

# **SCHOOL DISTRICT U-46**

## **HIGH SCHOOL CURRICULUM GUIDE**



**2019-20**

**Secondary 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: Lourdes Baker



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



**South Elgin High School**  
 760 Main St.  
 South Elgin, IL 60177  
 Phone: 847-289-3760  
 Fax: 847-888-7014  
 Principal: Brian Moran  
 Guidance: Ext: 3394



**Bartlett High School**  
 701 Schick Road  
 Bartlett, IL 60103  
 Phone: 630-372-4700  
 Fax: 630-372-4682  
 Principal: Mike Demovsky  
 Guidance: Ext: 4724



**Larkin High School**  
 1475 Larkin Ave  
 Elgin, IL 60120  
 Phone: 847-888-5200  
 Fax: 847-888-6996  
 Principal: Jamie Crosen  
 Guidance: Ext: 5223



**Elgin High School**  
 1200 Maroon Dr.  
 Elgin, IL 60120  
 Phone: 847-888-5100  
 Fax: 847-888-6997  
 Principal: Krystal Thomas  
 Guidance: Ext: 5113



**Streamwood High School**  
 701 W. Schaumburg Rd.  
 Streamwood, IL 60107  
 Phone: 630-213-5500  
 Fax: 630-483-5909  
 Principal: Michele Chapman  
 Guidance: Ext: 4932

## A Step-by-Step Guide to Selecting Courses

### STUDENTS

1. This guide is your basic curriculum reference. Study it carefully. Read it with your parents or guardians. Discuss your high school and post-high school plans with them and your counselor.
2. Use the four-year planning guide to help plan your sequence of secondary courses.
3. A counselor will meet with you. Have your parents or guardians call the school if they wish to have an appointment with the counselor.
4. Your counselor will record your selection of courses for the upcoming school year on an official pre-registration sheet. You will be asked to give alternate course selections that will be used in the event first choices cannot be scheduled.
5. You will receive your final schedule in August. See your counselor if you have questions or difficulties.

Because of 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. Due to 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.

### 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.

Because this is such an important process, it is essential that parents and guardians take an active interest in the course-selection process. Please review this Secondary Curriculum Guide carefully with your student. If you have questions about any of this information, please feel free to contact your student's counselor at the following telephone numbers:

**Bartlett High School, 630/372-4700 Ext. 4724**  
**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**



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 level student, capitalize on educational opportunities that will enhance your particular interests and aptitudes.

A Curriculum Guide is of tremendous value in making course selections. Course selection decisions are very important as they impact your future educational and/or career path options. Course selections need to be discussed carefully and thoughtfully with your parents and counselor.

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

This guide contains the following information in English and Spanish regarding the English Language Learner (ELL) Program:

- ELL Program Overview (Vista General del Programa Educativo de ELL)
- ELL High School Program Description (Descripción del Programa de Escuela Superior)
- Curriculum Guide ELL Content Area (ELL Guía Curricular Área de Asignaturas/Materias)

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



Estimados estudiantes y padres/guardianes:

El Distrito Escolar U-46 es uno de los distritos escolares de mayor excelencia educativa en el estado de Illinois. Las oportunidades de aprendizaje son realmente extensas. Esta Guía Curricular está diseñada para ayudarles a que puedan capitalizar las oportunidades educativas que enriquecerán sus intereses y aptitudes como estudiante entrante al noveno grado.

La Guía Curricular tiene un tremendo valor al hacer la selección de cursos. La decisión de seleccionar los cursos es de gran importancia dado que ésta va a impactar el futuro educacional y/o las opciones en la carrera profesional. La selección de cursos debe de ser discutida cuidadosamente y de manera reflexiva con el estudiante, los padres y el consejero.

Les exhortamos a que en este proceso de selección consulten esta Guía de Planificación Curricular. Es muy importante que, especialmente los estudiantes de noveno grado desarrollen un plan de la Escuela Secundaria de cuatro años. Estos planes siempre podrán ser modificados y para poder hacer cambios tendría que seguir la guías del distrito que se encuentran delineado.

Los estudiantes del Programa de Estudiantes que Aprender Inglés (ELL por sus siglas en inglés) podrán encontrar en esta guía en inglés y en español la siguiente información:

- Conocimiento General del Programa Educativo de ELL (ELL Program Overview)
- Descripción del Programa ELL de la escuela secundaria (ELL High School Program Description)
- Guía Curricular de Asignaturas/Materias del Programa ELL (Curriculum Guide ELL Content Area)

¡Te deseamos éxito en tu futuro académico!

El Personal de la Escuela Secundaria Bartlett  
El Personal de la Escuela Central  
El Personal de la Academia Dream  
El Personal de la Escuela Secundaria Elgin  
El Personal de la Escuela Secundaria Larkin  
El Personal de la Escuela Secundaria South Elgin  
El Personal de la Escuela Secundaria Streamwood

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# GENERAL INFORMATION

## **THE CURRICULUM**

School District U-46 offers a standards-based education for all students. A 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 the individual strengths, talents, and interests.

## **GUIDANCE AND COUNSELING**

All U-46 high schools provide counseling staff for all students. Each student is assigned to a specific counselor. The counselors provide information about U-46 policies and procedures, graduation requirements, course registration, and career/college planning. Personal or private matters may also be discussed during counseling sessions.

## **SPECIAL EDUCATION**

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-high school programs.

## **NON-DISCRIMINATION**

All students are offered access to these courses within the limits of their capabilities and legal constraints. School District U-46 has agreed to fulfill all requirements of Title IX and Section 504, extending equal opportunity to all students and employees. Where access is not possible, equivalent activities will be provided. Questions regarding program access should be directed to the building principals. Unresolved issues will be forwarded by the building principal to the Assistant Superintendent.

## **REPORTS TO PARENTS**

The school year is divided into two semesters of eighteen weeks each. Each semester is divided into two grading periods for the purpose of reporting grades to students and parents. At the close of each grading period a report is sent home.

## **SUMMER PROGRAMS**

A District U-46 summer school program is offered for credit recovery or acceleration. A maximum of two (2) credits may be earned each summer. Summer offerings are limited to graduation requirements. Students must have completed their first year of high school in order to register for summer school.

## DEFINITIONS

**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.

**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 year-long courses students are awarded one credit for successful completion of coursework at the end of each semester.

**Credit Recovery:** Opportunities to recover credits include: APEX, summer school, and repeating the course.

**Prerequisites:** Requirements that must be successfully completed before a student may enroll in a particular course. These requirements may include specific courses, test score requirements, a specific grade point average, approval of the teacher, etc.

## Classification of High School Students

Grade level designations are as follows:

Sophomores	10 – 19 credits
Juniors	20 – 29 credits
Seniors	30 + credits

Students will be reclassified at mid-year with a subsequent change in their grade level designation if they have earned the following minimum number of credits:

Grade level designation	Credits Needed for Mid-Year Reclassification
Sophomores	15
Juniors	25
Seniors	35

Students are classified based upon credits earned at the end of each semester and after summer school. Students who move up to the next sequential class (sophomore, junior or senior) at the beginning of the school year will not lose their grade level designation at mid-year should they fail to successfully earn the required number of credits that would ordinarily be used for mid-year reclassification.

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



## GRADUATION REQUIREMENTS FOR STUDENTS ENTERING 9th GRADE

Forty (40) credits are required for graduation. The following courses must be completed with a passing grade. 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, or Career & Technical (Business Education, Family and Consumer Science, Health Care Sciences, Technical Education)	1 Year	2	2
Electives			8
Total Required for Graduation			40

**It is a graduation requirement that all students must take the appropriate state mandated assessment. Students will not be classified as Seniors (12<sup>th</sup> grade) until they have successfully met this requirement.**

### COURSE LOAD

1. During course registration students must be scheduled to receive at least 300 minutes (six 50-minute periods) of instruction on each regular school day.
2. 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
3. The minimum course load during the school year is 250 minutes (five 50-minute periods) after course registration, but before June 1<sup>st</sup>, senior students can submit a request to their counselor take five classes. Requests by any non-Senior student require administrator approval.

## **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 in the individual high schools on dates in May established by The College Board.

## **COURSE WEIGHTING**

Letter grades received in subjects are converted into grade points at the end of each year to determine a student's grade point average and class rank. Students will receive a grade point average at the end of first and second semester. Letter grades earned in courses receive the following numerical values:

<b>Grade Weight</b>	<b>Course Level</b>		
	<u>Regular</u>	<u>Honors</u>	<u>AP</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

AP courses taken via distance learning 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. Transfer students will be awarded a weighted grade for all AP and International Baccalaureate courses taken. 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.

## **SPECIAL CONSIDERATIONS**

### **Auditing courses:**

Any student who registers for school and begins taking classes in the district after the 25<sup>th</sup> 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. 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 and obtain approval prior to beginning the study. A "Request for Independent Study" may be obtained in the Guidance Office. The proposal must be approved by the teacher, division chair, principal, and curriculum coordinator. Terms and conditions for an independent study are outlined on the "Request for Independent Study" document available from your counselor.

### **Pass/Fail Option**

Junior and Senior level students may request to take one 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 and only extenuating circumstances should bring about a request for a change. 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 1<sup>st</sup> 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 1<sup>st</sup> are not guaranteed and will only be granted if there is available space in the course.
2. No course may be added to a student's schedule after the fifth day of each semester.
3. Any course, including Advanced Placement, that is dropped during the first 25 days of the semester will result in a grade of withdrawal passing (WP) or withdrawal failing (WF) appearing on the transcript. The designation of WP or WF is dependent upon the student's grade in the course at the time of the drop.
4. Any course, including Advanced Placement, that is dropped after the 25<sup>th</sup> day of the semester will result in a grade of WF appearing on the transcript.

### **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. Level change procedures are handled at the building level. Students and parents should contact their Guidance Counselor to determine the procedure at their school.

**High School Credit for Non-District Experiences:** A student may receive up to six high school credits for successfully completing any of the listed courses or experiences even when it is not offered in or sponsored by the District:

1. Distance learning course, including a correspondence, virtual, or online course
2. Courses in an accredited foreign exchange program
3. Summer school
4. Foreign language courses taken in an ethnic school program approved by the Illinois State Board of Education The student must seek approval from the Assistant Superintendent to receive graduation credit for any non-District course or experience.

The following policies apply to all distance learning courses:

- Any student taking Civics as a correspondence course 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

- If a student is enrolled in a correspondence course with an anticipated graduation in January, an official transcript reflecting a passing grade must be received from the issuing institution by December 15<sup>th</sup>
- If a student is enrolled in a correspondence course with an anticipated graduation in May, an official transcript reflecting a passing grade must be received from the issuing institution by May 15<sup>th</sup>
- If the official transcript has not been received by the specified date, then the student will not be permitted to participate in the graduation ceremony
- The Assistant Superintendent shall determine whether a proficiency examination is required before the credit is awarded and whether or not non-District courses will count towards eligibility for athletic and extracurricular activities. As approval is not guaranteed, students must seek conditional approval of a non-District course or experience before participating in a non-District course or experience. The student assumes responsibility for any fee, tuition, supply, or other expense.
- The student seeking credit is responsible for: (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested.

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

### **PHYSICAL EDUCATION (PE) EXEMPTIONS**

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

1. Enrollment, for credit, in a marching band program for students in grades 9-12 (valid for the semester in which there is ongoing participation).
2. Enrollment in academic classes which are required for admission to an institution of high learning, provided that failure to take such classes will result in the pupil being denied admission (student must be in the 11<sup>th</sup> or 12<sup>th</sup> grade). **Students must provide documentation from a college or university which proves that every course they are requesting to take is an admission requirement, and not an admission recommendation.**
3. Enrollment in academic classes which are required for graduation from high school, provided that failure to take such classes will result in the pupil being unable to graduate (student must be in the 11<sup>th</sup> or 12<sup>th</sup> grade).
4. If the student 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).
5. Ongoing participation in an interscholastic athletic program (student must be in the 11<sup>th</sup> or 12<sup>th</sup> grade).

The exemption application process, terms, and conditions for exemption eligibility are available from your guidance counselor. Timelines for completion of an exemption application must be followed to be considered eligible for a PE exemption. Physical education exemptions **DO NOT** result in a student being given any credits towards graduation, they are simply exempted from the district graduation requirement for physical education for every semester they are awarded an exemption.

## **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 the course previously. While the program does satisfy School District U-46 graduation requirements, credits earned in this program do not meet NCAA requirements for athletic or extra-curricular 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:

- All courses must be completed within the same semester they are started, unless the student has documented accommodations for extended time thru an IEP or 504 Plan. The last day to submit work for classes is one week prior to the end of the semester.
- Students may complete two APEX courses per semester and earn a total of six APEX credits during their high school career.
- Students must submit all written work for each unit to their APEX teacher before they will be permitted to take the unit test.
- 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 to take these tests.
- 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 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 3<sup>rd</sup> attempt they may be removed from the course.
- 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.
- Any student who has not completed 50% of their coursework by the end of the first official grading period of the semester (1<sup>st</sup> or 3<sup>rd</sup> quarter) may be dropped from the program.
- Any student who plagiarizes a written assignment will be subject to their school's plagiarism policy and any student who is caught cheating will be removed from the program.
- Cell phones are not permitted in the APEX classroom.

## **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 counselor. **Students who elect to graduate early are still responsible for meeting all of School District U-46's graduation requirements, including needing to earn 7 semesters of physical education credits.** The *Early Graduation Consent Form* that is attached to this information must be signed by a parent/guardian and returned to the counselor in order to process any early graduation request.

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

### **Early Graduation Option #1**

#### **6<sup>th</sup> semester graduate in May**

- *Diploma date:* May of graduation year
- *Diploma awarded:* At the May graduation ceremony
- *Graduation list:* Included in May list and identified on printed program
- *Class rank:* Ranked with their junior class (not the graduating senior class) as of the end of six semesters
- *Valedictorian/Salutatorian Honors:* Not eligible for this recognition
- *Listed in top 10%:* Not eligible for this recognition
- *Senior picture:* Has the option of having yearbook picture taken with the current Junior class or participating in the Senior summer portrait program
- *Senior Recognition Ceremony/Department Awards:* Not eligible to receive department awards available to 8th semester graduates
- *Graduation Ceremony:* Participates in the May graduation ceremony

### **Early Graduation Option #2**

#### **6<sup>th</sup> semester plus, graduate in July**

- *Diploma date:* July of graduation year
- *Diploma awarded:* September of graduation year
- *Graduation list:* Included in July list and identified on printed program
- *Class rank:* Ranked with their junior class (not the graduating senior class) as of the end of six semesters
- *Valedictorian/Salutatorian Honors:* Not eligible for this recognition
- *Listed in top 10%:* Not eligible for this recognition
- *Senior pictures:* Has the option of participating in the Senior summer portrait program with his/her chronological graduating class
- *Senior Recognition Ceremony/Department Awards:* Not eligible to receive department awards available to 8th semester graduates
- *Graduation Ceremony:* Participates in summer graduation ceremony

### **Early Graduation Option #3**

#### **7<sup>th</sup> semester graduate in December**

- *Diploma date:* May of graduation year
- *Diploma awarded:* At the May graduation ceremony
- *Graduation list:* Included in May list and identified on printed program
- *Class rank:* Ranked with the current senior class upon completion of the 7<sup>th</sup> semester
- *Valedictorian/Salutatorian Honors:* Not eligible for this recognition
- *Listed in top 10%:* Listed as part of the top 10% of the May graduating class and honored at the Senior Recognition Program
- *Senior Picture:* Picture taken in the Senior summer portrait program
- *Senior Recognition Ceremony/Department Awards:* Not eligible to receive department awards available to 8th semester graduates
- *Graduation ceremony:* Participates in the May graduation ceremony

## Repeated Courses:

The courses listed below may be repeated for original credit, but cannot be taken twice at the same time. For any course that is repeated and is not listed below credit will only be issued for the highest grade earned. However, both the original and repeated courses will appear on the transcript.

JR/SR Dance  
JR/SR Personal Fitness  
JR/SR Individual/Dual Sports  
JR/SR Conditioning and Weights  
JR/SR Team Sports  
Senior Leadership Practicum in PE  
Adaptive Physical Education  
Cooperative Internship  
Actors Workshop  
Advanced Theatre Production  
Advanced Childhood Education  
Fashion/Apparel Marketing and Merchandise  
Creative Writing  
Argumentation  
Speech Communications  
Production and Publication I and II  
21<sup>st</sup> Century Media Production  
Madrigal Singers  
Treble Choir  
Chamber Choir  
Concert Choir Mixed  
Mellodears  
Mixed Chorus  
Concert Band  
Symphonic Band  
Wind Ensemble  
Jazz Band  
Varsity Band  
Chamber Orchestra  
Symphony Orchestra-Philharmonic  
Music Theory and Appreciation  
Study Skills  
Community Living Skills  
S.T.E.P Class  
S.T.E.P Job



## Graduation versus College Admission

<b>Subject Area</b>	<b>School District U-46</b>	<b>Four Year College</b>
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*
Foreign Language	No requirement	2-4 years of the same language

\*A 4<sup>th</sup> 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 Foreign 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.



## Division I Academic Requirements

College-bound student-athletes will need to meet the following academic requirements to practice, receive athletics scholarships, and/or compete during their first year.

Core-Course Requirement
<p>Complete 16 core courses in the following areas:</p> <ul style="list-style-type: none"> <li>• 4 years of English</li> <li>• 3 years of math (Algebra I or higher)</li> <li>• 2 years of natural/physical science (1 year of lab if offered)</li> <li>• 1 year of additional English, math or natural/physical science</li> <li>• 2 years of social science</li> <li>• 4 years of additional courses (any area above, foreign language or comparative religion/philosophy)</li> </ul>

Full Qualifier	Academic Redshirt
<ul style="list-style-type: none"> <li>• Complete 16 core courses: <ul style="list-style-type: none"> <li>▪ Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school</li> <li>▪ Seven of the 10 core courses must be in English, math, or science</li> </ul> </li> <li>• Earn a core-course GPA of at least 2.300</li> <li>• Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page)</li> <li>• Graduate high school</li> </ul>	<ul style="list-style-type: none"> <li>• Complete 16 core courses</li> <li>• Earn a core-course GPA of at least 2.000</li> <li>• Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page)</li> <li>• Graduate high school</li> </ul>

**Full Qualifier:** College-bound student-athletes may practice, compete and receive athletics scholarship during their first year of enrollment at an NCAA Division I school.

**Academic Redshirt:** College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term but may NOT compete during their first year of enrollment.

**Nongualifier:** College-bound student-athletes cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division I school.



# NCAA Eligibility Center

## Test Scores

When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 so your scores are sent directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts will not be used in your academic certification.

A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. You may take the SAT or ACT an unlimited number of times before you enroll full time in college. If you take either test more than once, the best sub score from different tests are used to meet initial eligibility requirements.

If you take the current SAT before March 2016 and then take the redesigned SAT at a later date, the NCAA Eligibility Center will not combine section scores from the current and redesigned SAT when determining your initial eligibility. The NCAA Eligibility Center will only combine section scores from the same version of the test. Because the redesigned SAT varies in design and measures different academic concepts than the current SAT, a numerical score on the current test may not be equivalent to the same numerical score on the redesigned test.

DIVISION I FULL QUALIFER SLIDING SCALE		
Core GPA	SAT Reading/Math	ACT Sum
3.550	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	60
2.700	740	61
2.675	750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840	70
2.425	850	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.299	910	76
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	81
2.125	970	82
2.100	980	83
2.075	990	84
2.050	1000	85
2.025	1010	86
2.000	1020	86

ACADEMIC REDSHIRT



## 2018 Division II New Academic Requirements

Initial-eligibility standards for NCAA Division II college-bound student-athletes are changing.

College-bound student-athletes first enrolling at an NCAA Division II school on or after **August 1, 2018**, need to meet new academic rules to practice, compete and receive athletics scholarships during their first year.

Core-Course Requirement	
<ul style="list-style-type: none"> <li>• 3 years of English</li> <li>• 2 years of math (Algebra I or higher)</li> <li>• 2 years of natural or physical science (including one year of lab science if offered)</li> <li>• 2 years of social science</li> <li>• 3 additional years of English, math or natural or physical science</li> <li>• 4 additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy</li> </ul>	
Full Qualifier	Partial Qualifier
<ul style="list-style-type: none"> <li>• Complete 16 core courses.</li> <li>• Earn a core-course GPA of at least 2.200.</li> <li>• Earn the ACT/SAT score matching your core-course GPA on the Division II sliding scale (see back page).</li> <li>• Graduate high school.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete 16 core courses.</li> <li>• Earn a core-course GPA of at least 2.000.</li> <li>• Earn the ACT/SAT score matching your core-course GPA on the Division II sliding scale (see back page).</li> <li>• Graduate high school.</li> </ul>

**Full Qualifier:** College-bound student-athletes may practice, compete and receive athletics scholarship during their first year of enrollment at an NCAA Division II school.

