

# **SCHOOL DISTRICT U-46**

## **HIGH SCHOOL CURRICULUM GUIDE\***



**2022-23  
Secondary Courses  
Grades 9-12**

**\*Guidelines in this book are effective as  
of October 2021**



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



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



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



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



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



**Elgin High School**  
1200 Maroon Dr.  
Elgin, IL 60120  
Phone: 847-888-5100  
Fax: 847-888-6997  
Principal: Jamie Crosen  
Counseling: Ext: 5113



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



## School District U-46

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

Tel: 847.888.5000 x5007

Fax: 847.608.4173

Tony Sanders, Superintendent

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[www.u-46.org](http://www.u-46.org)

Dear Students and Parents/Guardians:

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

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

This Curriculum Guide is of tremendous value in making course selections. Course selection decisions are very important as 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 should develop a four-year high school plan. Your plans can be adjusted to accommodate your changing educational goals, but changes to course selections must be done in accordance with the district procedures outlined in this guide.

This guide contains the following information in English and Spanish regarding the English Language Learner (ELL) Program. A Spanish version of this curriculum guide is also available.

- 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

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

### STUDENTS

1. This curriculum guide is your reference to the U-46 high school curriculum. Study it carefully. Read it with your parents or guardians. Discuss your high school and postsecondary plans with your parents and school counselor.
2. Use the four-year planning guide to help plan your sequence of high school courses.
3. A school counselor will meet with you to discuss your plan. Have your parents or guardians call the school if they wish to have an appointment with the counselor.
4. 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 school counselor if you have questions or difficulties.

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

### 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.

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

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

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## **GENERAL INFORMATION**

### **THE CURRICULUM**

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

### **SCHOOL COUNSELING**

All U-46 high schools provide a school 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 all 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 semester is divided into two grading periods for the purpose of reporting grades to students and parents. At the close of each semester, a grade report is 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.

## DEFINITIONS

**Course Selection:** Course selection is as much a commitment by the student as the school. Students should ask teachers, counselors, and administrators for help in selecting courses and discuss their plans, decisions, and choices with their parent(s)/guardian(s).

Requesting a course does not guarantee that the course will be available. Sometimes it is necessary to cancel courses due to insufficient enrollment or other factors. Irresolvable scheduling conflicts may also occur. Students should have alternative course selections and backup plans ready in the event of such situations.

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

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

**Credit:** A credit is the high school's measure of course work completed. Students are awarded one credit for successful completion of each course at the end of the semester. For yearlong courses, students are awarded one credit for successful completion of coursework at the end of each semester.

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

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

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

### Classification of High School Students

Grade level designations are as follows:

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

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

**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.**



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

1. Enroll in summer school
2. Increase the number of courses they take
3. Take an APEX credit recovery course, accredited correspondence course or online learning course
4. Continue to enroll in high school beyond the typical four years.

## GRADUATION REQUIREMENTS FOR STUDENTS ENTERING 9th GRADE

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

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

**It is a graduation requirement that all students must take the appropriate state mandated assessment.**

**Beginning in 2020-21, in addition to other graduation requirements, a student must meet one of the following requirements to graduate (Public Act 101-0180):**

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

**Please contact your school counselor for more information.**

## **REQUIREMENTS FOR COLLEGE/UNIVERSITY ADMISSIONS**

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

1. world language: two to four years of study,
2. fine arts: two to four years of study,
3. social studies: three years of study, or
4. science: three years of laboratory science courses.

### **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*
World 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 World Language.**

Work with your school counselor to plan for any other college or university requirements in your four-year plan.

## **COURSE LOAD**

1. The Illinois School Code defines a “day of attendance” by pupils as not less than five (5) clock hours (300 minutes) of school work under direct supervision of teachers or non-teaching personnel or volunteer personnel when engaging in non-teaching duties and supervision of students (105 ILCS 5/18-8.05). In order to be counted in the district’s average daily attendance (ADA), a student must meet the 300-minute requirement. A study hall is considered part of the day of attendance and is included in the five clock hours of schoolwork.
2. Students enrolled in fewer than five credit-bearing periods or an equivalent class schedule are considered part-time students unless a decreased course load is stipulated in the student’s IEP. Part-time students are not eligible to participate in IHSA sports, not eligible for honor roll status, and will not receive district provided transportation.

3. 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
4. Students are required to have a lunch period in their course schedule.

### EARLY DISMISSAL OR LATE ARRIVAL

1. After course registration, but prior to August 20<sup>th</sup>, junior and senior students can submit an application for early dismissal or late arrival.
2. Students seeking an early dismissal or late arrival must be on-track for graduation, not enrolled in an APEX course for credit recovery, and not re-taking a previously failed course required for graduation.
3. Early dismissal and late arrival are considered a privilege. If a student acquires five referrals or is on the loss of privilege list, the student may have early dismissal or late arrival privileges revoked.
4. Students granted late arrival may not enter the building prior to the start of their first scheduled class. Students granted early dismissal must leave the campus five minutes after their last scheduled class. Failure to comply may result in the privilege being revoked.
5. Students cannot be granted both early dismissal and a late arrival in the same semester.
6. Student schedules cannot be adjusted to accommodate for an early dismissal or late arrival.
7. U-46 Transportation is not provided for an early dismissal or late arrival. Students cannot remain on campus or utilize U-46 transportation home if they have early dismissal.

### COURSE DESIGNATION

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

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

### GRADING SYSTEM

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

## COURSE WEIGHTING

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

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

### Transfer Courses Weighting

1. AP courses 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.
2. Transfer students will be awarded a weighted grade for all AP and International Baccalaureate courses taken.
3. For honors level courses, transfer students will only be issued a weighted grade if School District U-46 offers an equivalent course at the honors level.

### Procedure to Determine Grade Point Average (GPA)

Two grade point averages are computed and recorded on report cards and transcripts. The **weighted GPA** is computed by dividing the sum of the weighted grade points by the number of credits attempted.

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

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

## HONOR ROLL

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

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

## SPECIAL CONSIDERATIONS

### AUDITING COURSES:

Any student who registers for school and begins taking classes in the district after the 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 or receive approval from the principal, associate principal or district administrator. A grade of Audit (AU) will appear on the student's transcript.

**INDEPENDENT STUDY:**

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

**PASS/FAIL OPTION:**

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

**PROCESS FOR DROPPING/ADDING A COURSE:** A student's course requests are established during course registration. Should a change be necessary, the following guidelines must be followed:

1. No student/parent-initiated course request changes (dropping one course and adding another in its place) will be made after June 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.
5. Please see page 16 for the in-high school part-time dual credit dropping a course procedure.

**Process for Requesting a Schedule or Course Level Change (i.e. Honors level class to a regular level class or regular level class to an honors level class):**

1. All schedule and level change requests will be reviewed carefully and will use the information provided within the schedule/level change/drop form.
2. The request is subject to approval by parent, teacher, assistant principal, counselor, and associate principal as well as seat availability.

**HIGH SCHOOL CREDIT FOR NON-DISTRICT EXPERIENCES:**

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

1. Distance learning course, including a correspondence, virtual, or online course (for elective courses only). For more information on APEX, see page 14.
2. Courses in an accredited foreign exchange program.
3. Summer school outside the district.
4. Foreign language courses taken in an ethnic school program approved by the Illinois State Board of Education.

5. The student must seek approval from the Assistant Superintendent to receive graduation credit for any non-District approved course or special circumstance.

The following policies apply to all distance learning courses:

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

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

## **DUAL LANGUAGE PROGRAM**

The Dual Language Program at the High School level offers a continuum of services. The goals of the program at the secondary level are for students to:

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

Students enrolled in the High School Dual Language Program receive Spanish and English instruction in different content areas based on the grade-level language allocation. During all four years, students are required to be enrolled in both Spanish and English language arts courses incorporating listening, speaking, reading, and writing. Students who qualify for English Learner (EL) services receive a period of ELA-English as

a Second Language (ESL) instruction. All courses comply with state regulations and follow district-approved curricula, while also meeting the academic and linguistic profile of our students.

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

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

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

1. Students in grades 7-12 may be exempted from physical education (PE) if they can provide documentation of ongoing participation in a nationally sanctioned athletic program that requires 15 or more hours of training on a weekly basis between Monday and Friday. In addition, students must provide their elite national ranking from the national governing body of the sport. Exemption requests and documentation should be submitted to the Assistant Superintendent for review prior to the start of the semester. (The student is NOT exempt from health class. Students may not take another class in place of PE. The student will receive a PE credit and grade of a P on their transcript. If your activity does not have a national structure or you are unable to meet this requirement, please meet with your counselor to explore other options for late arrival or early dismissal that do not include a PE exemption. Deadline for submission is August 1st prior to the start of the school year for semester 1 and December 1st prior to the start of semester 2).
2. Students in grades 9-12 who participate in interscholastic athletic programs may be exempted from PE during the season of the sport. Start and end dates of all seasons are established by the Illinois High School Association. Students will be placed into a study hall during the same period as their PE course, which will remain as an active course on the student's schedule. Once the student's season has ended, the study hall will be dropped from their schedule and they will return to their PE class for the remainder of the semester. The student will receive a PE credit and a grade of a P will be given to all students who are in PE less than 6 weeks. Students approved for this exemption cannot take another class in place of PE. Deadline for submission is within 5 days after rosters have been determined. Students in Independent PE 1 or 2 are not eligible for an athletic waiver.
3. After taking Independent PE their junior year, students in grade 12 may request an exemption to replace PE with a postsecondary college or career enrichment course. If the enrichment course is dropped, the student will lose their PE exemption and need to make up the P.E. class. The prerequisite for this exemption is a credit in Independent PE course with a grade of a "B" or better. This exemption must be chosen during the registration process and form submitted before winter break.
4. Students in grades 9-12 who are enrolled in a marching band program instead of PE (Valid for the semester in which there is ongoing participation in marching band class. This exemption must be chosen during the registration process and form submitted before winter break).
5. Students in 12th grade who need 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 at the end of 8 semesters. Student must have a minimum of three years of attendance in high school and cannot have more than one open period in their schedule.
6. Students in grades 7-12 who must use the time set aside for physical education to receive special education support and services, subject to the student's Individualized Education Plan (IEP).

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

## 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 extracurricular eligibility. Students can be placed into an APEX classroom during the school day and/or can complete courses online outside of the regular school day. The following policies are utilized within the program:

1. All courses must be completed within the same semester they are started, unless the student has documented accommodations for extended time through an IEP or 504 Plan or upon district level approval.
2. Students starting a class after the first quarter begins will have a maximum of 18 weeks to complete the course. The last day to submit work for these classes is at the end of the 18<sup>th</sup> week.
3. Students may complete two APEX courses per semester and earn a total of six online credits during their high school career.
4. Students must submit all written work for each unit to their APEX teacher before they will be permitted to take the unit test.
5. All unit tests and the final exam for the course must be taken in the APEX classroom. Students who are completing their course work at home must arrange a time with the APEX teacher to come into the classroom or work with an APEX approved proctor to take these tests.
6. 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.
7. 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.
8. 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.
9. 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.
10. Any student who plagiarizes a written assignment will be subject to their school's plagiarism policy and any student who is caught cheating may be removed from the program.
11. Cell phones are not to be used in the APEX classroom.

## DUAL CREDIT PROGRAM

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

Through U-46's partnership with Elgin Community College (ECC), there are two ways for students to earn ECC college credit while in high school, the full-time dual credit program at ECC or the in-high school dual credit class program.



