness components and understand how this aligns with real-life functional movement. Students will utilize technology to track and reflect on moderate to vigorous heart rate data collected during daily physical activity. Muscle anatomy will be reviewed and used when understanding and applying mechanically correct form to a variety of movements.

STRENGTH AND PERFORMANCE MODULE A SEM 1

Credits: 1 Length: Semester
Course Code: PE140--- Grade Level(s): 9

Content:

Students have the opportunity to experience a course that is devoted to the development of strength and performance in and out of a fitness center environment. Fundamental techniques will be applied and mastered leading into advanced techniques in resistance training. Functional fitness concepts will be applied to enhance the student's movement pattern and performance. Students will continue to build and maintain concepts of target heart rate zones during strength and cardio workouts. Work out logs will be used to track student's daily strength and heart rate activities to allow for analysis of their progress. Anatomy and safety of movement will be the foundational information for this course to understand and enhance the development of strength and performance. Students will learn how to write a SMART goal and apply that to a 3-day personal fitness plan. Nutrition concepts will be reviewed and a meal plan created to understand the connection between food and well-being.



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STRENGTH AND PERFORMANCE MODULE B

SEM 2

Credits: 1 Length: Semester
Course Code: PE141--- Grade Level(s): 9

Content:

Students have the opportunity to experience a course that is devoted to the development of strength and performance in and out of a fitness center environment. Fundamental techniques will be applied and mastered leading into advanced techniques in resistance training. Functional fitness concepts will be applied to enhance the student's movement pattern and performance. Students will continue to build and maintain concepts of target heart rate zones during strength and cardio workouts. Work out logs will be used to track student's daily strength and heart rate activities to allow for analysis of their progress. Students will use SMART goals to create a 5-day fitness plan, track their individual fitness data and reflect on the data. Macro and micronutrients will be introduced and applied to health and wellness.

STRENGTH AND PERFORMANCE MODULE C

SEM 1

Credits: 1 Length: Semester
Course Code: PE143--- Grade Level(s): 10,
11, 12

Content:

Students have the opportunity to experience a course that is devoted to the development of strength and performance in and out of a fitness center environment. Fundamental techniques will be introduced and applied leading into advanced skills in resistance training. Functional fitness concepts will be applied to enhance the student's movement pattern and performance. Module C will have a focus on using SMART goals to develop and reflect on a 4-week personal fitness plan. Muscle anatomy will be reviewed and used when understanding and applying mechanically correct form to a variety of movements. Work out logs will be used to track student's daily strength and heart rate activities to allow for analysis of their progress. There will also be a focus on safety and proper etiquette when using fitness equipment in a

community or personal fitness center. Nutrition focus for this module will be a consumerism review of supplements and their effectiveness.

STRENGTH AND PERFORMANCE MODULE D

SEM 2

Credits: 1 Length: Semester
Course Code: PE143--- Grade Level(s): 10,
11, 12

Content:

Students have the opportunity to experience a course that is devoted to the development of strength and performance in and out of a fitness center environment. Fundamental techniques will be introduced and applied leading into advanced skills in resistance training. Module D will have a focus on the proper form needed for safely executing exercises in a variety of fitness scenarios. Technology will be used to review and analyze a variety of movements to determine proper form and educate peers on safe and proper movement. Students will continue to build and maintain concepts of target heart rate zones during strength and cardio workouts. Students will develop a 5-day meal plan that aligns to their SMART goal and utilize technology to track data for a 4-week personal fitness/health plan.

STRENGTH AND PERFORMANCE MODULE E

SEM 1

Credits: 1 Length: Semester
Course Code: PE144--- Grade Level(s): 10,
11, 12

Content:

Students have the opportunity to experience a course that is devoted to the development of strength and performance in and out of a fitness center environment. Fundamental techniques will be introduced and applied leading into advanced skills in resistance training. Functional fitness concepts will be applied to enhance the student's movement pattern and performance. Module E will focus on the student's ability to develop a SMART goal and utilize technology to track data for a 4-week personal fitness/health plan. Safety, movement, and etiquette will continue to be a focus of the course. Students will create their ideal gym bag based on their knowledge of fitness



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goals and consumerism. A food plan will be created that aligns the caloric intake for the day and their fitness goals.

STRENGTH AND PERFORMANCE MODULE F SEM 2

Credits: 1 Length: Semester
Course Code: PE145--- Grade Level(s): 10,
11, 12

Content:

Students have the opportunity to experience a course that is devoted to the development of strength and performance in and out of a fitness center environment. Functional fitness concepts will be applied to enhance the student's movement pattern and performance. Module F will have a focus on the proper form needed for safely executing exercises in a variety of fitness Scenarios. Technology will be used to review and analyze a variety of movements to determine proper form and students will gain the knowledge and skills needed to write a SMART goal to track data for a 4-week personal fitness plan and will log 5 days of food meeting their calorie count aligned to their fitness goal.

STRENGTH AND PERFORMANCE MODULE G SEM 1

Credits: 1 Length: Semester
Course Code: PE146--- Grade Level(s): 10,
11, 12

Content:

Students will have the opportunity to experience a course that is devoted to the development of strength and performance in and out of a fitness center environment. Module G will have a focus on the proper form needed for safely executing exercises in a variety of fitness scenarios. Technology will be used to review and analyze a variety of videos of movements to determine proper and provide feedback. Students will continue to build and maintain concepts of target heart rate zones during strength and cardio workouts. Students will create a SMART goal and utilize technology to track data for a 4-week personal fitness/health plan. Work out logs will be used to track student's daily strength and heart rate activities to allow for analysis of their progress. There will also be a focus on safety and proper

etiquette when using fitness equipment in a community or personal fitness center.

STRENGTH AND PERFORMANCE MODULE H SEM 2

Credits: 1 Length: Semester
Course Code: PE137--- Grade Level(s): 10,
11, 12

Content:

Students will have the opportunity to experience a course that is devoted to the development of strength and performance in and out of a fitness center environment. Module H will have a focus on the proper form needed for safely executing exercises in a variety fitness scenarios. Technology will be used to view and analyze a variety of videos of movements to determine proper and provide feedback. Students will continue to build and maintain concepts of target heart rate zones during strength and cardio workouts. Students will create a SMART goal and utilize technology to track data for a 4-week personal fitness/health plan. Work out logs will be used to track student's daily strength and heart rate activities to allow for analysis of their progress. There will also be a focus on safety and proper etiquette when using fitness equipment in a community or personal fitness center.

TEAM SPORTS OFFICIATING & COACHING MODULE A SEM 1

Credits: 1 Length: Semester
Course Code: PE150--- Grade Level(s): 9

Content:

This course is directed towards introducing students to the basics of officiating, and being a cooperative and productive member of a team. Students will participate daily in a variety of team sports. The responsibilities and techniques in officiating youth sports will be covered, along with analyzing and developing students' officiating confidence and style. The students will act as an official and practice using assertive communication to enforce rules, ensure safe practices, and sportsmanship during a variety of team sport gameplay scenarios. Students will establish and cultivate their knowledge in evaluation techniques utilized by successful officials to improve their



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officiating skills.

TEAM SPORTS OFFICIATING & COACHING MODULE B SEM 2

Credits: 1 Length: Semester
Course Code: PE151--- Grade Level(s): 9

Content:

This course is directed towards introducing students to the basics of officiating, coaching, and being a cooperative and productive member of a team. Students will participate daily in a variety of team sports. The responsibilities and techniques in officiating and coaching of youth sports will be covered, along with analyzing and developing students' officiating and coaching style. Students will evaluate and assess the common traits of a good coach and develop collaborative strategies to enhance a team's ability to achieve common goals. The students will act as coach and official to practice using assertive communication to enforce rules, insure safe practices, and sportsmanship during a variety of team sport game play scenarios. Students will establish and cultivate their knowledge in evaluation techniques utilized by successful coaches and officials to improve their coaching and officiating skills. The role of fitness and its impact on successful officiating will be evaluated and a fitness-tracking portfolio will be created where fitness gram data will be analyzed, goals will be set and individual progress tracked to improve their coaching and officiating skills as well as continue to use technology to monitor their target heart rate.

TEAM SPORTS OFFICIATING & COACHING MODULE C SEM 1

Credits: 1 Length: Semester
Course Code: PE152--- Grade Level(s): 10,
11, 12

Content:

This course is a continuation of exposing students to officiating, coaching, and being a cooperative and productive member of a team. Students will participate daily in a variety of team sports with an emphasis on officiating and coaching the sport of soccer

and hockey. The responsibilities and techniques in officiating and coaching of youth sports will be covered, along with analyzing and developing students; officiating and coaching style. The students will act as a coach and official to practice using assertive communication to enforce rules, ensure safe practices, and sportsmanship during activities. Students will develop and implement a team fitness plan to improve sport performance.

TEAM SPORTS OFFICIATING & COACHING MODULE D SEM 2

Credits: 1 Length: Semester
Course Code: PE153--- Grade Level(s): 10,
11, 12

Content:

This course is a continuation of exposing students to officiating, coaching, and being a cooperative and productive member of a team. Students will participate daily in a variety of team sports with an emphasis on officiating and coaching the sports of tennis and basketball. The responsibilities and techniques in officiating and coaching of youth sports will be covered, along with analyzing and developing students officiating and coaching style. The students will act as a coach and official to practice using assertive communication to enforce rules, ensure safe practices during activities, and to motivate others to incorporate fitness and skill training into their daily life. Students will develop and implement a team fitness plan to improve sport performance.

TEAM SPORTS OFFICIATING & COACHING MODULE E SEM 1

Credits: 1 Length: Semester
Course Code: PE154--- Grade Level(s): 10,
11, 12

Content:

This course is a continuation of exposing students to officiating, coaching, and being a cooperative and productive member of a team. Students will participate daily in a variety of team sports with an emphasis on officiating and coaching the sport of volleyball and softball. The responsibilities and techniques in officiating and coaching of youth



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sports will be covered, along with analyzing and developing students officiating and coaching style. The students will act as a coach and official to practice using assertive communication to enforce rules, ensure safe practices, and sportsmanship during activities. Students will analyze the components of a sport skill and develop a plan to improve skill performance for their team.