**Partial Qualifier:** College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term but may NOT compete during their first year of enrollment.

**Nonqualifier:** College-bound student-athletes may not practice, compete or receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

### Test Scores

If you take the current SAT before March 2016 and then take the redesigned SAT at a later date, the NCAA Eligibility Center will not combine section scores from the current and redesigned SAT when determining your initial eligibility. The NCAA Eligibility Center will only combine section scores from the same version of the test. Because the redesigned SAT varies in design and measures different academic concepts than the current SAT, a numerical score on the current test may not be equivalent to the same numerical score on the redesigned test.

DIVISION II FULL QUALIFIER SLIDING SCALE		
Use for Division II beginning August 1, 2018		
Core GPA	SAT Reading/Math	ACT Sum
3.300 & above	400	37
3.275	410	38
3.250	420	39
3.225	430	40
3.200	440	41
3.175	450	41
3.150	460	42
3.125	470	42
3.100	480	43
3.075	490	44
3.050	500	44
3.025	510	45
3.000	520	46
2.975	530	46
2.950	540	47
2.925	550	47
2.900	560	48
2.875	570	49
2.850	580	49
2.825	590	50
2.800	600	50
2.775	610	51
2.750	620	52
2.725	630	52
2.700	640	53
2.675	650	53
2.650	660	54
2.625	670	55
2.600	680	56
2.575	690	56
2.550	700	57
2.525	710	58
2.500	720	59
2.475	730	60
2.450	740	61
2.425	750	61
2.400	760	62
2.375	770	63
2.350	780	64
2.325	790	65
2.300	800	66
2.275	810	67
2.250	820	68
2.225	830	69
2.200	840 & above	70 & above

DIVISION II PARTIAL QUALIFIER SLIDING SCALE		
Use for Division II beginning August 1, 2018		
Core GPA	SAT Reading/Math	ACT Sum
3.050 & above	400	37
3.025	410	38
3.000	420	39
2.975	430	40
2.950	440	41
2.925	450	41
2.900	460	42
2.875	470	42
2.850	480	43
2.825	490	44
2.800	500	44
2.775	510	45
2.750	520	46
2.725	530	46
2.700	540	47
2.675	550	47
2.650	560	48
2.625	570	49
2.600	580	49
2.575	590	50
2.550	600	50
2.525	610	51
2.500	620	52
2.475	630	52
2.450	640	53
2.425	650	53
2.400	660	54
2.375	670	55
2.350	680	56
2.325	690	56
2.300	700	57
2.275	710	58
2.250	720	59
2.225	730	60
2.200	740	61
2.175	750	61
2.150	760	62
2.125	770	63
2.100	780	64
2.075	790	65
2.050	800	66
2.025	810	67
2.000	820 & above	68 & above

## NCAA APPROVED CORE-COURSES

\* - Indicates course pending NCAA approval

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

### English

Cap Fr English  
Cap Jr English  
Cap So English  
Cap Sr English  
=Fr English Support  
=Jr English Support  
=So English Support  
=Sr English Support  
**\*Jr/Sr Reading Strategies**  
American Lit & Rhet/Acad  
American Lit/Gifted  
American St English/Acad  
British Lit/AP/Gifted  
Creative Writing  
Fr English 1-2  
Fr English 1-2/Acad H  
Fr English/Acad H  
Fr English/H  
Fr English/SIP Makeup  
Fr English/VPAA  
Fr English/VPAA/H  
Fr English/Wrd Geog  
Fr English/Wrd Hist  
Humanities/AP/Gifted  
Jr English 1-2  
Jr English 1-2/H  
Jr English 1-2/Mch TI Jr  
English Am Studies Jr  
English/SIP Makeup Jr  
English/VPAA  
Jr English/VPAA/H  
**AP Eng Lang & Comp.**  
Lit & Tech Comm  
**\*Communications**  
So English 1-2  
So English 1-2/Acad H  
So English 1-2/Mch TI  
So English 1-2/SIP  
So English/Acad H  
So English/H

So English/VPAA So  
English/VPAA/H So  
English/Wrd Geog  
**\*Fr Reading Strategies**  
**\*So Reading Strategies**  
Sr English  
Sr English 1-2  
Sr English/Acad H  
Sr English/AP/H  
Sr English/VPAA  
Sr English/VPAA/H  
**\*AP Eng Lit & Comp**  
World Lit/Gifted

### Mathematics

CAP Algebra  
CAP Algebra 2  
CAP Geometry  
ACC Algebra  
Algebra 1  
Algebra 1/ESL  
Algebra 1/SBL  
Algebra 2  
Algebra 2/ESL  
Algebra 2/H  
**\*AP Calculus AB**  
**\*AP Calculus BC**  
**\*Comp Prog 1-2**  
**\*Finite Math**  
Geometry  
Geometry/ESL  
Geometry/H  
Geometry/SBL  
**\*Acad H Integrat Math 1**  
**\*Acad H Integrat Math 2**  
Pre-Calc  
Pre-Calc/H  
Statistics/AP  
Cal/Acad H

### Social Science

CAP Civics 1S  
CAP Civics 2S  
CAP Econ 1S  
CAP Econ 2S  
CAP Law Intro  
CAP Psych Intro  
CAP Social Studies  
CAP US History  
CAP Wld Geog  
CAP Wld History  
=Civics Support 1S  
=Civics Support 2S  
=Econ Support  
=Econ Support 1S  
=Econ Support 2S  
=US History Support  
Amer History 1S  
Amer History 2S  
Amer Studies US  
Hist/Acad  
Anthropology 1S  
Anthropology 2S  
**\*Career Planning**  
Civics 1S  
Civics 1S/AP/Gifted  
Civics 1S/H  
Civics 1S/SBL  
Civics 2S  
Civics 2S/AP/Gifted  
Civics 2S/H Civics  
2S/SBL Civics/Econ  
Civics/Econ/Acad H  
Civics/Econ/Gifted

Civics/Econ/H  
 Civics/ESL  
 Civics/H/VPAA  
 Civics/VPAA  
**\*AP Govn & Politics US**  
 Curr Wld Prob 1S  
 Curr Wld Prob 2S  
 Econ 1S  
 Econ 1S/Acad Econ  
 1S/AP/Gifted Econ  
 1S/AP/H Econ 1S/H  
 Econ 1S/SBL  
 Econ 2S  
 Econ 2S/Acad Econ  
 2S/AP/Gifted Econ  
 2S/AP/H Econ 2S/H  
 Econ/Civics  
 Econ/Civics/H  
 Econ/ESL  
 Europe History/AP Europe  
 History/AP/Gifted Gbl Std  
 1-2/Acad H  
 Gbl Std 3-4/Acad H  
**\*Humanities Sem/Gifted**  
 Inter Relations 1S  
 Inter Relations 2S  
 Law II  
 Law Intro 1S  
 Law Intro 2S  
**\*Law Intro II 1S**  
**\*Law Intro II 2S**  
 Psych Intro 1S  
 Psych Intro 2S  
 Psych/Life 1S/H  
 Psych/Life 2S/H  
 Sociology 1S  
 Sociology 2S  
**\*Today's Problems**  
 US Civ/Econ/Acad H  
 US History  
 US History 1-2/ESL  
 US History 1-2/BSL  
 US History AM Studies  
 US History Civ/Acad H  
 US History /AP/Gifted  
**\*AP US History**  
 US History/Gifted  
 US History/H  
 US History/H/VPAA  
 US History/VPAA US  
 Studies/Acad/H US  
 Topics/Acad H Wld  
 Geog 1-2  
 Wld Geog 1S/SBL

Wld Geog 2S/SBL  
 Wld Geog/FR Eng  
 Wld Geog/SO Eng  
 Wld History  
**\*AP Wld History**  
 Wld History 1-2/SBL  
 Wld History/FR Eng  
 Wld History/VPAA  
 Wld Studies/Gifted  
 World History/H  
**Natural/Physical Science**  
 =Biology 1-2 Support  
**\*Biology 1-2 1 ½ periods**  
 =CAP Biology  
 =CAP Chem/Phys Int  
 =CAP Chemistry  
 =CAP Geology  
 =CAP Phy Science  
 =Intro Chem/Phy Support  
 Biology 1-2 (Lab)  
 Biology 1-2/AP/Gifted  
 (Lab)  
 Biology 1-2/ESL Biology  
 1-2/H (Lab) Biology 1-  
 2/SBL (Lab) Biology 1-  
 2/VPAA (Lab) Biology 3-  
 4/AP/H (Lab)  
 Biology/AP/Acad H (Lab)  
 Biology/H/VPAA (Lab)  
 Chem/Com 1-2  
 Chemistry 1-2 (Lab)  
 Chemistry 1-2/ESL  
 Chemistry 1-2/Gifted (Lab)  
 Chemistry 1-2/H (Lab)  
 Chemistry 3-4/AP/Gifted  
 (Lab)  
 Chemistry 3-4/AP/H (Lab)  
 Chemistry/Acad H (Lab)  
 Conceptual Physics  
 Envir Science (Lab)  
**\*AP Environmental Sci**  
 Fr ICP/Eng/Algebra  
 Geology (Lab)  
 Geology 1-2/ESL (Lab)  
**\*Integrated Physical Sci**  
 Intro Chem/Phys 1-2 (Lab)  
 Intro Chem/Phys 1-2/ESL  
 Intro Chem/Phys/VPAA  
 (Lab)  
 Marine Biology  
 Physics (Lab)  
 Physics 1-2 Aud/Acad  
 (Lab)  
 Physics 1-2/Acad H (Lab)  
 Physics 1-2/ESL  
 Physics 1-2/H (Lab)

Physics 1/C/AP/H(Lab)  
 Physics1/C/AP/H/Gifted(Lab)  
 Physics/Acad H (Lab)  
**Additional Core Courses**  
 Fr Sem Instr TE/Acad  
 French 1-2  
 French 3-4  
 French 5-6  
 French 5-6/H  
 French 7-8  
 French 7-8/H  
 German 1-2  
 German 1-2/Acad  
 German 3-4  
 German 3-4/Acad H  
 German 5-6  
 German 5-6/Acad H  
 German 5-6/H  
 German 7-8  
 German 7-8/Acad H  
 German 7-8/H  
 Japanese 1-2  
 Japanese 1-2/Acad  
 Japanese 3-4  
 Japanese 3-4/Acad H  
 Japanese 5-6  
 Japanese 5-6/Acad H  
 Japanese 5-6/H  
 Japanese 7-8  
 Japanese 7-8/Acad H  
 Japanese 7-8/H  
**\*AP Japanese Lang & Culture**  
 Latin 1-2  
 Latin 3-4  
 Latin 5-6  
 Latin 5-6/H  
 Latin 7-8  
 Latin 7-8/H  
 So Sem Instr TE/Acad  
 Spanish 1-2  
 Spanish 1-2/Acad  
 Spanish 1-2/Nat Sp  
 Spanish 3-4  
 Spanish 3-4/Acad H  
 Spanish 3-4/Nat Sp  
 Spanish 5-6  
 Spanish 5-6/Acad H  
 Spanish 5-6/H  
 Spanish 5-6/H/Nat Sp  
 Spanish 7-8  
 Spanish 7-8/Acad H  
 Spanish 7-8/H  
 Spanish 7-8/H/Nat Sp  
**\*AP Spanish Lang**

## SAMPLE 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
<b>English</b>	Freshman English or Honors Freshman English	Freshman English or Honors Freshman English	Sophomore English or Honors Sophomore English	Sophomore English or Honors Sophomore English	Junior English or AP Language and Composition	Junior English or AP Language and Composition	Senior English or AP Literature and Composition	Senior English or AP Literature and Composition
<b>Math</b> (H) = honors level option	Algebra 1 Geometry (H) Algebra 2 (H)	Algebra 1 Geometry (H) Algebra 2 (H)	Geometry (H) Algebra 2 (H) Pre-Calc (H)	Geometry (H) Algebra 2 (H) Pre-Calc (H)	Algebra 2 (H) Pre-Calc (H) AP Calc or Stats	Algebra 2 (H) Pre-Calc (H) AP Calc or Stats		
<b>Science</b>	Biology or Honors Biology	Biology or Honors Biology	Physical Science Option	Physical Science Option				
<b>Social Studies</b> Multiple options for meeting the requirement			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.
<b>PE/Health</b>	PE	PE	PE or Health	PE or Health	PE	PE	PE	PE
<b>Lunch</b>	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
<b>Elective</b>								
<b>Elective</b>								
<b>Elective</b>								
<b>Elective</b>								

40 Credits Needed for Graduation



## FOUR YEAR PLANNING GUIDE

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

40 Credits Needed for Graduation



## 2019•2020 Course Selections

### Academy Programs

Each high school has a four-year academy program that began in the 1996-1997 school year. Students enrolled in the 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 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.

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:

<b>Bartlett High School</b>	Science, Engineering and High Technology Academy
<b>Elgin High School</b>	Gifted and Talented Academy
<b>Larkin High School</b>	Visual and Performing Arts Academy
<b>South Elgin High School</b>	Beacon Academy of Digital and Media Arts
<b>Streamwood High School</b>	World Languages and International Studies Academy



## 2019•2020 Course Selections

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

#### FRESHMAN YEAR

##### ACADEMY ADVANCED HONORS BIOLOGY

Grade Level: 9

Credits: 2

Length: Year

Content: An in-depth study of ecology, scientific research methods, cell biology, genetics, growth and development of plants and animals, interacting systems in organisms, and animal behavior. Students are encouraged to take the Advanced Placement Exam in Biology.

##### ACADEMY HONORS INTEGRATED MATHEMATICS I

Grade Level: 9

Credits: 2

Length: Year

Content: As part of the four-year academy program, this course is the first of a two-year sequence of integrated mathematics concepts. The first year of the course will cover the basic concepts of geometry, advanced algebra, and statistics. Students will expand their algebra knowledge to include polynomial, exponential rational and logarithmic functions. Geometry topics will include similarity and right triangle trigonometry. Exploring the theory of probability and basic descriptive statistics will set the stage for the second year's focus on inferential statistics.

Activities: Projects, tests, quizzes, team and independent work, applications of graphing technology and applicable software.

##### HONORS PLTW INTRODUCTION TO ENGINEERING DESIGN

Grade Level: 9

Credits: 2

Length: Year

Content: Introduction to Engineering Design (IED) is a high school level course for 9<sup>th</sup> grade students who are interested in design and engineering. The major focus of the IED course is to expose students to design process, engineering standards, research and analysis, technical documentation, global and human impacts, communication methods, and teamwork. IED gives students the opportunity to develop skills and understanding of course concepts through activity, project, and problem based learning.

The course assumes no previous knowledge but students should be concurrently enrolled in college preparatory mathematics and science. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, students use a 3D solid modeling design software package to help them design solutions to solve proposed problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges that increase in difficulty throughout the course. Students will also learn how to document their work, and communicate their solutions to their peers and members of the professional community.



## 2019•2020 Course Selections

### **INTEGRATED TECHNOLOGY**

Grade Level: 9

Credits: 2

Length: Year

Prerequisite: Enrollment in the Academy Program

Content: Integrated Technology 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 be provided with working knowledge of hand and power tools and the processes necessary to design and manufacture a product. They will also be exposed to 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 II**

Grade Level: 10

Credits: 2

Length: Year

Prerequisite: Academy Honors Integrated Mathematics I and enrollment in the Academy Program

Content: As part of the four-year academy program, this course is the second of a two-year sequence of integrated mathematics concepts. Building on the first year of the course, topics will include complex numbers, and trigonometric functions. The relationships between the various components of geometry, (polygons, circles, solids), will be developed and explored. Data analysis utilizing descriptive and inferential statistics will prepare interested students for the Advanced Placement Statistics test.

Activities: Projects, tests, quizzes, team and independent work, applications of graphing technology and applicable software.

### **ACADEMY HONORS PHYSICS**

Grade Level: 10

Credits: 2

Length: Year

Prerequisite: Academy Advanced Honors Biology 1-2 and enrollment in the Academy Program

Content: Course stresses the importance of mathematics in understanding the basic physical concepts. An in-depth study will be made of laws of motion, optics, potential and thermal energy, electromagnetic waves, electric circuits, and quantum systems

Activities: Laboratory work, reading, problem-solving, and a research project. Students will have an opportunity to develop computer solutions to problems involving multiple variables.



## 2019•2020 Course Selections

### **HONORS PLTW PRINCIPLES OF ENGINEERING**

Grade level: 10

Credits: 2

Length: Year

Prerequisite: Enrollment in the Academy Program

Content: Principles of Engineering is a course that helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science, and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

### **HONORS PLTW DIGITAL ELECTRONICS (DE)**

Grade level: 10

Credits: 2

Length: Year

Prerequisite: Enrollment in the Academy Program

Content: Digital Electronics is a course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices.

## **JUNIOR YEAR**

### **ACADEMY HONORS CHEMISTRY**

Grade Level: 11

Credits: 2

Length: Year

Prerequisite: Academy Honors Physics 1-2 and enrollment in the Academy Program

Content: The course is designed to provide students with a more sophisticated approach to the study of changes and properties of matter than Chemistry 1-2. The quantitative aspects of chemistry will be stressed.

Activities: Laboratory work, reading, and problem-solving will be stressed. Students must have a hand held calculator to aid in quantitative experiments and problem-solving.

### **HONORS TRIGONOMETRY/ANALYSIS/CALCULUS**

Grade Level: 11

Credits: 2

Length: Year

Prerequisite: Academy Honors Integrated Mathematics II and enrollment in the Academy Program

Content: This is an honors level mathematics course designed for third year BHS Academy students who have successfully completed Honors Integrated Mathematics II. The curriculum includes an enriched study of analytical and functional trigonometry, linear and non-linear functional analysis, and introductory differential calculus. Students are instructed in mathematical procedures relating technology to business and science applications.



## 2019•2020 Course Selections

Problems are examined through numeric, graphic, algebraic, and written analysis, allowing for the development of higher level thinking skills. In addition to the mathematics in this course, a strong emphasis is placed on the use of technology in the form of the graphing calculators and other related technologies as needed for integration with science and project requirements. The course also provides students with the background necessary for the rigorous AP Calculus BC offered during the senior year of the Academy program.

### **PLTW ENGINEERING DESIGN AND DEVELOPMENT**

Credits: 2

Grade Level: 11

Length: Year

**Content:** An engineering research course in which students work in teams to research, design and construct a solution to an open-ended engineering problem. The product development lifecycle and a design process will be used to guide and help your team reach a solution to the problem. You and your team will present and defend your solution to a panel of outside reviewers at the end of the school year.

Engineering Design and Development allows you to apply all the skills and knowledge learned in the previous Project Lead the Way courses that you have taken during your high school career. This course will also develop your time management and team working skills which are a valuable asset to you in the future.

### **SENIOR YEAR**

### **ADVANCED PLACEMENT CALCULUS BC**

Credits: 2

Grade Level: 12

Length: Year

**Prerequisite:** Before studying calculus, all students should complete four years of secondary mathematics designed for college-board students: courses in which they study geometry, trigonometry, analytic geometry, and elementary functions. These include those that are linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise defined. In particular, before studying calculus, students must be familiar with the properties of functions, and the graphs of functions. Students must also understand the functions (domain and range, odd and even, periodic, symmetry, zeros, and so on) and know the value of the trigonometric functions of the numbers 0,  $\pi/3$ ,  $\pi/2$ , and their multiples.

**Content:** This is an Advanced Placement level mathematics course with honors credit designed for students who have successfully completed Honors Trigonometry/Analysis/Calculus or Honors Pre-Calculus/Trigonometry. A summer project may be required to supplement this rigorous program. The curriculum includes an enriched study of differential and integral calculus and additional topics based on recommendations for the Advanced Placement curriculum. Problems are examined through numeric, graphic, algebraic, and written analysis, allowing for the development of higher level thinking skills. In addition to the mathematics in this course, a strong emphasis is placed on the use of technology in the form of the graphing calculator and other related technologies as needed for integration with project requirements. This course also provides students with the background necessary to participate in the College Board Advanced Placement testing program.



## 2019•2020 Course Selections

### HONORS DESIGN AND TECHNOLOGY

Credits: 2  
Length: Year

Grade Level: 12

Prerequisite: Engineering Design and Development and enrollment in the Academy Program

Content: This is an honors level technology course 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 internship. A summer project may be required to supplement this rigorous program. 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.