### **Full-Time Dual Credit Program Participation Criteria**

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

To be considered for participation in a full-time dual credit program, students must:

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

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

### **Points to Consider:**

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

### **Application:**

1. Discuss dual credit with your family and high school counselor.
2. Complete the Google Form stating your interest. This can be found on the U-46 Dual Credit website: <https://www.u-46.org/dualcredit>.
3. Complete the Elgin Community College application.

4. Meet the ECC minimum competencies for each course and/or program, which includes scoring college-ready based on ECC determined cut scores on the PSAT/SAT in reading and mathematics or ECC placement tests.
5. Meet all deadlines.
6. If accepted, attendance at an orientation meeting in the spring is mandatory.

### **In-High School Dual Credit Program**

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

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

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

Application:

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

### **In-High School Part-Time Dual Credit Attendance Policy**

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

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

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

### **In-High School Part-Time Dual Credit Withdrawal/Drop Policy**

Students who withdraw or drop an in-high school part-time dual credit course will be financially responsible for tuition and fees, normally covered by the district. These fees will be added to your Infinite Campus account.

1. The last drop date without financial penalty is the fifth day of class.
2. Students who drop the class between the sixth day of class and September 15<sup>th</sup> will incur a 50% tuition charge.

3. Students who drop a course after September 15 will incur the full tuition charge. This includes students who are dropped due to attendance issues.
4. Mid-Term Date is determined by ECC.
5. The last day to withdraw from this course with a grade of W on your ECC transcript is determined by ECC.
6. After the withdrawal date listed above, the only grades that will be assigned are A, B, C, D, or E.

Students opting to withdraw from an in-high school dual credit part-time course must contact their school counselor to initiate the process and receive approval from their High School Associate Principal. The approval will be communicated to the U-46 Lead Counselor.

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

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

### **DUAL CREDIT ELIGIBILITY/PREREQUISITES FOR ELGIN COMMUNITY COLLEGE**

1. Unweighted GPA of 3.0 or better or qualifying test scores.
2. Writing and Reading scores – unweighted GPA of 3.0 (for seniors only) or better *or* ECC Placement Test (writing = 55 & reading = 95) *or* PSAT/SAT (reading & writing = 4 80) *or* ACT (English = 19 & reading = 19).
3. Math scores – ECC Placement Test (46 or better) *or* PSAT/SAT (math = 530) *or* ACT (math = 22) *or*
4. Spanish WebCAPE (428 or higher) *or* AP Spanish Language and Culture exam score of 4 or 5.

### **EARLY GRADUATION**

Students may elect to graduate at various times during their high school experience provided they have successfully met all of the graduation requirements established by the Board of Education. Early graduation should be the result of careful planning by the student, parents/guardians, and the student's school counselor. **Students who elect to graduate early are still responsible for meeting all of School District U-46's graduation requirements, including earning 7 semesters of physical education credits.** All 40 credits, including all required courses and non-classroom requirements must be earned by the *targeted graduation date*. The *Early Graduation Form* must be signed by a parent/guardian and returned to the school counselor in order to process any early graduation request.

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

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

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

- Signed Early Graduation Form due by the 1<sup>st</sup> of June at the end of the student's second year of high school.
- *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 picture 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**

- Signed Early Graduation Form due by the 1<sup>st</sup> of June at the end of the student's second year of high school.
- *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 picture 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**

- Signed Early Graduation Form due by the 15<sup>th</sup> of December during the student's third year of high school.
- *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 picture 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.

## REPEATING A COURSE

### REPEATING A FAILED COURSE:

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

### REPEATING A PASSED COURSE FOR A HIGHER GRADE:

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

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

### Courses that may be repeated for original credit:

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

*21<sup>st</sup> Century Media Production*

*Adaptive Physical Education*

*Advanced Theatre Production*

*Art Production*

*Chamber Orchestra (Level 5)*

*Concert Band (Level 4)*

*Concert Orchestra (Level 4)*

*Creative Writing*

*Fine Arts Studio*

*Mixed Chorus (Level 1/2)*

*Music Theory and Appreciation*

*S.T.E.P. Class*

*Senior Leadership Practicum in PE*

*Symphony Orchestra (Level 6)*

*Varsity Band (Level 3)*

*Actors Workshop*

*Advanced Childhood Education*

*Argumentation*

*Chamber Choir (Level 4)*

*Community Living Skills*

*Concert Choir Mixed (Level 2/3)*

*Cooperative Internship*

*Jazz Band*

*Music Production*

*Production and Publication I and II*

*S.T.E.P. Job*

*Study Skills*

*Symphonic Band (Level 5)*

*Treble Choir (Level 2/3)*

*Wind Ensemble (Level 6)*

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.

## NCAA INFORMATION



# ONE OPPORTUNITY. LIMITLESS POSSIBILITIES.

If you want to play sports at an NCAA Division I or II school, start by registering for a Certification Account with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org). If you want to play Division III sports or you aren't sure where you want to compete, start by creating a Profile Page at [eligibilitycenter.org](http://eligibilitycenter.org).

### ACADEMIC REQUIREMENTS

To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA and earn an ACT or SAT score that matches your core-course GPA.

### CORE COURSES

Only courses that appear on your high school's list of NCAA core courses will count toward the 16 core-course requirement; visit [eligibilitycenter.org/courselist](http://eligibilitycenter.org/courselist) for a full list of your high school's approved core courses. Complete 16 core courses in the following areas:

### DIVISION I

Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.

<b>ENGLISH</b>	<b>MATH</b> (Algebra I or higher)	<b>NATURAL/ PHYSICAL SCIENCE</b> (Including one year of lab, if offered)	<b>ADDITIONAL</b> (English, math or natural/physical science)	<b>SOCIAL SCIENCE</b>	<b>ADDITIONAL COURSES</b> (Any area listed to the left, foreign language or comparative religion/philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

### DIVISION II

<b>ENGLISH</b>	<b>MATH</b> (Algebra I or higher)	<b>NATURAL/ PHYSICAL SCIENCE</b> (Including one year of lab, if offered)	<b>ADDITIONAL</b> (English, math or natural/physical science)	<b>SOCIAL SCIENCE</b>	<b>ADDITIONAL COURSES</b> (Any area listed to the left, foreign language or comparative religion/philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

### GRADE-POINT AVERAGE

The NCAA Eligibility Center calculates your grade-point average based only on the grades you earn in NCAA-approved core courses.

- DI requires a minimum 2.3 GPA.
- DII requires a minimum 2.2 GPA.

### SLIDING SCALE

Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low test score, you need a higher GPA to be eligible. Find more information about test scores at [ncaa.org/test-scores](http://ncaa.org/test-scores).

### TEST SCORES

You may take the SAT or ACT an unlimited number of times before you enroll full time in college. Every time you register for the SAT or ACT, use the NCAA Eligibility Center code 9999 to send your scores directly to us from the testing agency. We accept official scores only from the ACT or SAT, and won't use scores shown on your high school transcript. If you take either test more than once, the best subscore from different tests are used to give you the best possible score.

## DIVISION I ACADEMIC REQUIREMENTS

College-bound student-athletes enrolling at an NCAA Division I school need to meet the following academic requirements to practice, compete and receive an athletics scholarship in their first year of full-time enrollment.

### Core-Course Requirement

Complete 16 core courses in the following areas:

<b>ENGLISH</b>	<b>MATH</b> (Algebra I or higher)	<b>NATURAL/ PHYSICAL SCIENCE</b> (Including one year of lab, if offered)	<b>ADDITIONAL</b> (English, math or natural/physical science)	<b>SOCIAL SCIENCE</b>	<b>ADDITIONAL COURSES</b> (Any area listed to the left, foreign language or comparative religion/philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

### FULL QUALIFIER

- Complete 16 core courses.
  - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
  - Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

#### Full Qualifier

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

#### Academic Redshirt

College-bound student-athletes may receive an athletics scholarship during their first year of full-time 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 will not be able to practice, compete or receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division I school.

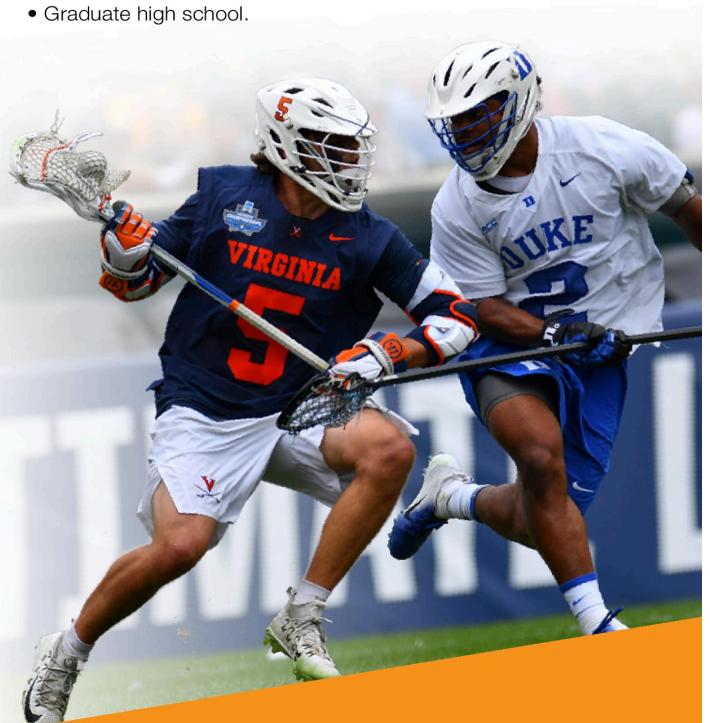
#### International Students

Please review the [international initial-eligibility flyer](#) for information and academic requirements specific to international student-athletes.

Click [here](#) for Division II academic requirements.

### ACADEMIC REDSHIRT

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.



## DIVISION II ACADEMIC REQUIREMENTS

College-bound student-athletes enrolling at an NCAA Division II school need to meet the following academic requirements to practice, compete and receive an athletics scholarship in their first year of full-time enrollment.

### Core-Course Requirement

Complete 16 core courses in the following areas:

<b>ENGLISH</b>	<b>MATH</b> (Algebra I or higher)	<b>NATURAL/ PHYSICAL SCIENCE</b> (Including one year of lab, if offered)	<b>ADDITIONAL</b> (English, math or natural/physical science)	<b>SOCIAL SCIENCE</b>	<b>ADDITIONAL COURSES</b> (Any area listed to the left, foreign language or comparative religion/philosophy)
<b>3 years</b>	<b>2 years</b>	<b>2 years</b>	<b>3 year</b>	<b>2 years</b>	<b>4 years</b>

### FULL QUALIFIER

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division II full qualifier sliding scale (see back page).
- Graduate high school.

### PARTIAL QUALIFIER

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division II partial qualifier sliding scale (see back page).
- Graduate high school.

### Full Qualifier

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

### Partial Qualifier

College-bound student-athletes may receive an athletics scholarship during their first year of enrollment and may practice during their first year of full-time enrollment at a Division II school, but may NOT compete.

### Nonqualifier

College-bound student-athletes will not be able to practice, compete or receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division II school.

### International Students

Please review the [international initial-eligibility flyer](#) for information and academic requirements specific to international student-athletes.

Click [here](#) for Division I academic requirements.