TEAM SPORTS OFFICIATING & COACHING MODULE F SEM 2

Credits: 1 Length: Semester
Course Code: PE155--- Grade Level(s): 10,
11, 12

Content:

This course is a continuation of exposing students to officiating, coaching, and being a cooperative and productive member of a team. Students will participate daily in a variety of team sports with an emphasis on officiating and coaching the sports of badminton and football. The responsibilities and techniques in officiating and coaching of youth sports will be covered, along with analyzing and developing students officiating and coaching style. The students will act as a coach and official to practice using assertive communication to enforce rules, ensure safe practices, and sportsmanship during activities. Students will analyze the components of a sport skill and develop a plan with video demonstration to improve sports skill and skill related fitness performance for their teammates.

TEAM SPORTS OFFICIATING & COACHING MODULE G SEM 1

Credits: 1 Length: Semester
Course Code: PE156--- Grade Level(s): 10,
11, 12

Content:

This course is a continuation of exposing students to officiating, coaching, and being a cooperative and productive member of a team. Students will participate daily in a variety of team sports with an emphasis on officiating and coaching the sports of lacrosse and volleyball. The responsibilities and techniques in officiating and coaching of youth sports will be covered, along with analyzing and developing students officiating and coaching style. The students will act as a coach and official to practice using assertive communication to enforce

rules, ensure safe practices, and sportsmanship during activities. Students will research and analyze a career pathway in sport.

TEAM SPORTS OFFICIATING & COACHING MODULE H SEM 2

Credits: 1 Length: Semester
Course Code: PE157--- Grade Level(s): 10,
11, 12

Content:

This course is a continuation of exposing students to officiating, coaching, and being a cooperative and productive member of a team. Students will participate daily in a variety of team sports with an emphasis on officiating and coaching the sport of basketball and soccer. The responsibilities and techniques in officiating and coaching of youth sports will be covered, along with analyzing and developing students; officiating and coaching style. The students will act as a coach and official to practice using assertive communication to enforce rules, ensure safe practices, and sportsmanship during activities. Students will analyze fitness/sport products to determine if they are reliable and prove how it does or does not support a fitness/sport goal.

WALKING FOR WELLNESS MODULE A SEM 1

Credits: 1 Length: Semester
Course Code: PE160--- Grade Level: 9

Content:

This course will help students understand how walking can be used to achieve health and fitness goals. Module A will focus on how to use technology to monitor heart rate, set training goals, and understand the safety aspects you should look for when walking outdoors and new environments. Students will use technology to monitor their heart rate during daily walking activities. Students will walk at a pace that is considered moderate physical activity. Heart rate data collected will be reviewed by students to help make a plan for improvement or maintenance the next week. Students will understand the movement concepts associated with proper walking form and the muscles necessary to support proper gait. The class will take place primarily outside depending on



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weather. In an event of extreme weather or temperatures below 20 degrees Fahrenheit (real feel), the class will take place indoors and strength and/or other aerobic activity will be implemented.

WALKING FOR WELLNESS MODULE B SEM 2

Credits: 1 Length: Semester
Course Code: PE161--- Grade Level: 9

Content:

This course will help students understand how walking can be used to achieve health and fitness goals. Module B will focus on how to use technology to monitor heart rate. Nutrition education will focus on the types of foods that are best to maintain a healthy lifestyle, and reduce the risk for disease along with proper hydration. Walking anatomy and physiology will be analyzed to support goal setting. A fitness tracking portfolio will be created where heart rate and nutrition goals will be set and individual progress tracked. The class will take place primarily outside dependent on the weather. In an event of extreme weather or temperatures below 20 degrees Fahrenheit (real feel), the class will take place indoors and strength and/or other aerobic activity will be implemented.

WALKING FOR WELLNESS MODULE C SEM 1

Credits: 1 Length: Semester
Course Code: PE162--- Grade Level: 10, 11, 12

Content:

This course will help students understand how walking can be used to achieve health and fitness goals. Module C will focus on how to use technology to monitor heart rate and set training goals. Muscular anatomy and gait will be reviewed and connected to efficiency in walking. Students will evaluate a fitness product to determine reliability. A mile walk will be done and goals set to improve time and cardiovascular endurance. The class will take place primarily outside depending on the weather. In an event of extreme weather or temperatures below 20 degrees Fahrenheit (real feel), the class will take place indoors and strength and/or other aerobic activity will be implemented.

WALKING FOR WELLNESS MODULE D SEM 2

Credits: 1 Length: Semester
Course Code: PE164--- Grade Level(s): 10, 11, 12

Content:

This course will help students understand how walking can be used to achieve health and fitness goals. Module D will focus on how to use technology to monitor heart rate and set training goals. Muscular anatomy and gait will be reviewed and connected to efficiency in walking. What is your gait pattern will be evaluated and a shoe analysis wear pattern completed. A mile walk will be done and goals set to improve time and cardiovascular endurance. The class will take place primarily outside depending on the weather. In an event of extreme weather or temperatures below 20 degrees Fahrenheit (real feel), the class will take place indoors and strength and/or other aerobic activity will be implemented.

WALKING FOR WELLNESS MODULE E SEM 1

Credits: 1 Length: Semester
Course Code: PE164--- Grade Level(s): 10, 11, 12

Content:

This course will help students understand how walking can be used to achieve health and fitness goals. Module E will focus on how to use technology to monitor heart rate and set training goals. It will also focus on researching, analyzing, and analyzing audio presentations that focus and support health-enhancing behaviors. Cooperative skills will also be taught and utilized during team challenges within the classes. The class will take place primarily outside depending on the weather. In an event of extreme weather or temperatures below 20 degrees Fahrenheit (real feel), the class will take place indoors and strength and/or other aerobic activity will be implemented.

WALKING FOR WELLNESS MODULE F SEM 2

Credits: 1 Length: Semester
Course Code: PE165--- Grade Level(s): 10, 11, 12

Content:

This course will help students understand how walking can be used to achieve health and fitness goals. Module F will focus on how to use



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technology to monitor heart rate and set training goals. It will also focus on researching, analyzing, and reporting on a podcast to enhance health and wellness. Cooperative skills will also be taught and utilized during a District-wide team challenge. The class will take place primarily outside depending on weather. In an event of extreme weather or temperatures below 20 degrees Fahrenheit (real feel), the class will take place indoors and strength and/or other aerobic activity will be implemented.

WALKING FOR WELLNESS MODULE G SEM 1

Credits: 1 Length: Semester
Course Code: PE166--- Grade Level(s): 10, 11, 12

Content:

This course will help students understand how walking can be used to achieve health and fitness goals. Module G will focus on how to use technology to monitor heart rate. It will also focus on identifying local events, (ie: 5k race, fun run, etc.) as well as the creation of cross training warm-ups throughout the semester. Students should be prepared mentally and physically to walk outdoors in a variety of conditions (hot, cold, windy, sunny) Sunscreen, shoes, proper clothing and water bottles are all highly recommended and necessary for success in the Walking for Wellness class. In an event of extreme weather or temperatures below 20 degrees Fahrenheit, the class will take place indoors and strength and/or other aerobic activity will be implemented.

WALKING FOR WELLNESS MODULE H SEM 2

Credits: 1 Length: Semester
Course Code: PE167--- Grade Level(s): 10, 11, 12

Content:

This course will help students understand how walking can be used to achieve health and fitness goals. Module H will continue to focus on how to use technology to monitor heart rate. This semester will result in a culminating activity that focuses on marketing and advocating for a community/local event that is planned by the Walking for Wellness classes (school event, marathon, etc.). Students should be prepared mentally and physically to walk outdoors in a variety of conditions (hot, cold, windy, sunny).

Sunscreen, shoes, proper clothing and water bottles are all highly recommended and necessary for success in the Walking for Wellness class. In an event of extreme weather or temperatures below 20 degrees Fahrenheit (real feel), the class will take place indoors and strength and/or other aerobic activity will be implemented.

LIFEGUARD CERTIFICATION AND LEADERSHIP (HONORS)

Credits: 1 Length: Semester
Grade Level(s): 10, 11, 12
Course Code: PE110--- and PE115 (for freshmen)

Course Fee: \$45.75, fee cannot be waived, includes whistle and life-saving fanny pack

Prerequisite:

Minimum age: 15 years by the end of the class and be able to swim

Content:

This is an honors PE course that will help students develop skills and experience that they can use in their role as a student leader and in the workplace. They will develop the knowledge and skills to pass the Ellis & Associates Lifeguard Certification test. Students will learn how to effectively communicate through verbal and non-verbal cues, implement clear, detailed feedback to maximize group potential, facilitate problem solving and facilitate group activities in a variety of physical education environments. Students will learn the most recent lifeguarding skills, CPR for the Professional Rescuer and use of the Automatic External Defibrillator (AED) as well as First Aid. This course takes place in both the classroom and swimming pool. By the end of the course, the student must be able to complete the following: swim 100 yards continuously; tread water for 1 minute using only their legs; dive to a depth of 7 to 10 feet to retrieve a 10-pound object and return to the surface.

AQUATICS 1

Credits: 1 Length: Semester
Course Code: PE120--- Grade Level: 9, 10, 11, 12

Content:



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This course is designed for the beginner to intermediate swimmer. It will be held daily in the pool that is located on the school campus. Students should plan on being in the water on a daily basis for the entire semester. It will introduce the different aspects of the aquatic world including: swimming skills, sport and games in the water, aquatic safety and fitness. This course is designed to help students develop their ability and endurance in three main strokes: freestyle, breaststroke and elementary backstroke along with the fundamental skills of treading water and water safety.