## 2019•2020 Course Selections

### ELGIN HIGH SCHOOL GIFTED AND TALENTED ACADEMY

#### FRESHMAN YEAR

##### ADVANCED PLACEMENT WORLD HISTORY

Grade Level: 9

Credits: 2

Length: Year

Prerequisites: There are no prerequisite courses, although students should be able to read a college-level textbook and write grammatically correct, complete sentences.

Content: The AP World History course focuses on developing students' understanding of the world history from approximately 8000 BCE 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.

##### GIFTED WORLD LITERATURE

Grade Level: 9

Credits: 2

Length: Year

Prerequisite: Enrollment in the Academy Program

Content: This 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. The content of this course will be integrated with students' study of World History.

##### SCIENTIFIC INQUIRIES

Grade Level: 9

Credits: 2

Length: Year

Prerequisite: Enrollment in the Academy Program

Content: Gifted Scientific Inquiries 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.





## 2019•2020 Course Selections

### **HONORS GEOMETRY**

Grade Level: 9

Credits: 2

Length: Year

Prerequisites: Algebra 1, MAP scores and teacher referral are recommended.

Content: This geometry curriculum 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 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. This course is also offered in Spanish or Sheltered English for non-dual students in the ELL program, depending on the student's English proficiency level.*

### **HONORS ALGEBRA 2**

Grade Level: 9

Credits: 2

Length: Year

Prerequisites: Honors Geometry with a grade of "C" or better is recommended.

Content: This 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 will 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. This course is also offered in Spanish or Sheltered English for non-dual students in the ELL program, depending on the student's English proficiency level.*



## 2019•2020 Course Selections

### SOPHOMORE YEAR

#### **ADVANCED PLACEMENT UNITED STATES HISTORY**

Credits: 2

Grade Level: 10

Length: Year

**Prerequisites:** There are no prerequisites for AP U.S. History. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

**Content:** The AP U.S. History 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 in the Dual Language Program. This course is also offered in Spanish or Sheltered English for non-dual students in the ELL program, depending on the student's English proficiency level.*

#### **GIFTED AMERICAN LITERATURE**

Credits: 2

Grade Level: 10

Length: Year

**Prerequisite:** Enrollment in the Academy Program

**Content:** This 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 BIOLOGY**

Credits: 3

Grade Level: 10

Length: Year

**Prerequisites:** Students should have successfully completed high school courses in biology and chemistry.

**Content:** AP Biology 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.



## 2019•2020 Course Selections

### **HONORS ALGEBRA 2**

Grade Level: 10

Credits: 2

Length: Year

Prerequisites: Honors Geometry with a grade of “C” or better is recommended.

Content: This 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 the Dual Language Program. This course is also offered in Spanish/Sheltered English for the ELL program, depending on the student’s English proficiency level.*

### **HONORS PRE- CALCULUS /TRIGONOMETRY**

Grade Level: 10

Credits: 2

Length: Year

Prerequisites: Honors Algebra 2 with a grade of “C” or better, or teacher recommendation.

Content: This 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 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 STATISTICS**

Grade Level: 10

Credits: 2

Length: Year

Prerequisites: Students must have taken Algebra 2 before enrolling in AP Statistics.

Content: The AP Statistics 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.



## 2019•2020 Course Selections

### JUNIOR YEAR

#### **ADVANCED PLACEMENT EUROPEAN HISTORY**

Credits: 2

Grade Level: 11

Length: Year

**Prerequisites:** There are no prerequisite courses, although students should be able to read a college-level textbook and write grammatically correct, complete sentences.

**Content:** The AP European History 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.

#### **ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION**

Credits: 2

Grade Level: 11

Length: Year

**Prerequisites:** There are no prerequisite courses for AP English Language and Composition. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.

**Content:** The AP English Language and Composition 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



## 2019•2020 Course Selections

### **ADVANCED PLACEMENT CHEMISTRY**

Grade Level: 11

Credits: 3  
Length: Year

Prerequisites: Students should have successfully completed a general high school chemistry course and Algebra II.

Content: The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their 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.

### **HONORS PHYSICS 1 -2**

Grade Level: 11

Credits: 2  
Length: Year

Prerequisites: Algebra 1 and teacher referral are recommended

Content: This in-depth course stresses the importance of mathematics in understanding the basic physical concepts. An in-depth study will be made of laws of motion, optics, potential and thermal energy, electromagnetic waves, electric circuits, and quantum systems. Students will have an opportunity to develop computer solutions to problems involving multiple variables.

Activities: Laboratory work, reading, problem solving, and a research project.

### **HONORS PRE- CALCULUS /TRIGONOMETRY**

Grade Level: 11

Credits: 2  
Length: Year

Prerequisites: Honors Algebra 2 with a grade of "C" or better, or teacher recommendation.

Content: This 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 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.



## 2019•2020 Course Selections

### **ADVANCED PLACEMENT CALCULUS AB**

Credits: 2

Grade Level: 11

Length: Year

Prerequisites: Pre-Calculus with a grade of “C” or better, or teacher recommendation.

Content: AP Calculus AB 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 CALCULUS BC**

Credits: 2

Grade Level: 11

Length: Year

Prerequisites: Pre-Calculus with a grade of “C” or better, or teacher recommendation.

Content: AP Calculus AB 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 STATISTICS**

Credits: 2

Grade Level: 11

Length: Year

Prerequisites: Students must have taken Algebra 2 before enrolling in AP Statistics.

Content: The AP Statistics 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



## 2019•2020 Course Selections

### SENIOR YEAR

#### **ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION**

Credits: 2  
Length: Year

Grade Level: 12

**Prerequisites:** There are no prerequisite courses for AP English Literature and Composition. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.

**Content:** The AP English Literature and Composition 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 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.

#### **ADVANCED PLACEMENT GOVERNMENT AND POLITICS: UNITED STATES**

Credits: 1  
Length:

Grade Level: 12  
Semester

**Prerequisites:** There are no prerequisite courses for AP United States Government and Politics. Students should be able to read a college level textbook and write grammatically correct, complete sentences.

**Content:** AP United States Government and Politics 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.

#### **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

Credits: 2  
Length: Year

Grade Level: 12

**Prerequisites:** Students should have completed two years of high school laboratory science — one year of life science and one year of physical science (for example, a year of biology and a year of chemistry). Due to the quantitative analysis required in the course, students should also have taken at least one year of algebra. Also desirable (but not necessary) is a course in earth science.

**Content:** The AP Environmental Science 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



## 2019•2020 Course Selections

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.

### **HONORS PHYSICS 1 -2**

Grade Level: 12

Credits: 2

Length: Year

Prerequisites: Algebra 1 and teacher referral are recommended

Content: This in-depth course stresses the importance of mathematics in understanding the basic physical concepts. An in-depth study will be made of laws of motion, optics, potential and thermal energy, electromagnetic waves, electric circuits, and quantum systems. Students will have an opportunity to develop computer solutions to problems involving multiple variables.

Activities: Laboratory work, reading, problem solving, and a research project.

### **ADVANCED PLACEMENT PHYSICS C**

Grade Level: 12

Credits: 3

Length: Year

Prerequisites: Students should have taken or be concurrently taking calculus.

Content: AP Physics C: Mechanics 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 is used throughout the course.

### **ADVANCED PLACEMENT CHEMISTRY**

Grade Level: 12

Credits: 3

Length: Year

Prerequisites: Students should have successfully completed a general high school chemistry course and Algebra II.

Content: The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their 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.





## 2019•2020 Course Selections

### **ADVANCED PLACEMENT CALCULUS AB**

Credits: 2

Grade Level: 12

Length: Year

Prerequisites: Pre-Calculus with a grade of “C” or better, or teacher recommendation.

Content: AP Calculus AB 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 CALCULUS BC**

Credits: 2

Grade Level: 12

Length: Year

Prerequisites: Pre-Calculus with a grade of “C” or better, or teacher recommendation.

Content: AP Calculus BC 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 STATISTICS**

Credits: 2

Grade Level: 12

Length: Year

Prerequisites: Students must have taken Algebra 2 before enrolling in AP Statistics.

Content: The AP Statistics 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.



## 2019•2020 Course Selections

### **ADVANCED PLACEMENT MACRO ECONOMICS**

Grade Level: 12

Credits: 1

Length: Semester

**Prerequisites:** There are no prerequisites for AP Macroeconomics. Students should be able to read a college-level textbook and should possess basic mathematics and graphing skills.

**Content:** AP Macroeconomics 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



## 2019•2020 Course Selections

### LARKIN HIGH SCHOOL VISUAL AND PERFORMING ARTS ACADEMY

#### FRESHMAN YEAR

##### **FRESHMAN ACADEMY HONORS DANCE**

Grade Level: 9

Credits: 2

Length: Year

Prerequisite: Enrollment in the Academy Program

**Content:** Dance Arts I 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 technique. Individual motions will be analyzed and interpreted using Human Physiology as a reference.

**Activities:** Daily class, computer use – 3 dimensional imaging to understand range of motion, written tests, enunciation application.

##### **FRESHMAN ACADEMY HONORS DRAMA**

Grade Level: 9

Credits: 2

Length: Year

Prerequisite: Enrollment in the Academy Program

**Content:** This year-long 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:** 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 maché, auditioning, blocking workshops, creative drama.



## 2019•2020 Course Selections

### **FRESHMAN ACADEMY HONORS VOCAL**

Credits: 2  
Length: Year

Grade Level: 9

Prerequisite: Enrollment in the Academy Program

Content: This year-long 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: Journaling, listening, keyboard skills, conducting, music theory, applied techniques, sight-reading, composition, solo-performance, ensemble performance, career awareness, master classes workshops and field trips.

### **FRESHMAN ACADEMY HONORS INSTRUMENTAL**

Credits: 2  
Length: Year

Grade Level: 9

Prerequisite: Enrollment in the Academy Program

Content: This year-long 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: Journaling, listening, keyboard skills, conducting, music theory, applied techniques, sight-reading, composition, solo-performance, ensemble performance, career awareness, master classes workshops and field trips.

### **FRESHMAN ACADEMY HONORS ART**

Credits: 2  
Length: Year

Grade Level: 9

Prerequisite: Enrollment in the Academy Program

Content: This year-long 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 2<sup>nd</sup> 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 medial will provide a clear foundation for further exploration.

Activities: 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.



## 2019•2020 Course Selections

### SOPHOMORE YEAR

#### **SOPHOMORE ACADEMY HONORS DANCE**

Credits: 2  
Length: Year

Grade Level: 10

Prerequisite: Enrollment in the Academy Program

Contents: Dance Arts II is an opportunity for selected students to study a discipline with multiple areas of focus. The honors portion 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: Daily classes using correct terminology, instruction and application of Kinesiology/Human Physiology, written testing, 3 dimensional computer imaging to understand range of motion.

#### **SOPHOMORE ACADEMY HONORS DRAMA**

Credits: 2  
Length: Year

Grade Level: 10

Prerequisite: Enrollment in the Academy Program

Content: This year-long course builds on the basic skills of acting and general theatre studies from the Freshman Drama Focus year. It includes theatre history, intermediate acting class, improvisation, stage make-up, play-writing, play production and performance.

Activities: vocal and physical warm-ups, scene work, improvisation games, audition workshops, play production and rehearsal (directing, stage management, sound design, light design, properties, and ensemble acting), theatre history projects, period style performances.

#### **SOPHOMORE ACADEMY HONORS VOCAL**

Credits: 2  
Length: Year

Grade Level: 10

Prerequisite: Enrollment in the Academy Program

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: Solo and ensemble performance, reading writing, individual and integrated projects and presentations, research projects, group discussions, exams and field trips.



## 2019•2020 Course Selections

### **SOPHOMORE ACADEMY HONORS INSTRUMENTAL**

Grade Level: 10

Credits: 2  
Length: Year

Prerequisite: Enrollment in the Academy Program

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: Solo and ensemble performance, reading writing, individual and integrated projects and presentations, research projects, group discussions, exams and field trips.

### **SOPHOMORE ACADEMY HONORS ART**

Grade Level: 10

Credits: 2  
Length: Year

Prerequisite: Enrollment in the Academy Program

Content: This 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.

Activities: 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**

AP Courses listed below can be taken in either 11<sup>th</sup> or 12<sup>th</sup> grade, however they cannot be repeated.

### **JUNIOR ACADEMY HONORS DANCE**

Grade Level: 11

Credits: 2  
Length: Year

Prerequisite: Sophomore Academy Honors Dance

Contents: Dance Arts III 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 year-long class, the student will have a clear understanding of the use of Labanotation



## 2019•2020 Course Selections

through Human Physiology and Kinesiology honors focus. Basic to intermediate terms (college entry level) of Labanotation will be understood and utilized throughout the year. Individual motions will be studied and notated.

Activities: Labanotation will be used to notate daily movements, utilize the terms learned from Dance Arts II, 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, use of Laban Pad computer software to create notation through the computer, written tests.

### **JUNIOR ACADEMY HONORS DRAMA**

Credits: 2

Grade Level: 11

Length: Year

Prerequisite: Sophomore Academy Honors Drama

Content: This year-long course is an 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: 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 make-up, puppets, clowning.

### **JUNIOR ACADEMY HONORS VOCAL**

Credits: 2

Grade Level: 11

Length: Year

Prerequisite: Sophomore Academy Honors Vocal

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: Solo and ensemble performance, reading writing, individual and integrated projects and presentations, research projects, group discussions, exams and field trips.

### **JUNIOR ACADEMY HONORS INSTRUMENTAL**

Credits: 2

Grade Level: 11

Length: Year

Prerequisite: Sophomore Academy Honors Instrumental

Content: This year-long course is the mid-level study of music theory and music history from



## 2019•2020 Course Selections

Medieval to Modern times, including world music. It is integrated with the student's performance techniques used during specific time periods in music.

Activities: Solo and ensemble performance, reading writing, individual and integrated projects and presentations, research projects, group discussions, exams and field trips.

### **JUNIOR ACADEMY HONORS ART**

Credits: 2

Grade Level: 11

Length: Year

Prerequisite: Sophomore Academy Honors Art

Content: This 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.

Activities: Class discussion, critique, individual and or/group projects and presentations, field trips, guest speakers, two and three dimensional art activities, research, student-teacher portfolio reviews.

### **AP MUSIC THEORY**

Credits: 2

Grade Level: 11, 12, or teacher recommendation

Length: Full Year

Prerequisite: VPAA student

Content: The AP Music Theory 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.

### **AP STUDIO ART - 2-D DESIGN**

Credits: 2

Grade Level: 11, 12, or teacher recommendation

Length: Full Year

Prerequisite: VPAA student

Content: The AP Studio Art 2-D Design 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.





## 2019•2020 Course Selections

### **AP STUDIO ART - 3-D DESIGN**

Grade Level: 11, 12, or teacher recommendation

Credits: 2

Length: Full Year

Prerequisite: VPAA student

Content: The AP Studio Art 3-Dimensional (3-D) Design 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.

### **AP STUDIO ART - DRAWING**

Grade Level: 11, 12, or teacher recommendation

Credits: 2

Length: Full Year

Prerequisite: VPAA student

Content: The AP Studio Art Drawing 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.

## **SENIOR YEAR**

### **SENIOR ACADEMY HONORS DANCE**

Grade Level: 12

Credits: 2

Length: Year

Prerequisite: Junior Academy Honors Dance

Content: Dance Arts IV is a senior level foundation 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: Daily 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.



## 2019•2020 Course Selections

### **SENIOR ACADEMY HONORS DRAMA**

Grade Level: 12

Credits: 2  
Length: Year

Prerequisite: Junior Academy Honors Drama

Content: This course is designed for students who are enrolled in the senior drama level in the Visual and Performing Arts Academy. This 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: Auditioning, directing Senior Showcase, play production, monologue work, duet acting of period pieces, Freshman Showcase production.

### **SENIOR ACADEMY HONORS VOCAL**

Grade Level: 12

Credits: 2  
Length: Year

Prerequisite: Junior Academy Honors Vocal

Content: This course is the capstone course for students who are enrolled in the vocal focus in the Visual and Performing Arts Academy. Students will experience an intensive and focused curriculum in the areas of theory, history, form, analysis, arranging, and performance.

Activities: Solo and ensemble performance, reading writing, individual and integrated projects and presentations, research projects, group discussions, exams, field trips, major arranging and conducting project, public performance of arranged and original works.

### **SENIOR ACADEMY HONORS INSTRUMENTAL**

Grade Level: 12

Credits: 2  
Length: Year

Prerequisite: Junior Academy Honors Instrumental

Content: This course is the capstone course for students who are enrolled in the music focus in the Visual and Performing Arts Academy. Students will experience an intensive and focused curriculum in the areas of theory, history, form, analysis, arranging, and performance on major instruments.

Activities: Solo and ensemble performance, reading writing, individual and integrated projects and presentations, research projects, group discussions, exams, field trips, major arranging and conducting project, public performance of arranged and original works.



## 2019•2020 Course Selections

### **SENIOR ACADEMY HONORS ART**

Grade Level: 12

Credits: 2  
Length: Year

Prerequisite: Junior Academy Honors Art

Content: This course is designed to be the final course for students enrolled in the visual art focus within the VPAA. The course curriculum has been developed within the framework of six areas of focus: Design, Art History, Selective Exploration/Studio, Technology Awareness, Aesthetic/Critique, and Portfolio/Exhibit. The curriculum stresses the process of developing a quality portfolio and senior exhibit. Curriculum direction for students will allow for further refinement of their skills in various areas of the visual arts, emphasizing quality over quantity.

Activities: Daily studio work, final portfolio, senior exhibit of artwork, attendance at one professional art show.

### **AP MUSIC THEORY**

Grade Level: 11, 12, or teacher recommendation

Credits: 2  
Length: Full Year

Prerequisite: VPAA student

Content: The AP Music Theory 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.

### **AP STUDIO ART - 2-D DESIGN**

Grade Level: 11, 12, or teacher recommendation

Credits: 2  
Length: Full Year

Prerequisite: VPAA student

Content: The AP Studio Art 2-D Design 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.

### **AP STUDIO ART - 3-D DESIGN**

Grade Level: 11, 12, or teacher recommendation

Credits: 2  
Length: Full Year

Prerequisite: VPAA student

Content: The AP Studio Art 3-Dimensional (3-D) Design 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.



## 2019•2020 Course Selections

### **AP STUDIO ART - DRAWING**

Grade Level: 11, 12, or teacher recommendation

Credits: 2  
Length: Full Year

Prerequisite: VPAA student

Content: The AP Studio Art Drawing 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.



## 2019•2020 Course Selections

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

#### FRESHMAN YEAR

##### MEDIA AND DIGITAL ARTS TECHNOLOGY

Credits: 2

Grade Level: 9

Length: Year

Prerequisite: Enrollment in the Academy Program

Content: 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. To remain eligible for the BEACON Academy of Media and Digital Arts students must maintain a C or higher in the course and remain academically eligible.

#### SOPHOMORE YEAR

##### MEDIA AND DIGITAL ARTS TECHNOLOGY II

Credits: 2

Grade Level : 10

Length: Year

Prerequisite: Media and Digital Arts Technology

Content: 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 storytelling, 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. To remain eligible for the BEACON Academy of Media and Digital Arts students must maintain a C or higher in the course and remain academically eligible.



## 2019•2020 Course Selections

### JUNIOR YEAR

#### MEDIA AND DIGITAL ARTS PRODUCTION

Credits: 3

Grade Level : 11

Length: Year

Prerequisite: Media and Digital Arts Technology II

Content: 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, we will focus on the creative production of content for a variety of subjects, occasions, audiences and purposes, specifically for clients from the community. This honors course extends standard competencies to a rigorous, challenging level. 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 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. To remain eligible for the BEACON Academy of Media and Digital Arts students must maintain a C or higher in the course and remain academically eligible.

### SENIOR YEAR

#### ADVANCED MEDIA AND DIGITAL ARTS PRODUCTION

Credits: 3

Grade Level : 12

Length: Year

Prerequisite: Media and Digital Arts Production

Content: The focus of the senior course revolves around the advanced components of the Common Core Curriculum and National Core Arts Standards for 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,



## 2019•2020 Course Selections

audience reception, ethics, careers, professional STORM expectations, ways and methods, storyboarding, portfolio development, essential vocabulary, technology platforms. This honors course extends standard competencies to a rigorous, challenging level. 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 population, and the community at large. Students will specialize in focused media genres and technical roles according to industry interest through two capstone projects. To remain eligible for the BEACON Academy of Media and Digital Arts students must maintain a C or higher in the course and remain academically eligible.