## NCAA APPROVED CORE-COURSES

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

### **English**

American Lit & Rhet/Acad  
American Lit/Gifted  
American St English/Acad  
American Studies  
AP Eng. Lang & Comp.  
AP Eng. Lit & Comp.  
Argumentation  
Creative Writing  
English 1  
English 1 Acad H  
English 1/H  
Humanities/AP/Gifted  
Jr/Sr Reading Strategies  
English 3  
English 3/H  
English 3 Am Studies  
English 2  
English 2/Acad H  
English 2/H  
Spanish Lang Arts 1/H  
Spanish Lang Arts 2/H  
Speech Communications  
English 4  
English 4/H  
World Lit/Gifted  
DC English 101/102

### **Mathematics**

Acad H Integrat Math 1  
Acad H Integrat Math 2  
Algebra 1  
Algebra 1/SBL  
Algebra 1/Trans  
Algebra 2  
Algebra 2/H  
Algebra 2/SBL  
Algebra 2/Trans  
AP Calculus AB  
AP Calculus BC  
AP Computer Science A  
AP Computer Science  
Principles  
AP Statistics  
Calc/Acad H  
CAP Algebra 1  
CAP Algebra 2  
CAP Geometry  
Comp Prog 1  
Comp Prog 1/SBL

Finite Math  
Geometry  
Geometry Bridge  
Geometry Trans  
Geometry/ESL  
Geometry/H  
Geometry/SBL  
Pre-Calc  
Pre-Calc/H  
DC Math 112, 114, 120, 190,  
210, 230

### **Social Science**

Amer Studies US  
AP Art History  
AP Comparative Govt  
AP European History  
AP Govt & Politics/US  
AP Human Geography  
AP Macroeconomics  
AP Microeconomics  
AP Psychology  
AP US History  
AP World History  
Civics 1S  
Civics 1S/H  
Civics 1S/SBL  
Civics Trans  
Civics/ESL  
Econ 1S  
Econ 1S/Acad  
Econ 1S/SBL  
Econ Trans  
Fr Global Studies/Acad H  
History/Acad  
Humanities Sem/Gifted  
Inter Relations 1S  
Intro to Law  
Intro to Law 2  
Psych Intro 1S  
Psych/Life 1S/H  
So Global Studies/Acad H  
Sociology 1S  
US History  
US History 1-2/SBL  
US History AM Studies  
US History Trans  
Wld Geography 1  
Wld Geography 1S/SBL  
Wld History

Wld History 1-2/SBL

### **Natural/Physical Science**

AP Biology  
AP Chemistry  
AP Environmental Sci  
AP Physics 1  
AP Physics C  
Biology (Lab)  
Biology/AP/Gifted (Lab)  
Biology/ESL  
Biology/H (Lab)  
Biology/SBL (Lab)  
Biology/VPAA (Lab)  
Biology/AP/Acad H (Lab)  
Biology/H/VPAA (Lab)  
Chemistry (Lab)  
Chemistry/ESL  
Chemistry/H (Lab)  
Chemistry/Acad H (Lab)  
Envir Science (Lab)  
Earth and Space Science (Lab)  
Earth and Space Science/ESL (Lab)  
Integrated Physical Sci  
Intro Chem/Phys (Lab)  
Intro Chem/Phys/ESL  
Intro Chem/Phys/VPAA (Lab)  
Physics (Lab)  
Physics/Acad H (Lab)  
Physics 1/C/AP/H(Lab)  
Physics1/C/AP/H/Gifted (Lab)  
Physics/Acad H (Lab)  
Physics/ESL  
Physics/H (Lab)

### **Additional Core Courses**

AP Chinese Lang Culture  
Fr Sem Instr TE/Acad  
French 1  
French 2  
French 3  
French 3/H  
French 4  
French 4/H  
German 1  
German 1/Acad  
German 2  
German 2/Acad H

**Additional Core Classes Cont.**

German 3  
German 3/Acad H  
German 3/H  
German 4  
German 4/Acad H  
German 4/H  
AP Japanese Lang &  
Culture  
Japanese 1  
Japanese 1/Acad  
Japanese 2  
Japanese 2/Acad H  
Japanese 3  
Japanese 3/Acad H  
Japanese 3/H  
Japanese 4  
Japanese 4/Acad H  
Japanese 4/H  
Mandarin Chinese/Acad 1  
Mandarin Chinese/Acad 2  
Mandarin Chinese/Acad 3  
AP Spanish Lang  
AP Spanish Lit  
Spanish Heritage Spkr 1  
Spanish Heritage Spkr 2  
Spanish Heritage Spkr 3  
Spanish Heritage Spkr 3/H  
Spanish Heritage Spkr 4  
Spanish Heritage Spkr 4/H  
Spanish 1  
Spanish 1/Acad  
Spanish 1/Nat Sp  
Spanish 2/Acad H  
Spanish 2/Nat Sp  
Spanish 3  
Spanish 3/Acad H  
Spanish 3/H  
Spanish 3/H/Nat Sp  
Spanish 4  
Spanish 4/Acad H  
Spanish 4/H  
Spanish 4/H/Nat Sp

## 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, AP Literature and Composition, or DC English 101	Senior English, AP Literature and Composition, or DC English 102
<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>								

40 Credits Need 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>								

40 Credits Needed for Graduation



## 2022•2023 Course Selections

### MAGNET ACADEMY PROGRAMS

Each high school has a four-year magnet academy program that began in the 1996-1997 school year. Students enrolled in the 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 8<sup>th</sup> grade student in good standing who has the interest and ability to perform the academic and specialized work of the program is eligible to apply for admission to any of the academies. Students must fill out an application form for the academy in which they are interested. Any 8<sup>th</sup> grade student throughout the district may apply to any magnet academy. Applications are due in the fall of a student's 8<sup>th</sup> grade year and families are notified of acceptance in November or early December.

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>	International Baccalaureate Academy – Pending approval (Previously 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>	Leadership, Entrepreneurship, Action, and Design Academy - Pending approval (Previously World Languages and International Studies Academy)











## 2022•2023 Course Selections

### SENIOR YEAR

#### ADVANCED PLACEMENT CALCULUS BC

Credits: 2                                      Length: Year  
Course Code: MA575---                      Grade Level: 12

#### 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 yearlong, Advanced Placement level mathematics course with honors credit is designed for students who have successfully completed Honors Trigonometry/Analysis/Calculus or Honors Pre-Calculus/Trigonometry. This course may require a summer project 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.

### ACADEMY HONORS DESIGN AND TECHNOLOGY

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

#### Prerequisite:

Engineering Design and Development and enrollment in the Academy Program

#### Content:

This yearlong course is designed for the senior year BHS Academy student. Issues in engineering, business, leadership, and science will be explored through the design, control, utilization and assessment of appropriate technologies within the context of problem-based learning scenarios. The curriculum encompasses a variety of different learning formats. These include, but are not limited to: the scientific method, research & development, and problem-based learning. Students will also be instructed in technological workplace skills and exposed to community interactions, such as job shadowing, volunteer service, and 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.





## 2022•2023 Course Selections

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.

### **GIFTED AMERICAN LITERATURE**

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

Prerequisite:  
Enrollment in the Academy Program

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

### **ADVANCED PLACEMENT BIOLOGY**

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

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

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

## **JUNIOR YEAR**

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

Credits: 2                                      Length: Year  
Course Code: LA370---                      Grade Level: 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:  
This yearlong course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

### **ADVANCED PLACEMENT EUROPEAN HISTORY**

Credits: 2                                      Length: Year  
Course Code: SS770---                      Grade Level: 11

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

Content:  
This yearlong course focuses on developing students' understanding of European history from approximately 1450 to the present. The course has students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they

study the past. The course also provides five themes (interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; and individual and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

### **ADVANCED PLACEMENT CHEMISTRY**

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

#### Prerequisites:

Students should have successfully completed a general high school chemistry course and Algebra 2.

#### Content:

This yearlong 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.

### **ADVANCED PLACEMENT PHYSICS 1**

Credits: 2                                      Length: Year  
Course Code: SC420---                      Grade Level(s): 11, 12

#### Prerequisites:

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:

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

## **SENIOR YEAR**

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

Credits: 2                                      Length: Year  
Course Code: LA470---                      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:

This yearlong course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways 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 & POLITICS: UNITED STATES**

Credits: 1                                      Length: Year  
Course Code: SS370---                      Grade Level: 12

#### 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:

This yearlong course introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments.







**ACADEMY HONORS DRAMA 2**

Credits: 3                      Length: Year  
 Course Code: LH220---      Grade Level: 10

Prerequisite:  
 Enrollment in the Academy Program

Content:  
 This yearlong course builds on the basic skills of acting and general theatre studies from the Academy 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.

**ACADEMY HONORS VOCAL 2**

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

Prerequisite:  
 Enrollment in the Academy Program

Content:  
 This yearlong course is the mid-level study of music theory and music history from Medieval to Modern times, including world music. It is integrated with the student's performance techniques used during specific time periods in music.

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

**ACADEMY HONORS INSTRUMENTAL 2**

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

Prerequisite:  
 Enrollment in the Academy Program

Content:  
 This yearlong course is the mid-level study of music theory and music history from Medieval to Modern times, including world music. It is integrated with the student's performance techniques used during specific time periods in music.

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

**ACADEMY HONORS ART 2**

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

Prerequisite:  
 Enrollment in the Academy Program

Content:  
 This yearlong course is the second art course in a sequence of four. Course content covers concepts and skills that are fundamental to the Visual Arts. Students will begin to develop their artwork as an extension of themselves, through expressionism. Art history is incorporated so that the student artist may begin to recognize patterns in their art, when compared with various periods in Art.

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.





## 2022•2023 Course Selections

### **DUAL CREDIT APPLIED MUSIC**

Credits: 0.25 Length: Semester  
Course Code: LH64\*--- Grade Level(s): 9, 10  
Higher Education Institute: Elgin Community College  
College Credit Hours: 1 credit hour

Prerequisite:  
Enrollment in the Academy Program.

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

### **JUNIOR YEAR**

### **ACADEMY HONORS DANCE 3**

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

Prerequisite:  
Academy Honors Dance 2

Content:  
This yearlong course is an opportunity for the dancer to use their focus to further the spectrum of knowledge of dance and motion. The field of dance is very competitive and the broader base of knowledge one has, the better prepared they are to succeed in their field. Dance notation is one other area a dancer needs to be familiar with as many companies and colleges recreate dances from that form of notation. Being well trained in dance also helps a notator interpret steps correctly for future reference. In this yearlong class, the student will have a clear understanding of the use of Labanotation through Human Physiology and Kinesiology honors focus. Basic to intermediate terms (college entry level) of Labanotation will be understood and utilized throughout the year. 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, and use of Laban Pad computer software to create notation through the computer, written tests.

### **ACADEMY HONORS DRAMA 3**

Credits: 3 Length: Year  
Course Code: LH230--- Grade Level: 11

Prerequisite:  
Academy Honors Drama 2

Content:  
This yearlong 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.

### **ACADEMY HONORS VOCAL 3**

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

Prerequisite:  
Academy Honors Vocal 2

Content:  
This yearlong course is the mid-level study of music theory and music history from Medieval to Modern times, including world music. It is integrated with the student's performance techniques used during specific time periods in music.