INDEPENDENT PE SEM 1

Credits: 1 Length: Semester
Course Code: PE663--- Grade Level: 11, 12

Prerequisite:

Open to Jr/Sr students or students that have completed 2 years of high school. Students cannot use an athletic waiver during this course. If a medical exemption becomes necessary, the students cannot access the PE exemption for the following school year. Students must earn a “B” or better in the class to qualify for a waiver their senior year.

If this course is offered before the start (i.e. zero period) or after the end (i.e. ninth period) of the official school day, transportation will not be available.

The course cannot be used for a late arrival or early dismissal.

Course Requirements:

Students must check in once a week with their teacher to transfer data from their watch to the Polar Watch program. Students will be required to attend all in-person sessions to set up their heart monitor, course overview. All other class work and physical activity is done outside of the school day and is the responsibility of the student to schedule and meet course requirements and deadlines.

Content:

In this semester-long course, students have the opportunity to experience a course that is devoted

to developing both their physical and cognitive health through a non-traditional physical education experience. Through this course, students will develop a fitness plan that details self-selected physical activities that best suits the students’ personality, community resources and interests while tracking target heart rate for weekly online reporting. The cognitive content will cover, but not be limited to, the following topics: How to be successful in Independent PE, what physical activity do I enjoy, how do I set and achieve personal fitness goals, what are my barriers to fitness and how can I sustain physical activity throughout my life.

Students have the opportunity to experience a course that is devoted to developing both their physical and cognitive health through a non-traditional physical education experience.

INDEPENDENT PE SEM 2 ONLY

Credits: 1 Length: Semester
Course Code: PE664--- Grade Level: 11, 12

Prerequisite:

Open to Jr/Sr students or students that have completed 2 years of high school. Students cannot use an athletic waiver during this course. If a medical exemption becomes necessary, the students cannot access the PE exemption for the following school year. Students must earn a “B” or better in the class to qualify for a waiver their senior year.

If this course is offered before the start (i.e. zero period) or after the end (i.e. ninth period) of the official school day, transportation will not be available.

The course cannot be used for a late arrival or early dismissal.

Course Requirements:

Students must check in once a week with their teacher to transfer data from their watch to the Polar Watch program. Students will be required to attend all in-person sessions to set up their heart rate monitor, course overview, and complete fitness testing. All other class work and physical activity is done outside of the school day and is the



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responsibility of the student to schedule and meet course requirements and deadlines.

Content:

In this semester-long course, students have the opportunity to experience a course that is devoted to developing both their physical and cognitive health through a non-traditional physical education experience. Through this course, students will develop a fitness plan that details self-selected physical activities that best suits the students' personality, community resources and interests while tracking target heart rate for weekly online reporting. The cognitive content will cover, but not be limited to, the following topics: Tracking, Your Brain, Motivation, Fundamentals, Intensity, Principles, Physical, Mental and Emotional Health and Safety.

INTRODUCTION TO LEADERSHIP IN PHYSICAL EDUCATION SEM 1 only

Credits: 1 Length: Semester
Course Code: PE170--- Grade Level: 11

Content:

This course helps to nurture the qualities of an effective leader through the development of a student's knowledge and skills in cooperation, self-confidence, verbal and non-verbal communication, and conflict resolution. Through participation in this course, students will be provided with opportunities to develop their leadership skills through leading small group activities and practical application with their peers. Students will develop an in-depth knowledge of the fitness components, mandated fitness testing protocols, latest fitness technology, activity planning, and oversight and effective feedback for physical skills and as cooperative skills.

ADVANCED LEADERSHIP IN PHYSICAL EDUCATION SEM 2 only

Credits: 1 Length: Semester
Course Code: PE175--- Grade Level: 11

Prerequisite:

Grade of C or better in Introduction to Leadership or Lifeguard Certification and Leadership Courses

Content:

This course helps to extend, refine and apply the skills and knowledge they learned on how to be an effective leader in the Introduction to Leadership course. Students will organize and lead group activities that include the use of polar heart rate monitors and IPAD applications along with facilitating fitness testing with their peers and other student groups within the physical education classroom. Students will create a portfolio that includes a resume detailing the experiences and career aligned qualifications to be reviewed for placement as a physical education student leader during their senior year.

SENIOR LEADERSHIP PRACTICUM IN PHYSICAL EDUCATION

Credits: 1 or 2 Length: Semester/Year
Course Code: PE43---- Grade Level: 12

Prerequisite:

Grade of a B or better in the Advanced Leadership Course

Content:

This course allows students to implement, on a daily basis, the knowledge and skills they learned in the Introduction to Leadership and Advanced Leadership courses. Students will be exposed to a variety of experiences throughout the semester where they will practice their knowledge and skills in the following areas: Communication, conflict resolution, officiating, coaching, team building, fitness data analysis, fitness goal setting, activity planning and monitoring along with mentoring students from the Junior Leadership course. Leaders will support the classroom teacher in the monitoring of student groups in physical activity and skill development. Students will research current health trends and create a visual to advocate for the health of individuals, families and/or their community Leadership.

HEALTH EDUCATION

Credits: 1 Length: Semester
Course Code: HE010--- Grade Level(s): 10, 11, 12

Prerequisite: None



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Content:

This is a course that will introduce students to the knowledge and skills they need to be able to make educated decisions that impact the physical, mental/emotional, social, environmental, and occupational health of self, friends, family, and community. The course will focus on skill development in the areas of Communication, Goal Setting Advocacy, Self-Management, and Decision Making. The skills will be taught by exploring information in the areas of mental and emotional health, alcohol, tobacco and other drugs, relationships, human sexuality, nutrition and disease prevention.



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REGIONAL CAREER PATHWAY PROGRAM

The Regional Career Pathways Program are designed to offer high quality Career and Technical Education programs to students who are unable to access programs in their home districts. All of the selected programs are nationally recognized and offer students the opportunity to earn industry-recognized credentials before graduation. Any student residing within the boundaries of Community Unit School District 300, Central Community Unit School District 301, St. Charles Community Unit School District 303, or School District U-46 who is in good standing and meets program requirements is eligible to apply for admission to the program. **Transportation to Burlington Central: Provided by each student's home school district. Cost: \$30/year course fee for all Vet Assistant Program classes. Based on program capacity, a selection process may occur.**

VETERINARY ASSISTANT PROGRAM

INTRODUCTION TO AGRICULTURAL SCIENCE

Credits: 2 Length: Year
Course Code: SPR1--- Grade Level: 10
Course Fee: \$30

Prerequisite:

A completed application from your school counselor.

This is a one-hour course plus travel time.

Content:

This yearlong course consists of three integral components: classroom instruction, participation in the FFA, and completing an agriculture science project. Classroom topics for this course will cover the basic concepts in all areas of agriculture that include the following: animal science, plant and soil science, horticulture, agribusiness, mechanics, and alternative energy.

VETERINARY SCIENCE 1

Credits: 4 Length: Year
Course Code: SPRP2--- Grade Level: 11
Course Fee: \$30

Prerequisites:

Students must earn a "C" or better both semesters of Intro to Agricultural Science and a complete a regional pathway application from their school counselor. This is a two-hour course plus travel time.

Content:

This yearlong course includes small and Companion animal industry, large animal industry, animal health, veterinary office practices, animal restraint in the vet clinic, anatomy, and physiology. A class dissection of a small mammal is included, but an alternative project can be completed instead. Students in this class will be responsible for providing their own transportation to complete their externship hours at a local vet clinic/animal facility that has been assigned to them as a class component.

VETERINARY SCIENCE 2

Credits: 4 Length: Year
Course Code: SPRP3--- Grade Level: 12
Course Fee: \$30

Prerequisites:

Students must earn a "C" or better both semesters of Veterinary Science 1 and complete a regional pathway application from their school counselor. Students in this class will be responsible for providing their own transportation to complete their externship hours at a local vet clinic/animal facility that has been assigned to them as a class component.

This is a two-hour course plus travel time.

Content:

This yearlong course further educates each student in the topics related to veterinary science. Topics include veterinary medicine, animal ethics and welfare issues, animal nutrition, anatomy,



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physiology, animal CPR, and veterinary lab procedures, and office management. At the successful conclusion of this course and program, students will have the opportunity to sit for the National Veterinary Assistant exam.



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REGIONAL DUAL CREDIT PROGRAM

Any student residing within the Elgin Community College boundaries is eligible to apply to the Dual Credit Program. Students must be in good standing, meet and maintain all program eligibility requirements. Based on program capacity, a selection process may occur.

FIRE SCIENCE AND SAFETY (FSS) PROGRAM

School District U-46 seniors are eligible to apply to this Regional Dual Credit program. Seniors will take these courses at the Elgin Community College Center for Emergency Services (CES) in Burlington, Illinois. Students will receive transportation to and from the program site. Their high school schedule will have three class periods for this program. Students MUST enroll in all four courses, meet, and maintain all program eligibility requirements. Attendance follow ECC instructor requirements.

DUAL CREDIT PRINCIPLES OF EMERGENCY SERVICES FSS101 Principles of Emergency Services

Credits: 1 Length: Semester
Course Code: FSS101--- Grade Level: 12
Higher Education Institute:
Elgin Community College
College Credit Hours: 3 Credit Hours

Prerequisite:
Completion of Elgin Community College
Application. See Page 17-18

Content:
This course provides an overview to fire protection and emergency services; career opportunities in fire protection and related fields: culture and history of emergency services; fire loss analysis; organization and function of public and private fire protection services; fire departments as a part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; introduction to fire strategy and tactics; life safety initiatives.

DUAL CREDIT INTOR TO PSYCHOLOGY PSY100 INTRO TO PSYCHOLOGY

Credits: 1 Length: Semester
Course Code: PSY100--- Grade Level: 12
Higher Education Institute:
Elgin Community College
Credit Hours: 3 Credit Hours

IAI Course Number: S6 900

Prerequisite:
Satisfaction of Elgin Community College Placement criteria and a completed Elgin Community College Application. See Page 17-18

Content:
Introducing analysis of human behavior with emphasis on practical application of the basic principles of everyday situations. Areas covered include Introduction/Research, Methods/History of Psychology, Biology, and Behavior, Learning, Memory, Motivation and Emotion, Personality Theory and Assessment, Psychological Disorders, Therapies, and Social Psychology.