## 2019•2020 Course Selections

### STREAMWOOD HIGH SCHOOL WORLD LANGUAGES & INTERNATIONAL STUDIES ACADEMY

#### FRESHMAN YEAR

##### FRESHMAN ACADEMY HONORS GLOBAL STUDIES

Credits: 2

Grade Level: 9

Length: Year

Prerequisite: Academy Student

Content: This year-long course is an integration of World History and honors English. Its focus is on the connections between historic and geographic development of civilizations and their art, language, literature, culture and trade.

Activities: Reading, writing, individual and group projects and presentations, research computer applications, map work, group discussion, exams, field trips.

##### FRESHMAN ACADEMY HONORS ENGLISH

Credits: 2

Grade Level: 9

Length Year

Content: This year-long course is a rigorous study of world literature, composition, grammar, vocabulary and research. Coordinated with Global Studies, the literature study includes a variety of genres of World literature with emphasis on literary interpretation, terminology and technique. Composition includes in-depth study of sentence structure and variety and multi-paragraph essays. Vocabulary study concentrates on etymology while grammatical structures through complex sentence structures will be covered. Outside reading and projects are a significant component of this class. Computer skills and applications are incorporated throughout the course of study.

Activities: Reading, writing, class discussion individual and group projects and presentations, oral presentation, guest speakers, field trips, research, student-teacher conferences.

##### FRESHMAN ACADEMY JAPANESE 1-2

Credits: 3

Grade Level: 9

Length: Year

Content: This year-long, 1 ½ period class is an accelerated Japanese language course designed to begin acclimating student 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: Reading, writing, drill, class discussion, oral practice computer applications for foreign language, research, individual and group projects, assessment, field trips.





## 2019•2020 Course Selections

### **FRESHMAN ACADEMY SPANISH 1-2**

Grade Level: 9

Credits: 3  
Length: Year

**Content:** This year-long 1 ½ period class is an accelerated Spanish language course designed to begin acclimating students in four main areas of proficiency: listening, speaking, reading and writing. This course ensures that students experience a balance of grammar and communication their studies of Spanish. A technology component integrated their learning of Spanish language and culture.

**Activities:** Reading, writing, drill, class discussion, individual and group projects and presentations, oral practice, computer applications for foreign language, research, field trips and assessment.

### **SOPHOMORE YEAR**

### **SOPHOMORE KEYBOARD & COMPUTER APPLICATIONS**

Grade Level: 10

Credits: 1  
Length: Semester

**Content:** This one-semester course provides beginning students with the opportunity to acquire basic computer skills proficiency as well as provide support for other Academy coursework. Students will develop the fundamental skills of keying and correct techniques required for future success. A variety of individual exercises utilizing Microsoft Office and other applications will be used to prepare students to create, format, edit and maintain letters, tables, reports, spreadsheets and presentations and more.

**Activities:** Students will engage in activities such as skills-based exercises, individual and group projects, business applications including communication, financial and presentation documents.

### **ADVANCED PLACEMENT WORLD HISTORY**

Grade Level: 10

Credits: 2  
Length: Year

**Prerequisites:** There are no prerequisite courses, although students should be able to read a college-level textbook and write grammatically correct, complete sentences.

**Content:** The AP World History course focuses on developing students' understanding of the world history from approximately 8000 BCE 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



## 2019•2020 Course Selections

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.

### **SOPHOMORE ACADEMY HONORS ENGLISH**

Grade Level: 10

Credits: 2  
Length: Year

Prerequisite: Freshman Academy Honors English

Content: This year-long course is a European literature class, which is integrated with Sophomore Academy Honors Global Studies II. Writing instruction is an integral part of the course and will concentrate on the development and organization of ideas into clear, coherent and persuasive text. Vocabulary study focuses on analogies while the grammar component deals with complex grammatical structures and their place in written text. Computer application and outside reading are significant components of the course.

Activities: Reading, writing, class discussion, individual and group projects and presentations, oral presentations, guest speakers, field trips, research, student-teacher conferences.

### **SOPHOMORE ACADEMY HONORS JAPANESE 3-4**

Grade Level: 10

Credits: 3  
Length: Year

Prerequisite: Freshman Academy Japanese 1-2

Content: This year-long, 1½ period course is the 10<sup>th</sup> grade component of the intensive four-year Japanese language study program. In addition to continued experience with listening, speaking, reading, and writing, students in this class will be provided with more extensive opportunities to practice oral and aural skills, progressing to authentic samples of Japanese from Japanese media. They will also learn to read and write Kanji major verbs, nouns, adverbs, and adjectives, with special emphasis given to those prioritized by the Japanese Ministry of Education as those most commonly used.

Activities: Reading, writing, drill, class discussion, oral practice, computer applications for foreign language, research, individual and group projects, assessment, field trips.

### **SOPHOMORE ACADEMY GLOBAL MARKETING**

Grade Level: 10

Credits: 1  
Length: Semester

Prerequisite: Freshman Academy Keyboarding Computer Software Applications

Content: This course focuses on the major tactics and tools used by international marketers in managing global marketing plans. Students will learn how product development, pricing strategies, marketing communications and distribution all work together to take a marketing strategy from concept to reality and how to adapt to changes in the continually evolving global marketplace. The course is aimed at developing the student's ability to think comprehensively and to apply marketing concepts in traditional small and large business environments.



## 2019•2020 Course Selections

Activities: Students will be engaged in: promotional activities, buying and pricing activities, marketing research, case studies, development of a marketing plan, current global trends, developing a sales presentation.

### JUNIOR YEAR

#### ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION

Credits: 2

Grade Level: 11

Length: Year

Prerequisites: There are no prerequisite courses for AP English Language and Composition. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.

Content: The AP English Language and Composition 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

#### ADVANCED PLACEMENT UNITED STATES HISTORY

Credits: 2

Grade Level: 11

Length: Year

Prerequisites: There are no prerequisites for AP U.S. History. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

Content: The AP U.S. History 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.



## 2019•2020 Course Selections

### **JUNIOR ACADEMY GLOBAL BUSINESS**

Grade Level: 11

Credits: 2  
Length: Year

Prerequisite: Sophomore Academy Global Marketing

Content: This year-long course will introduce students to the concepts of entrepreneurship, international business and economics; time and money management; career development; communication and team skill development and the use of technology to acquire, process and exchange information.

Activities: Students will engage in Reading, writing, class discussion, creation of business plan, research, computer applications, individual and group projects and presentation, guest speakers, demonstrations.

### **JUNIOR ACADEMY HONORS JAPANESE 5-6**

Grade Level: 11

Credits: 2  
Length: Year

Prerequisite: Sophomore Academy Marketing in the Global World

Content: This year-long, 1 ½ period course is the 11<sup>th</sup> grade component of an intensive, accelerated Japanese language study program. They will continue with their development of 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: Reading, writing, drill, class discussion, oral practice, computer application for foreign language, research, individual and group projects, assessment, field trips.

### **JUNIOR ACADEMY HONORS SPANISH 5-6**

Grade Level: 11

Credits: 3  
Length: Year

Prerequisite: Sophomore Academy Honors Spanish 3-4

Content: This year-long, 1 ½ period class is the 11<sup>th</sup> grade component of an intensive, accelerated Spanish language study program. In this course students will continue with their development of listening, speaking, reading and writing skills as well as increase their knowledge of Spanish culture, society and history. They will be exposed to increasing complex vocabulary and grammatical forms.

Activities: Reading, writing, drill, class discussion, individual and group projects and presentations, oral practice, computer applications for foreign language, research, field trips and assessment.



## 2019•2020 Course Selections

### SENIOR YEAR

#### **ADVANCED PLACEMENT GOVERNMENT AND POLITICS: UNITED STATES**

Credits: 1

Grade Level: 12

Length: Semester

Prerequisites: There are no prerequisite courses for AP United States Government and Politics. Students should be able to read a college level textbook and write grammatically correct, complete sentences.

Content: AP United States Government and Politics 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.

#### **ADVANCED PLACEMENT COMPARATIVE GOVERNMENT AND POLITICS**

Credits: 1

Grade Level: 12

Length: Semester

Recommended

Prerequisites: There are no prerequisite courses for AP Comparative Government and Politics. Students should be able to read a college level textbook and write grammatically correct, complete sentences.

Content: AP Comparative Government and Politics 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.

#### **ADVANCED PLACEMENT MACRO ECONOMICS**

Credits: 1

Grade Level: 12

Length: Semester

Prerequisites: There are no prerequisites for AP Macroeconomics. Students should be able to read a college-level textbook and should possess basic mathematics and graphing skills.

Content: AP Macroeconomics 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.



## 2019•2020 Course Selections

### **ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION**

Grade Level: 12

Credits: 2

Length: Year

**Prerequisites:** There are no prerequisite courses for AP English Literature and Composition. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.

**Content:** The AP English Literature and Composition 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 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.

### **ADVANCED PLACEMENT JAPANESE LANGUAGE & CULTURE**

Grade Level: 12

Credits: 3

Length: Year

**Recommended Prerequisites:** Students are typically in their fourth year of high-school-level Japanese language study. In the case of native or heritage speakers, there may be a different course of study leading to this course.

**Content:** The AP Japanese Language and Culture 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 Japanese Language and Culture course strives not to emphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Japanese. The AP Japanese 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 social, political, and educational issues (e.g., the role of religion in society, traditional versus modern gender roles), as well as more traditional topics (e.g., arts, customs, festivals, geography, and history). Throughout the course, students develop interpersonal skills that enable them to request and confirm the receipt of information, ask for and provide directions, and issue and respond to invitations. They also develop more cognitively challenging functional language skills, including the ability to compare phenomena, express opinions and preferences, and discuss life experiences. Additionally, students develop a command of a significant number of the most prevalent kanji characters used in Japanese writing.



## 2019•2020 Course Selections

### **ADVANCED PLACEMENT CHINESE LANGUAGE & CULTURE**

Grade Level: 12

Credits: 3  
Length: Year

**Recommended Prerequisites:** Students are typically in their fourth year of high-school-level Japanese language study. In the case of native or heritage speakers, there may be a different course of study leading to this course.

**Content:** AP Chinese Language and Culture Course Overview The AP Chinese Language and Culture course in Mandarin Chinese 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 Chinese 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 Chinese. The AP Chinese 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 SPANISH LANGUAGE**

Grade Level: 12

Credits: 2  
Length: Year

**Recommended Prerequisites:** There are no prerequisites; however, students are typically in their fourth year of high school–level Spanish language study. In the case of native or heritage speakers, there may be a different course of study leading to this course.

**Content:** The AP Spanish Language and Culture 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).



## 2019•2020 Course Selections

### ADVANCED PLACEMENT SPANISH LITERATURE

Grade Level: 12

Credits: 2

Length: Year

**Recommended Prerequisites:** While there are no prerequisites for this course, AP Spanish Literature and Culture is designed for students who have successfully completed at least three years of high school-level Spanish language study. While not a prerequisite, 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:** The AP Spanish Literature and Culture 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).





## 2019•2020 Course Selections

### Advancement Via Individual Determination (AVID)

#### **FRESHMAN ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)**

Credits: 2

Grade Level (s): 9

Length: Year

Prerequisites: Middle School AVID Enrollment or AVID Application and Interview required if New to AVID, Honors Course Enrollment recommended

**Content:** This course will support students' transition to high school, and prepare them for enrollment into a four-year college. Students will learn AVID basics: WICOR (writing, inquiry, collaboration, organization & reading), academics, time management, tutorials, Socratic seminars, academic goal-setting & motivation. The AVID course uses writing as a tool of learning (including Cornell note-taking), 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 need to be of average ability and have a strong interest in college enrollment and completion.

**Activities:** Students are required to maintain a binder that includes notes taken in all other classes. Two days each week they prepare high level questions in preparation for the tutorials. Field trips, virtual and real-time; classroom speakers and team building activities are included in the class. During junior and senior year more direct connections with colleges, including meeting with recruiters and/or completing applications, will occur.

#### **SOPHOMORE ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)**

Credits: 2

Grade Level (s): 10

Length: Year

Prerequisites: Freshman AVID or AVID Application and Interview required if New to AVID, Honors Course Enrollment Required

**Content:** This course will prepare students for 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 (including Cornell note-taking), 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 selected for AVID need to be of average ability and have a strong interest in college enrollment and completion.



## 2019•2020 Course Selections

Activities: Students are required to maintain a binder that includes notes taken in all other classes. Two days each week they prepare high level questions in preparation for the tutorials. Field trips, virtual and real-time; classroom speakers and team building activities are included in the class. During junior and senior year more direct connections with colleges, including meeting with recruiters and/or completing applications, will occur.

### **JUNIOR ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)**

Credits: 2

Grade Level (s): 11

Length: Year

Prerequisites: Sophomore AVID (AVID Coordinator approval needed if New to AVID), and AP/Honors Course Enrollment Required

Content: 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 their college search focus to apply for early admission.

Activities: Students are required to maintain a binder that includes notes taken in all other classes. Two days each week they prepare high level questions in preparation for the tutorials. Field trips, virtual and real-time; classroom speakers and team building activities are included in the class. During junior and senior year more direct connections with colleges, including meeting with recruiters and/or completing applications, will occur.

### **SENIOR ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)**

Credits: 2

Grade Level (s): 12

Length: Year

Prerequisites: Junior AVID, and AP Course Enrollment

Content: Senior AVID prepares students for four-year college enrollment 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.

Activities: Students are required to maintain a binder that includes notes taken in all other classes. Two days each week they prepare high level questions in preparation for the tutorials. Field trips, virtual and real-time; classroom speakers and team building activities are included in the class. During junior and senior year more direct connections with colleges, including meeting with recruiters and/or completing applications, will occur.



## 2019•2020 Course Selections

### Art

#### **DISCOVERY DRAWING & PAINTING**

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

Credits: 1

Length: Semester

Prerequisites: None

Content: A one-semester course oriented toward exploration of two dimensional drawing and painting techniques and materials while evaluating and analyzing the ideas that motivate and guide artists.

Activities: Experiences are designed to explore a variety of techniques, materials, and the creative process.

#### **DISCOVERY PHOTOGRAPHY**

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

Credits: 1

Length: Semester

Prerequisites: None

Content: A one-semester course oriented toward exploration of two dimensional photography techniques and materials while evaluating and analyzing the ideas that motivate and guide artists. In this course there will be some lab work. Students will be required to pay for film and processing of prints for some assignments.

Activities: Experiences are designed to explore a variety of techniques, materials, and ideas employed by photographic artists.

#### **DISCOVERY SCULPTURE**

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

Credits: 1

Length: Semester

Prerequisites: None

Content: A one-semester course oriented toward exploration of three dimensional sculpture techniques and materials while evaluating and analyzing the ideas that motivate and guide artists.

Activities: Experiences are designed to explore a variety of techniques, materials, and the creative process.

#### **ADVANCED PLACEMENT ART HISTORY**

Grade Level (s): 11, 12

Credits: 2

Length: Year

Prerequisites: There are no prerequisites courses for AP Art History

Content: The AP Art History course is equivalent to a two semester introductory college course that explores the nature of art, art making, and responses to art. By investigating



## 2019•2020 Course Selections

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.

### **CERAMICS 1-2**

Grade Level (s): 10, 11, 12

Credits: 2

Length: Year

Prerequisites: None

**Content:** Students will explore the use of clay as an art form. Emphasis on the development of artistic awareness through three-dimensional forms which may be functional and/or decorative.

**Activities:** Students will learn the three basic hand-building techniques: pinch, coil, and slab, with variations on each process. The potter's wheel will be introduced.

### **CERAMICS 3-4**

Grade Level (s): 11, 12

Credits: 2

Length: Year

Prerequisites: Ceramics 1-2

**Content:** Student focus will entail in depth study in the use of clay as a medium for expression and visual communication. Students will be educated in the principles, techniques and terminology of ceramics. Assuming basic skills have been mastered and developed in the first year of ceramics, imagination and creativity will be emphasized.

**Activities:** The course will be designed to work toward 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.

### **CERAMICS 5-6**

Grade Level (s): 12

Credits: 2

Length: Year

Prerequisites: Ceramics 3-4

**Content:** Student focus will entail continued in-depth study in the use of clay as a medium for expression and visual communication. Students will be educated in the principles, techniques and terminology of ceramics. Imagination and creativity will be emphasized.

**Activities:** Students will work in the area of ceramics through a combination of independent study and guided coursework. Emphasis will be placed on the development of individual style and creativity.



## 2019•2020 Course Selections

### **DRAWING 1-2**

Grade Level (s): 10, 11, 12

Credits: 2  
Length: Year

Prerequisites: None

Content: A variety of drawing experiences will be offered. Pencil, colored pencil, charcoal, and ink are some of the materials that may be utilized. Increasing personal visual and motor skills will be emphasized. Minimal drawing experience is necessary.

Activities: Learning is achieved through lecture, demonstration, and practical application of drawing techniques and design concepts.

### **DRAWING 3-4**

Grade Level (s): 11, 12

Credits: 2  
Length: Year

Prerequisites: Drawing 1-2

Content: Pastels, oil pastels, colored inks, conte, and pencil are some of the media that may be utilized in this class. Increasing personal skills and knowledge of composition and design will be emphasized. A broad range of subject matter, including a focus on the historical influences in drawing, will be used as a source of inspiration.

Activities: Learning is achieved through lecture, demonstration, and practical application of drawing techniques and design concepts.

### **DRAWING 5-6**

Grade Level (s): 12

Credits: 2  
Length: Year

Prerequisites: Drawing 3-4

Content: Pastels, oil pastels, colored inks, conte, and pencil are some of the media that may be utilized in this class. Increasing personal skills and knowledge of composition and design will be emphasized. A broad range of subject matter, including a focus on the historical influences in drawing, will be used as a source of inspiration.

Activities: Students will work in the area of drawing through a combination of independent study and guided coursework. Emphasis will be placed on the development of individual style and creativity.

### **JEWELRY 1 -2**

Grade Level (s): 10, 11, 12

Credits: 2  
Length: Year

Prerequisites: None



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**Content:** Students will have the opportunity to work on multiple projects while being introduced to jewelry making techniques. Students will incorporate a variety of materials into their projects (i.e. sterling silver, brass, copper, nu-gold, semi-precious stones are most commonly used). Students will demonstrate good design skills in the manipulation of materials in a unique and original manner.

**Activities:** Determined through instructor and student planning.

### **JEWELRY 3 -4**

**Grade Level (s):** 11, 12

**Credits:** 2

**Length:** Year

**Prerequisites:** Jewelry 1-2

**Content:** Students will have the opportunity to work on a number of projects while developing advanced techniques including, but not limited to: casting, soldering and setting stones.

**Activities:** Determined through instructor and student planning.

### **JEWELRY 5 -6**

**Grade Level (s):** 12

**Credits:** 2

**Length:** Year

**Prerequisites:** Jewelry 3-4

**Content:** Students will have the opportunity to work on a number of projects while developing advanced techniques, including, but not limited to: casting, soldering and setting stones.

**Activities:** Students will work in the area of jewelry through a combination of independent study and guided coursework. Emphasis will be placed on the development of individual style and creativity.

### **PAINTING 1 -2**

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

**Credits:** 2

**Length:** Year

**Prerequisites:** Drawing 1-2 or teacher approval

**Content:** Students will be introduced to a variety of painting mediums such as watercolor, acrylics, and oils. No previous experience in painting is required. A broad range of subject matter will be explored with emphasis on composition and color theory. Historical and contemporary painting trends will be analyzed and discussed.

**Activities:** Learning is achieved through lecture, demonstration, and practical application of painting techniques and design concepts.



## 2019•2020 Course Selections

### **PAINTING 3 -4**

Grade Level (s): 11, 12

Credits: 2

Length: Year

Prerequisites: Painting 1-2

Content: Advanced instruction in watercolor, acrylics, and oils will be emphasized in this class. A broad range of subject matter will be explored. Composition, subject matter, and color theory will be areas of focus. Historical and contemporary painting trends will be analyzed and discussed.

Activities: Learning is achieved through lecture, demonstration, and practical application of painting techniques and design concepts. Emphasis is placed on application of painting techniques and design concepts.

### **PAINTING 5 -6**

Grade Level (s): 12

Credits: 2

Length: Year

Prerequisites: Painting 3-4

Content: Advanced instruction in watercolor, acrylics, and oils will be emphasized in this class. A broad range of subject matter will be explored. Composition, subject matter, and color theory will be areas of focus. Historical and contemporary painting trends will be analyzed and discussed.

Activities: Students will work in the area of painting through a combination of independent study and guided coursework. Emphasis will be placed on the development of the individual style and creativity.