**Activities:**

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

**ACADEMY HONORS INSTRUMENTAL 3**

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

**Prerequisite:**  
Academy Honors Instrumental 2

**Content:**

This yearlong course is the mid-level study of music theory and music history from Medieval to Modern times, including world music. It is integrated with the student's performance techniques used during specific time periods in music.

**Activities:**

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

**ACADEMY HONORS ART 3**

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

**Prerequisite:**  
Academy Honors Art 2

**Content:**

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

expand student's vision and encourage them to make personal statements with their art.

**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.

**DUAL CREDIT APPLIED MUSIC**

Credits: 0.25 Length: Semester  
Course Code: LH74\*--- Grade Level(s): 11  
Higher Education Institute: Elgin Community College  
College Credit Hours: 1 credit hour

**Prerequisite:**  
Enrollment in the Academy Program.

**Content:**

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

**SENIOR YEAR****ACADEMY HONORS DANCE 4**

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

**Prerequisite:**  
Academy Honors Dance 3

**Content:**

This yearlong course 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.



demonstrate their understanding of design principles as they relate to the integration of depth and space, volume, and surface. The principles of design can be articulated through the visual elements.

### **ADVANCED PLACEMENT DRAWING**

Credits: 3

Length: Year

Course Code: AR830---

Grade Level(s): 12, or  
teacher recommendation

Prerequisite:

VPAA student

Content:

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



# 2022•2023 Course Selections

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

### FRESHMAN YEAR

#### MEDIA AND DIGITAL ARTS TECHNOLOGY 1 (HONORS)

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

Prerequisite:  
Enrollment in the Academy Program

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

### SOPHOMORE YEAR

#### MEDIA AND DIGITAL ARTS TECHNOLOGY 2 (HONORS)

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

Prerequisite:  
Media and Digital Arts Technology 1

Content:  
In this yearlong course, students will work hands-on with equipment, computers and a variety of other tools to create audio/visual content for a variety of audiences and purposes using refined techniques for pre-production, production and post-production. Topics include media ethics, audience reception, careers, professional STORM expectations, ways and methods, storyboarding, portfolio development, essential vocabulary, technology platforms, writing for news, news production, producing and film study as they

relate to the broadcast communication and digital media industries. This honors course extends standard competencies to a rigorous, challenging level. Students will experience extensive training to learn advanced details and techniques of applicable technology, will integrate mastery of technology with communication through persuasion and story-telling, will complete a minimum of 15 comprehensive media projects to demonstrate application of multiple technologies, and consistently present their work to the other students in their class and the general school population.

### JUNIOR YEAR

#### MEDIA AND DIGITAL ARTS PRODUCTION (HONORS)

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

Prerequisite:  
Media and Digital Arts Technology 2

Content:  
In this yearlong course, students will learn concepts related to the broadcasting communication and media industries; laws and regulations; ethics, careers, professional expectations, ways and methods, storyboarding, continued portfolio development, advertising and branding, commercial production, film study, and essential academic vocabulary. Additionally, 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,















## SENIOR YEAR

### ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION

Credits: 2                                      Length: Year  
Course Code: LA470---                      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:

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

### ADVANCED PLACEMENT COMPARATIVE GOVERNMENT AND POLITICS

Credits: 1                                      Length: Semester  
Course Code: SS310---                      Grade Level: 12

#### 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:

This semester-long course introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.

#### Activities:

Students will have the opportunity to take the Advanced Placement Comparative Government exam in May for a chance to earn college credit.

### ADVANCED PLACEMENT GOVERNMENT AND POLITICS: UNITED STATES

Credits: 1                                      Length: Semester  
Course Code: SS370---                      Grade Level: 12

#### 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:

This semester-long course introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

#### Activities:

Students will take the Advanced Placement Government and Politics: United States exam in May for a chance to earn college credit.

### ADVANCED PLACEMENT MACROECONOMICS

Credits: 1                                      Length: Semester  
Course Code: SS470---                      Grade Level: 12

#### 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:

This semester-long course is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places









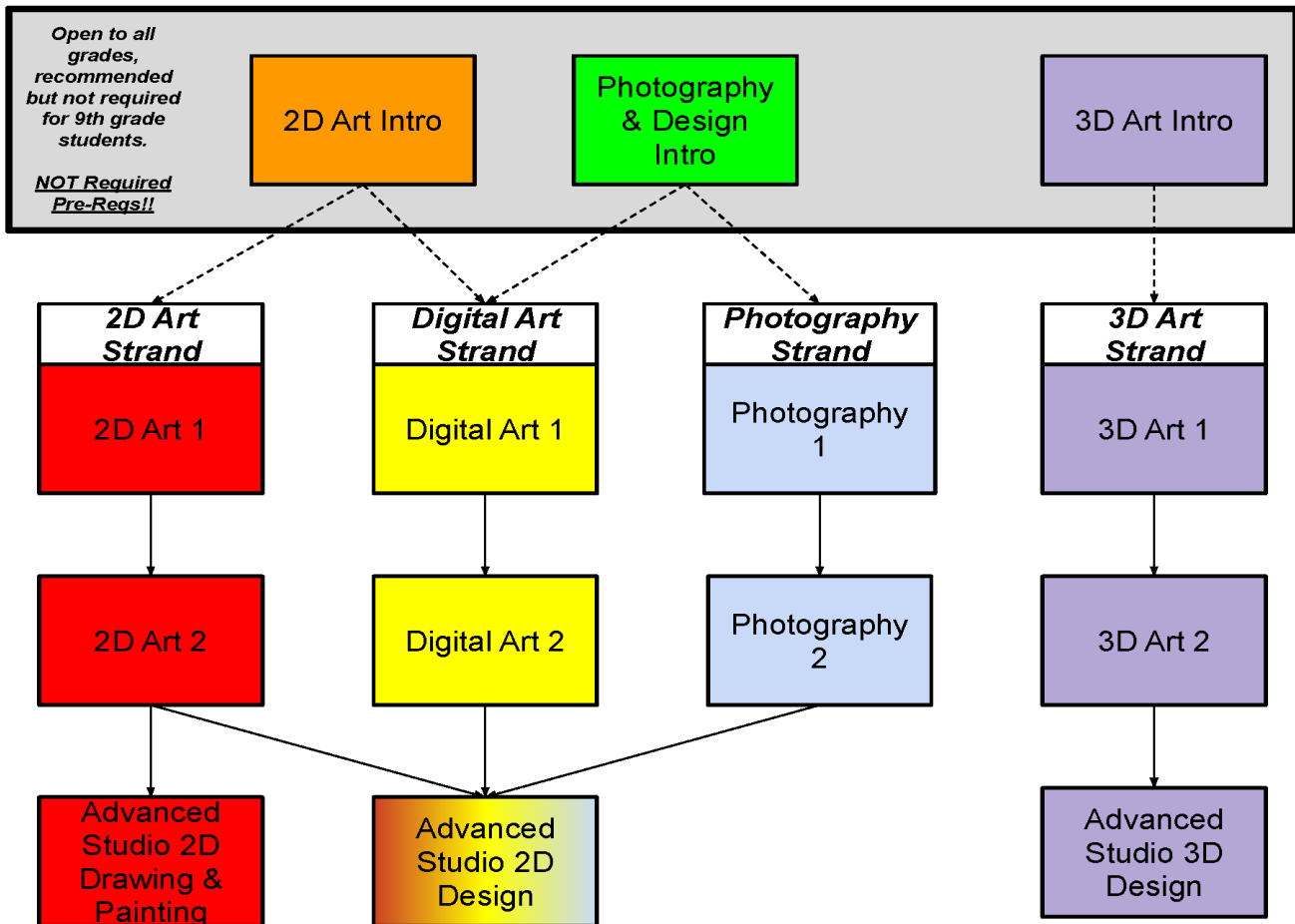


ART

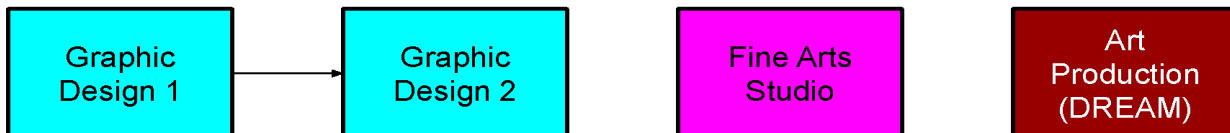
# High School Art Course Sequence



## ELECTIVE STRANDS



## STAND ALONE ELECTIVES



ART





## 2022•2023 Course Selections

### **DIGITAL ART 2**

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

Prerequisites:  
Digital Art 1

Content:  
In this yearlong course, students will explore different digital media in more depth. This advanced course focuses on creative problem solving through media arts. Students will choose an area of focus, and will experience and work in different programs including but not limited to Adobe Illustrator, Adobe Animate.

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

### **PHOTOGRAPHY & DESIGN INTRO**

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

Prerequisite: None

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

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

### **PHOTOGRAPHY 1**

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

Prerequisites:  
Photography & Design Intro Recommended

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

Activities:  
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.

### **PHOTOGRAPHY 2**

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

Prerequisites:  
Photography 1

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

Activities:  
Activities may include further study of advanced photographic techniques, i.e. studio lighting, alternative processes and various formats for shooting and printing. In addition, career choices in the field of photography, historical and contemporary studies and critiquing styles will be addressed.

### **3D ART INTRO**

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

Prerequisite: None

#### Content:

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

#### Activities:

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

### **3D ART 1**

Credits: 2 Length: Year  
Course Code: AR170--- Grade Level(s): 9, 10,  
11, 12

#### Prerequisites:

3D Art Intro Recommended

#### Content:

This yearlong course focuses on creative problem solving through 3D art. Students will experience a variety of materials and techniques, including but not limited to: clay, wood, plaster, foam and paper mâché.

#### Activities:

Students will learn the three basic clay hand-building techniques: pinch, coil, and slab, with variations on each process. The potter's wheel will be introduced. Basic sculpting techniques will be developed through the creative process.

### **3D ART 2**

Credits: 2 Length: Year  
Course Code: AR180--- Grade Level(s): 10, 11,  
12

#### Prerequisites:

3D Art 1

#### Content:

This yearlong course focuses on creative problem solving through 3D art. Students will develop a personal style, while experiencing a variety of materials and techniques, including but not limited to: clay, wood, plaster, foam, metal, glass, and paper mâché.

#### Activities:

This yearlong 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. Woodcarving and jewelry making will be explored, and students will begin compiling a portfolio.

### **ADVANCED PLACEMENT ART HISTORY**

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

#### Prerequisites:

There are no prerequisites courses for AP Art History

#### Content:

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



## 2022•2023 Course Selections

### **GRAPHIC DESIGN 1**

Credits: 1  
Course Code: AR360---

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

Prerequisite: None

#### Content:

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

#### Activities:

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

### **GRAPHIC DESIGN 2**

Credits: 1  
Course Code: AR370---

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

Prerequisites:  
Graphic Design 1

#### Content:

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

#### Activities:

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

### **FINE ARTS STUDIO**

Credits: 2  
Course Code: AR800---

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

#### Prerequisites:

All courses in the media sequence -AND- teacher recommendation.

#### Content:

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

#### Activities:

Students will work through a combination of independent study and guided coursework. Emphasis will be placed on the development of individual style and creativity. Student growth and creativity will be evaluated during the term of the course.