DUAL CREDIT EMERGENCY MEDICAL RESPONDER FSS115 Emergency Medical Responder

Credits: 1 Length: Semester
Course Code: FSS115--- Grade Level: 12
Higher Education Institute:
Elgin Community College
Credit Hours: 3 Credit Hours

Prerequisite:
Completion of Elgin Community College
Application. See page17-18

Content:
This course prepares students to provide emergency pre-hospital assessment and care for patients of all ages with a variety of medical



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conditions and traumatic injuries. Areas of study include and introduction to emergency medical services systems, roles and responsibilities of EMRs, anatomy and physiology, medical emergencies, trauma, and special considerations for working in the pre-hospital setting.

DUAL CREDIT FUNDAMENTALS OF SPEECH **CMS101 FUNDAMENTALS OF SPEECH**

Credits: 1 Length: Semester
Course Code: CMS101--- Grade Level: 12
Higher Education Institute:
Elgin Community College
College Credit Hours: 3
IAI Course Number: C2 900

Prerequisites:
Satisfaction of Elgin Community College placement criteria and a completed Elgin Community College Application. See page 17-18

Content:
Introductory public speaking course designed to develop research, delivery and organization skills. Particular attention is focused on finding, structuring and supporting ideas, as well as on increasing confidence and poise in a variety of speaking situations.



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SCIENCE

BIOLOGY

Credits: 2 Length: Year
Course Code: SC000--- Grade Level(s): 9, 10,
 11, 12

Prerequisite: None

Content:

This yearlong course is designed to help students develop an understanding of 3-dimensional scientific inquiry and technological design. Students investigate questions, conduct experiments, and solve problems relating to living systems. Students will become acquainted with fundamental concepts and principles at work as living organisms maintain their own life functions and interact with other living things and the environment. Topics include matter, energy, and organization in living systems, the molecular basis of living material, the cell, heredity and evolution, behavior, and ecology and interdependence of organisms.

This course is offered in Spanish for students enrolled in the Dual Language (DL) program and Sheltered English (ML) for students qualified for EL services.

HONORS BIOLOGY

Credits: 2 Length: Year
Course Code: SC050--- Grade Level(s): 9, 10,
 11, 12

Prerequisite:

District assessment score and teacher recommendation.

Content:

This yearlong engages students in the phenomena of our living world. Students will develop skills in all 3 dimensions of scientific inquiry to analyze the natural world. Students work collaboratively to design experiments, collect, analyze, evaluate data, and use their findings to draw conclusions.

This course is offered in Spanish for students enrolled in the Dual Language (DL) program and Sheltered English (ML) for students qualified for EL services.

ADVANCED PLACEMENT (AP) BIOLOGY

Credits: 3 Length: Year
Course Code: SC070--- Grade Level(s): 11,
 12

Prerequisite:

Successful completion of high school courses in biology and chemistry. Students should be able to read and comprehend college-level texts and apply conventions of Standard Written English in their writing.

If this course is offered before the start (i.e. zero period) or after the end (i.e. ninth period) of the official school day, transportation will not be available.

Content:

This yearlong course is an introductory college-level biology course. Students cultivate their understanding of biology through 3-dimensional scientific inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.

CHEMISTRY

Credits: 2 Length: Year
Course Code: SC100--- Grade Level(s): 10,
 11, 12

Recommended:

Biology and "C" or better in Algebra 1

Content:

This yearlong course includes a 3-dimensional scientific study of the composition of matter at the atomic-molecular level and the changes in matter produced by environmental forces. Laboratory experiences, which reinforce the development of the chemical principles, are included in the classroom study.

This course is offered in Spanish for students enrolled in the Dual Language (DL) program and Sheltered English (ML) for students qualified for EL services.



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HONORS CHEMISTRY

Credits: 2 Length: Year
Course Code: SC100--- Grade Level(s): 10,
 11, 12

Prerequisite:

Honors Biology, a grade of "C" or better in Algebra 1, and teacher referral are recommended

Content:

The yearlong course is designed to provide students with a more sophisticated 3-dimensional scientific approach to the study of changes and properties of matter than Chemistry. The quantitative aspects of chemistry will be stressed. Students need a calculator to aid in quantitative experiments and problem solving.

This course is offered in Spanish for students enrolled in the Dual Language (DL) program and Sheltered English (ML) for students qualified for EL services.

ADVANCED PLACEMENT (AP) CHEMISTRY

Credits: 3 Length: Year
Course Code: SC170--- Grade Level(s): 11,
 12

Prerequisite:

Successful completion of a general high school chemistry course and Algebra 2. Students should be able to read and comprehend college-level texts and apply conventions of Standard Written English in their writing.

If this course is offered before the start (i.e. zero period) or after the end (i.e. ninth period) of the official school day, transportation will not be available.

Content:

This yearlong course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate a 3-dimensional scientific understanding of chemistry through inquiry-based investigations, as they explore topics such as atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

EARTH & SPACE SCIENCE

Credits: 2 Length: Year
Course Code: SC200--- Grade Level(s): 11,
 12

Prerequisite: None

Content:

This yearlong course includes a study of the physical environment and how it is changing, relationships between weather and climate, erosion and weathering, plate tectonics and earthquakes. Other topics include formation of rocks and minerals, landscapes, origin and composition of the universe, and relationships between geological and living components of planet earth.

This course is offered in Spanish for students enrolled in the Dual Language (DL) program and Sheltered English (ML) for students qualified for EL services.

INTEGRATED PHYSICAL SCIENCE (IPS)

Credits: 2 Length: Year
Course Code: SC300--- Grade Level(s): 10,
 11, 12

Note:

Not open to students who have successfully completed Chemistry or Physics.

Content:

This yearlong, 3-dimensional scientific laboratory course includes inorganic chemistry and physics. Concepts include the molecular model of matter, the types of chemical changes that occur in nature, the behavior and nature of heat, light and sound, the forces at work in nature and man's attempt to deal with these forces.

This course is offered in Spanish for students enrolled in the Dual Language (DL) program and Sheltered English (ML) for students qualified for EL services.



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PHYSICS

Credits: 2
Course Code: SC400---
Length: Year
Grade Level(s): 11, 12

Prerequisite:
Successful completion of Algebra 1

Content:

This yearlong course will demonstrate the 3-dimensional scientific framework of physics, stressing the importance of attaining results experimentally and then applying these findings into physical theories. Topics studied will include measurement of time, space and matter, structure of matter, laws of motion, optics, mechanical and thermal energy, electromagnetic waves and electric circuits.

This course is offered in Spanish for students enrolled in the Dual Language (DL) program and Sheltered English (ML) for students qualified for EL services.

ADVANCED PLACEMENT (AP) PHYSICS 1

Credits: 2
Course Code: SC420---
Length: Year
Grade Level(s): 11, 12

Prerequisite:
Completion of geometry and concurrent enrollment in Algebra 2 or an equivalent course. Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself.

Content:

This yearlong, 3-dimensional scientific course is an Algebra based class that is the equivalent of the first semester of an introductory college Physics class. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics; work, energy, and power; mechanical waves and sound; and introductory, simple circuits.

ADVANCED PLACEMENT (AP) PHYSICS C

Credits: 3
Course Code: SC470---
Length: Year
Grade Level(s): 11, 12

Prerequisites:
Successful completion or concurrent enrollment in AP Calculus.

If this course is offered before the start (i.e. zero period) or after the end (i.e. ninth period) of the official school day, transportation will not be available.

Content:

This yearlong, 3-dimensional scientific course is equivalent to a one-semester, calculus based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus are used throughout the course.

ENVIRONMENTAL SCIENCE

Credits: 2
Course Code: SC500---
Length: Year
Grade Level(s): 11, 12

Prerequisite:
Completion of district science requirement for graduation (one year of biology and one year of a physical science).

Content:

This yearlong, 3-dimensional scientific course is designed for students who have special interests in environmental issues and nature. Topics include the study of ecosystems, energy and conservation, pollution, population, and practical applications. Environmental science includes the study of human and technological impacts on the natural world. This course includes many outdoor activities using local areas as the laboratory and participation in local stewardship activities and/or workshops.



This yearlong, 3-dimensional scientific course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.



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SOCIAL STUDIES

WORLD HISTORY

Credits: 2
Course Code: SS000---
Length: Year
Grade Level(s): 9, 10, 11, 12

Prerequisite: None

Content:

This yearlong course is the social science concerned with the study, recording, and examination of the past activities of human beings. World History is a two- semester course that traces the historical development of major societies from which present-day nations have evolved. It examines the roots of each society, its traditions and its adaptation to change. Geographical background is featured and students will learn the basics of historical research. The course seeks to broaden the student's cultural horizons and develop an appreciation and understanding of other ways of life. Students at all grade levels are encouraged to enroll.

ADVANCED PLACEMENT (AP) WORLD HISTORY: MODERN

Credits: 2
Course Code: SS070---
Length: Year
Grade Level(s): 9, 10, 11, 12

Recommended:

Students should be able to read college-level texts and apply the conventions of Standard Written English in their writing.

Content:

This yearlong course focuses on developing students' understanding of the world history from approximately 8000 BC to the present. This college-level course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction between humans and the environment,

development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe; Africa, the Americas, Asia, Europe, and Oceania.

ADVANCED PLACEMENT (AP) EUROPEAN HISTORY

Credits: 2
Course Code: SS770---
Length: Year
Grade Level(s): 9, 10, 11, 12

Recommended:

Students should be able to read college-level texts and apply the conventions of Standard Written English in their writing.

Content:

This yearlong course focuses on developing students' understanding of European history from approximately 1450 to the present. The course has students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; and individual and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

WORLD GEOGRAPHY

Credits: 2
Course Code: SS100---
Length: Year
Grade Level(s): 9, 10, 11, 12

Prerequisite: None

Content:



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This yearlong course is the social science that studies how humans interact with the environment. The course explores how geography, technology, and climate affect human beings and how various groups have adapted to their environments and produced a variety of cultures around the world. Students will also develop geography and spatial skills in this course.