### **PHOTO 1 -2**

Grade Level (s): 10, 11, 12

Credits: 2

Length: Year

Prerequisites: None

Content: This course covers the historical, aesthetic, and technical aspects of photography. Students will need to purchase their own film and paper for the course.

Activities: Activities include lecture and lab with assignments 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.



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### **PHOTO 3 -4**

Grade Level (s): 11, 12

Credits: 2  
Length: Year

Prerequisites: Photography 1-2. Access to a 35mm SLR camera is desirable. Students will need to purchase their own film and paper for the course

Content: This course is a continuation of concepts and techniques introduced in Photography 1-2.

Activities: 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.

### **PHOTO 5 -6**

Grade Level (s): 12

Credits: 2  
Length: Year

Prerequisites: Photography 3-4. Access to a 35mm SLR camera is desirable. Students will need to purchase their own film and paper for the course.

Content: This course is a continuation of concepts and techniques covered in Photography 3-4.

Activities: Students will work in the area of photography through a combination of independent study and guided coursework. Emphasis will be placed on the development of individual style and creativity.

### **SCULPTURE 1-2**

Grade Level (s): 10, 11, 12

Credits: 2  
Length: Year

Prerequisites: None

Content: Students will be introduced to three dimensional art forms through a variety of processes while exploring sculptural styles. The elements of art and principles of design will be stressed in the development of form and space.

Activities: Exploration of basic forms through media such as clay, wood, plaster, wire, metal, etc.

### **SCULPTURE 3-4**

Grade Level (s): 11, 12

Credits: 2  
Length: Year

Prerequisites: Sculpture 1-2

Content: Students will work in the three dimensional area of art through a variety of processes while exploring sculptural styles. Principles of design and elements of art, with emphasis





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on spatial relationships, will guide the development of three dimensional forms. A more in depth study of historical and contemporary sculptors will support project development.

Activities: Exploration of advanced forms through media including; clay, wood, plaster, wire, metal.

### **SCULPTURE 5-6**

Credits: 2

Grade Level (s): 12

Length: Year

Prerequisites: Sculpture 3-4

Content: Students will work in the three dimensional area of art through a variety of processes while exploring sculptural styles. Principles of design and elements of art, with emphasis on spatial relationships, will guide the development of three dimensional forms. A more in depth study of historical and contemporary sculptors will support project development.

Activities: Students will work in the area of sculpture through a combination of independent study and guided coursework. Emphasis will be placed on the development of individual style and creativity.

### **CARTOONING/ANIMATION 1 -2**

Credits: 2

Grade Level (s): 10, 11, 12

Length: Year

Prerequisites: None

Content: Students will develop drawing and technical skills necessary for character and content development in cartooning. The first semester is devoted to increasing student's visual awareness and motor skills. The second semester will refine student skills and encourage the creation of original animation artwork.

Activities: Students will study the elements of art and principles of design, mastering techniques and the manipulation of media for effective expression and communication. A study of the cultural influences of cartooning and animation will be presented from an historical perspective.

### **CARTOONING/ANIMATION 3-4**

Credits: 2

Grade Level (s): 11, 12

Length: Year

Prerequisites: Cartooning/Animation 1-2

Content: Students will further refine drawing and technical skills necessary for character and content development in cartooning and animation. The second semester will focus on the creation of original animation artwork.



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Activities: Students will study the elements of art and principles of design, mastering techniques and the manipulation of media for effective expression and communication. A study of the cultural influences of cartooning and animation will be presented from an historical perspective.

**FINE ARTS STUDIO**

Grade Level (s): 12

Credits: 2

Length: Year

Prerequisites: All courses in the special area sequence, and teacher recommendation.

Content: This course is tailored to the individual needs of the student. Students will work in their area of special interest; i.e., 2-dimensional art, 3-dimensional art, or photography.

Activities: Students will work in their area of interest 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.



## 2019•2020 Course Selections

### Business Education

#### **INTRODUCTION TO GLOBAL BUSINESS**

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

Credits: 1  
Length: Semester

Prerequisite: None

Content: 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**

Grade level (s): 10, 11, 12

Credits: 2  
Length: Year

Prerequisite: None

Content: Through hands on integration and technology, students will develop an understanding and working knowledge of accounting and financial principles. 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 becoming college business majors or who are undecided and want to explore the accounting field.

#### **COLLEGE ACCOUNTING**

Grade level (s): 11, 12

Credits: 2  
Length: Year

Prerequisite: Accounting

Content: Through the interpreting and analyzing of financial data, students will gain an understanding of various activities necessary for efficient business management and decision making. Departmental and corporate accounting will be studied in depth. College bound accounting, business administration and finance majors will acquire an invaluable background for post-secondary education.

#### **MARKETING**

Grade level (s): 10, 11, 12

Credits: 1  
Length: Semester

Prerequisite: None

Content: This course exposes students to the customer orientated nature of business and



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marketing. Students will analyze the impact of marketing activities on the individual, business and society. In addition, they will analyze the elements of the marketing mix, sales and customer relations and how these relationships interact in the business process. Students will examine the role of ethics and social responsibility in decision making.

### **MANAGEMENT & ENTREPRENEURSHIP**

Grade level (s): 10, 11, 12

Credits: 1

Length: Semester

Prerequisite: None

Content: 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.

### **ENTREPRENEURIAL INTERNSHIP**

Grade level (s): 11, 12

Credits: 1

Length: Semester

Prerequisite: Successful completion of two semesters of business courses with a C or better.

Content: This integrated class offers students the opportunity to manage and operate a small business within the school. Students will acquire the skills necessary to become successful business managers and entrepreneurs through in class study of advanced business topics and mastery of skills acquired in previous business courses. Opportunities for students to participate in internships and build relationships with local community business mentors will be provided. This course may be repeated with added entrepreneurial responsibilities.

### **COMPUTER APPLICATIONS**

Grade Level (s): 9, 10, 11

Credits: 1

Length: Semester

Prerequisite: None

Content: In this course, students will improve their ability to create quality Word, Excel, and PowerPoint documents for personal, educational, and professional use. Students will also develop skills in touch keyboarding techniques, proofing and editing, and analysis of on-line resources to support research, collaborative tasks, and productivity. Integrated projects offer opportunity to practice and develop skills that students use across content areas. This course supports secondary, post-secondary and career success. Microsoft® Office 2010 is the current software used in this course. Articulated credit available at ECC.



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### **ADVANCED COMPUTER APPLICATIONS**

Grade Level (s): 9, 10, 11

Credits: 1

Length: Semester

Prerequisite: Computer Applications

Content: This course offers classroom and online learning, hands-on labs, cutting-edge resources, and collaboration tools. Students will master skills in Word, Excel, PowerPoint, Access, and Publisher. Advanced skill development supports college readiness for all students. Students are given the opportunity to earn professional certification by electing to test for Microsoft Office certifications. Professional certification enhances employment opportunities and advancement in the workplace.

### **MULTIMEDIA & DESIGN PRESENTATION**

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

Credits: 1

Length: Semester

Prerequisite: Computer Applications

Content: This course uses presentation software to teach students the basics of multimedia design and presentation. Students will use software and hardware to create and integrate graphics, sound, and motion video for use with social and digital media. Topics include image formats, input technologies, image editing software, audio and video formats, software recording and playback, gaming and multimedia streaming on the web. This course supports the development of effective communication skills necessary for college and career success.

### **WEB & MEDIA DESIGN**

Grade Level (s): 10, 11, 12

Credits: 1

Length: Semester

Prerequisite: Computer Applications

Content: This project-based course provides students with the opportunity to work with industry-standard publishing and web design software. Students first learn HTML, basic design layout and design elements using Microsoft Word 2010, and then transfer these skills into creating and designing web pages. Students also use these skills to create professional business publications such as flyers, print advertisements, invitations, magazine covers, newsletters, business cards, brochures and websites. Flash and Dreamweaver will be introduced.



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### ADVANCED WEB & MEDIA DESIGN

Grade Level (s): 10, 11, 12

Credits: 1

Length: Semester

Prerequisite: Web and Media Design

**Content:** In this project-based course, students use skills acquired in Web and Media Design to build web pages and create documents and websites using industry-standard software such as Flash and Dreamweaver. Students explore and/or produce many types of websites, such as .com, .gov, .edu, .org and personal, incorporating more advanced features as the semester progresses. Students will produce documents and/or websites for events within their school or community. Students may enroll in a maximum of two semesters. Different projects are required each semester.

### COOPERATIVE INTERNSHIP 1-2

Grade level (s): 12

Class Year 1 Job Class Year 2

Credits: 4

Length: Year

Prerequisite: Must have transportation to training station

**Content:** Designed for junior and senior students to experience entry-level job and/or career interests through integrated classroom instruction and job training. 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 focusing on personal qualities related to employability, work ethic, diversity, and technical and financial management skills will prepare students for college and future careers. Specific projects will be incorporated to meet individual student career interests. Instruction is enhanced by related, paid job training outside the school setting. Written training agreements and individual student training plans are developed and agreed upon by the employer, student, and coordinator. The coordinator, student, and employer assume compliance with federal, state, and local laws and regulations. **Program guidelines require the student work a minimum of 10-15 hours per week to earn on-the-job credit. Job credit is awarded only if the student completes and passes the related class. Students earn two credits per semester, one for the class and one for the job.** This course may be repeated for credit with advanced instruction and an intensified job experience.



## 2019•2020 Course Selections

### Drama

#### **THE THEATRE EXPERIENCE**

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

Credits: 1

Length: Semester

Prerequisites: None

Content: This 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: Students will participate in theatre exercises, group scene design, and acting scenes.

#### **ACTORS WORKSHOP**

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

Credits: 1

Length: Semester

Prerequisites: None

Content: This 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: Students will participate in individual and group improvisations. Various styles of drama will be performed, including classical, Shakespearean, comedy and modern drama.

#### **ADVANCED THEATRE PRODUCTION**

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

Credits: 2

Length: Year Long

Prerequisites: The Theatre Experience, Actor's Workshop, or Teacher Recommendation

Content: This 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: Students will participate in pantomiming, storytelling, playwriting, directing and performances. Students will produce and perform in two performances.



## 2019•2020 Course Selections

### Drivers Education

**DRIVERS EDUCATION -Classroom and BTW**

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

Credits: 0  
Length: Semester

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.

Content: The required 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. Enrollment is determined on the basis of age.

Course is subject to change to comply with State of Illinois mandates.

EL students should consult their high school counselor or ELL Divisional for participation in this course.





## 2019•2020 Course Selections

### Family & Consumer Science

#### **CHILD DEVELOPMENT**

Grade Level (s): 9, 10, 11

Credits: 1

Length: Semester

Prerequisites: None

Content: 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**

Grade Level (s): 10, 11, 12

Credits: 2

Length: Year

Prerequisites: None

Content: This 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.

#### **ADVANCED CHILDHOOD EDUCATION**

Grade Level (s): 11, 12

Credits: 2

Length: Year

Prerequisites: Childhood Education

Content: Advanced Childhood Education 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 may be repeated for credit with a focus on child care administration and facilitation responsibilities by students who have earned a "B" or higher in Advanced Childhood Education and have instructor approval.



## 2019•2020 Course Selections

### **FASHION/APPAREL CONSTRUCTION AND TEXTILES 1**

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

Credits: 2  
Length: Year

Prerequisites: None

Content: This course is designed for beginning students interested in a career in the fashion industry. Through hands-on and project based learning experiences students will develop a knowledge and understanding of the design, development, and production of textiles and apparel. Elements of science and design in textiles and apparel will be introduced including fiber characteristics, color theory, and fabric construction methods. Emphasis is placed on creativity and design of apparel and textiles. Students will have personal project expenses.

### **FASHION/APPAREL CONSTRUCTION AND TEXTILES 2**

Grade Level (s): 10, 11, 12

Credits: 2  
Length: Year

Prerequisites: Fashion Construction & Textiles 1

Content: This course is designed for experienced students interested in a career in the fashion industry. Students continue to work in an independent environment demonstrating and improving construction techniques. Emphasis is placed on creativity and design, comparing and contrasting garment styles and textiles, and merchandising. Topics include engineered fabric constructions, fiber and textile trends, fabric finishes, industry construction techniques, use of industry tools, equipment and terminology, knowledge of resources and vendors, and evaluation of textile products for special needs populations. Students will have personal project expenses

### **FASHION/APPAREL MARKETING AND MERCHANDISING**

Grade Level (s): 10, 11, 12

Credits: 1  
Length: Semester

Prerequisites: None

Content: Students interested in careers related to the fashion and apparel industry will develop an awareness of careers and be exposed to the business aspects of the fashion industry. Topics include trends in apparel, forecasting, fashion consulting, retail functions and career applications.



## 2019•2020 Course Selections

### **INTRODUCTION TO CULINARY ARTS**

Grade Level (s): 9, 10, 11

Credits: 2  
Length: Year

Prerequisites: None

Content: Introduction to Culinary Arts is a one-year course which 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. This course provides an introduction to the National Restaurant Association Certification.

### **CULINARY ARTS**

Grade Level (s): 10, 11

Credits: 2  
Length: Year

Prerequisites: Introduction to Culinary Arts

Content: This 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. Completion of this course will prepare students for the Year 1 National Restaurant Association Certification exam.

### **ADVANCED CULINARY ARTS**

Grade Level (s): 11, 12

Credits: 2  
Length: Year

Prerequisites: Intro to Culinary Arts or Culinary Arts

Content: This is a course 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 the hospitality industry. Students will plan, facilitate, and evaluate culinary products and business strategies necessary to run a catering business. This course begins to prepare students to sit for Year 2 National Restaurant Association Certification exam.



## 2019•2020 Course Selections

### **CULINARY ARTS AND RESTAURANT MANAGEMENT (1 HOUR COURSE)**

Credits: 2

### **CULINARY ARTS AND RESTAURANT MANAGEMENT (2 HOUR COURSE)**

Credits: 4

Grade Level (s): 11, 12

Length: Year

Prerequisites: Introduction to Culinary Arts and Culinary Arts or instructor approval. One year course; two periods.

Content: This is an advanced two-hour course with 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 provides final preparation for students to sit for the Year 2 National Restaurant Association Certification exam. This course is for students interested in post-secondary careers in nutrition, culinary arts, or the hospitality industry.

### **EDUCATION INTERNSHIP (2 HOUR COURSE)**

Credits: 4

Grade Level (s): 12

Length: Year 2 Hours

Prerequisites: Student must have a grade point of 2.5 or better and/or successfully completed at least 2 semester of Childhood Education, be of senior status and have an exemplary attendance and discipline history. Application must be submitted and approved.

Content: This 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, 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. Transportation to and from site location is the responsibility of the individual student.



## 2019•2020 Course Selections

### COOPERATIVE INTERNSHIP 1-2

Credits: 4

Grade Levels (s):

Class Year 1   Job   Class Year 2

Length: Year

Prerequisite:   Must have transportation to training station

Content:   Designed for junior and senior students to experience entry-level job and/or career interests through integrated classroom instruction and job training. 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 focusing on personal qualities related to employability, work ethic, diversity, and technical and financial management skills will prepare students for college and future careers. Specific projects will be incorporated to meet individual student career interests. Instruction is enhanced by related, paid job training outside the school setting. Written training agreements and individual student training plans are developed and agreed upon by the employer, student, and coordinator. The coordinator, student, and employer assume compliance with federal, state, and local laws and regulations. **Program guidelines require the student work a minimum of 10-15 hours per week to earn on-the-job credit. Job credit is awarded only if the student completes and passes the related class. Students earn two credits per semester, one for the class and one for the job.** This course may be repeated for credit with advanced instruction and an intensified job experience.



## 2019•2020 Course Selections

### Health Care Science

#### **FOUNDATIONS OF HEALTH CARE SCIENCE**

Grade Level (s): 9, 10, 11

Credits: 1

Length: Semester

Prerequisite: None

Content: Students are introduced to a variety of opportunities available within the health care industry. This course will assist students in matching personal abilities and interests to career options. Topics and activities include an overview of health care delivery, patient care past and present, health care systems; career opportunities, legal and ethical responsibilities and safety and infection control practices.

#### **FUNDAMENTALS OF HUMAN ANATOMY**

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

Credits: 1

Length: Semester

Prerequisite: None

Content: This course provides an overview of human anatomy. Students will be introduced to how the body systems work together to maintain internal balance and good health.

#### **ADVANCED HEALTH CARE SCIENCE**

Grade Level (s): 10, 11, 12

Credits: 2

Length: Year

Prerequisite: None

Content: This 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 future study in health care science.

#### **CNA (CERTIFIED NURSING ASSISTANT) (H)**

Grade Level (s): 11, 12

Credits: 2

Length: Year

Prerequisite: Grade of C or higher in Biology.

Content: This 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. **Seven hours of articulated credit at ECC may be earned.**



## 2019•2020 Course Selections

### **PRINCIPLES OF BIOMEDICAL SCIENCE (PBS), PLTW**

Grade Level (s): 10, 11, 12

Credits: 2

Length: Year

Prerequisites: None

Content: This course provides an introduction to the biomedical sciences through exciting problem- based projects. Students investigate the human body system and various health conditions. This course offers an overview of all the courses in the Biomedical Sciences program and establishes the scientific foundation for subsequent courses.

### **HUMAN BODY SYSTEMS (HBS), (H)PLTW**

Grade Level (s): 10, 11, 12

Credits: 2

Length: Year

Prerequisite: Fundamentals of Human Anatomy recommended

Content: 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.

### **MEDICAL INTERVENTIONS (MI), (H)PLTW**

Grade Level (s): 11, 12

Credits: 2

Length: Year

Prerequisite: None

Content: In this Medical Interventions course students will complete projects that investigate various medical 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.



## 2019•2020 Course Selections

### **HEALTH CARE SCIENCE INTERNSHIP**

Grade Level (s): 11, 12

Class Job

Credits: 4

Length: Year

**Prerequisite:** Students must have a grade point of 2.5 or better and an exemplary attendance and discipline history. Successful completion or concurrent enrollment in at least 2 semesters of Health Care Science Education is recommended. Application must be submitted and approved.

**Content:** This course is designed for students with career interests related to health care science. Health Care Science Internship students must be reliable, dependable, self-motivated, and possess good communication skills. This class may require the student to travel off-site to gain practice of technical application skills related to health care science. Students will engage in pre-assignment training to better acquaint the student with his/her internship responsibilities and will summarize and share the internship experience. It is the student's responsibility to secure their internship employment or volunteer experience. Transportation to and from site location is the responsibility of the individual student.

### **VETERINARY TECHNOLOGY**

Grade Level: 10, 11, 12

Credits: 2

Length: Year

**Prerequisite:** None

**Content:** See course description in Regional Career Pathway Programs section





## 2019•2020 Course Selections

### Language Arts

#### **FRESHMAN ENGLISH 1 -2**

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

Credits: 2

Length: Year

Prerequisites: None

**Content:** This year long 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 theme *Identity*. Students 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 text and novels to read, discuss, and analyze throughout the school year. Attention will be given to theme development, writer's choices and its effect, using details in purposeful narratives and developing complex informational pieces.

**Activities:** Activities will include reading, writing, small group work, individual and group projects, exams, research, and oral presentations. Emphasis will be placed on high volume reading of student selected literature both fiction and nonfiction. Students will define, learn and effectively use academic vocabulary.

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

#### **HONORS FRESHMAN ENGLISH**

Grade Level (s): 9

Credits: 2

Length: Year

Prerequisites: District placement testing and/or teacher referral are recommended.

**Content:** This is a rigorous program, which incorporates in-depth study of text, both print and online literary sources, vocabulary development, grammar, and research. Both fiction and nonfiction will be studied with emphasis on literary interpretation, evaluation, analysis, and synthesis. The development of formal writing conventions, research skills and competence in test taking strategies will be emphasized. Academic vocabulary, terminology which is key to support the learning of the literary genres, elements and techniques will be emphasized.

**Activities:** Independent summer reading and literature study is expected and is essential to students' literary knowledge development. The class will also include reading, writing, class discussion, group work and presentations, oral presentations, research projects, individual and group projects, and student-teacher conferences. College Readiness Standards will provide the framework for this course.



## 2019•2020 Course Selections

**HONORS SPANISH LANGUAGE ARTS I (ARTES DEL LENGUAJE EN ESPAÑOL I HONORS)** Credits: 2  
Grade Level (s): 9 Length: Year

Prerequisites: 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 ELL Department required.

Content: In this Spanish literacy 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.

**HONORS SPANISH LANGUAGE ARTS II (ARTES DEL LENGUAJE EN ESPAÑOL II HONORS)** Credits: 2  
Grade Level (s): 10, 11 Length: Year

Prerequisites: *ALE I Honores/Honors SLA I* and a score of 3-5 on the AP Spanish Language and Culture test or teacher recommendation.