### **ART PRODUCTION**

Credits: 1  
Course Code: AR030---

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

Prerequisites:  
DREAM Academy Student

#### Content:

In this repeatable semester-long course, students will explore different techniques and concepts in 2D art, 3D art, digital photography, and the commercial arts. This introductory hands-on studio course focuses on creative problem solving through the visual arts. Students will experience a variety of materials and techniques, including but not limited to: clay, acrylic paint, watercolor paint, pencil, colored pencil, Adobe Photoshop, digital cameras.

#### Activities:

Students will work through a combination of independent study and guided coursework. Emphasis will be placed on the development of individual style and creativity. Student growth and creativity will be evaluated during the term of the course.















## FAMILY & CONSUMER SCIENCE

### CHILD DEVELOPMENT

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

Prerequisite: None

#### Content:

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

### CHILDHOOD EDUCATION

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

Prerequisite: None

#### Content:

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

### ADVANCED CHILDHOOD EDUCATION

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

#### Prerequisites:

Childhood Education

#### Content:

This yearlong course is a lab-oriented course where students are provided opportunities to observe, supervise, and teach children. Students will research, formulate and implement the most current teaching trends and techniques. Experiences obtained through working in the on-site preschool will support further development of competencies needed for working with children in a variety of careers. Students will develop skills in organization, implementation, and maintenance of an early childhood program. Professional experience, technical skills and effective communication skills gained through this course will assist students in post-secondary pursuits. This course may be repeated for credit with a focus on childcare administration and facilitation responsibilities by students who have earned a "B" or higher in Advanced Childhood Education and have instructor approval.

### EDUCATION INTERNSHIP (2 HOUR COURSE)

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

#### Prerequisites:

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

#### Content:

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



## 2022•2023 Course Selections

tation to and from site location is the responsibility of the individual student.

### **INTRODUCTION TO CULINARY ARTS**

Credits: 2 Length: Year  
Course Code: FC300--- Grade Level(s): 9, 10, 11

Prerequisite: None

#### Content:

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

### **CULINARY ARTS**

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

Prerequisites:  
Introduction to Culinary Arts

#### Content:

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

### **ADVANCED CULINARY ARTS**

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

Prerequisites:  
Intro to Culinary Arts or Culinary Arts

#### Content:

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

### **CULINARY ARTS AND RESTAURANT MANAGEMENT**

Credits: 2 Length: Year  
Course Code: FC330--- Grade Level(s): 11, 12

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

#### Content:

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

### **CULINARY ARTS AND RESTAURANT MANAGEMENT**

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

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

#### Content:

This yearlong, two-hour course has an emphasis in restaurant and hospitality management, advanced culinary skills, and the development of operational management skills. Students will gain advanced skills in techniques related to global and American regional cuisine while developing awareness of resource





## 2022•2023 Course Selections

### HEALTH CARE SCIENCE

#### FOUNDATIONS OF HEALTH CARE SCIENCE

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

Prerequisite: None

**Content:**

In this semester-long course, 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

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

Prerequisite: None

**Content:**

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

#### ADVANCED HEALTH CARE SCIENCE

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

Prerequisite: None

**Content:**

This yearlong course develops knowledge and skills common to most health care occupations. Occupational competencies will be developed through interactive activities related to current therapies, first aid and CPR, medical terminology, safety and infection control, and an understanding of human growth and development and disease processes. Students explore health care careers and develop employability skills. This course

establishes a strong foundation for future study in health care science.

#### CNA (CERTIFIED NURSING ASSISTANT) HONORS **NUR105: DUAL CREDIT CNA HONORS (BHS, LHS, SEHS Only)**

Credits: 2 Length: Year  
Course Code: HE234--- Grade Level(s): 11, 12  
Higher Education Institute: Elgin Community College  
College Credit Hours: 7 credit hours

**Prerequisite:**

Satisfaction of Elgin Community College Placement criteria and a grade of "C" or better in biology

**Content:**

This yearlong, Basic Nurse Assistant course is designed to prepare qualified nurse assistants to provide patient care as members of a health care team in hospitals, extended care facilities, community agencies and home health care agencies. The nurse assistant course is a seven-credit course. It meets the requirements and guidelines set by the state of Illinois Department of Public Health for the Basic Nurse Aide Training Program. Successful completion of the Basic Nurse Assistant Program at ECC involves completing the mandatory hours of theory and hours of clinical instruction and demonstrating manual skills competency. For certification, one must pass the Illinois State Competency Written Examination.

Special Note: Students enrolled in this program are required to have the following: 1.) a criminal background check, 2.) a drug test, 3.) physical exam, 4.) lab tests to prove immunity to common illnesses, 5.) TB test, 6.) health insurance, 7.) a uniform, 8.) a social security card, and 9.) Basic Life Support (BLS) Healthcare Provider CPR Certification. The cost associated with these requirements are approximately \$450, plus cost for health insurance. Students must attend the first day of class. For more information, please refer to [Nursing Information](#). The last day to register for NUR 105 is 11 days before the start of the term. Students must take the PSB exam prior to registering for the class and score in the 12<sup>th</sup> percentile

HEALTH CARE







# LANGUAGE ARTS

## **ENGLISH LANGUAGE ARTS 1**

Credits: 2 Length: Year  
Course Code: LA100--- Grade Level(s): 9, 10,  
11, 12

Prerequisite: None

### Content:

This yearlong course 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 ENGLISH LANGUAGE ARTS 1**

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

### Prerequisites:

District placement testing and/or teacher referral are recommended.

### Content:

This yearlong course 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 that 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.

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

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

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



## 2022•2023 Course Selections

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

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

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

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

### **ENGLISH LANGUAGE ARTS 2**

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

Prerequisites:  
English Language Arts 1

Content:  
This yearlong 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.*

### **HONORS ENGLISH LANGUAGE ARTS 2**

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

Prerequisites:  
Honors English Language Arts 1 or teacher referral are recommended.

Content:  
This yearlong course 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 that 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.

### **ENGLISH LANGUAGE ARTS 3**

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

Prerequisites:  
English Language Arts 2





## 2022•2023 Course Selections

### **ENGLISH LANGUAGE ARTS 4**

Credits: 2 Length: Year  
Course Code: LA400--- Grade Level(s): 12

Prerequisites:  
English Language Arts 3 or English Language Arts 3  
American Studies

**Content**  
This yearlong 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**

Credits: 2 Length: Year  
Course Code: LA470--- Grade Level(s): 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:**  
This yearlong course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of

imaginative literature to deepen their understanding of the ways that writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

### **LITERACY LAB 1**

Credits: 2 Length: Year  
Course Code: RE125--- Grade Level(s): 9

Prerequisite: None

**Content:**  
This yearlong 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.*

### **LITERACY LAB 2**

Credits: 2 Length: Year  
Course Code: RE225--- Grade Level(s): 10

Prerequisite: None

**Content:**  
This yearlong course provides support for students to strengthen literacy skills and strategies necessary for





## 2022•2023 Course Selections

### Activities:

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

Course can be repeated for original credit.

### **ARGUMENTATION**

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

Prerequisite: None

### Content:

This semester-long course is recommended for the student who has studied and practiced basic presentation and research skills to acquire more advanced debate and group discussion skills. Students develop critical thinking and analytical skills along with logic and impromptu speaking techniques.

### Activities:

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

Course can be repeated for original credit.

### **SPEECH COMMUNICATIONS**

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

Prerequisite: None

### Content:

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

### Activities:

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

### **PRODUCTION & PUBLICATION 1**

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

Prerequisites:  
Student application with teacher approval

### Content:

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

### Activities:

Taking pictures, indexing, writing copy, organizing time and budget, computer-assisted layout, blogging.

Course can be repeated for original credit.

### **PRODUCTION & PUBLICATION 2**

Credits: 2 Length: Year  
Course Codes: LA570--- Grade Level(s): 9, 10, 11, 12

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

### Content:

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















Successful completion of this course with a “C” or better for the year guarantees student placement into a credit-bearing postsecondary mathematics course required for a community college career and technical education program. The mathematics in this course emphasizes the application of mathematics within career settings.

### **DUAL CREDIT COLLEGE ALGEBRA**

#### **MATH 112 COLLEGE ALGEBRA**

Credits: 1                                      Length: Semester  
Course Code: MA612---                      Grade Level: 12  
Higher Education Institute: Elgin Community College  
College Credit Hours: 4 credit hours

Prerequisites:  
Satisfaction of Elgin Community College placement criteria. See page 16.

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

### **DUAL CREDIT TRIGONOMETRY**

#### **MATH 114 TRIGONOMETRY**

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

Prerequisites:  
Satisfaction of Elgin Community College placement criteria, or grade of C or better in MTH 112. See page 16.

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

trigonometric functions, and solving trigonometric equations.

### **DUAL CREDIT STATISTICS 1**

#### **MATH 120 STATISTICS**

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

Prerequisites:  
Satisfaction of Elgin Community College placement criteria, or grade of C or better in MTH 112 College Algebra. See page 16.

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

### **DUAL CREDIT CALCULUS FOR BUSINESS/SOCIAL SCIENCE**

#### **MATH 126 CALCULUS FOR BUSINESS/SOCIAL SCIENCE**

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

Prerequisites:  
Satisfaction of Elgin Community College placement criteria, or grade of C or better in College Algebra (Math 112). See page 16.

Content:  
This semester-long course is an introductory course in









## 2022•2023 Course Selections

### MUSIC

#### **MIXED CHORUS (LEVEL 1/2)**

Credits: 2 Length: Year  
Course Code: MU140--- Grade Level(s): 9, 10,  
11, 12

Prerequisite: None

#### Content:

This yearlong course is a 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

#### **CONCERT CHOIR (LEVEL 2/3)**

Credits: 2 Length: Year  
Course Code: ME120--- Grade Level(s): 9, 10,  
11, 12

#### Prerequisites:

Previous choral experience and/or recommendation of choral director

#### Content:

In this yearlong course. Students perform with expression and technical accuracy a large and varied repertoire of SATB choral literature.

#### Activities:

Rehearsals and concerts

#### **TREBLE CHOIR (LEVEL 3)**

Credits: 2 Length: Year  
Course Code: MU100--- Grade Level(s): 10, 11,  
12

Prerequisite: None

#### Content:

This yearlong course is a 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 (LEVEL 4)**

Credits: 2 Length: Year  
Course Code: MU110--- Grade Level(s): 10, 11,  
12

#### Prerequisites:

Audition only

#### Content:

In this yearlong course, students perform with expression and technical accuracy a large and varied repertoire of advanced SATB choral literature.

#### Activities:

Rehearsals and concerts

#### **VARSITY BAND (LEVEL 3)**

Credits: 2 Length: Year  
Course Code: MU200--- Grade Level(s): 9, 10,  
11, 12

#### Prerequisites:

Previous band experience and/or permission of director

#### Content:

In this yearlong course, students continue to develop musicianship, technical, and performance skills.

#### Activities:

Rehearsals and performances

#### **CONCERT BAND (LEVEL 4)**

Credits: 2 Length: Year  
Course Code: MU200--- Grade Level(s): 9, 10,  
11, 12

#### Prerequisites:

Previous band experience and/or permission of director

#### Content:

This yearlong course will focus on the development of advanced musicianship, technical, and performance

skills through the study of challenging band literature.

Activities:

Rehearsals and performances

**SYMPHONIC BAND (LEVEL 5)**

Credits: 2

Length: Year

Course Code: MU210---

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

Prerequisites:

Previous band experience and/or permission of director

Content:

This yearlong course will develop a high level of musicianship, skill development and performance through the study of challenging band literature.