This course is offered in Spanish for students enrolled the Dual Language (DL) program and Sheltered English (ML) for students qualified for EL Services.

ADVANCED PLACEMENT (AP) HUMAN GEOGRAPHY

Credits: 2 Length: Year
Course Code: SS970--- Grade Level(s): 9, 10, 11, 12

Recommended:
Students should be able to read college-level text and apply the conventions of Standard Written English in their writing.

Content:
This yearlong course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards.

UNITED STATES HISTORY

Credits: 2 Length: Year
Course Code: SS200--- Grade Level(s): 10, 11, 12

Prerequisite: None

Content:
This yearlong course is required for graduation offered in the junior year. The course content concentrates on study of the main topics and events

in United States History from the Civil War era to the present with particular emphasis on the 20th century.

This course is offered in Spanish for students enrolled the Dual Language (DL) program and Sheltered English (ML) for students qualified for EL Services.

US HISTORY AMERICAN STUDIES

Credits: 2 Length: Year
Course Code: SS210--- Grade Level(s): 11, 12

Prerequisites:
English Language Arts 2 and paired with ELA 3 American Studies

Content:
In this yearlong course, students choose American Studies as an option that fulfills the Junior English and U.S. History requirements. This is a writing intensive course that will satisfy graduation requirements. This course combines the disciplines of English and American history and shares the philosophies and methodologies of both. One grade is given for each content area. The students will identify the major ideas and attitudes of the American experience as they are reflected in the history, literature, and culture of the United States. Group work is a significant component of this course. College Readiness Standards will provide the framework for the English core curriculum of reading and writing workshop, research and the study of grammar and mechanics, information literacy and communication skills. The development of persuasive writing, writing conventions, research skills and competence in test taking strategies will be emphasized. Students will be required to learn academic vocabulary, terminology that is key to support the learning of the literary genres, elements and techniques studied in the course. Activities include interdisciplinary projects on thematic topics, which will include presentations, research papers, and creative, writing. Reading assignments in literature and history will be included in daily activities.



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ADVANCED PLACEMENT (AP) UNITED STATES HISTORY

Credits: 2 Length: Year
Course Code: SS270--- Grade Level(s): 10,
11, 12

Recommended:

Students should be able to read college-level text and apply the conventions of Standard Written English in their writing.

Content:

This yearlong course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and the development of students' abilities to think conceptually about U.S. history from approximately 1491 to present. Seven themes of equal importance (American and National Identity; Migration and Settlement; Politics and Power; Work, Exchange, and Technology; America in the World; Geography and the Environment; and Culture and Society) provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. The course allows teachers flexibility across nine different periods of U.S. history to teach topics of the choice and depth.

This course is offered in Spanish for students enrolled the Dual Language (DL) program and Sheltered English (ML) for students qualified for EL Services.

CIVICS

Credits: 1 Length: Semester
Course Code: SS300--- Grade Level(s): 10,
11, 12

Prerequisite: None

Content:

This semester-long course is the social science concerned with the question of how people govern themselves and their interaction with their political environment. Civics is a semester course required for graduation offered in the senior year. The

course emphasizes the decision-making process of American democracy and explores some of our major social problems. Topics examined in depth include national, state, and local government, our political party system, the processes of political behavior, and responsibilities of citizenship. This course is designed to prepare our students to participate directly in our democracy at age 18. The state-required examination on the Constitution of the United States, Constitution of Illinois, Declaration of Independence, principles of the Australian ballot, and the proper display and respect of the American flag is administered in this course. Required components of this course include discussion of current and controversial topics, service learning and simulations of the democratic process. Activities included assigned readings, lecture, discussion, individual and group projects and research papers.

This course fulfills the Civics graduation requirement.

This course is offered in Spanish for students enrolled the Dual Language (DL) program and Sheltered English (ML) for students qualified for EL Services.

ADVANCED PLACEMENT (AP) GOVERNMENT AND POLITICS: UNITED STATES

Credits: 1 Length: Semester
Course Code: SS370--- Grade Level(s): 10,
11, And 12

Recommended:

Students should be able to read college-level text and apply the conventions of Standard Written English in their writing.

Content:

This semester-long course introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments.



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This course fulfills the Civics graduation requirement.

This course is offered in Spanish for students enrolled the Dual Language (DL) program and Sheltered English (ML) for students qualified for EL Services.

ADVANCED PLACEMENT (AP) COMPARATIVE GOVERNMENT AND POLITICS

Credits: 1 Length: Semester
Course Code: SS310--- Grade Level(s):
10, 11, 12

Recommended:
Students should be able to read college-level text and apply the conventions of Standard Written English in their writing.

Content:
This semester-long course introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.

This course does NOT fulfill the Civics graduation requirement.

ECONOMICS

Credits: 1 Length: Semester
Course Code: SS400--- Grade Level(s): 10,
11, 12

Prerequisite: None

Content:
Economics is a semester-long, research-based financial education program for high schoolers. The course's content and pedagogical approach are based on learning science, behavioral change research, and the latest information on the effective design of formal and informal financial education experiences. The goal is that students leave the course with an integrated, self-reinforcing

foundation of productive financial decision-making skills, attitudes, and knowledge. Foundational economic principles like the study of productions, distribution and consumption in the American economic system as well as foundational ideas like supply and demand are embedded in real world, practical experiences oriented to personal financial literacy and well-being. Activities included assigned readings, lecture, discussion, individual and group projects and research papers.

This course fulfills the economics graduation requirement.

This course is offered in Spanish for students enrolled the Dual Language (DL) program and Sheltered English (ML) for students qualified for EL Services.

ADVANCED PLACEMENT (AP) MACROECONOMICS

Credits: 1 Length: Semester
Course Code: SS470--- Grade Level(s): 10,
11, 12

Recommended:
Students should be able to read college-level text and apply the conventions of Standard Written English in their writing.

Content:
This semester-long course is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

This course is offered in Spanish for students enrolled the Dual Language (DL) program and Sheltered English (ML) for students qualified for EL Services



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ADVANCED PLACEMENT (AP) MICROECONOMICS

Credits: 1 Length: Semester
Course Code: SS475--- Grade Level(s): 10, 11,

Recommended:

Students should be able to read college-level text and apply the conventions of Standard Written English in their writing.

Content:

This semester-long course is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

This course does NOT fulfill the economics graduation requirement.

INTRODUCTION TO LAW 1

Credits: 1 Length: Semester
Course Code: SS500--- Grade Level(s): 9, 10, 11, 12

Prerequisite: None

Content:

This semester-long course is open to all grade levels. This course is designed to introduce students to the fundamental concepts and procedures of the state and federal legal system. While studying the courts, law enforcement as a career, and the corrections system, students will become familiar with the terminology, concepts, and procedures in the areas of criminal and civil law. Audio-visual aids, speakers, current articles, and role-playing are used to examine the legal system from a social science point of view.

INTRODUCTION TO LAW 2

Credits: 1 Length: Semester
Course Code: SS510--- Grade Level(s): 9, 10, 11, 12

Prerequisites:

Introduction to Law 1 with a C or better

Content:

This semester-long course is an in-depth study of the law and knowledge of the U.S. legal system. Emphasis will be placed on having critical thinking skills and explaining potential law-related skills.

Activities include

assigned readings, lecture, discussions, individual and group reports, simulations and research papers.

INTRODUCTION TO PSYCHOLOGY

Credits: 1 Length: Semester
Course Code: SS600--- Grade Level(s): 9, 10, 11, 12

Prerequisite: None

Content:

This semester-long course is the social science concerned with the study of behavior and behavioral change, i.e., why people behave as they do. Introduction to Psychology is a semester course for students who want to better understand themselves and others. A more thorough understanding of the individual's relationship with friends and family is emphasized. Course goals are realized through films, discussion, case studies, and comparisons of behavioral responses. Activities include assigned readings, lecture, discussions, individual and group projects and research papers.

This course is offered in Spanish for students enrolled the Dual Language (DL) program and Sheltered English (ML) for students qualified for EL Services.



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ADVANCED PLACEMENT (AP) PSYCHOLOGY

Credits: 2 Length: Year
Course Code: SS670--- Grade Level(s): 10,
11, 12

Recommended:

Students should be able to read college-level text and apply the conventions of Standard Written English in their writing.

Content:

This semester-long course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such theories as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology.

Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

This course is offered in Spanish for students enrolled the Dual Language (DL) program and Sheltered English (ML) for students qualified for EL Services.

SOCIOLOGY

Credits: 1 Length: Semester
Course Code: SS620--- Grade Level(s): 9, 10,
11, 12

Prerequisite: None

Content:

This semester-long course is the social science that concerns itself with the nature, conditions, and consequences of group interaction. Sociology is a semester course that explores the different ways people interact with one another within a society. Students will investigate the theories that seek to explain why contemporary social problems occur and will be introduced to the methods sociologists

employ to improve our understanding of human relationships. Topics of study include the socialization process, institutions, social stratification, and social change. Activities included assigned readings, lecture, discussions, individual and group projects and research papers.

INTERNATIONAL RELATIONS

Credits: 1 Length: Semester
Course Code: SS050--- Grade Level(s): 9, 10,
11, 12

Prerequisite: None

Content:

This semester-long course is for students interested in an overview of America's role as a world power and investigating major issues confronting the world today. Topics discussed include America's emergence as a world power in the early 20th century and our role in the 20th century wars. America's foreign policy since the end of World War II is examined. Part of the course is devoted to a study of current events and issues.

AFRICAN AMERICAN STUDIES

Credits: 2 Length: Year
Course Code: SS650--- Grade Level(s): 9, 10,
11, 12

Prerequisite: None

Content:

In this yearlong course, students will explore the historical and contemporary culture and experiences of African Americans. Students will also explore ideas of race and racism, contributions of Black Americans, social change, and Black identities. This interdisciplinary course draws on both social studies and language arts discourse to investigate how Black experiences engage with history, literature, art, journalism, music, media, and more. This elective course is designed for all high school students.