Content: In this Spanish literacy 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.

**SOPHOMORE ENGLISH 1-2** Credits: 2  
Grade Level (s): 10, 11, 12 Length: Year

Prerequisites: Freshman English

Content: This year long 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 theme of *Awareness*. Students 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.

Activities: Activities will include reading, writing, small group work, individual and group projects, exams, research, and oral presentations. Emphasis will be placed on high volume reading of student selected literature both fiction and nonfiction. Student will define, learn and effectively use academic vocabulary.

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



## 2019•2020 Course Selections

### **HONORS SOPHOMORE ENGLISH**

Grade Level (s): 10

Credits: 2

Length: Year

Prerequisites: Honors Freshman English or teacher referral are recommended.

Content: This is a rigorous program, which incorporates in-depth study of text, both print and online literary sources, vocabulary development, grammar, and research. Both fiction and nonfiction will be emphasized on literary interpretation, evaluation, analysis, and synthesis. Academic vocabulary, terminology which is key to support the learning of the literary genres, elements and techniques will be emphasized. Development of persuasive writing, writing conventions, research skills and competence in test taking strategies will be covered. College Readiness Standards will provide the framework for this course.

Activities: Independent summer reading and literature study is expected and is germane to students' literary knowledge development. The class will also include reading, writing, class discussion, group work and presentations, oral presentations, research projects, individual and group projects, and student-teacher conferences.

### **JUNIOR ENGLISH 1 -2**

Grade Level (s): 11, 12

Credits: 2

Length: Year

Prerequisites: Sophomore English

Content: This year long 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 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.

Activities: Students will study numerous works of major American writers. Through discussion students will engage in interpretation, analysis, evaluation, and synthesis of oral and written literary works. Refinement in writing compositions will also be an integral part of the course.

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



## 2019•2020 Course Selections

### **JUNIOR ENGLISH AMERICAN STUDIES**

Credits: 2  
Length: Year

Grade Level (s): 11

Prerequisites: Sophomore English

**Content:** 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.

**Activities:** 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.

### **ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION**

Credits: 2  
Length: Year

Grade Level (s): 11

**Prerequisites:** There are no prerequisite courses for AP English Language and Composition. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.

**Content:** The AP English Language and Composition 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



## 2019•2020 Course Selections

### **SENIOR ENGLISH 1-2**

Grade Level (s): 12

Credits: 2

Length: Year

Prerequisites: Junior English

**Content:** This year long 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 theme of *Reflections*. 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 interactions of themes, providing feedback and responses, using elements to build a piece of writing and inferring.

**Activities:** Reading assigned materials; frequent essays, compositions, and a research paper; group projects, information literacy activities.

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

### **ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION**

Grade Level (s): 12

Credits: 2

Length: Year

**Prerequisites:** There are no prerequisite courses for AP English Literature and Composition. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.

**Content:** The AP English Literature and Composition 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 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.

### **FRESHMAN LITERACY LAB**

Grade Level (s): 9

Credits: 2

Length: Year

Prerequisites: None

**Content:** This course provides support for students to strengthen literacy skills and strategies necessary for academic coursework and real world application. Students are given opportunities and guidance in literacy with a focus on engagement, fluency, comprehension and word analysis, which promotes the transference of reading



## 2019•2020 Course Selections

strategies to the content areas. Overall, this course helps encourage students to become lifelong readers.

Activities: Areas of study specifically designed for each individual student may include independent reading with teacher guidance, vocabulary and comprehension improvement, study skills assistance and structural analysis.

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

### **SOPHOMORE LITERACY LAB**

Grade Level (s): 10

Credits: 2

Length: Year

Prerequisites: None

Content: This course provides support for students to strengthen literacy skills and strategies necessary for academic coursework and real world application. Students are given opportunities and guidance in literacy with a focus on engagement, fluency, comprehension and word analysis, which promotes the transference of reading strategies to the content areas. Overall, this course helps encourage students to become lifelong readers.

Activities: Areas of study specifically designed for each individual student may include independent reading with teacher guidance, vocabulary and comprehension improvement, study skills assistance and structural analysis.

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

### **JUNIOR LITERACY LAB**

Grade Level (s): 11

Credits: 2

Length: Year

Prerequisites: None

Content: This course provides support for students to strengthen literacy skills and strategies necessary for academic coursework and real world application. Students are given opportunities and guidance in literacy with a focus on engagement, fluency, comprehension and word analysis, which promotes the transference of reading strategies to the content areas. Overall, this course helps encourage students to become lifelong readers.

Activities: Areas of study specifically designed for each individual student may include independent reading with teacher guidance, vocabulary and comprehension improvement, study skills assistance and structural analysis.



## 2019•2020 Course Selections

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

### **SENIOR LITERACY LAB**

Credits: 2

Grade Level (s): 12

Length: Year

Prerequisites: None

**Content:** This course provides support for students to strengthen literacy skills and strategies necessary for academic coursework and real world application. Students are given opportunities and guidance in literacy with a focus on engagement, fluency, comprehension and word analysis, which promotes the transference of reading strategies to the content areas. Overall, this course helps encourage students to become lifelong readers.

**Activities:** Areas of study specifically designed for each individual student may include independent reading with teacher guidance, vocabulary and comprehension improvement, study skills assistance and structural analysis.

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

### **CREATIVE WRITING**

Credits: 2

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

Length: Year

Prerequisites: None

**Content:** This 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.

**Activities:** Learning activities include writing, reading, peer editing, discussion, portfolio, guest speakers and the production of the school literary magazine.

### **ARGUMENTATION**

Credits: 1

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

Length: Semester

Prerequisites: None

**Content:** This 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.



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Activities: Class discussion, group work, research, practice with various debate formats, brief writing, note-taking, practice with both affirmative and negative positions.

### **SPEECH COMMUNICATIONS**

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

Credits: 1  
Length: Semester

Prerequisites: None

Content: This 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 effectiveness of language, gestures, and organization techniques.

Activities: Discussion, peer critiques, formal and informal speeches, group presentations, research, standard debates, and development of visuals.

### **PPRODUCTION AND PUBLICATION I and II**

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

Credits: 2  
Length: Year

Prerequisites: Student application with teacher approval

Content: These 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: Taking pictures, indexing, writing copy, organizing time and budget, computer-assisted Layout, blogging.

### **21<sup>ST</sup> CENTURY MEDIA PRODUCTION**

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

Credits: 2  
Length: Year

Prerequisites: None

Content: In this 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





## 2019•2020 Course Selections

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: Photo editing, video editing, script writing

### **LEADERSHIP IN ACTION**

Credits: 2

Grade Level (s): 10, 11, 12

Length: Year

Prerequisites: None

Content: This 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 and analytical skills along with logic and impromptu speaking techniques to be aware of various audience needs and wants.

Activities: Public speaking events, Community Action Project



## 2019•2020 Course Selections

### Mathematics

#### **ALGEBRA 1**

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

Credits: 2

Length: Year

Prerequisites: None

Content: Algebra 1 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 Program. This course is also offered in Spanish or Sheltered English for non-dual students in the ELL program, depending on the student's English proficiency level.*

#### **GEOMETRY BRIDGE**

Grade Level: 9

Credits: 2

Length: Year

Prerequisites: None

Content: This 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 Program. This course is also offered in Spanish or Sheltered English for non-dual students in the ELL program.*



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### **GEOMETRY**

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

Credits: 2  
Length: Year

Prerequisites: Algebra 1

Content: The 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 Program. This course is also offered in Spanish or Sheltered English for non-dual students in the ELL program, depending on the student's English proficiency level.*

### **HONORS GEOMETRY**

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

Credits: 2  
Length: Year

Prerequisites: Algebra 1, MAP scores and teacher referral are recommended.

Content: This geometry curriculum 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 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. This course is also offered in Spanish or Sheltered English for non-dual students in the ELL program, depending on the student's English proficiency level.*



## 2019•2020 Course Selections

### **ALGEBRA 2**

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

Credits: 2  
Length: Year

Prerequisites: Geometry and Algebra 1

Content: This 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. This course is also offered in Spanish or Sheltered English for non-dual students in the ELL program, depending on the student's English proficiency level.*

### **HONORS ALGEBRA 2**

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

Credits: 2  
Length: Year

Prerequisites: Honors Geometry with a grade of "C" or better is recommended.

Content: This 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. This course is also offered in Spanish or Sheltered English for non-dual students in the ELL program, depending on the student's English proficiency level.*



## 2019•2020 Course Selections

### **PRE-CALCULUS**

Credits: 2  
Length: Year

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

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

Content: This 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

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

Prerequisites: Honors Algebra 2 with a grade of "C" or better, or teacher recommendation.

Content: This 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 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 CALCULUS AB**

Credits: 2  
Length: Year

Grade Level (s): 10, 11, 12

Prerequisites: Pre-Calculus with a grade of "C" or better, or teacher recommendation.

Content: AP Calculus AB 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.



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### **ADVANCED PLACEMENT CALCULUS BC**

Grade Level (s): 10, 11, 12

Credits: 2

Length: Year

Prerequisites: Pre-Calculus with a grade of “C” or better, or teacher recommendation.

Content: AP Calculus AB 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 STATISTICS**

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

Credits: 2

Length: Year

Prerequisites: Algebra 2 with a grade of “C” or better, or teacher recommendation.

Content: The AP Statistics 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**

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

Credits: 2

Length: Year

Prerequisites: Algebra 2 with a grade of “C” or better, or teacher recommendation

Content: Finite Math is a year-long course, covering 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.



## 2019•2020 Course Selections

### **COMPUTER PROGRAMMING J 1 -2**

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

Credits: 2

Length: Year

Prerequisites: Algebra 1 with a grade of “C” or better.

Content: An introduction to computer programming. Students will learn to write program code to solve problems. This course will also prepare students to take more advanced computer programming courses.

This course does not count towards the three year math requirement.

### **AP COMPUTER SCIENCE A**

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

Credits: 2

Length: Full Year

Per Illinois Public Act [98-0885](#) this course may be used as part of the three-year high school mathematics graduation requirement, as long as the students has also successfully completed Algebra 2.

Prerequisite: Algebra 1 with a grade of “C” or better, or teacher recommendation

Content: AP Computer Science A 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.



## 2019•2020 Course Selections

### **AP COMPUTER SCIENCE PRINCIPLES**

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

Credits: 2

Length: Full Year

Per Illinois Public Act [98-0885](#) this course may be used as part of the three-year high school mathematics graduation requirement, as long as the students has also successfully completed Algebra 2.

Prerequisite: Algebra 1 with a grade of “C” or better, or teacher recommendation

Content: The AP Computer Science Principles course is an introductory, college level computing course. In this course, students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze data and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working to solve problems, discuss the importance of these problems, and the impact on the community, society, and the world. The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course.

### **TRANSITION TO COLLEGE ALGEBRA**

Grade Level(s): 12

Credits: 2

Length: Full Year

Prerequisites: 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: The Transition to College Algebra course is for students with career goals that require advanced algebraic skills. Successful completion of the course guarantees student placement into College Algebra or its equivalent at any Illinois community college and select universities. 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.





## 2019•2020 Course Selections

### **TRANSITION TO QUANTITATIVE LITERACY AND STATISTICS**

Credits: 2

Grade Level(s): 12

Length: Full Year

**Prerequisites:** Completion of math graduation requirements

**Content:** The Transition to Quantitative Literacy and Statistics 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 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

Grade Level(s): 12

Length: Full Year

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

**Content:** The Transition to Technical Math 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 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.



## 2019•2020 Course Selections

### Music

#### **MADRIGAL SINGERS**

Grade Level (s): 10, 11, 12

Credits: 2  
Length: Year

Prerequisites: Audition only

Content: Perform with expression and technical accuracy a large and varied repertoire of SATB a cappella vocal literature with emphasis on Renaissance music.

Activities: Rehearsals and concerts, madrigal dinners

#### **TREBLE CHOIR**

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

Credits: 2  
Length: Year

Prerequisites: None

Content: Women's choir, focusing on vocal development unique to the female voice. Develop fundamental vocal skills and perform a variety of SA/SAA choral literature.

Activities: Rehearsals and concerts

#### **CHAMBER CHOIR**

Grade Level (s): 10, 11, 12

Credits: 2  
Length: Year

Prerequisites: Audition only

Content: Perform with expression and technical accuracy a large and varied repertoire of advanced SATB choral literature.

Activities: Rehearsals and concerts

#### **CONCERT CHOIR**

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

Credits: 2  
Length: Year

Prerequisites: Previous choral experience and/or recommendation of choral director

Content: Perform with expression and technical accuracy a large and varied repertoire of SATB choral literature.

Activities: Rehearsals and concerts



## 2019•2020 Course Selections

### **MELLODEARS**

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

Credits: 2  
Length: Year

Prerequisites: Audition and/or recommendation of choral director

Content: Select group of women performing a variety of SSA/SSAA advanced literature.

Activities: Rehearsals and concerts

### **MIXED CHORUS**

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

Credits: 2  
Length: Year

Prerequisites: None

Content: Student's first high school choral experience. Students will learn and perform various styles of SAB/SATB choral literature, develop musical skills, and proper vocal techniques.

Activities: Rehearsals and concerts

### **MEN'S ENSEMBLE**

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

Credits: 2  
Length: Year

Prerequisites: None

Content: Men's choir, focusing on vocal development unique to the male voice. Develop fundamental vocal skills and perform a variety of TB/TTBB choral literature.

Activities: Rehearsals and concerts

### **CONCERT BAND**

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

Credits: 2  
Length: Year

Prerequisites: Previous band experience and/or permission of director

Content: Development of advanced musicianship, technical, and performance skills through the study of challenging band literature.

Activities: Rehearsals and performances



## 2019•2020 Course Selections

### **SYMPHONIC BAND**

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

Credits: 2  
Length: Year

Prerequisites: Previous band experience and/or permission of director

Content: High level of musicianship, skill development and performance through the study of challenging band literature.

Activities: Rehearsals and performances

### **WIND ENSEMBLE**

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

Credits: 2  
Length: Year

Prerequisites: Previous band experience and/or permission of director.

Content: Continued development of musicianship, skill development, and performance through the study of wind ensembles.

Activities: Rehearsals and performance

### **JAZZ BAND**

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

Credits: 2  
Length: Year

Prerequisites: Previous Orchestra experience and/or permission of instructor

Content: Rehearse and perform all types and styles of jazz. Develop improvisational skills.

Activities: Rehearsals and performances

### **VARSITY BAND**

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

Credits: 2  
Length: Year

Prerequisites: Previous band experience and/or permission of director

Content: Continued development of musicianship, technical, and performance skills.

Activities: Rehearsals and performances

### **CHAMBER ORCHESTRA**

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

Credits: 2  
Length: Year

Prerequisites: Member of orchestra and/or permission of director

Content: An advanced string ensemble for orchestra members.

Activities: Rehearsals and performances



## 2019•2020 Course Selections

### **CONCERT ORCHESTRA**

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

Credits: 2  
Length: Year

Prerequisites: Previous orchestra experience and/or permission of director

Content: Continued development of 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: Rehearsals and performances

### **SYMPHONY ORCHESTRA- PHILHARMONIC**

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

Credits: 2  
Length: Year

Prerequisites: Previous orchestra experience and/or permission of director

Content: 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: Rehearsals and performances

### **MUSIC THEORY AND APPRECIATION**

Grade Level (s): 11, 12

Credits: 2  
Length: Year

Prerequisites: Member of band, orchestra, or chorus, and/or permission of instructor

Content: Scales, intervals, ear training, sight reading, form and analysis, keyboard harmony and technique, music history, and theory of composition.

Activities: Classroom lecture and activities



## 2019•2020 Course Selections

### Physical Education

**FUNCTIONAL FITNESS: ANATOMY/THRZ/SAFETY MODULE A**

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

Credits: 1

Length: Semester

**Prerequisites:** Open to all freshman students

**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, Yoga, Pilates, and Functional Movement Activities. Module A will focus on the anatomy and safety that factors into your overall wellness during this course and in your future fitness experiences. Students will continue to build and maintain the skills and concepts of target heart rate while using technology to monitor their individual fitness.

**FUNCTIONAL FITNESS: NUTRITION/ FITNESS PORTFOLIO MODULE B**

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

Credits: 1

Length: Semester

**Prerequisite:** Open to all freshman students

**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, Yoga, Pilates, and Functional Movement Activities. Module B will have a focus on the nutrition that is needed for growth and development and understanding how food plays a vital role in your overall ability to perform. A fitness tracking portfolio will be created where heart rate and nutrition goals will be set and individual progress tracked.

**STRENGTH AND PERFORMANCE: ANATOMY/THRZ/SAFETY MODULE A**

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

Credits: 1

Length: Semester

**Prerequisite:** Open to all freshmen students

**Content:** Students have the opportunity to experience a course that is devoted to the development of strength and performance. 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 zone. Anatomy and safety of movement will be the foundational information for this course to understand and enhance the development of strength and performance.



## 2019•2020 Course Selections

### **STRENGTH AND PERFORMANCE: NUTRITION/ FITNESS PORTFOLIO MODULE B**

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

Credits: 1

Length: Semester

**Prerequisite:** Open to all freshmen students

**Content:** Students have the opportunity to experience a course that is devoted to the development of strength and performance. 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. Nutrition concepts will be applied and tracked to modify diet to meet fitness goals. Students will create an individual fitness portfolio that includes tracking heart rate, log activity data and reflect on impacts on physical health, mental and emotional health.

### **TEAM SPORTS OFFICIATING & COACHING: EFFECTIVE PLAYERS/COACHES AND OFFICIALS/THRZ**

#### **MODULE A**

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

Credits: 1

Length: Semester

**Prerequisite:** Open to all freshman students

**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, ensure 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. Students will continue to build their skill and concepts of target heart rate while using technology to monitor their individual fitness.

### **TEAM SPORTS OFFICIATING & COACHING: EFFECTIVE PLAYERS, COACHES AND OFFICIALS/FITNESS**

#### **PORTFOLIO MODULE B**

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

Credits: 1

Length: Semester

**Prerequisite:** None

**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



## 2019•2020 Course Selections

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 fitnessgram data will be analyzed, goals will be set and individual progress tracked.

### **WALKING FOR WELLNESS: ANATOMY/THRZ/SAFETY MODULE A**

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

Credits: 1

Length: Semester

**Prerequisite:** Open to all freshman students

**Content:** This course will help you understand how walking can be used to achieve health and fitness goals. You will be introduced to the safety aspects you should look for when walking outdoors and new environments. This information will support the development of route planning and basic injuries prevention and treatment that can be encountered during physical activity. Walking anatomy and physiology will be introduced and analyzed to support goal setting and understand physiological changes that can occur with proper form. Walking is an activity that can provide lifelong enjoyment of cardiovascular benefits along with physical wellness. The class will take place outside regardless of weather. Students should be prepared mentally and physically to walk outdoors when it is cold, hot, sunny, snowing or windy. Sunscreen, shoes, proper clothing and water bottles are all highly recommended and necessary for success in the Walking for Wellness class.

### **WALKING FOR WELLNESS: NUTRITION/FITNESS PORTFOLIO MODULE B**

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

Credits: 1

Length: Semester

**Prerequisite:** Open to all freshman students

**Content:** This course will help students understand how walking can be used to achieve health and fitness goals. Technology will be incorporated to monitor heart rate and set training goals. Nutrition education will focus on the types of foods that are best to maintain a healthy lifestyle, reduce 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. Walking is an activity that can provide lifelong enjoyment, cardiovascular benefits along with physical wellness. The class will take place outside regardless of weather. Students should be prepared mentally and physically to walk outdoors when it is cold, hot, sunny, snowing or windy. Sunscreen, shoes, proper clothing and water bottles are all highly recommended and necessary for success in the Walking for Wellness class.





## 2019•2020 Course Selections

### LIFEGUARD CERTIFICATION AND LEADERSHIP

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

Credits: 1

Length: Semester

Prerequisite: Minimum age: 15 years by the end of the class

Content: This course 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 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 the physical education environment. 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 300 yards continuously; Tread water for 2 minutes using only their legs; Complete a timed event within 1 minute and 40 seconds by starting in the water, swimming 20 yards, surface dive to a depth of 7 to 10 feet to retrieve a 10-pound object, return to the surface and swim 20 yards on their back to return to the starting point, exit the water without using steps or a ladder.

### SOPHOMORE PHYSICAL EDUCATION

Grade Level (s): 10, 11, 12

Credits: 1

Length: Semester

Prerequisites: None

Content: The course is designed to give sophomores physical education experiences through a core program of concepts, activities and life skills. The course meets five days a week for one semester. Emphasis will be on personal fitness, personal fitness plans, aquatics, team/ individual sports, and life safety (First Aid, AED/CPR rescue breathing).