Activities:

Rehearsals and performances

**WIND ENSEMBLE (LEVEL 6)**

Credits: 2

Length: Year

Course Code: MU220---

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

Prerequisites:

Previous band experience and/or permission of director.

Content:

In this yearlong course, students will continue to develop musicianship, skill development, and performance through the study of wind ensembles.

Activities:

Rehearsals and performance

**JAZZ BAND**

Credits: 2

Length: Year

Course Code: MU230---

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

Prerequisites:

Previous Orchestra experience and/or permission of instructor

Content:

In this yearlong course, students will rehearse and perform all types and styles of jazz. Develop improvisational skills. Activities Rehearsals and performances.

**CONCERT ORCHESTRA (LEVEL 4)**

Credits: 2

Length: Year

Course Code: MU310---

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

Prerequisites:

Previous orchestra experience and/or permission of director

Content:

In this yearlong course, students will continue to develop musicianship, technical, and performance skills. String players rehearse five days a week. Wind and percussion players may be chosen from the band for one rehearsal a week.

Activities:

Rehearsals and performances

**CHAMBER ORCHESTRA (LEVEL 5)**

Credits: 2

Length: Year

Course Code: MU300---

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

Prerequisites:

Member of orchestra and/or permission of director

Content:

This yearlong course is an advanced string ensemble for orchestra members.

Activities:

Rehearsals and performances

**SYMPHONY ORCHESTRA (LEVEL 6)**

Credits: 2

Length: Year

Course Code: MU330---

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

Prerequisites:

Previous orchestra experience and/or permission of director



## 2022•2023 Course Selections

### Content:

In this yearlong course, students continue to develop an advanced level of musicianship, skill development and performance, through the study of challenging orchestra literature. Wind and percussion players may be chosen from the band for one rehearsal a week.

### Activities:

Rehearsals and performances

to create original lyrics that reflect the students' lives, interests, and futures. Students will develop online portfolios for their digital music, which they can share, and market based on an individualized production plan.

### Activities:

Classroom discussion, performance, and hands-on activities.

### **MUSIC THEORY**

Credits: 2

Length: Year

Course Code: MU400---

Grade Level(s): 11, 12

### Prerequisites:

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

### Content:

In this yearlong course, students learn scales, intervals, ear training, sight-reading, form and analysis, keyboard harmony and technique, music history, and theory of composition.

### Activities:

Classroom lecture and activities

### **MUSIC RECORDING & PRODUCTION (DREAM Academy only)**

Credits: 1

Length: Semester

Course Code: MU450---

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

### Prerequisites:

DREAM Academy Student only

### Content:

In this semester-long course, students will explore the historical context of popular music genres and learn how the music they enjoy developed culturally. The students will develop skills in digital audio composition and production, and will generate completed pieces of pop music. The course will incorporate writing, cognitive looping, cultural identity, and dialectic process

# PHYSICAL EDUCATION AND HEALTH

## **FUNCTIONAL FITNESS A Semester 1 ONLY**

Credits: 1                                      Length: Semester  
Course Code: PE130---                      Grade Level(s): 9

### Content:

Students will develop a comprehensive knowledge of fitness etiquette, safety, mechanically correct form, and target heart rate. Students will participate in a variety of individual and group fitness experiences that will include, but not limited to, the following: Strength Training, Yoga, Pilates, and Functional Movement Activities. Module A will have a focus on anatomy and the development of a 3-day fitness plan. 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 B Semester 2 ONLY**

Credits: 1                                      Length: Semester  
Course Code: PE131---                      Grade Level(s): 9

### Content:

Students will develop a comprehensive knowledge of fitness etiquette, safety, mechanically correct form, anatomy and target heart rate. Students will participate in a variety of individual and group fitness experiences that will include, but are not limited to, the following: Strength Training, Yoga, Pilates, and Functional Movement Activities. Module B will have a focus on the development, implementation, and reflection of a 3-day personal fitness plan. 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 G Semester 1 ONLY**

Credits: 1                                      Length: Semester  
Course Code: PE136---                      Grade Level(s): 10, 11,  
12

### Content:

Students will develop a comprehensive knowledge of fitness through experiences that will include, but are not limited to, the following: Group and Individual Fitness, Step Aerobics, and Kickboxing. Module G will

focus on the student's ability to develop a personal fitness program that focuses on one of the health-related fitness components and will understand how this aligns to real-life functional movement. Students will continue to utilize technology to collect personal data on target heart rate. Safety, movement, and etiquette will continue to be a focus of the course.

## **FUNCTIONAL FITNESS H Semester 2 ONLY**

Credits: 1                                      Length: Semester  
Course Code: PE137---                      Grade Level(s): 10, 11,  
12

### Content:

Students will develop a comprehensive knowledge of fitness through experiences that will include, but are not limited to, the following: Group and Individual Fitness, Step Aerobics, and Drumfit. Module H will focus on the student's ability to develop a personal fitness plan that focuses on one of the health-related fitness components and understand how this aligns to real life functional movement. Students will continue to utilize technology to collect personal data on target heart rate. Safety, movement, and etiquette will continue to be a focus of this course.

## **STRENGTH AND PERFORMANCE A Semester 1 ONLY**

Credits: 1                                      Length: Semester  
Course Code: PE140---                      Grade Level(s): 9

### Content:

Students have the opportunity to experience a course that is devoted to the development of strength and performance. Fundamental techniques will be applied and mastered leading into advanced techniques in resistance training. Functional fitness concepts will be applied to enhance the student's movement pattern and performance. Students will continue to build and maintain concepts of target heart rate zones. Anatomy and safety of movement will be the foundational information for this course to understand and enhance the development of strength and performance. Students will learn how to write a SMART goal and apply that to a 3-day personal fitness plan.



## 2022•2023 Course Selections

### **STRENGTH AND PERFORMANCE B Semester 2 ONLY**

Credits: 1 Length: Semester  
Course Code: PE141--- Grade Level(s): 9

Content:  
Students have the opportunity to experience a course that is devoted to the development of strength and performance. 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 use SMART goals to create a 3-day fitness plan, track their individual fitness data and reflect on the impact on their physical, mental, and emotional health.

### **STRENGTH AND PERFORMANCE G Semester 1 ONLY**

Credits: 1 Length: Semester  
Course Code: PE146--- Grade Level(s): 10, 11, 12

Content:  
Students have the opportunity to experience a course that is devoted to the development of strength and performance. Fundamental techniques will be applied and mastered leading into advanced techniques in resistance training. Module G will focus on the student’s ability to analyze proper form and provide feedback to peers to improve movement. Students will continue to utilize technology to collect personal data on target heart rate. Anatomy and safety of movement will continue to be a focus in this course to understand and enhance the development of strength and performance.

### **STRENGTH AND PERFORMANCE H Semester 2 ONLY**

Credits: 1 Length: Semester  
Course Code: PE147--- Grade Level(s): 10, 11, 12

Content:  
Students will have the opportunity to experience a course that is devoted to the development of strength and performance. Fundamental techniques will be applied and mastered leading into advanced techniques in resistance training. Module H will focus on the student’s ability to develop a personal fitness program that focuses on one of the health-related fitness

components and understand how this aligns with real-life functional movement. Students will continue to utilize technology to collect personal data on target heart rate. Anatomy and safety of movement will continue to be a focus in this course to understand and enhance the development of strength and performance.

### **TEAM SPORTS OFFICIATING & COACHING A Semester 1 ONLY**

Credits: 1 Length: Semester  
Course Code: PE150--- Grade Level(s): 9

Content:  
This course is directed towards introducing students to the basics of officiating, coaching, and being a cooperative and productive member of a team. Students will participate daily in a variety of team sports. The responsibilities and techniques in officiating and coaching of youth sports will be covered, along with analyzing and developing students’ officiating and coaching style. Students will evaluate and assess the common traits of a good coach and develop collaborative strategies to enhance a team’s ability to achieve common goals. The students will act as coach and official to practice using assertive communication to enforce rules, insure safe practices, and sportsmanship during a variety of team sport game play scenarios. Students will establish and cultivate their knowledge in evaluation techniques utilized by successful coaches and officials to improve their coaching and officiating skills. 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 B Semester 2 ONLY**

Credits: 1 Length: Semester  
Course Code: PE151--- Grade Level(s): 9

Content:  
This course is directed towards introducing students to the basics of officiating, coaching, and being a cooperative and productive member of a team. Students will participate daily in a variety of team sports. The responsibilities and techniques in officiating





## 2022•2023 Course Selections

### WALKING FOR WELLNESS B Semester 2 ONLY

Credits: 1 Length: Semester  
Course Code: PE161--- Grade Level: 9

**Content:**  
This course will help students understand how walking can be used to achieve health and fitness goals. Module B will focus on how to use technology to monitor heart rate 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. The class will take place primarily outside dependent on weather. In an event of extreme weather or temperatures below 20 degrees Fahrenheit (real feel), the class will take place indoors.

### WALKING FOR WELLNESS G Semester 1 ONLY

Credits: 1 Length: Semester  
Course Code: PE166--- Grade Level(s): 10, 11, 12

**Content:**  
This course will help students understand how walking can be used to achieve health and fitness goals. Module G will focus on the development of a fitness portfolio to track heart rate, nutrition, fitness, and motivation data. It will also focus on identifying local events, (i.e. 5k race, fun run, etc.) as well as the creation of cross training warm-ups throughout the semester. Students should be prepared mentally and physically to walk outdoors in a variety of conditions (hot, cold, windy, sunny). Sunscreen, shoes, proper clothing and water bottles are all highly recommended and necessary for success in the Walking for Wellness class, In the event of extreme weather or temperatures below 20 degrees Fahrenheit, (real feel) the class will take place indoors.

### WALKING FOR WELLNESS H Semester 2 ONLY

Credits: 1 Length: Semester  
Course Code: PE167--- Grade Level(s): 10, 11, 12

**Content:**  
This course will help students understand how walking can be used to achieve health and fitness goals. Module H will focus on the development of a fitness portfolio to track heart rate, nutrition, fitness, and motivation data, as well as complete it. This final semester will result in a culminating activity that once again focuses on marketing and advocacy for a community/local event that is planned by the Walking for Wellness classes (school event, marathon, etc.). Students should be prepared mentally and physically to walk outdoors in a variety of conditions (hot, cold, windy, sunny). Sunscreen, shoes proper clothing and water bottles are all highly recommended and necessary for success in the Walking for Wellness class. Un an event of extreme weather or temperatures below 20 degrees Fahrenheit (real feel), the class will take place indoors.

### LIFEGUARD CERTIFICATION AND LEADERSHIP (HONORS)

Credits: 1 Length: Semester  
Grade Level(s): 10, 11, 12  
Course Code: PE110--- and PE115 (for freshmen)

Course Fee: \$35.00, fee cannot be waived

**Prerequisite:**  
Minimum age: **15 years by the end of the class** and be able to swim

**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 pass the Ellis & Associates Lifeguard Certification test. Students will learn how to effectively communicate through verbal and non-verbal cues, implement clear, detailed feedback to maximize group potential, facilitate problem solving and facilitate group activities in a variety of physical education environments. Students will learn the most recent lifeguarding skills, CPR for the Professional Rescuer and use of the Automatic External Defibrillator (AED) as well as First Aid. This course takes place in both the classroom and swimming pool. By the end of the course, the student must be able to complete the following: swim 100 yards continuously; tread water for

1 minutes using only their legs; dive to a depth of 7 to 10 feet to retrieve a 10-pound object and return to the surface.