2025•2026 Course Selections

TECHNOLOGY EDUCATION

INTRODUCTION TO PRECISION MANUFACTURING

Credits: 2 Length: Year
Course Code: TE160--- Grade Level(s): 9, 10,
 11, 12

Classes are held at SEHS only, but are open to students from all high schools. Based on program capacity, a selection process may occur.

Prerequisite: None

Content:

This yearlong course provides entry-level skills in the manufacturing and design fields. Topics include safety, blue print reading, precision and semi-precision measurement, lathe and mill. Students will be actively engaged in project-based hands-on activities. Theory and practices used in industry will be taught. This course leads to Precision Manufacturing, Advanced Precision Manufacturing, post- secondary machine tool programs and careers in manufacturing technology. Skills learned will prepare students for industry supported certifications such as National Institute for Metalworking Skills ([NIMS www.nims-skills.org](http://www.nims-skills.org)). Additional costs for projects may apply.

DUAL CREDIT PRECISION MANUFACTURING IMT 103 INDUSTRIAL MANUFACTURING I IMT 104 INDUSTRIAL MANUFACTURING II

Credits: 4 Length: Year (2
 Hours)
Course Code: TE524--- Grade Level(s): 10,
 11, 12

Higher Education Institute: Elgin Community College
College Credit Hours: 6 credit hours total, 3 credits
each semester

Classes are held at SEHS only, but are open to students from all high schools. Based on program capacity, a selection process may occur.

Prerequisite:

Introduction to Precision Manufacturing with a grade of “C” or better is recommended and Elgin Community College application

Content:

This yearlong course provides classroom and laboratory learning experiences related to fundamental machine tool technology by focusing on power saws, drill presses, basic lathes and related tooling. Course includes speed and feed calculations, part layout, basic measuring tools and related manufacturing theory. The course continues on with engine lathes and horizontal mills, vertical mills and CNC basics. Students will be actively engaged in project-based hands-on activities. Theory and practices used in industry will be taught. Skills learned will prepare students for industry supported certifications such as National Institute for Metalworking Skills. Additional costs for projects may apply. Dual Credit will be offered for the entire course.

DUAL CREDIT ADVANCED PRECISION MANUFACTURING

IMT 110 INTRODUCTION TO CNC PROGRAMMING I

Credits: 4 Length: Year (2
 Hours)
Course Code: TE564--- Grade Level: 11,
 12

Higher Education Institute: Elgin Community College
College Credit Hours: 4 credit hours total

Classes are held at SEHS only, but are open to students from all high schools. Based on program capacity, a selection process may occur.

Prerequisite:

A grade of “C” or better in both semesters of Precision Manufacturing or instructor/administrator approval



2025•2026 Course Selections

Content:

A survey of the tools and theory regarding computer integrated manufacturing (CIM). CIM is the union of hardware and software, database management, and communications to automate and control production activities from planning and design to manufacturing and distribution. Introduces basic CNC lathe set up and operation. Includes safety, turning, grooving, drilling, boring, threading, and cutting tools. Programs are written, developed, simulated, run, and debugged on actual machine tools. (1.2) Proficiency Credit Available (3 LETSIR) Pass/No Credit Not Available.

Non-Dual Credit course can be repeated for original credit.

AUTOMOTIVE TECHNOLOGY

Credits: 2 Length: Year
Course Code: TE114--- Grade Level(s): 9, 10

Classes are held at BHS, EHS, SEHS, and SHS, but are open to students from all high schools. Based on program capacity, a selection process may occur.

Prerequisite: None

Content:

This yearlong course is designed to provide students an introduction to the operation and basic maintenance of the automobile. The parts and operation of each of the following systems will be discussed followed by hands-on lab activities reinforcing the inspection and basic maintenance each area requires. Systems included are the engine, cooling, lubrication, steering, suspension, brake, electrical, ignition, fuel and basic computer control. Preventive maintenance is stressed in each unit of instruction. Instructions in the 4 ASE (Automotive Service Excellence) areas are included.

DUAL CREDIT ADVANCED AUTOMOTIVE TECHNOLOGY

AUT 151 AUTOMOTIVE ENGINE SERVICE & REPAIR

Credits: 4 Length: Year (2 hours)
Course Code: TE134--- Grade Level(s): 10, 11

Higher Education Institute: Elgin Community College
College Credit Hours: 7 credit hours

Classes are held at BHS, EHS, SEHS, and SHS, but are open to students from all high schools. Based on program capacity, a selection process may occur.

Prerequisite:

A grade of "C" or better in both semesters of Automotive Technology is recommended or instructor/administrator approval and Elgin Community College application.

Content:

A comprehensive course to provide knowledge in the operation and repair of the automotive engine. Classroom and hands-on experiences combine to provide skills in all areas of engine service, including engine disassembly, inspection, measurement, and reassembly. Training is also provided on machining practices common to the automotive engine. Topics include cylinder head valve guide and seat service, piston and cylinder service, crack detection, and cleaning practices. Repeatable to 14 credits; only seven credits may apply toward a degree or certificate.

AUTOMOTIVE SERVICE

Credits: 4 Length: Year (2 Hours)
Course Code: TE154--- Grade Level: 11, 12

Recommended:

A grade "C" or better in both semesters of Dual Credit (DC) Advanced Automotive Technology or instructor/administrator approval

Classes are held at BHS, EHS, SEHS, and SHS, but are open to students from all high schools. Based on program capacity, a selection process may occur.



2025•2026 Course Selections

Content:

This yearlong, two-hour class prepares students for Automotive Service Excellence (**ASE**) testing certification and a career in the automotive field. Students engage in diagnosis of vehicles in a repair facility atmosphere by using a variety of testing instruments and specialty tools. Areas of study include advanced electrical, fuel injection, ignition, computer systems, emissions, steering/suspension, brakes and engine performance diagnosis and repair.

Course can be repeated for original credit.

DUAL CREDIT INTRODUCTION TO WELDING WEL 101 WELDING I

Credits: 2 Length: Year
Course Code: TE624--- Grade Level: 10
Higher Education Institute: Elgin Community College
College Credit Hours: 2.5 credit hours

Classes are held at EHS only, but are open to students from all high schools. Based on program capacity, a selection process may occur.

Prerequisite: Elgin Community College Application

If this course is offered before the start (i.e. zero period) or after the end (i.e. ninth period) of the official school day, transportation will not be available.

Content:

This yearlong course enables students to gain knowledge of the properties, uses and applications of various metals, and skills in various processes used. An introduction to the welding industry including, safety, careers and common terminology, basic concepts of oxy-fuel welding, cutting and shielded metal arc welding. Labs include shielded metal arc welding, oxy-fuel welding and brazing in the flat and horizontal positions. Further, oxy fuel cutting in multiple positions will be covered. This course includes welding safety, blueprint reading, welding symbols, welding practices and welding fabrication techniques. Dual Credit will be offered during the second semester of the course.

WELDING TECHNOLOGY 1

Credits 4 Length: Year (2 Hours)
Course Code: TE634--- Grade Level(s): 11

Classes are held at EHS only, but are open to students from all high schools. Based on program capacity, a selection process may occur.

Prerequisite:

A grade of "C" or better in Dual Credit (DC) Introduction to Welding or instructor or administrator approval.

Content:

This yearlong course provides students with the opportunity to advance the techniques and skills in welding. Students will learn oxy acetylene welding and arc welding, as well as experiences in basic MIG and TIG (Heliarc) welding. Student will focus on practicing and furthering their development with increased time in the welding lab. This course bridges the foundational skills and techniques from Introduction to Welding while preparing students for Dual Credit Welding Technology 2.

DUAL CREDIT WELDING TECHNOLOGY 2 WELDING 102 WELDING II

Credits 4 Length: Year (2 hours)
Course Code: TE654--- Grade Level: 12
Higher Education Institute: Elgin Community College
College Credit Hours: 4 credit hours

Classes are held at EHS only, but are open to students from all high schools

Prerequisite:

A grade of "C" or better in Welding Technology 1 or instructor/administration approval and Elgin Community College application.

Content:

This yearlong course builds on the skills and concepts introduced in Welding Technology I and will provide more in-depth skill development in various types of welding including horizontal,



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vertical, overhead, and circular techniques as well as 3G certification welds for MIG and TIG. Units of instruction include advanced out of position arc, TIG and MIG welding, industry weld fabrication techniques and welding print interpretation and process organization. In addition, the students will learn to analyze weld quality and troubleshoot problem welds. Students completing this course will be eligible to test for the Certified Welder Certificate with the American Welding Society (www.aws.org).

PLTW INTRODUCTION TO ENGINEERING DESIGN (IED) HONORS

Credits: 2 Length: Year
Course Code: TE800--- Grade Level(s): 9, 10, 11, 12

Prerequisite: None

Content:

This yearlong course is for students who are interested in design, engineering, and architecture. The major focus of the IED course is the design process, solid modeling, design and development and Computer Aided Design (CAD). IED is a project, problem-based course with team-focused opportunities for developing innovative designs involving real world products. (See www.pltw.org for more information.) This course provides the foundation for subsequent PLTW courses.

PLTW PRINCIPLES OF ENGINEERING (POE) HONORS

Credits: 2 Length: Year
Course Code: TE840--- Grade Level(s): 10, 11, 12

Prerequisite:

Introduction to Engineering Design (IED)

Content:

Ever wonder how things work? This yearlong course takes the why and how out of your day through an exciting class in which you can earn honors credit. Principles of Engineering uses a combination of teamwork and problem-solving skills in hands-on projects applying physical principles, robotics, and mechanical exploration. POE enables students to experience some of the

major concepts covered in post-secondary courses of study for careers in medicine, engineering, business, architecture, manufacturing and science. Additional project costs may apply. (See www.pltw.org for more information.)