*EL students are integrated in this course with general education students.*



## 2019•2020 Course Selections

### **HEALTH EDUCATION**

Grade Level (s): 10, 11, 12

Credits: 1  
Length: Semester

Prerequisites: None

Content: Topics presented are: Dimensions of Wellness, Death and Dying, Decision Making, Consumer Health, Reproduction and Human Sexuality, Nutrition, Substance Use- Abuse, Alcohol, Tobacco and Other Drugs, Communicable and Non-Communicable Diseases, Safety, Environment and Relationships and Dating.

Activities: Reading, discussion, speakers, multi-media, cooperative learning and some laboratory activities.

*This course is offered in the ELL Program in Spanish and/or Sheltered English instruction, depending on the student's home language and English proficiency level.*

### **JUNIOR/SENIOR PHYSICAL EDUCATION DANCE**

Grade Level (s): 11, 12

Credits: 1  
Length: Semester

Prerequisites: None

Content: A semester course that assists students in developing self-esteem, rhythm and coordination through a variety of dance activities. Lifetime movement skills are introduced and enhanced through all areas of dance. Physical fitness will be promoted and students will participate in a cardiovascular training program to maintain or improve physical fitness.

*EL students are integrated in this course with general education students.*

### **JUNIOR/SENIOR PHYSICAL EDUCATION INDIVIDUAL/DUAL SPORTS**

Grade Level (s): 11, 12

Credits: 1  
Length: Semester

Prerequisites: None

Content: This semester course is designed with a strong emphasis on individual activities that encourage a lifetime of fitness, teamwork and activity through enjoyment in leisure sport. Examples of activities may include: Golf, tennis, volleyball, badminton, Pickle ball, Ultimate Frisbee, recreational games, walking, jogging, racquetball etc.

*EL students are integrated in this course with general education students.*



## 2019•2020 Course Selections

### **JUNIOR/SENIOR PHYSICAL EDUCATION PERSONAL FITNESS**

Credits: 1

Grade Level (s): 11, 12

Length: Semester

Prerequisites: None

Content: This semester course is designed to offer the students a wide variety of cardiovascular, muscular endurance, muscular strength, flexibility and fitness planning skill-building methods and activities in order to enhance personal wellness. Students will utilize the fitness center or fitness focused environment and various assessment tools in establishing realistic fitness goals.

*EL students are integrated in this course with general education students.*

### **JUNIOR/SENIOR PHYSICAL EDUCATION CONDITIONING & WEIGHTS**

Credits: 1

Grade Level (s): 11, 12

Length: Semester

Prerequisites: None

Content: This is a semester course that promotes total lifelong fitness, as well as assesses each student's strength level and knowledge base so that an individual weight program can be designed for the student to follow on a weekly basis. Physical fitness will be assessed and students will participate in a cardiovascular training program to maintain or to improve physical fitness. All of the components and concepts of total fitness will be addressed to promote the students ability to develop lifelong wellness goals.

*EL students are integrated in this course with general education students.*

### **JUNIOR/SENIOR PHYSICAL EDUCATION TEAM SPORTS**

Credits: 1

Grade Level (s): 11, 12

Length: Semester

Prerequisites: None

Content: This course is designed with a strong emphasis on team activities that encourage a lifetime of fitness, teamwork and activity through enjoyment in leisure sport. Examples of activities include: flag football, soccer, volleyball, basketball, badminton, Pickle ball, Ultimate Frisbee, tennis, floor hockey and softball.

*EL students are integrated in this course with general education students.*

### **INTRODUCTION TO LEADERSHIP IN PHYSICAL EDUCATION**

Credits: 1

Grade Level (s): 11, 12

Length: Semester

Prerequisite: Open to students in 11th grade



## 2019•2020 Course Selections

**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, the latest fitness technology, activity planning and oversight and effective feedback for physical skills and technique as well as cooperative skills.

### **ADVANCED LEADERSHIP IN PHYSICAL EDUCATION**

Grade Level (s): 11, 12

Credits: 1

Length: Semester

**Prerequisite:** Passing grade in Introduction to Leadership

**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 latest fitness technology 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**

Grade Level (s): 12

Credits: 1

Length: Semester/Year

**Prerequisite:** Passing grade 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.



## 2019•2020 Course Selections

### Regional Career Pathway Programs

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: Provided by each student’s home school district**

**Cost: No additional cost to students/families**

#### VETERINARY TECHNOLOGY PROGRAM

##### INTRODUCTION TO AGRICULTURAL SCIENCE

Credits: 2

Grade Level: 10

Length: Year

Prerequisites: None

Content: The Agricultural Science Program consists of three integral components: classroom instruction, participation in the FFA, and completing an agricultural science project. Classroom topics for this course will cover the basic concepts in all areas of agriculture that include: animal science, plant and soil science, horticulture, agribusiness, mechanics, and alternative energy. In addition to classroom instruction, participation in the National FFA Organization and completing a SAE project will also be expected, as those components allow students to build leadership, communication, and career skills from the course topics.

##### VETERINARY SCIENCE 1

Credits: 4

Grade Level: 11

Length: Year

Prerequisites: Intro to Agricultural Science (student must earn C or better both semesters)

Content: The major areas of emphasis include breeds of animals, growth and development, chicken embryology, animal behavior, reproduction, digestive systems, animal waste,



## 2019•2020 Course Selections

genetics, nutrition, posology, veterinary equipment, veterinary office practices, and animal restraint. In addition to classroom instruction, participation in the National FFA Organization and completing a SAE project will also be expected, as they are integral components of the Agricultural Science Program. This course is designed to lay the foundation of veterinary knowledge needed to get into Veterinary Science 2 and earning the Veterinary Assistant Certificate. Live animals will be handled and raised in class for educational purposes. Some of those animals include, but are not limited to, chickens, rabbits, dogs, and cats.

### **VETERINARY SCIENCE 2**

Credits: 4

Grade Level: 12

Length: Year

Prerequisites: Veterinary Science 1 (student must earn C or better both semesters)

Content: Topics covered include small and companion animal industry, large animal industry, animal health, animal pharmaceuticals, animal grooming, anatomy, and physiology. In addition to classroom instruction, participation in the National FFO Organization and completing a SAE project will also be expected, as they are integral components of the Agricultural Science Program. Students taking this course will need to complete observation hours with a clinic as one of the requirements necessary for the Veterinary Assistant Certificate, which may be earned at the conclusion of the course. Live animals will be handled and raised in class for educational purposes. Some of those animals include, but are not limited to, chickens, rabbits, dogs, and cats.



## 2019•2020 Course Selections

### Science

#### **BIOLOGY 1 -2**

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

Credits: 2

Length: Year

Prerequisites: None

**Content:** This course is designed to help students develop an understanding of the processes of 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 Program. This course is also offered in Spanish or Sheltered English for non-dual students in the ELL program, depending on the student's English proficiency level.*

#### **HONORS BIOLOGY 1 -2**

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

Credits: 2

Length: Year

Prerequisites: MAP score and teacher referral are recommended

**Content:** Similar to Biology 1-2. Strong independent reading and writing skills are needed for success in the course. More in-depth study of the various processes and topics is undertaken. Students work collaboratively to design experiments, collect, analyze, evaluate data, and use their findings to draw conclusions and make new hypotheses. Data analysis may require mathematical applications. There is an emphasis on inquiry and problem solving, experimental design and execution.

*This course is offered in Spanish for students enrolled in the Dual Language Program. This course is also offered in Spanish or Sheltered English for non-dual students in the ELL program, depending on the student's English proficiency level.*



## 2019•2020 Course Selections

### **ADVANCED PLACEMENT BIOLOGY**

Grade Level (s): 11, 12

Credits: 3  
Length: Year

Prerequisites: Students should have successfully completed high school courses in biology and chemistry.

Content: AP Biology 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.

### **CHEMISTRY 1 -2**

Grade Level (s): 10, 11, 12

Credits: 2  
Length: Year

Prerequisites: Biology 1-2 and "C" or better in Algebra 1

Content: This course includes a 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 the Dual Language Program. This course is also offered in Spanish/Sheltered English for the ELL program, depending on the student's English proficiency level.*

### **HONORS CHEMISTRY 1 -2**

Grade Level (s): 10, 11, 12

Credits: 2  
Length: Year

Prerequisites: Honors Biology 1-2, a grade of "C" or better in Algebra 1, and teacher referral are recommended

Content: The course is designed to provide students with a more sophisticated approach to the study of changes and properties of matter than Chemistry 1-2. The quantitative aspects of chemistry will be stressed. Students need a calculator to aid in quantitative experiments and problem solving.

### **ADVANCED PLACEMENT CHEMISTRY**

Grade Level (s): 11, 12

Credits: 3  
Length: Year

Prerequisites: Students should have successfully completed a general high school chemistry course and Algebra II.





## 2019•2020 Course Selections

Content: The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their 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.

### **GEOLOGY 1-2**

Grade Level (s): 11, 12

Credits: 2

Length: Year

Prerequisites: None

Content: The 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.

### **INTEGRATED PHYSICAL SCIENCE**

Grade Level (s): 10, 11, 12

Credits: 2

Length: Year

Prerequisites: Not open to students who have successfully completed Chemistry 1-2 or Physics 1-2.

Content: This is an introductory laboratory course including inorganic chemistry, physics, and general earth science. Concepts include atomic model of elements, 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. It also includes societal and environmental effects of science, and the research basis of science and technology.

*This course is offered in Spanish for the Dual Language Program. This course is also offered in Spanish/Sheltered English for the ELL program, depending on the student's English proficiency level.*

### **PHYSICS 1 -2**

Grade Level (s): 11, 12

Credits: 2

Length: Year

Prerequisites: Algebra 1

Content: This course will demonstrate the conceptual framework of physics, stressing the importance of attaining results experimentally and then applying these findings into



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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 the Dual Language Program. This course is also offered in Spanish/Sheltered English for the ELL program, depending on the student's English proficiency level.*

### **HONORS PHYSICS 1 -2**

Credits: 2

Grade Level (s): 11, 12

Length: Year

Prerequisites: Algebra 1 and teacher referral are recommended

Content: This in-depth course stresses the importance of mathematics in understanding the basic physical concepts. An in-depth study will be made of laws of motion, optics, potential and thermal energy, electromagnetic waves, electric circuits, and quantum systems. Students will have an opportunity to develop computer solutions to problems involving multiple variables.

Activities: Laboratory work, reading, problem solving, and a research project.

### **ADVANCED PLACEMENT PHYSICS 1**

Credits: 2

Grade Level (s): 11, 12

Length: Year

Prerequisites: There are no prerequisite courses. Students should have completed geometry and be concurrently taking Algebra II 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: AP Physics 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 PHYSICS C**

Credits: 3

Grade Level (s): 11, 12

Length: Year

Prerequisites: Students should have taken or be concurrently taking calculus.

Content: AP Physics C: Mechanics is equivalent to a one-semester, calculusbased, 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



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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 is used throughout the course.

### **ENVIRONMENTAL SCIENCE 1 -2**

Grade Level (s): 11, 12

Credits: 2

Length: Year

**Prerequisites:** Completion of district Science requirement for graduation (one year of Biology and one year of a physical science).

**Content:** This 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 course is offered in Spanish for the Dual Language Program. This course is also offered in Spanish/Sheltered English for the ELL program, depending on the student's English proficiency level.*

### **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

Grade Level (s): 11, 12

Credits: 2

Length: Year

**Prerequisites:** Students should have completed two years of high school laboratory science — one year of life science and one year of physical science (for example, a year of biology and a year of chemistry). Due to the quantitative analysis required in the course, students should also have taken at least one year of algebra. Also desirable (but not necessary) is a course in earth science.

**Content:** The AP Environmental Science 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



## 2019•2020 Course Selections

### Social Studies

#### **WORLD HISTORY**

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

Credits: 2

Length: Year

Prerequisites: None

**Content:** History 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.

**Activities:** Assigned readings, lecture, discussion, individual and group projects and research papers, guest speakers and field trips.

#### **ADVANCED PLACEMENT WORLD HISTORY**

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

Credits: 2

Length: Year

**Prerequisites:** There are no prerequisite courses, although students should be able to read a college-level textbook and write grammatically correct, complete sentences.

**Content:** The AP World History 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.



## 2019•2020 Course Selections

### **ADVANCED PLACEMENT EUROPEAN HISTORY**

Credits: 2

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

Length: Year

**Prerequisites:** There are no prerequisite courses, although students should be able to read a college level textbook and write grammatically correct, complete sentences.

**Content:** The AP European History 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

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

Length: Year

**Prerequisites:** None

**Content:** Geography is the social science that studies how humans interact with the environment. The World Geography 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.

**Activities:** Assigned readings, lecture, discussion, individual and group projects and research papers.

### **ADVANCED PLACEMENT HUMAN GEOGRAPHY**

Credits: 2

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

Length: Year

**Prerequisites:** There are no prerequisites for AP Human Geography. Students should be able to read college-level texts and apply the conventions of Standard Written English in their writing.

**Content:** The AP Human Geography 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



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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 (2012).

### **UNITED STATES HISTORY**

Grade Level (s): 10, 11, 12

Credits: 2

Length: Year

Prerequisites: None

**Content:** United States History is a two-semester course 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.

**Activities:** Assigned readings, lecture, discussion, individual and group projects and research papers.

*This course is offered in Spanish for students enrolled in the Dual Language Program. This course is also offered in Spanish or Sheltered English for non-dual students in the ELL program, depending on the student's English proficiency level.*

### **US HISTORY AMERICAN STUDIES**

Grade Level (s): 11, 12

Credits: 2

Length: Year

Prerequisites: Sophomore English

**Content:** 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.

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, re-search skills and competence in test taking strategies will be emphasized. Students will be required to learn academic vocabulary, terminology which is key to support the learning of the literary genres, elements and techniques studied in the course.



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Activities: 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.

### **ADVANCED PLACEMENT UNITED STATES HISTORY**

Credits: 2

Grade Level (s): 10, 11, 12

Length: Year

Prerequisites: There are no prerequisites for AP U.S. History. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

Content: The AP U.S. History 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 in the Dual Language Program. This course is also offered in Spanish or Sheltered English for non-dual students in the ELL program, depending on the student's English proficiency level.*

### **CIVICS**

Credits: 1

Grade Level (s): 10, 11, 12

Length: Semester

Prerequisites: None

Content: Political science 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



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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: Assigned readings, lecture, discussion, individual and group projects and research papers.

*This course is offered in Spanish for the Dual Language Program. This course is also offered in Spanish/Sheltered English for the ELL program, depending on the student's English proficiency level.*

### **ADVANCED PLACEMENT GOVERNMENT AND POLITICS: UNITED STATES**

Credits: 1

Grade Level (s): 10, 11, 12

Length: Semester

Prerequisites: There are no prerequisite courses for AP United States Government and Politics. Students should be able to read a college level textbook and write grammatically correct, complete sentences.

Content: AP United States Government and Politics 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.

### **ADVANCED PLACEMENT COMPARATIVE GOVERNMENT AND POLITICS**

Credits: 1

Grade Level (s): 10, 11, 12

Length: Semester

Prerequisites: There are no prerequisite courses for AP Comparative Government and Politics. Students should be able to read a college level textbook and write grammatically correct, complete sentences.

Content: AP Comparative Government and Politics 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.





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### **ECONOMICS**

Grade Level (s): 10, 11, 12

Credits: 1

Length: Semester

Prerequisites: None

**Content:** Economics is the social science that focuses on the study of production, distribution, and consumption of goods and services. Economics is a semester course required for

graduation and offered in the senior year. It is designed to familiarize students with basic economic concepts, the American economy, capitalistic system, and the business cycle. The attempt to satisfy man's unlimited wants with limited resources is explored and discussed. Practical study is directed toward understanding consumer problems such as use of credit, savings and investment, insurance, taxation, and money management. A balance is sought between economic theory and consumer-oriented economics to comply with state mandated study of consumer economics.

**Activities:** Assigned readings, lecture, discussion, individual and group projects and research papers.

*This course is offered in Spanish for the Dual Language Program. This course is also offered in Spanish/Sheltered English for the ELL program, depending on the student's English proficiency level.*

### **ADVANCED PLACEMENT MACRO ECONOMICS**

Grade Level (s): 10, 11, 12

Credits: 1

Length: Semester

**Prerequisites:** There are no prerequisites for AP Macroeconomics. Students should be able to read a college-level textbook and should possess basic mathematics and graphing skills.

**Content:** AP Macroeconomics 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

### **ADVANCED PLACEMENT MICRO ECONOMICS**

Grade Level (s): 10, 11, 12

Credits: 1

Length: Semester

**Prerequisites:** There are no prerequisites for AP Microeconomics. Students should be able to read a college-level textbook and should possess basic mathematics and graphing skills.

**Content:** AP Microeconomics 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



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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.

### **INTRODUCTION TO LAW**

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

Credits: 1

Length: Semester

Prerequisites: None

**Content:** Introduction to Law is a semester course 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.

**Activities:** Assigned readings, lecture, discussion, individual and group reports, simulations and research papers.

### **INTRODUCTION TO LAW II**

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

Credits: 1

Length: Semester

Prerequisites: Introduction to Law with a C or better

**Content:** Law II is an in-depth study of the law and knowledge of the U.S. legal system. An integral part of the curriculum will be to implement community involvement. Emphasis will be placed on having critical thinking skills and explaining potential law-related skills.

**Activities:** Assigned readings, lecture, discussions, individual and group reports, simulations and research papers.

### **INTRODUCTION TO PSYCHOLOGY**

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

Credits: 1

Length: Semester

Prerequisites: None

**Content:** Psychology 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



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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: Assigned readings, lecture, discussions, individual and group projects and research papers.

### **ADVANCED PLACEMENT PSYCHOLOGY**

Grade Level (s): 10, 11, 12

Credits: 2

Length: Full Year

Prerequisites: There are no prerequisites for AP Psychology. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

Content: The AP Psychology 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.

### **SOCIOLOGY**

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

Credits: 1

Length: Semester

Prerequisites: None

Content: Sociology 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: Assigned readings, lecture, discussions, individual and group projects and research papers.



## 2019•2020 Course Selections

### **INTERNATIONAL RELATIONS**

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

Credits: 1

Length: Semester

Prerequisites: None

**Content:** International Relations is a semester course 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.

**Activities:** Assigned readings, lecture, discussion, simulations, individual and group projects and research papers.



## 2019•2020 Course Selections

### Technology Education

#### **PRODUCTION TECHNOLOGY**

Grade Level (s) 10, 11, 12

Credits: 2

Length: Year

**Classes are held at SEHS and SHS only, but are open to students from all high schools**

Prerequisite: None

Content: This 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.

#### **PRECISION MANUFACTURING**

Grade Level (s) 11, 12

Credits: 4

Length: Year (2 Hours)

**Classes are held at SEHS and SHS only, but are open to students from all high schools**

Prerequisite: Production Technology

Content: This course provides entry level skills in the manufacturing and design fields. Topics include safety, blue print reading, precision and semi-precision measurement, lathe, mill, surface grinder and Computer Numerical Control (CNC) machines. Students will be actively engaged in project-based hands-on activities. Theory and practices used in industry will be taught. This course leads to 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.

#### **ADVANCED PRECISION MANUFACTURING**

Grade Level (s) 12

Credits: 4

Length: Year (2 Hours)

**Classes are held at SEHS and SHS only, but are open to students from all high schools**

Prerequisite: Precision Manufacturing

Content: This course builds on the fundamental skills learned in the Precision Manufacturing course.



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Students will advance their techniques and build additional skills on manual up, operation, manual and CAM programming will be taught. Additional NIMS certification will drive the project based hands on activities offered in this career path. Additional costs for projects may apply.

### **AUTOMOTIVE TECHNOLOGY**

Grade Level (s) 10, 11, 12

Credits: 2

Length: Year

Prerequisite: None

Content: This class will cover the basic fundamentals and proper procedures in vehicle diagnostics and repair through the combination of lab work and related instruction in the 4 National Automotive Technicians Education Foundation (**NATEF** <http://www.natef.org/about.cfm>) areas. Topics will include Electrical/Electronics, Brakes, Steering and Suspension, Engine Design, Construction and Performance. Students will demonstrate the use of hand tools, power tools and automotive diagnostic equipment. Students will use testing equipment to locate and identify potential vehicle problems.