### **INDEPENDENT PE-1 Semester 1 ONLY**

Credits: 1 Length: Semester  
Course Code: PE660--- during zero period only and PE661--- during 1<sup>st</sup> and 8<sup>th</sup> period  
Grade Level: 11, 12

#### Prerequisite:

Open to Jr/Sr students. Students cannot use an athletic waiver during this course. If a medical exemption becomes necessary, the students cannot access the PE exemption for the following school year. Students must earn a “B” or better in the class to qualify for a waiver their senior year.

#### Course Requirements:

Students provide their own Bluetooth SMART enabled device and use personal cell data to track and submit fitness data to their physical education teacher OR check in once a week with their teacher to transfer data from their watch to the Polar Coach program. Students will be required to attend a few in-person sessions to set up their heart monitor, course overview and fitness testing (if 0 hour, no district transportation is provided). All other class work and physical activity is done outside of the school day and is the responsibility of the student to schedule and meet course requirements and deadlines.

#### Content:

In this semester-long course, students have the opportunity to experience a course that is devoted to developing both their physical and cognitive health through a non-traditional physical education experience. Through this course, students will develop a fitness plan that details self-selected physical activities that best suits the students’ personality, community resources and interests while tracking target heart rate for weekly online reporting. The cognitive content will cover, but not be limited to, the following topics: How to be successful in Independent PE, what physical activity do I enjoy, how do I set and achieve personal fitness goals, what are my barriers to fitness and how can I sustain physical activity throughout my life.

Students provide their own Bluetooth SMART enabled device and use personal cell data to track and submit fitness data to their physical education teacher OR check in once a week with their teacher to transfer data from their watch to the Polar Coach program. Students are required to attend 5 sessions during their scheduled period to set up their heart rate monitor, online content, final assessments and fitness testing. All other classwork and physical activity are done outside of the school day and is the responsibility of the student to schedule and meet course requirements and deadlines. Students have the opportunity to experience a course that is devoted to developing both their physical and cognitive health through a non-traditional physical education experience.

### **INDEPENDENT PE-2 Semester 2 ONLY**

Credits: 1 Length: Semester  
Course Code: PE660--- during zero period only  
Grade Level: 11, 12

#### Prerequisite:

Open to Jr/Sr students. Students cannot use an athletic waiver during this course. If a medical exemption becomes necessary, the students cannot access the PE exemption for the following school year. Students must earn a “B” or better in the class to qualify for a waiver their senior year.

#### Course Requirements:

Students provide their own Bluetooth SMART enabled device and use personal cell data to track and submit fitness data to their physical education teacher OR check in once a week with their teacher to transfer data from their watch to the Polar Coach program. Students will be required to attend a few in-person sessions to set up their heart rate monitor, course overview, and fitness testing (if 0 period, no transportation is provided). All other class work and physical activity is done outside of the school day and is the responsibility of the student to schedule and meet course requirements and deadlines.

#### Content:

In this semester-long course, students have the opportunity to experience a course that is devoted to developing both their physical and cognitive health





knowledge and skills, they need to be able to make educated decisions that impact the physical, mental/emotional, social, environmental, and occupational health of self, friends, family, and community. The course will focus on skill development in the areas of Communication, Goal Setting Advocacy, Self-Management, and Decision Making. The skills will be taught by exploring information in the areas of Mental and Emotional Health, Alcohol, Tobacco and Other Drugs, Relationships, Human Sexuality, Nutrition and Disease prevention.

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.*



## SCIENCE

### **BIOLOGY**

Credits: 2 Length: Year  
Course Code: SC000--- Grade Level(s): 9, 10,  
11, 12

Prerequisite: None

#### Content:

This yearlong course is designed to help students develop an understanding of 3-dimensional scientific inquiry and technological design. Students investigate questions, conduct experiments, and solve problems relating to living systems. Students will become acquainted with fundamental concepts and principles at work as living organisms maintain their own life functions and interact with other living things and the environment. Topics include matter, energy, and organization in living systems, the molecular basis of living material, the cell, heredity and evolution, behavior, and ecology and interdependence of organisms.

*This course is offered in Spanish (DL) for students enrolled in the Dual Language Program. This course is also offered in Spanish (SBL) or Sheltered English (Trans) for non-dual language students enrolled in the English Language Learner/ELL (TBE/TPI) program, course enrollment is dependent upon the student's English proficiency level.*

### **HONORS BIOLOGY**

Credits: 2 Length: Year  
Course Code: SC050--- Grade Level(s): 9, 10,  
11, 12

Prerequisites:  
MAP score and teacher referral are recommended

#### Content:

This yearlong course is similar to Biology. 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 3-dimensional scientific inquiry and problem solving, experimental design and execution.

*This course is offered in Spanish (DL) for students enrolled in the Dual Language Program. This course is also offered in Spanish (SBL) or Sheltered English (Trans) for non-dual language students enrolled in the English Language Learner/ELL (TBE/TPI) program, course enrollment is dependent upon the student's English proficiency level.*

### **ADVANCED PLACEMENT BIOLOGY**

Credits: 3 Length: Year  
Course Code: SC070--- Grade Level(s): 11, 12

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

#### Content:

This yearlong course is an introductory college-level biology course. Students cultivate their understanding of biology through 3-dimensional scientific inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.

### **CHEMISTRY**

Credits: 2 Length: Year  
Course Code: SC100--- Grade Level(s): 10, 11,  
12

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

#### Content:

This yearlong course includes a 3-dimensional scientific study of the composition of matter at the atomic-molecular level and the changes in matter produced by environmental forces. Laboratory experiences, which reinforce the development of the chemical principles, are included in the classroom study.

*This course is offered in Spanish for the Dual Language*



### **PHYSICS**

Credits: 2

Length: Year

Course Code: SC400---

Grade Level(s): 11, 12

#### Prerequisites:

Algebra 1

#### Content:

This yearlong course will demonstrate the 3-dimensional scientific framework of physics, stressing the importance of attaining results experimentally and then applying these findings into physical theories. Topics studied will include measurement of time, space and matter, structure of matter, laws of motion, optics, mechanical and thermal energy, electromagnetic waves and electric circuits.

*This course is offered in Spanish for the Dual Language Program in 11th grade only. This course is also offered in Spanish/Sheltered English for the ELL (TBE/TPI) Program, depending on the student's English proficiency level.*

### **ADVANCED PLACEMENT PHYSICS 1**

Credits: 2

Length: Year

Course Code: SC420---

Grade Level(s): 11, 12

#### Prerequisites:

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:

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

### **ADVANCED PLACEMENT PHYSICS C**

Credits: 3

Length: Year

Course Code: SC470---

Grade Level(s): 11, 12

#### Prerequisites:

Students should have taken or be concurrently taking AP Calculus.

#### Content:

This yearlong, 3-dimensional scientific course is equivalent to a one-semester, calculus based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus are used throughout the course.

### **ENVIRONMENTAL SCIENCE**

Credits: 2

Length: Year

Course Code: SC500---

Grade Level(s): 11, 12

#### Prerequisites:

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

#### Content:

This yearlong, 3-dimensional scientific course is designed for students who have special interests in environmental issues and nature. Topics include the study of ecosystems, energy and conservation, pollution, population, and practical applications. Environmental science includes the study of human and technological impacts on the natural world. This course includes many outdoor activities using local areas as the laboratory and participation in local stewardship activities and/or workshops.

*This course is offered in Spanish for the Dual Language Program in 11th grade only. This course is also offered in Spanish/Sheltered English for the ELL (TBE/TPI) Program, depending on the student's English proficiency level.*



## 2022•2023 Course Selections

### **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

Credits: 2

Length: Year

Course Code: SC570---

Grade Level(s): 11, 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.

#### Content:

This yearlong, 3-dimensional scientific course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.







## 2022•2023 Course Selections

### WORLD GEOGRAPHY

Credits: 2 Length: Year  
Course Code: SS100--- Grade Level(s): 9, 10, 11, 12

Prerequisite: None

**Content:**

This yearlong course 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.

*This course is offered in Spanish (DL) for students enrolled in the Dual Language Program.*

### ADVANCED PLACEMENT HUMAN GEOGRAPHY

Credits: 2 Length: Year  
Course Code: SS970--- Grade Level(s): 9, 10, 11, 12

**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:**

This yearlong course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

### UNITED STATES HISTORY

Credits: 2 Length: Year  
Course Code: SS200--- Grade Level(s): 10, 11, 12

Prerequisite: None

**Content:**

This yearlong course is required for graduation offered in the junior year. The course content concentrates on study of the main topics and events in United States History from the Civil War era to the present with particular emphasis on the 20th century.

**Activities:**

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

*This course is offered in Spanish (DL) for students enrolled in the Dual Language Program. This course is also offered in Spanish (SBL) or Sheltered English (Trans) for non-dual language students enrolled in the English Language Learner/ELL (TBE/TPI) program, course enrollment is dependent upon the student’s English proficiency level.*

### US HISTORY AMERICAN STUDIES

Credits: 2 Length: Year  
Course Code: SS210--- Grade Level(s): 11, 12

**Prerequisites:**

English Language Arts 2

**Content:**

In this yearlong course, students choose American Studies as an option that fulfills the Junior English and U.S. History requirements. This is a writing intensive course that will satisfy graduation requirements. This course combines the disciplines of English and American history and shares the philosophies and methodologies of both. One grade is given for each content area. The students will identify the major ideas and attitudes of the American experience as they are reflected in the history, literature, and culture of the United States. Group work is a significant component of this course. College Readiness Standards will provide the framework for the English core curriculum of reading and writing workshop, research and the study of grammar and

mechanics, information literacy and communication skills. The development of persuasive writing, writing conventions, research skills and competence in test taking strategies will be emphasized. Students will be required to learn academic vocabulary, terminology that is key to support the learning of the literary genres, elements and techniques studied in the course.

**Activities:**

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	Length: Year
Course Code: SS270---	Grade Level(s): 10, 11, 12

**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:**

This yearlong course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and the development of students' abilities to think conceptually about U.S. history from approximately 1491 to present. Seven themes of equal importance (American and National Identity; Migration and Settlement; Politics and Power; Work, Exchange, and Technology; America in the World; Geography and the Environment; and Culture and Society) provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. The course allows teachers flexibility across nine different periods of U.S. history to teach topics of the choice and depth.

*This course is offered in Spanish (DL) for students enrolled in the Dual Language Program.*

**CIVICS**

Credits: 1	Length: Semester
Course Code: SS300---	Grade Level(s): 10, 11, 12

Prerequisite: None

**Content:**

This semester-long course is the social science concerned with the question of how people govern themselves and their interaction with their political environment. Civics is a semester course required for graduation offered in the senior year. The course emphasizes the decision-making process of American democracy and explores some of our major social problems. Topics examined in depth include national, state, and local government, our political party system, the processes of political behavior, and responsibilities of citizenship. This course is designed to prepare our students to participate directly in our democracy at age 18. The state-required examination on the Constitution of the United States, Constitution of Illinois, Declaration of Independence, principles of the Australian ballot, and the proper display and respect of the American flag is administered in this course. Required components of this course include discussion of current and controversial topics, service learning and simulations of the democratic process.