PLTW CIVIL ENGINEERING & ARCHITECTURE (CEA) HONORS

Credits: 2 Length: Year
Course Code: TE820--- Grade Level(s): 10, 11, 12

Prerequisite:

Introduction to Engineering Design (IED) is required, Principles of Engineering (POE) is recommended

Content:

This yearlong course is the study of the design and construction of residential and commercial buildings. The course includes building design and construction fundamentals. Topics include building components and systems, structural design, site and green design. Using Computer Aided Design software (CAD), this course will prepare students for careers or further studies in architectural design, civil engineering, and the construction fields of study and careers. (See www.pltw.org for more information.)

PLTW DIGITAL ELECTRONICS (DE) HONORS

Credits: 2 Length: Year
Course Code: TE850---
Grade Level(s): 11, 12 (May be taken at Grade 10 with instructor approval)

Prerequisite:

Introduction to Engineering Design (IED) is required, Principles of Engineering (POE) is recommended

Content:

This yearlong course is an exploratory Project Lead the Way course in the study of electronics. Digital electronics is focused on the fundamentals of electronic devices such as cellular phones, computers, digital cameras, high definition televisions, and electronic game systems. Through project-based learning, the students will analyze, design and build digital electronic circuits using



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technology such as robots, sensors and motor controls. This course will expose students to the design process, teamwork, communication methods, standards, and technical documentation. (See www.pltw.org for more information.)

PLTW COMPUTER-INTEGRATED MANUFACTURING (CIM) HONORS

Credits: 2 Length: Year
Course Code: TE830--- Grade Level(s):
11, 12

Prerequisites:

Introduction to Engineering Design (IED) and 1 additional PLTW course

Content:

In this course students discover and explore manufacturing processes, product design, robotics, and automation. Students learn how manufacturing transforms ideas into products while gaining an opportunity to experience and innovative and exciting industry. Students use this knowledge to design solutions for real-world manufacturing problems. This course develops student's knowledge and skills of Computer Aided Design and Manufacturing to produce products. Students will also work in a collaborative atmosphere to design, build, and program factory system models. This course provides a foundation for student interested in design, engineering, and manufacturing fields of study or careers. (See www.pltw.org for more information.)

PLTW ENGINEERING DESIGN & DEVELOPMENT (EDD) HONORS

Credits: 2 Length: Year
Course Code: TE860--- Grade Level(s):
11, 12

Prerequisites:

Introduction to Engineering Design (IED) and 1 additional PLTW course

Content:

This yearlong course is the capstone course in the PLTW high school pre- engineering program. It is an engineering research course in which students

work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. The course applies advanced math, sciences and technology skills. Students will perform research to choose, validate, and justify a technical problem. After carefully defining the problem, teams of students will design, build, and test their solution. Teams will present and defend their original solution to an outside panel. While progressing through the engineering design process, students work closely with experts and continually hone their organizational, communication and interpersonal skills, their creative and problem-solving abilities, and their understanding of the design process. (See www.pltw.org for more information.)



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THEATRE

THE THEATRE EXPERIENCE

Credits: 1 Length: Semester
Course Code: TH610--- Grade Level(s): 9, 10, 11, 12

Prerequisite: None

Content:

This semester-long course is recommended for a student who may have an interest in acting on stage and/or working behind the screen/backstage. Students develop basic performance and technical skills, and an appreciation for all aspects of the theatre. Activities include students will participate in theatre exercises, group scene design, and acting scenes.

This yearlong course is recommended for students who have an interest in acting, directing, and/or technical designing. Students will explore the principles of a variety of theatre styles and genres, acting techniques and technical elements. Activities include students will participate in pantomiming, storytelling, playwriting, directing and performances. Students will produce and perform in two performances.

This course is repeatable for original credit.

ACTOR'S WORKSHOP

Credits: 1 Length: Semester
Course Code: TH630--- Grade Level(s): 9, 10, 11, 12

Prerequisite: None

Content:

This semester-long course is recommended for students who have an interest in learning the basics of acting and stage performance. Students will perform, speak, and create throughout the course. Students develop confidence, poise and professionalism. Activities include students will participate in individual and group improvisations. Various styles of drama will be performed, including classical, Shakespearean, comedy and modern drama.

This course is repeatable for original credit.

ADVANCED THEATRE PRODUCTION

Credits: 2 Length: Year
Course Code: TH620--- Grade Level(s): 10, 11, 12

Prerequisites:

The Theatre Experience, Actor's Workshop, or Teacher Recommendation

Content:



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WORLD LANGUAGES

FRENCH 1

Credits: 2

Course Code: WL100---

Length: Year

Grade Level(s): 9,
10, 11, 12

Prerequisite: None

Content:

This yearlong course stresses the development of vocabulary and grammar (verbs, adjectives, idioms, present and past tense). It includes skill development in reading, writing, speaking and listening, as well as cultural awareness. Activities include reading short passages, writing simple sentences, and learning to express oneself in the language. Customs and cultures are introduced with a variety of media.

FRENCH 2

Credits: 2

Course Code: WL130---

Length: Year

Grade Level(s): 10,
11, 12

Prerequisite:
French 1

Content:

This yearlong course further develops the language acquisition skills of reading, writing, speaking and listening and cultural awareness of the Francophone countries. Activities include listening, reading, simple conversations, and paragraph writing.

HONORS FRENCH 3

Credits: 2

Course Code: WL150---

Length: Year

Grade Level(s): 11,
12

Prerequisites:
French 2 and teacher referral are recommended

Content:

In this yearlong course, more linguistic awareness is fostered. Readings are more extensive in length/depth and most instruction is in French to reflect the students' increased proficiency with the language.

Activities:

Informal conversation, reading literary excerpts and short stories, and writing compositions.

HONORS FRENCH 4

Credits: 2

Course Code: WL160---

Length: Year

Grade Level: 12

Prerequisites:

French 3 and teacher referral is recommended

Content:

In this yearlong course, more linguistic awareness is fostered, and readings are more extensive in length/depth, and all instruction is in French (with the exception of brief explanations for the class to continue efficiently) to reflect the students' increased proficiency in handling the language. Students wishing to pursue the Advanced Placement Exam will be given the opportunity to take the test. Activities include instructional activities are enhanced to meet student needs.

GERMAN 1

Credits: 2

Course Code: WL200---

Length: Year

Grade Level(s): 9,
10, 11, 12

Prerequisite: None

Content:

This yearlong course encompasses the basics of oral and written concepts of German, coordinated with a preliminary mastery of grammatical fundamentals and limited active vocabulary. Cultural awareness is stressed. Activities include short readings, writing sentences, and learning to express oneself in the language. Activities involve the four skills of reading, writing, listening and speaking, using the grammar skills and vocabulary to which the students have been introduced.



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GERMAN 2

Credits: 2
Course Code: WL230---
Length: Year
Grade Level(s): 10, 11, 12

Prerequisite:
German 1

Content:

This yearlong course is a continuation of basic language skills: listening, speaking, reading, and writing. Activities include short readings, writing sentences, and learning to express oneself in the language. Activities involve the four skills of reading, writing, listening and speaking, using the grammar skills and vocabulary to which the students have been introduced.

HONORS GERMAN 3

Credits: 2
Course Code: WL250---
Length: Year
Grade Level(s): 11, 12

Prerequisites:
German 2 and teacher referral is recommended

Content:

In this yearlong course, students are expected to direct their own work to some extent. Compositions, oral presentations and readings are longer and analyzed to a greater degree. German is used by students and teacher as much as possible, and English is used only when necessary. Activities include daily reading, workbooks, and literary selections.

HONORS GERMAN 4

Credits: 2
Course Code: WL260---
Length: Year
Grade Level: 12

Prerequisites
German 3 and teacher referral is recommended

Content:

In this yearlong course, students are expected to direct their own work to a large extent. Compositions, oral presentations, readings are longer and analyzed to a greater degree. German is used by students and teacher extensively. Activities include daily reading, workbooks, research projects on tradition, customs, history, and influential people. Students

wishing to pursue the Advanced Placement Exam will be given the opportunity to take the test.

JAPANESE 1

Credits: 2
Course Code: WL300---
Length: Year
Grade Level: 9, 10, 11, 12

Prerequisite: None

Content:

This yearlong class is a Japanese language course designed to begin acclimating students in four main areas of proficiency: listening, speaking, reading and writing. Students will learn to read and write the tripartite system simultaneously. Additionally, the course will cover Japanese culture, society and history. Activities include reading, writing, drill, class discussion, oral practice, research, individual and group projects, assessment, and field trips.

JAPANESE 2

Credits: 2
Course Code: WL330--
Length: Year
Grade Level: 10, 11, 12

Prerequisite:
Japanese 1

Content:

This yearlong class stresses the development of vocabulary and grammar (verbs, adjectives, idioms, present and past tense). It includes skill development in reading, writing, speaking and listening, as well as cultural awareness. Activities include reading short passages, writing simple sentences, and learning to express oneself in the language. Customs and cultures are introduced with a variety of media.

HONORS JAPANESE 3

Credits: 2
Course Code: WL350--
Length: Year
Grade Level: 11, 12

Prerequisite:
Japanese 2

Content:

This yearlong class is the 11th grade component of an intensive, accelerated Japanese language study program. They will continue with their development of



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oral and aural skills, progressing to more complex, authentic pieces from Japanese media and other sources. They will learn to read and write increasingly advanced Kanji, with special attention to two-character Kanji compounds. Activities include reading, writing, drill, class discussion, oral practice, computer application for foreign language, research, individual and group projects, assessment, field trips.

ADVANCED PLACEMENT (AP) JAPANESE

Credits: 2 Length: Year
Course Code: WL370--- Grade Level: 12

Prerequisite:

Honors Japanese 3. Students should be able to read and comprehend college-level texts and apply conventions of standard written English in their writing.

Content:

AP Japanese Language and Culture is equivalent to an intermediate-level college course in Japanese language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and community, personal and public identity, beauty and aesthetics, science and technology, contemporary life, and global challenges. Successful completion of Japanese 3 is recommended.