### **ADVANCED AUTOMOTIVE TECHNOLOGY**

Grade Level (s): 11, 12

Credits: 2

Length: Year

Prerequisite: Automotive Technology (student must earn C or better both semesters)

Content: This class will prepare students for the Automotive Service Excellence (**ASE**) (<http://www.ase.com/About-ASE/ASE-at-a-Glance.aspx>) testing that leads to certification and a career in the automotive field. Students use a variety of testing devices, equipment and specialty tools to supplement their learning in the 4 **NATEF** (<http://www.natef.org/about.cfm>) areas of advanced systems diagnosis. Students will apply intermediate testing and diagnostic techniques on electrical systems, fuel injection, ignition, computer systems, suspension, steering and brakes.

### **AUTOMOTIVE SERVICE**

Grade Level (s): 12

Credits: 2 or 4

Length: Year (2 Hours or 1 Hour)

Prerequisite: Advanced Automotive Technology (student must earn C or better both semesters)

Content: This is a two period class that prepares students for Automotive Service Excellence (**ASE**) (<http://www.ase.com/About-ASE/ASE-at-a-Glance.aspx>) 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.



## 2019•2020 Course Selections

### **FUNDAMENTALS OF WELDING**

Grade Level: 10

Credits: 2

Length: Year

**Classes are held at EHS only, but are open to students from all high schools**

Prerequisite: None

Content: This course enables students to gain knowledge of the properties, uses, and applications of various metals, skills in various processes used to join and cut metals (such as oxyacetylene, shielded metal, metal inert gas, and tungsten arc processes), and experience in identifying and selecting appropriate techniques. This course includes welding safety, blueprint reading, welding symbols, welding practices, and welding fabrication techniques.

### **WELDING I**

Grade Level : 11, 12

Credits 2

Length: Year (2 hours)

**Classes are held at EHS only, but are open to students from all high schools**

Prerequisite: Fundamentals of Welding

Content: This course assists students in gaining the knowledge and developing the basic skills needed to be successful in welding technology. Units of instruction include arc, TIG and MIG welding, metallurgy, cutting metal using arc, plasma, and oxy-gas. In addition, students learn the basics of blueprint reading, welding symbols, precision measuring, layout, and production process planning. Students will also perform 3G vertical up welding for evaluation for American Welding Society certification.

### **WELDING II**

Grade Level : 12

Credits 2

Length: Year (2 hours)

**Classes are held at EHS only, but are open to students from all high schools**

Prerequisite: Welding I

Content: This 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, 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.



## 2019•2020 Course Selections

### **INTRODUCTION TO ENGINEERING DESIGN (IED), PLTW**

Grade Level (s): 9, 10, 11

Credits: 2

Length: Year

Prerequisite: None

Content: Introduction to Engineering Design™ (IED) is a course 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](http://www.pltw.org) for more information.)

### **PRINCIPLES OF ENGINEERING (POE), PLTW**

Grade Level (s): 10, 11, 12

Credits: 2

Length: Year

Prerequisite: Introduction to Engineering Design (IED)

Content: Ever wonder how things work? Take 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](http://www.pltw.org) for more information.)

### **CIVIL ENGINEERING & ARCHITECTURE (CEA), PLTW**

Grade Level (s): 10, 11, 12

Credits: 2

Length: Year

Prerequisite: Introduction to Engineering Design (IED), Principles of Engineering (POE) recommended

Content: Civil Engineering and Architecture 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 field. (See [www.pltw.org](http://www.pltw.org) for more information.)

### **COMPUTER INTEGRATED MANUFACTURING (CIM), PLTW**

Grade Level (s): 10, 11, 12

Credits: 2

Length: Year

Prerequisite: Introduction to Engineering Design (IED), Principles of Engineering (POE) recommended

Content: Interested learning about how things are made? What processes go into creating





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products? Is the process for making a water bottle the same as it is for a musical instrument? How do assembly lines work? How has automation changed the face of manufacturing? Students discover the answers to these questions, learning about the history of manufacturing, robotics and automation, manufacturing processes, computer modeling, manufacturing equipment, and flexible manufacturing systems in Computer Integrated Manufacturing (CIM). Students explore how all things around us go from design to production by identifying and learning how computers and machine connections are creating continuous global change. This course is designed for every student in school today to prepare for a future with current and emerging technologies. Students learn to problem solve, work in teams, meet deadlines, and more.

### **DIGITAL ELECTRONICIS (DE), PLTW**

Credits: 2

Grade Level (s): 11, 12 (May be taken at Grade 10 with instructor approval)

Length: Year

Prerequisite: None (Introduction to Engineering Design (IED) Recommended)

Content: Digital Electronics™ 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, MP3 players, laptop computers, digital cameras, high definition televisions, and electronic game controls. Through project based learning the students will analyze, design and build digital electronic circuits using technology such as robots, sensors and motor controls. This course will expose students to the design process, teamwork, communication methods, standards, and technical documentation.

### **ENGINEERING DESIGN & DEVELOPMENT (EDD), PLTW**

Credits: 2

Grade Level (s): 11, 12

Length: Year

Prerequisite: Introduction to Engineering Design (IED) and 1 additional PLTW course

Content: Engineering Design and Development (EDD) 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.

### **COOPERATIVE INTERNSHIP 1-2**

Credits: 4

Grade level (s): 11, 12

Class Year 1 Job Class Year 2

Length: Year

Prerequisite: Must have transportation to training station



## 2019•2020 Course Selections

Content: Designed for junior and senior students to experience entry-level job and/or career interests through integrated classroom instruction and job training. 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 focusing on personal qualities related to employability, work ethic, diversity, and technical and financial management skills will prepare students for college and future careers. Specific projects will be incorporated to meet individual student career interests. Instruction is enhanced by related, paid job training outside the school setting. Written training agreements and individual student training plans are developed and agreed upon by the employer, student, and coordinator. The coordinator, student, and employer assume compliance with federal, state, and local laws and regulations. **Program guidelines require the student work a minimum of 10-15 hours per week to earn on-the-job credit. Job credit is awarded only if the student completes and passes the related class. Students earn two credits per semester, one for the class and one for the job.** This course may be repeated for credit with advanced instruction and an intensified job experience.



## 2019•2020 Course Selections

### World Languages

#### **FRENCH 1 -2**

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

Credits: 2  
Length: Year

Prerequisites: None

Content: The 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: 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 3 -4**

Grade Level (s): 10, 11, 12

Credits: 2  
Length: Year

Prerequisites: French 1-2

Content: This course further develops the language acquisition skills of reading, writing, speaking and listening and cultural awareness of the Francophone countries.

Activities: Listening, reading, simple conversations, and paragraph writing.

#### **FRENCH 5 -6**

Grade Level (s): 11, 12

Credits: 2  
Length: Year

Prerequisites: French 3-4

Content: In the third year the students will improve their knowledge of French grammar and vocabulary with an increased emphasis on history, civilization, and literature.

Activities: Informal conversation, reading literary excerpts and short stories, and writing compositions.

#### **HONORS FRENCH 5 -6**

Grade Level (s): 11, 12

Credits: 2  
Length: Year

Prerequisites: French 3-4 and teacher referral are recommended

Content: 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.



## 2019•2020 Course Selections

Activities: Informal conversation, reading literary excerpts and short stories, and writing compositions.

### **FRENCH 7 -8**

Grade Level (s): 12

Credits: 2

Length: Year

Prerequisites: French 5-6

Content: The class is conducted, with few exceptions, in the native language. Students will continue the study of literature, history, and grammar.

Activities: Instructional activities are enhanced to meet student needs.

### **HONORS FRENCH 7 -8**

Grade Level (s): 12

Credits: 2

Length: Year

Prerequisites: French 5-6 and teacher referral is recommended

Content: 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: Instructional activities are enhanced to meet student needs.

### **GERMAN 1 -2**

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

Credits: 2

Length: Year

Prerequisites: None

Content: The 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: 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.

### **GERMAN 3 -4**

Grade Level (s): 10, 11, 12

Credits: 2

Length: Year

Prerequisites: German 1-2



## 2019•2020 Course Selections

Content: This course is a continuation of basic language skills: listening, speaking, reading, and writing.

Activities: 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.

### **GERMAN 5 -6**

Grade Level (s): 11, 12

Credits: 2

Length: Year

Prerequisites: German 3-4

Content: The course provides an introduction to German literature through short stories, development of vocabulary, and continued emphasis on the spoken language.

Activities: Daily reading, workbooks use of additional vocabulary.

### **HONORS GERMAN 5 -6**

Grade Level (s): 11, 12

Credits: 2

Length: Year

Prerequisites: German 3-4 and teacher referral is recommended

Content: The 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: Daily reading, workbooks, and literary selections.

### **GERMAN 7 -8**

Grade Level (s): 12

Credits: 2

Length: Year

Prerequisites: German 5-6

Content: The fourth year of study includes German literature, samples of famous writers, the finer points of the German language, idiomatic expressions, discussions in German.

Activities: Daily reading, stress on pronunciation, 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.



## 2019•2020 Course Selections

### **HONORS GERMAN 7 -8**

Grade Level (s): 12

Credits: 2  
Length: Year

Prerequisites: German 5-6 and teacher referral is recommended

Content: The 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: 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.

### **SPANISH 1 -2**

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

Credits: 2  
Length: Year

Prerequisites: None

Content: The 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: Writing simple sentences, reading short segments, and learning to express oneself and understand the language, and presentation of dialogues.

### **SPANISH 3 -4**

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

Credits: 2  
Length: Year

Prerequisites: Spanish 1-2

Content: The course includes a review of first year material and continues the study of grammar, oral communication and short readings in Spanish.

Activities: 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.

### **SPANISH 5 -6**

Grade Level (s): 11, 12

Credits: 2  
Length: Year

Prerequisites: Spanish 3-4

Content: The course includes a review and expansion of grammar study and oral communication.



## 2019•2020 Course Selections

Activities: Short stories, short novels and continued cultural exploration.

### **HONORS SPANISH 5 -6**

Grade Level (s): 11, 12

Credits: 2

Length: Year

Prerequisites: Spanish 3-4 and teacher referral are recommended

Content: 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 5-6. Students will also be asked to write at a more developed level in the target language.

Activities: Compositions and oral presentations. History and geography of Spanish-speaking countries will be explored.

### **SPANISH 7 -8**

Grade Level (s): 12

Credits: 2

Length: Year

Prerequisites: Spanish 5-6

Content: Provides an opportunity for intensive grammar review and further development of language acquisition skill. Students will also read plays, novels, study art and the culture of the Hispanic world.

Activities: Oral presentations, several novels or plays. Longer compositions will be written.

### **HONORS SPANISH 7 -8**

Grade Level (s): 12

Credits: 2

Length: Year

Prerequisites: Spanish 5-6 and teacher referral are recommended

Content: 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 7-8. Students will also be asked to write at a more developed level in the target language

Activities: Oral presentations, competitions, and lengthier compositions, several novels or plays, and supplemental novellas not used in regular 7-8. Students wishing to pursue the Advanced Placement Exam will be given the opportunity to take the test



## 2019•2020 Course Selections

### **ADVANCED PLACEMENT SPANISH LANGUAGE**

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

Credits: 2

Length: Year

#### Recommended

**Prerequisites:** There are no prerequisites; however, students are typically in their fourth year of high school–level Spanish language study. In the case of native or heritage speakers, there may be a different course of study leading to this course.

**Content:** The AP Spanish Language and Culture 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 SPANISH LITERATURE**

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

Credits: 2

Length: Year

#### Recommended

**Prerequisites:** While there are no prerequisites for this course, AP Spanish Literature and Culture is designed for students who have successfully completed at least three years of high school-level Spanish language study. While not a prerequisite, 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:** The AP Spanish Literature and Culture 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 is required for full-time TBE Spanish students based on their ACCESS literacy score as required by ISBE. Students will be placed in the appropriate course according to their Spanish proficiency.





## 2019•2020 Course Selections

### **SPANISH FOR HERITAGE SPEAKERS 1 -2**

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

Credits: 2

Length: Year

Prerequisites: Diagnostic Test

**Content:** This 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:** Readings of literature and poetry from Spain and Latin America. The study of Spanish grammar, art, music, culture, and geography.

### **SPANISH FOR HERITAGE SPEAKERS 3 -4**

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

Credits: 2

Length: Year

**Prerequisites:** Spanish for Heritage Speakers 1-2 or high proficiency on the first year diagnostic placement exam.

**Content:** Heritage Speaker 3-4 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. Also, the students come into contact with various employment venues in which being bilingual is advantageous.

**Activities:** Readings of literature and poetry from Spain and Latin America. The study of Spanish grammar, art, music, culture, and geography.

### **SPANISH FOR HERITAGE SPEAKERS 5 -6**

Grade Level (s): 10, 11, 12

Credits: 2

Length: Year

**Prerequisites:** Spanish for Heritage Speakers 3-4 or high proficiency on the second year diagnostic placement exam.

**Content:** Heritage Speaker 5-6 is designed for students who speak, read, write and comprehend Spanish at an advanced 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. 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



## 2019•2020 Course Selections

independent study and literature based curriculum with the purpose of preparing for professions in need of fully bilingual employees.

Activities: Readings of literature and poetry from Spain and Latin America. The study of Spanish grammar, art, music, culture, and geography.\

### **HONORS SPANISH FOR HERITAGE SPEAKERS 5 -6**

Credits: 2

Grade Level (s): 10, 11, 12

Length: Year

Prerequisites: Spanish for Heritage Speakers 3-4 or high proficiency on the second year diagnostic placement exam.

Content: Honors Heritage Speaker 5-6 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: Readings of literature and poetry from Spain and Latin America. The study of Spanish grammar, art, music, culture, and geography.

### **SPANISH FOR HERITAGE SPEAKERS 7 -8**

Credits: 2

Grade Level (s): 11, 12

Length: Year

Prerequisites: Completion of Spanish for Heritage Speakers 5-6 or high proficiency on the third year diagnostic placement exam.

Content: Heritage Speaker 7-8 is designed for students who mastered Spanish skills and will utilize them in authentic settings through a project based curriculum. This course is designed as a continuation of Heritage Speakers 5-6 with continued emphasis on preparing students to be completely bilingual. Students will actively develop their own potential as learners through independent study and literature based curriculum with the purpose of preparing for professions in need of fully bilingual employees.

Activities: Readings of literature and poetry from Spain and Latin America. The study of Spanish grammar, art, music, culture, and geography.



## 2019•2020 Course Selections

### **HONORS SPANISH FOR HERITAGE SPEAKERS 7 -8**

Grade Level (s): 11, 12

Credits: 2

Length: Year

Prerequisites: Completion of Spanish for Heritage Speakers 5-6 or high proficiency on the third year diagnostic placement exam.

Content: Heritage Speaker 7-8 is designed for students who mastered Spanish skills and will utilize them in authentic settings through a project based curriculum. This course is designed as a continuation of Honors Heritage Speakers 5-6 with continued emphasis on intense preparation of students to be completely bilingual. Students will actively develop their own potential as learners through independent study and literature based curriculum with the purpose of preparing for professions in need of fully bilingual employees.

Activities: Readings of literature and poetry from Spain and Latin America. The study of Spanish grammar, art, music, culture, and geography.



## 2019•2020 Course Selections

### English Language Learners Program

In accord with School District U-46's Board of Education 80:20 Dual Language (DL) Policy, students will have the opportunity to continue developing bilingualism and biliteracy skills at the high school level. Beginning with the 2018-2019 School Year, entering 9<sup>th</sup> grade students who have been part of the Dual Language Program will enroll in both Spanish and English courses to continue their dual language trajectory. As a new program model at the high school level, there are specific program expectations for EL students and Former ELs to follow as active students in the Dual Language Program. Both 9<sup>th</sup> and 10<sup>th</sup> grade students will receive dual language specific course guidance and requirements during the course selection window

The goal of the Dual Language High School Program is to continue the development of biliteracy and bilingualism skills through different content area classes, as well as Spanish Language Arts and English Language Arts or English as a Second Language (ESL). In addition, in order to be college and career ready, the program will promote a District Seal of Biliteracy goal as well as The Seal of Biliteracy from the State of Illinois (ISBE).

For school year 2019-20, 11<sup>th</sup> and 12<sup>th</sup> grade English Learner (EL)/emerging bilingual students will continue participating in the Transitional Bilingual Education (TBE) Program or the Transitional Program of Instruction (TPI). EL students in grades 11 & 12 will be enrolled in graduation required courses as represented throughout this course selection guide. They are able to participate in general education electives based on course availability and English proficiency level. Some electives may also be offered in the ELL Program. ELL elective course offerings may vary according to each high school.

**Vision:** The instructional core for students participating in the English Language Learners Program must reflect the same instructional core and high expectations of the general education program within the language proficiency and academic components for ELs. The comprehensive instructional program must support EL students' academic, social and linguistic development through intentionally recognizing the use of the students' primary language and cultural background to develop a school culture in which all stakeholders feel included. All students who exit the English Language Learners Program will meet or exceed achievement standards in General Education classes.

**Mission:** To promote high levels of student achievement through language, academic and social development so that EL students will be successful in their high school careers and become productive members of this global society.



## 2019•2020 Course Selections

### English as a Second Language Courses

EL students in 9<sup>th</sup> grade are required to take 1 period of English as a Second Language class each year which will count towards English Language Arts graduation credits. EL students in grades 10-12 are required to take two periods of ESL Language Arts each year throughout their high school career.

#### English as a Second Language (ESL) Scope and Sequence

English Language Proficiency Level for ELLs	9-12 ESL Level Placement for English	10-12 ESL Level Placement for Reading
Entering	ESL Level 1	ESL Reading Level 1
Emerging	ESL Level 2	ESL Reading Level 2
Developing	ESL Level 3	ESL Reading Level 3
Expanding	ESL Level 4	ESL Reading Level 4
Bridging	ESL Level 5	ESL Reading Level 5

ESL courses in the ELL 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 Language Learners (ELDS for ELLs).

#### 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 audiences.

#### **ESL LEVEL 1**

Grade Level: 9, 10, 11, 12

Credits 2  
Length: Full Year

Pre-requisite: ESL Level Placement is based on WIDA Screener and/or ACCESS scores and other data points, which may include, MAP scores, 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.



## 2019•2020 Course Selections

### ESL READING LEVEL 1 Grade Level: 10, 11, 12

Credits: 2  
Length: Full Year

Content: **ENTERING** level: This course is taken along with the **ESL Level 1** course as part of a two-period **Literacy Block**. In this course students continue developing literacy skills in the four language domains: reading, writing, speaking and listening.

### ESL LEVEL 2 Grade Level: 9, 10, 11, 12

Credits: 2  
Length: Full Year

Pre-requisite: ESL Level Placement is based on WIDA Screener and/or ACCESS scores and other data points, which may include, MAP scores, Writing Samples, and Teacher Recommendation.

Content: **EMERGING** level: In this Emerging stage 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 READING LEVEL 2 Grade Level: 10, 11, 12

Credits: 2  
Length: Full Year

**EMERGING** level: This course is taken along with the **ESL Level 2** course as part of a two-period **Literacy Block**. In this course students continue developing literacy skills in the four language domains: reading, writing, speaking and listening.

### ESL LEVEL 3 Grade Level: 9, 10, 11, 12

Credits: 2  
Length: Full Year

Pre-requisite: ESL Level Placement is based on WIDA Screener and/or ACCESS scores and other data points, which may include, MAP scores, 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 READING LEVEL 3 Grade Level: 10, 11, 12

Credits: 2  
Length: Full Year

**DEVELOPING** level: This course is taken along with the **ESL Level 3** course as part of a two-period **Literacy Block**. In this course students continue developing literacy skills in the four language domains: reading, writing, speaking and listening.

### ESL LEVEL 4 Grade Level: 9, 10, 11, 12

Credits: 2  
Length: Full Year

Pre-requisite: ESL Level Placement is based on WIDA Screener and/or ACCESS scores and other data points, which may include, MAP scores, 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.



## 2019•2020 Course Selections

**ESL READING LEVEL 4**  
Grade Level: 10, 11, 12

Credits: 2  
Length: Full Year

**EXPANDING** level: This course is taken along with the **ESL Level 4** course as part of a two-period **Literacy Block**. In this course students continue developing literacy skills in the in the four language domains: reading, writing, speaking and listening.

**ESL LEVEL 5**  
Grade Level: 9, 10, 11, 12

Credits: 2  
Length: Full Year

Pre-requisite: ESL Level Placement is based on WIDA Screener and/or ACCESS scores and other data points, which may include, MAP scores, 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.

**ESL READING LEVEL 5**  
Grade Level: 10, 11, 12

Credits: 2  
Length: Full Year

**BRIDGING** level: This course is taken along with the **ESL Level 5** course as part of a two-period **Literacy Block**. In this course students continue developing literacy skills in the four language domains: reading, writing, speaking and listening.