**Activities:**

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

*This course fulfills the Civics graduation requirement.*

*This course is offered in Spanish (DL) for students enrolled in the Dual Language Program. This course is also offered in Spanish (SBL) or Sheltered English (Trans) for non-dual language students enrolled in the English Language Learner/ELL (TBE/TPI) program, course enrollment is dependent upon the student's English proficiency level.*



## 2022•2023 Course Selections

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

Credits: 1 Length: Semester  
Course Code: SS370--- Grade Level(s): 10, 11,  
And 12

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:  
This semester-long course introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

*This course fulfills the Civics graduation requirement.*

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

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

Credits: 1 Length: Semester  
Course Code: SS310--- Grade Level(s): 10,  
11, 12

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. This course cannot be used to satisfy neither the US History requirement nor the Civics requirement for graduation.

Content:  
This semester-long course introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different

governments solve similar problems by comparing the effectiveness of approaches to many global issues.

*This course does NOT fulfill the Civics graduation requirement.*

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

### **ECONOMICS**

Credits: 1 Length: Semester  
Course Code: SS400--- Grade Level(s): 10, 11,  
12

Prerequisite: None

Content:  
This semester-long course 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 fulfills the economics graduation requirement.*

*This course is offered in Spanish (DL) for students enrolled in the Dual Language Program. This course is also offered in Spanish (SBL) or Sheltered English (Trans) for non-dual language students enrolled in the English Language Learner/ELL (TBE/TPI) program, course*





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.

**AFRICAN AMERICAN STUDIES**

Credits: 2

Length: Year

Course Code: SS650---

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

Prerequisite: None

Content:

In this yearlong course, students will explore the historical and contemporary culture and experiences of African Americans. Students will also explore ideas of race and racism, contributions of Black Americans, social change, and Black identities. This interdisciplinary course draws on both social studies and ELA discourse to investigate how Black experiences engage with history, literature, art, journalism, music, media, and more. This elective course is designed for all high school students.



## 2022•2023 Course Selections

### TECHNOLOGY EDUCATION

#### PRODUCTION TECHNOLOGY

Credits: 2 Length: Year  
Course Code: TE160--- Grade Level(s): 9, 10, 11, 12

**Classes are held at SEHS and SHS only, but are open to students from all high schools**  
**Based on program capacity, a selection process may occur.**

Prerequisite: None

#### Content:

This yearlong course provides entry-level skills in the manufacturing and design fields. Topics include safety, blue print reading, precision and semi-precision measurement, lathe and mill. Students will be actively engaged in project-based hands-on activities. Theory and practices used in industry will be taught. This course leads to Precision Manufacturing, Advanced Precision Manufacturing, post-secondary machine tool programs and careers in manufacturing technology. Skills learned will prepare students for industry supported certifications such as National Institute for Metalworking Skills ([NIMS www.nims-skills.org](http://www.nims-skills.org)). Additional costs for projects may apply.

#### PRECISION MANUFACTURING

Credits: 4 Length: Year (2 Hours)  
Course Code: TE524--- Grade Level(s): 10, 11, 12

**Classes are held at SEHS and SHS only, but are open to students from all high schools**  
**Based on program capacity, a selection process may occur.**

Prerequisite:  
Production Technology

#### Content:

This yearlong course provides entry-level skills in the manufacturing and design fields. Topics include safety, blue print reading, precision and semi-precision measurement, lathe, 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

Credits: 4 Length: Year (2 Hours)  
Course Code: TE564--- Grade Level: 11, 12

**Classes are held at SEHS and SHS only, but are open to students from all high schools**  
**Based on program capacity, a selection process may occur.**

Prerequisite:  
Precision Manufacturing

#### Content:

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

Credits: 2 Length: Year  
Course Code: TE114--- Grade Level(s): 10, 11, 12

**Based on program capacity, a selection process may occur.**

Prerequisite: None

#### Content:

This yearlong course 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 ASE (Automotive Service Excellence) areas (<http://www.ase.com/entry-level/>). 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**

Credits: 4                                      Length: Year (2 hours)  
Course Code: TE134---                      Grade Level(s): 10, 11,  
12

**Based on program capacity, a selection process may occur.**

Prerequisite:  
Automotive Technology

Content:  
This yearlong course will prepare students for the Automotive Service Excellence (ASE) (<http://www.ase.com/entry-level/>) 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 ASE (<http://www.ase.com/entry-level/>) 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**

Credits: 4                                      Length: Year (2 Hours)  
Course Code: TE154---                      Grade Level: 11, 12

Prerequisite:  
Advanced Automotive Technology

**Based on program capacity, a selection process may occur.**

Content:  
This yearlong, two-hour class prepares students for Automotive Service Excellence (ASE) testing certification and a career in the automotive field. Students engage in

diagnosis of vehicles in a repair facility atmosphere by using a variety of testing instruments and specialty tools. Areas of study include advanced electrical, fuel injection, ignition, computer systems, emissions, steering/suspension, brakes and engine performance diagnosis and repair.

### **FUNDAMENTALS OF WELDING**

Credits: 2                                      Length: Year  
Course Code: TE624---                      Grade Level: 10

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

**Based on program capacity, a selection process may occur.**

Prerequisite: None

Content:  
This yearlong 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 TECHNOLOGY 1**

Credits 4                                      Length: Year (2 Hours)  
Course Code: TE634---                      Grade Level(s): 11

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

**Based on program capacity, a selection process may occur.**

Prerequisite:  
Fundamentals of Welding

Content:  
This yearlong 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





## 2022•2023 Course Selections

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.

### WELDING TECHNOLOGY 2

Credits 4 Length: Year (2 hours)  
Course Code: TE654--- Grade Level: 12

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

**Based on program capacity, a selection process may occur.**

Prerequisite:  
Welding Technology 1

Content:  
This yearlong course builds on the skills and concepts introduced in Welding Technology I and will provide more in-depth skill development in various types of welding including horizontal, vertical, overhead, and circular techniques as well as 3G certification welds for MIG and TIG. Units of instruction include advanced out of position arc, TIG and MIG welding, industry weld fabrication techniques and welding print interpretation and process organization. In addition, the students will learn to analyze weld quality and troubleshoot problem welds. Students completing this course will be eligible to test for the Certified Welder Certificate with the American Welding Society ([www.aws.org](http://www.aws.org)).

### PLTW INTRODUCTION TO ENGINEERING DESIGN (IED) HONORS

Credits: 2 Length: Year  
Course Code: TE800--- Grade Level(s): 9, 10, 11

Prerequisite: None

Content:  
This yearlong course is for students who are interested in design, engineering, and architecture. The major focus of the IED course is the design process, solid modeling, design and development and Computer Aided Design (CAD). IED is a project, problem-based course with team-focused opportunities for developing

innovative designs involving real world products. (See [www.pltw.org](http://www.pltw.org) for more information.)

### PLTW PRINCIPLES OF ENGINEERING (POE) HONORS

Credits: 2 Length: Year  
Course Code: TE840--- Grade Level(s): 10, 11, 12

Prerequisite:  
Introduction to Engineering Design (IED)

Content:  
Ever wonder how things work? This yearlong course takes the why and how out of your day through an exciting class in which you can earn honors credit. Principles of Engineering uses a combination of teamwork and problem-solving skills in hands-on projects applying physical principles, robotics, and mechanical exploration. POE enables students to experience some of the major concepts covered in post-secondary courses of study for careers in medicine, engineering, business, architecture, manufacturing and science. Additional project costs may apply. (See [www.pltw.org](http://www.pltw.org) for more information.)

### PLTW CIVIL ENGINEERING & ARCHITECTURE (CEA) HONORS

Credits: 2 Length: Year  
Course Code: TE820--- Grade Level(s): 10, 11, 12

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

Content:  
This yearlong course is the study of the design and construction of residential and commercial buildings. The course includes building design and construction fundamentals. Topics include building components and systems, structural design, site and green design. Using Computer Aided Design software (CAD), this course will prepare students for careers or further studies in architectural design, civil engineering, and the construction field. (See [www.pltw.org](http://www.pltw.org) for more information.)

TECH ED













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### **ADVANCED PLACEMENT SPANISH LITERATURE AND CULTURE**

Credits: 2 Length: Year  
Course Code: WL580--- Grade Level(s): 9, 10, 11, 12

**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:**

This yearlong course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism).

\*Heritage Spanish 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.

### **SPANISH FOR HERITAGE SPEAKERS 1**

Credits: 2 Length: Year  
Course Code: WL600--- Grade Level(s): 9, 10, 11, 12

**Prerequisites:**

Diagnostic Test

**Content:**

This yearlong course was established to meet the needs of the heritage Spanish speakers in the student population by giving them a significant viable alternative to the classes for non- heritage speakers while at the same time offering a means for broadening and deepening their abilities in this subject. On another level, the class provides a more challenging program to the heritage speaker while freeing the non-heritage speakers’ classes from the more advanced students whose needs are different from those beginning to speak and write the language.

**Activities:**

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

### **SPANISH FOR HERITAGE SPEAKERS 2**

Credits: 2 Length: Year  
Course Code: WL630--- Grade Level(s): 9, 10, 11, 12

**Prerequisites:**

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

**Content:**

This yearlong course is designed for students who speak, read, write and comprehend Spanish at an intermediate level. The goal is to achieve a higher level of bilingualism (Spanish-English), as well as to increase the student's cultural knowledge. Students are exposed to a variety of authors from a variety of Spanish speaking countries. 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.







## **MANDARIN CHINESE 2**

Credits: 2

Length: Year

Course Code: WL730---

Grade Level: 9, 10, 11,  
12

Prerequisite:

Mandarin Chinese 1

Content:

This yearlong class stresses the development of vocabulary and grammar (verbs, adjectives, idioms, present and past tense). It includes skill development in reading, writing, speaking and listening, as well as cultural awareness.

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.



## 2022•2023 Course Selections

### ENGLISH LANGUAGE LEARNERS PROGRAM

In accordance 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. Entering 9<sup>th</sup> grade students who have been part of the Dual Language Program or who qualify for Spanish Transitional Bilingual Education (TBE) will enroll in both Spanish and English courses to support a dual language trajectory. There are specific program expectations for English Learner (EL) students and Former EL to follow as active students in the Dual Language Program. DL students will receive 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 Illinois State Seal of Biliteracy.

EL students participating in the Transitional Program of Instruction (TPI) 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 taking into consideration English proficiency level. Some electives may also be offered in the ELL Program. ELL elective course offerings may vary according to each high school.

**Mission:** 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-emotional 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 attain reclassification status or successfully exit the ELL Program based on ISBE’s reclassification criteria will meet or exceed achievement standards in Dual Language and/or General Education classes.

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

## English as a Second Language Courses

EL students in grades 9 through 12 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 12<sup>th</sup> grade are required to take two periods of ESL Language Arts.

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

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

ESL courses in the 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.



## 2022•2023 Course Selections

### **ESL LEVEL 1**

Credits 2

Length: Year

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

#### Prerequisite:

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.

### **ESL LEVEL 2**

Credits: 2

Length: Year

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

#### Prerequisite:

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

### **ESL LEVEL 3**

Credits: 2

Length: Year

Grade Level: 9, 10, 11, 12

#### Prerequisite:

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 LEVEL 4**

Credits: 2

Length: Year

Grade Level: 9, 10, 11, 12

#### Prerequisite:

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.

### **ESL LEVEL 5**

Credits: 2

Length: Year

Grade Level: 9, 10, 11, 12

#### Prerequisite:

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.