MANDARIN CHINESE 1

Credits: 2 Length: Year
Course Code: WL700--- Grade Level: 9, 10,
11, 12

Prerequisite: None

Content:

This yearlong class is a Chinese language course designed to begin acclimating students in four main areas of proficiency: listening, speaking, reading, and writing. Additionally, the course will cover Chinese culture, society, and history.

MANDARIN CHINESE 2

Credits: 2 Length: Year
Course Code: WL730--- Grade Level: 10, 11,
12

Prerequisite:

Mandarin Chinese 1

Content:

This yearlong class stresses the development of vocabulary and grammar (verbs, adjectives, idioms, present and past tense). It includes skill development in reading, writing, speaking and listening, as well as cultural awareness. Reading short passages, writing simple sentences, and learning to express oneself in the language. Customs and cultures are introduced with a variety of media.

HONORS MANDARIN CHINESE 3

Credits: 2 Length: Year
Course Code: WL750--- Grade Level: 11, 12

Prerequisite:

Mandarin Chinese 2

Content:

In this yearlong course, more linguistic awareness is fostered, and readings are more extensive in length/depth, and most instruction is in Mandarin Chinese to reflect the students' increased proficiency in handling the language. The course places a greater emphasis on oral competency and more in-depth examinations of grammar, vocabulary, and cultural concepts. Students will continue to learn new characters. Students will also be asked to write at a more developed level in the target language. Activities include compositions and oral presentations.

DUAL CREDIT INTRODUCTION TO SPANISH LITERATURE

SPN 275 INTRODUCTION TO SPANISH LITERATURE

Credits: 1 Length: Semester
Course Code: WL675--- Grade Level(s): 11, 12
Higher Education Institute: Elgin Community College
College Credit Hours: 3 credit hours

Prerequisites:



2025•2026 Course Selections

Satisfaction of Elgin Community College placement criteria and a C or better in SPN 202 Intermediate Spanish II. See page 19.

Content:

This semester-long course is taught in Spanish. It provides an introduction to representative literary texts from the Spanish-speaking world within their historical context. It includes an introduction to historical and cultural processes that define the literary production of that period as well as a methodology to read, interpret and analyze those texts through literary analysis. The genres explored are: narrative, drama, poetry, and short story.

SPANISH 1

Credits: 2 Length: Year
Course Code: WL500--- Grade Level(s): 9, 10, 11, 12

Prerequisite: None

Content:

This yearlong course provides an introduction to Spanish grammar, syntax, and vocabulary and includes oral and written drill. Students are introduced to culture and customs of Spanish speaking countries. Activities include writing simple sentences, reading short segments, and learning to express oneself and understand the language, and presentation of dialogues.

SPANISH 2

Credits: 2	Length: Year
Course Code: WL530---	Grade Level(s): 9, 10, 11, 12

Prerequisites:
Spanish 1

Content:

This yearlong course includes a review of first year material and continues the study of grammar, oral communication and short readings in Spanish. Activities include the target language is used more than in first year. Students write more complex sentences, role-play, and read more extensive selections. The culture of Spanish speaking countries will be further explored.

HONORS SPANISH 3

Credits: 2
Course Code: WL550---

Length: Year
Grade Level(s): 10, 11,
12

Prerequisites:

Spanish 2 and teacher referral are recommended

Content:

In this yearlong course, more linguistic awareness is fostered, and readings are more extensive in length/depth, and most instruction is in Spanish to reflect the students' increased proficiency in handling the language. The course places a greater emphasis on oral competency and more in-depth examinations of grammar, vocabulary, and cultural concepts than regular Spanish 3. Students will also be asked to write at a more developed level in the target language. Activities include compositions and oral presentations. History and geography of Spanish-speaking

HONORS SPANISH 4

Credits: 2
Course Code: WL560---

Length: Year
Grade Level(s): 11, 12

Prerequisites:

Spanish 3 and teacher referral are recommended

Content:

In this yearlong course, more linguistic awareness is fostered, and readings are more extensive in length/depth. Most instruction is in Spanish. The course places a greater emphasis on oral competency and more in-depth examinations of grammar, vocabulary, and cultural concepts than regular Spanish 4. Students will also be asked to write at a more developed level in the target language.

ADVANCED PLACEMENT (AP) SPANISH
LANGUAGE AND CULTURE

Credits: 2	Length: Year
Course Code: WL575---	Grade Level(s): 9, 10, 11, 12

Recommended:

Students are typically in their fourth year of high school-level Spanish language study. Students may take this course after Spanish for Heritage Speakers 2 with teacher recommendation or after successful completion of Spanish for Heritage Speakers 3.



2025•2026 Course Selections

Content:

This yearlong course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

ADVANCED PLACEMENT (AP) SPANISH LITERATURE AND CULTURE

Credits: 2 Length: Year
Course Code: WL580--- Grade Level(s): 9, 10, 11, 12

Recommended:

AP Spanish Literature and Culture is designed for students who have successfully completed at least three years of high school-level Spanish language study. Students may wish to complete the AP Spanish Language and Culture course before taking AP Spanish Literature and Culture, as the texts are presented in Spanish. In the case of native or heritage speakers, there may be a different course of study leading to this course.

Content:

This yearlong course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also

includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism).

***Heritage Spanish** courses are required for Spanish-speaking students based on their ACCESS literacy score as required by ISBE. Students will be placed in the appropriate course according to their Spanish proficiency.

SPANISH FOR HERITAGE SPEAKERS 1

Credits: 2 Length: Year
Course Code: WL600--- Grade Level(s): 9, 10, 11, 12

Prerequisites: None

Content:

This yearlong course was established to meet the needs of the heritage Spanish speakers in the student population by giving them a significant viable alternative to the classes for non-heritage speakers while at the same time offering a means for broadening and deepening their abilities in this subject. On another level, the class provides a more challenging program to the heritage speaker while freeing the non-heritage speakers' classes from the more advanced students whose needs are different from those beginning to speak and write the language. Activities include readings of literature and poetry from Spain and Latin America. The study of Spanish grammar, art, music, culture, and geography.

WORLD LANG.

SPANISH FOR HERITAGE SPEAKERS 2

Credits: 2 Length: Year
Course Code: WL630--- Grade Level(s): 9, 10, 11, 12

Prerequisites:

Spanish for Heritage Speakers 1 or high proficiency on the first-year diagnostic placement exam.

Content:

This yearlong course is designed for students who speak, read, write and comprehend Spanish at an intermediate level. The goal is to achieve a higher level of bilingualism (Spanish-English), as well as to increase the student's cultural knowledge. Students are exposed to a variety of authors from a variety of Spanish speaking countries. Activities include readings of literature and poetry from Spain and Latin



2025•2026 Course Selections

America. The study of Spanish grammar, art, music, culture, and geography.

HONORS SPANISH FOR HERITAGE SPEAKERS

3

Credits: 2 Length: Year
Course Code: WL655--- Grade Level(s): 10, 11,
12

Prerequisites:
Spanish for Heritage Speakers 2 or ACCESS score.

Content:

This yearlong course is designed for students who speak, read, write and comprehend Spanish at an advanced level. The goal is to accelerate students to achieve at a higher level of bilingualism (Spanish-English) than they do in our regular program, as well as to increase the student's cultural knowledge. Students are exposed to a variety of authors from a variety of Spanish speaking countries. Also, the students come into contact with various employment venues in which being bilingual is advantageous. Students will actively develop their own potential as learners through and intense independent study and literature-based curriculum with the purpose of preparing for professions in need of fully bilingual employees. Activities include readings of literature and poetry from Spain and Latin America. The study of Spanish grammar, art, music, culture, and geography.

DUAL CREDIT INTERMEDIATE SPANISH II **SPN 202 INTERMEDIATE SPANISH II**

Credits: 1 Length: Semester
Course Code: WL602--- Grade Level(s): 11
(Dual Language only),
12

Higher Education Institute: Elgin Community College
College Credit Hours: 4 credit hours
IAI Course Number: H1 900

Prerequisites:
Elgin Community College placement criteria in Reading, Writing, and Spanish. An AP Spanish Language and Culture score of 4 or better can be substituted for the ECC Spanish criteria. See page 19.

Content:

This semester-long course begins with a brief Spanish 201 grammar review. Additional activities focus on studying and applying increasingly complex grammatical concepts and vocabulary. Supplementary intermediate level material may be read, listened to or watched in class or as outside assignments.

DUAL CREDIT SPANISH CONVERSATION AND COMPOSITION

SPN 261 SPANISH CONVERSATION AND COMPOSITION

Credits: 1 Length: Semester
Course Code: WL661--- Grade Level(s): 11
(Dual Language only),
12

Higher Education Institute: Elgin Community College
College Credit Hours: 3 credit hours

Prerequisites:
Satisfaction of Elgin Community College placement criteria and a C or better in SPN 202 Intermediate Spanish II. See page 19.

Content:

In this semester-long course, intensive work aimed at developing speaking and writing skills. Considerable attention paid to spontaneous conversation styles and precise composition work. The enhancement of comprehension skills is supported through the use of audio and video tapes and films.

DUAL CREDIT LATIN AMERICAN CIVILIZATION **SPN 271 LATIN AMERICAN CIVILIZATION**

Credits: 1 Length: Semester
Course Code: WL671--- Grade Level(s): 11
(Dual Language only),
12

Higher Education Institute: Elgin Community College
College Credit Hours: 3 credit hours
IAI Course Number: H1 900

Prerequisites:
Satisfaction of Elgin Community College placement criteria and a C or better in SPN 202 Intermediate Spanish II. See page 19.

Content:



2025•2026 Course Selections

This semester-long course is taught in Spanish. It is designed to give the students a general understanding of the historic, social and cultural contributions of Latin-American countries to the world, from pre-Columbian times to the present. The last part of the class will explore the establishment and evolution of different Latinx communities in the U.S. Students will analyze a wide variety of sources such as press articles, historic and literary documents, images, documentaries and movies.